How can Educational Psychologists support the implementation of training on Trauma Informed Approaches in classroom practice?

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Declaration

This thesis is being submitted for the award of Doctorate in Applied Educational Psychology. I declare that it is my own work and does not include material that is the work of others without acknowledgement, that I have consulted all materials cited, and I have not submitted this assignment for any other academic award[1].

[1] Chapters 1 and 3 have been prepared for publication in the British Educational Research Journal

Overarching Abstract

This thesis explores the barriers and facilitators for teachers implementing learning from professional development (PD) on Trauma Informed Practice (TIP) into their classroom practice. It consists of four chapters: a systematic literature review (SLR), an ethical and methodological critique, an empirical project, and a reflexive synthesis on the process of engaging in this research.

Chapter 1 is a seven-stage meta ethnography. Initial scoping searches highlighted a gap in research in England drawing on teacher experiences of implementing TIP. The SLR therefore broadly considers: '*What is known about teacher perceptions of training and implementation*?'. Six papers were reviewed and synthesised. Findings highlighted several socio-political influences on the experience of teaching generally, with implications for the transfer of knowledge acquired through training into classroom practice. Specifically, there were differences between the content of training, and the context in which teachers practice. The level of teaching experience as well as school community factors may influence whether this is experienced positively or negatively. Opportunities to reflect and collaborate with peers were considered helpful for the implementation of training.

Chapter 2 is a critical and reflective exploration of how the project progressed from the findings of the SLR to the empirical research. It also documents personal and professional experiences, and philosophical positioning that have shaped the decision-making process. Choices relating to methodology, research methods, and ethical considerations to the empirical project are outlined.

Chapter 3 describes the empirical project, an exploration of four teacher's accounts of the barriers and facilitators to implementing learning from training on TIP in their school settings. The research utilised semi-structured interviews, and transcripts were analysed using Interpretive Phenomenological Analysis (IPA). An overarching model was generated to reflect how participants were making sense of their experiences through professional development, intrapersonal factors, community factors, and contextual factors. Implications are discussed and guiding principles for

EPs developing and delivering training on TIP were offered, based on the principles of trauma informed approaches offered by SAMHSA (2019). Future research should consider broadening the scope of participants to privilege other staff voices (e.g., support staff), and children and young people attending a school implementing TIP.

Chapter 4 includes a reflexive summary of my personal and professional learning through engaging in this research. It considers what I have learned about myself through engaging in IPA and research linked to relational approaches, a renewed appreciation for uncertainty, implications for my next steps as a qualified Educational Psychologist, and a critical reflection on TIP through a social justice lens.

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Chapter 1: Systematic literature review

What is known about teacher perceptions of professional development and implementation?

1.1 Abstract

The landscape of the English education system is everchanging. There are growing pastoral expectations (Long, 2022) requiring teachers to go beyond their role to provide extended care. Due to teachers' broadening responsibilities, there is increased awareness of the need to consider aspects of child development that impact learning and wellbeing such as trauma and Adverse Childhood Experiences (ACEs). There is a clear need to evaluate how training aimed to develop teacher knowledge of these factors influences classroom practice. Literature suggests that teachers often find it difficult to implement the knowledge they have acquired through training into practice.

This chapter includes a systematic review of the qualitive literature using meta-ethnography. The resulting papers highlighted a gap in research from England exploring teacher perceptions of implementing trauma informed professional development. As such, the review was broadened to consider teacher experiences of training more widely. It asks: What is known about teacher perceptions of training and implementation? Six papers are reviewed and synthesised. Findings suggest that there are differences between the espoused aims of training, and the context in which teachers practice. As such, training may be viewed as an alternative reality to everyday practice. Furthermore, the level of teaching experience as well as collaborative learning may influence whether this disconnect is experienced positively or negatively. Although teachers acknowledged being aware of the barriers enacting knowledge acquired through training, some identified changes in their views of themselves and others, as well as values and priorities following the experience of training.

1.2 Introduction

Delivering training in schools forms one of the core elements of the Educational Psychologist (EP) role (Scottish Executive, 2002) and offers an opportunity for EPs to work at an organisational level. Endeavours to elicit change habitually follow a more traditional model of professional development, despite concerns that isolated training does not effectively support implementation (Chidley & Stringer, 2020). High-quality continued professional development (CPD) is recognised as helpful in addressing a range of issues pertinent to education. For example, academic outcomes (Hafeez, 2021), CYP's emotional wellbeing (Chuang et al., 2020), inclusive, equitable practice (Crispel & Kasperski, 2021; Gore & Rosser, 2022), and teacher retention (Reitman & Karge, 2019). Given this, governments worldwide invest substantial funding with the view that professional development will enhance teachers' skills, knowledge and practice (Bowe & Gore, 2017). There is a clear moral, economic and social concern for getting it right (Gore & Rosser, 2022). Financial cuts to English education budgets in 2010 have contributed to a rising number of traded models for Educational Psychology service delivery (Lee & Woods, 2017). Moreover, austerity politics in England have contributed to changes in school expenditure (Baillie, 2021). School commissioners are therefore increasingly cautious about how they use their EP time.

Although the Department for Education (DfE) do not mandate the content, duration, or delivery method of CPD, the teaching standards recognise that "Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages*"* (DfE, 2011, p. 7). Maintained schools must designate 5 days per academic year for non-teaching and development time which can consist of a range of activities including in service education and training (INSET) days, twilight sessions, or administrative tasks. This means there is considerable variation in how CPD is conceptualised, delivered, and is therefore implemented for teaching staff across schools in the United Kingdom (UK). Research demonstrates a lack of understanding and knowledge of the dimensions of teacher professional development (Sancar et al., 2021).

The changing landscape of England's education system has prompted a contextual shift in the type of professional development teachers need. Teachers in England report that rising child poverty, the cost-of-living crisis and increased emotional needs of children and young people has shifted their role beyond "business as usual pastoral care" (Education Support & Public First, 2023, p. 9). Research across the world highlights a gap in high quality training and teacher confidence in supporting CYP's wellbeing (Danby & Hamilton, 2016; DfE, 2023b; McCarthy, 2021; Samnøy et al., 2023) and relational skills (Gerosa et al., 2023). UK government research acknowledges that the COVID-19 pandemic contributed to this shift (DfE, 2023b). However, a culture of pastoral care and relational aspects of education were already embedded in the education system across the world (Graham et al., 2011; Zinsser et al., 2016). Physical distance highlighted difficulties for schools to provide their fundamental caring role (Ferguson et al., 2014) and illuminated the increasing responsibilities of teachers. In line with growing pastoral care demands and expectations, research acknowledges that professional development should reflect this 'new reality' of schools (Education Support & Public First, 2023).

1.2.1 Trauma Informed Practice and Relational Approaches

Schools are increasingly viewed as well positioned to support the mental health and wellbeing of CYP (Herrenkohl et al., 2019). One in three CYP have experienced a potentially traumatic event by the time they reach 18 years old (Lewis et al., 2018). Trauma Informed Practice (TIP) therefore encourage teachers to assume every child has (Souers & Hall, 2016). The Substance Abuse and Mental Health Services Administration SAMHSA (2014, p. 9) define TIP through four assumptions:

(1) "Realising the widespread impact of trauma and understanding potential paths for recovery

(2) Recognising the signs and symptoms of trauma in clients, families, staff, and others involved with the system

(3) Responding by fully integrating knowledge about trauma into policies, procedures, and practices

(4) Seek to actively resist re-traumatisation of both person served and staff”

TIP is further guided by six fundamental principles including: “safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment; voice and choice; and cultural, historical and gender issues” (SAMHSA, 2014, p. 10). TIP does not advocate for an isolated intervention, but offers a framework to guide organisational systems (Maynard et al., 2017). Relational Approaches (RA) emphasise the importance of building relationships in school communities, and its' principles align closely with those espoused by TIP. As such, RA are often discussed in the literature on TIP and threaded through the content of trauma informed professional development. Research highlights that adopting TIP or a relational approach can have a range of benefits for CYPs learning and emotional wellbeing (Cole et al., 2013; Diggins, 2021). ‘

Open skills training is characterised by training which requires trainees to develop their own ideas on how they might generalise rules or principles to their work (Baldwin et al., 2009). This contrasts to training on closed skills which involves replicating skills as closely as possible (Blume et al., 2010). Trauma informed professional development and training on RA largely relies on the development of open skills, which EPs regularly support. Despite this, there is a lack of evidence exploring factors which promote practice change involving open skills (Chidley & Stringer, 2020).

1.2.2 The Transfer Problem

Training Transfer is often cited as a goal and indication that training has been successful (Jansen in de Wal et al., 2023; Sasson & Miedijensky, 2023). However, the ‘Transfer problem’ refers to a much-researched phenomenon that one-off, traditional methods of training do not typically support implementation of knowledge gained through training into practice (Grossman & Salas, 2011). Several models have been developed to provide an insight into the barriers and facilitators for implementation. For example, Baldwin and Ford’s (1988) model describes three key areas influencing training transfer: training design, trainee characteristics, and the

work environment. Though research in this area is developing in clinical and health-care settings, it is limited within the field of educational psychology (Chidley & Stringer, 2020).

Evaluations of training effectiveness do not necessarily consider situational, holistic and external factors (Admiraal et al., 2021). As such, benefits are difficult to replicate and can often result in disappointing findings in other contexts (Desimone, 2009). The limitations of 'process-product logic' research for professional development in teaching are widely acknowledged, with a broader focus on the barriers and facilitators to teacher learning being recognised (Opfer et al., 2011). Within literature exploring teacher views of trauma informed professional development, there is a paucity of published research in England (Sparling et al., 2022). I conducted scoping searches between August 2022 and September 2022, and found nothing directly related to the area of teachers views on implementing TIP in England.

1.3 The current review

The focus of this systematic literature review is to explore teachers' experiences of training and professional development activities. It seeks to offer a new interpretation of how teachers experience training across of range of different topics and areas. In doing so, it considers what may support or hinder learning and subsequent development in practice through the voices of those accessing training. A meta-ethnographical approach was deemed most appropriate to explore the research question: *What is known about teacher perceptions of professional development and implementation?* Firstly, meta-ethnographic methodologies seek to explore social or cultural events through perspectives and stories of those being studied (Noblit & Hare, 1988). Secondly, a meta-ethnography involves interpreting beyond the current findings, and adopting a qualitative interpretation of qualitative interpretations (Luong et al., 2023). As such, this method of synthesis is reflective of the complexities in what has been described as an emotionally laden topic (Hustler, 2003; Sachs, 2007).

1.3.1 Method of synthesis: A meta-ethnography

This SLR was conducted following the seven-stage process adopted by the meta-ethnography approach.

Table 1 - The seven-stage process adopted for the meta-ethnography

The Seven Stage Process adopted by (Noblit & Hare, 1988)	
Stage 1	Getting started and providing the context and interest
Stage 2	Deciding what is relevant to the initial interest
Stage 3	Reading the studies
Stage 4	Understanding how the studies are related
Stage 5	Translating the studies into one another
Stage 6	Synthesising translations
Stage 7	Expressing the synthesis

The processes involved in each of these stages were informed by other researchers' approaches to meta-ethnography (Atkins et al., 2008; Britten et al., 2002; Campbell et al., 2006; France et al., 2019).

1.3.2 Getting started, providing the context and interest

Personal reflexivity is positioned as an integral part of qualitative study (Gough, 2017). In research, it is described as an ongoing assessment of how subjectivity and context guide the research process (Olmos-Vega et al., 2023). Part of this reflexivity involved consideration as to how my experiences of working in education as both a teacher and teaching assistant, as well as my own experiences of delivering training in school have influenced the topic of interest. The process has also led me to reengage with my rationale for leaving teaching, to pursue training as an Educational Psychologist (EP). This was influenced by feeling unable to work in harmony with my values or engage in meaningful work (Janik, 2015). Despite engaging in training on relational approaches that felt 'transformative' in nature, I felt pressured by the need to demonstrate children's academic progress alongside a sense of guilt for failing to

prioritise relationships over neoliberal demands. I am therefore interested in the way in which teachers experience training, and how engaging in the process can cultivate feelings of hope (Bullough, 2011).

It is widely acknowledged that there are rising numbers of both experienced and early careers teachers leaving the profession (Foster, 2018; Kelchtermans, 2017) as well as a recruitment crisis (Dickens, 2016; Klassen et al., 2021). Teacher workload is regularly cited as a factor in choosing to leave the profession (Arthur & Bradley, 2023). In the white paper (DfE, 2010, p. 7) “rigorous attention to standards” gave rise to increased teacher stress owing to workload and accountability measures (National Education Union, 2024). Further, trainee teachers may have an oversimplistic view of the profession (Hobson et al., 2006), with austerity broadening the teacher role to encompass social work, mental health and other aspects of pastoral care (Williams, 2017). In England, high quality CPD is greatly valued in relation to job satisfaction and retention (Education Support, 2023). Thus, professional development can act as a protective factor for teacher retention (Fletcher-Wood & Zuccollo, 2020; Luesse et al., 2022). Despite this, policy frameworks which are preoccupied with regimes of accountability (Opfer et al., 2011) and lack of time (Bubb & Earley, 2013) can constrain the professional development of teachers.

1.3.3 Locating the studies - deciding what is relevant

In stage two, I conducted a literature search using electronic database search engines between September 2022 and December 2022 (Scopus, PsychINFO, Web of Science and EBSCO- British Education Index and Education Abstracts). Additional search strategies included backwards, and forwards chaining, which did not yield any further papers. Final search terms and relevant synonyms (informed by scoping searches) were developed for three overall areas: professional development, practice change, and teachers (see Table 2). Six qualitative research papers were identified.

Table 2 - Final search terms

	"Professional development" OR training OR development OR INSET
AND	"Training transfer*" OR application OR transfer* OR "transfer problem" OR "practice" OR "change" or "transfer maintenance" OR implementation

1.3.4 Determining the inclusion criteria

Initial scoping searches supported the development of the research question (see Table 3). As I engaged with the literature through the process of searching and considering its relevance to my research questions, I refined my inclusion and exclusion criteria iteratively process (Barnett-Page & Thomas, 2009) (see Appendix 1) . Initial scoping searches revealed a gap in the literature; there were no papers directly considering teacher views of training transfer for Trauma Informed Practice (TIP) in England. As such, search criteria and the research question were developed to consider training more generally. The iterative process of developing the inclusion/exclusion criteria also reflects a change in my thinking through engaging with meta-ethnography and its' philosophical assumptions.

Research indicates that there are often differences between predicted and actual changes in practice or training transfer (Patel, 2013). As such, I initially looked to include literature which measured practice change following a period of implementation. However, measurements of change in teacher practice studies are typically constructed by the researcher (Conroy, 2012; Ford et al., 2012; Lekwa et al., 2019), positioning them in an external outsider position as subjects of knowing (Lin, 2015). Viewing change as an observable phenomenon rather than a subjective, felt experience is an overly simplistic view of an intensive, and emotional human experience (Eroglu & Donmus Kaya, 2021). I therefore chose to include papers which documented teacher perceptions of training to privilege their expertise and voices.

Research from 2010 was included to reflect the start of the coalition government and austerity, subsequent changes to school expenditure (Baillie, 2021), the changing

pastoral role of teachers (Graham et al., 2011) and their resulting training needs (Education Support & Public First, 2023). For example, local government funding for early intervention services (e.g., Sure Start children's centres) experienced extensive cuts under the coalition (Stewart & Obolenskaya, 2015).

A PICOSS table was developed to guide the process of identifying relevant papers (see Table 3). Six papers were selected for the review: Allen et al (2020), Cajkler et al. (2015), Hramiak (2017), Hulse (2018), Mintz et al. (2021) and Wallace (2010). It is important to note that the research selected were diverse in terms of their aims and training characteristics (see Quality Assessment section). The PRIMSA table illustrates the process of identifying the papers (see Figure 1)

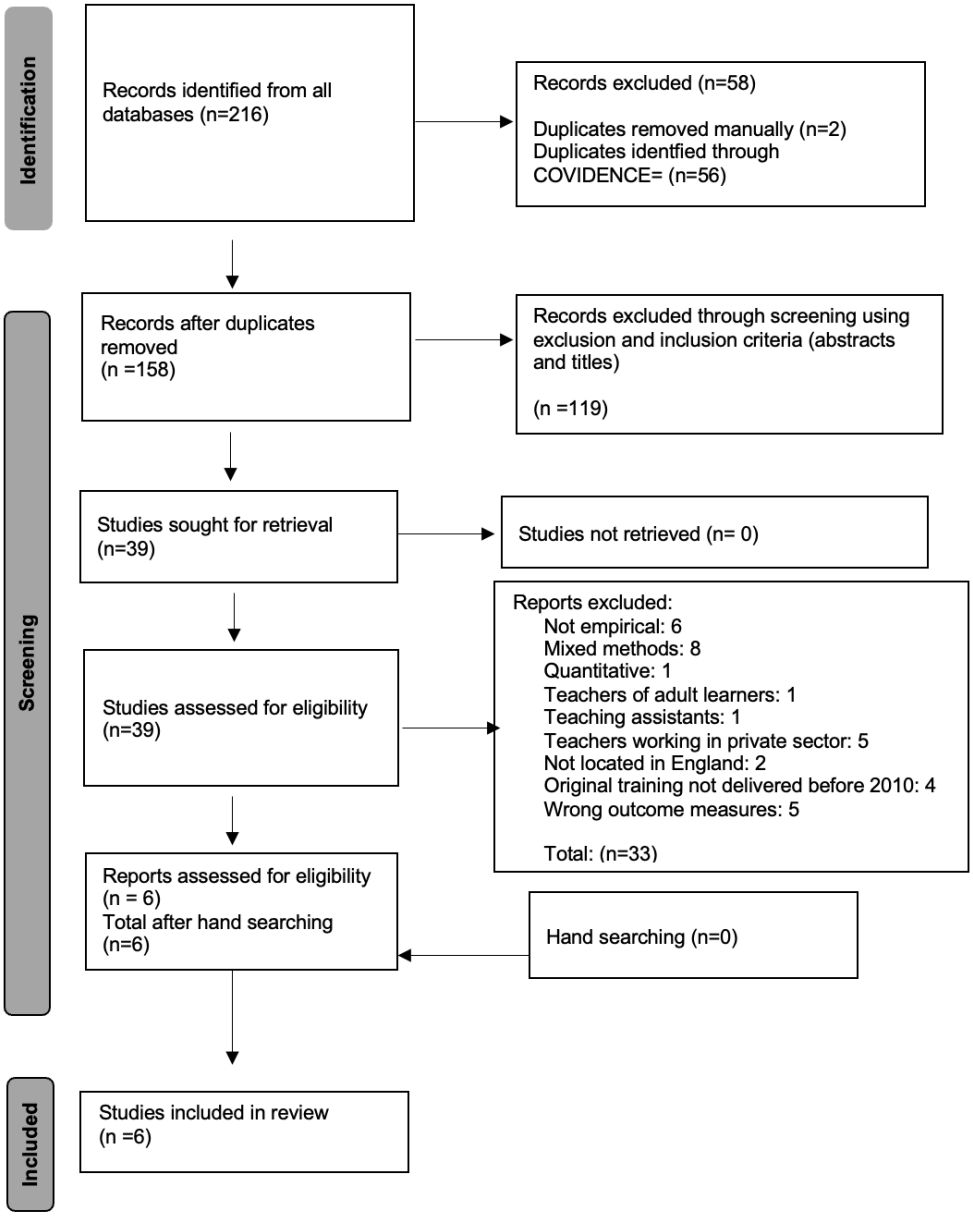

Figure 1 - PRISMA Diagram

Table 3 - PICOSS Table

Question development	Which elements of EP trauma informed practice training facilitate transfer? What is known about the transfer of trauma informed professional development for teachers? Which principles facilitate training transfer in teacher professional development? What is known about teachers experience of training transfer? What is known about teacher perceptions of professional development and implementation?	
	Inclusion	**Exclusion**
Population	Teachers, newly qualified teachers, and trainee teachers practicing in England	Support staff Teachers working in privately funded settings
Intervention	Training delivered to any group size or engagement in professional development activities	Training requiring specialist qualifications beyond those obtained as a teacher in England
Comparator	None	None
Outcomes	Teacher perspectives and experiences collected qualitatively, i.e., interview data, open questions	Outcomes based only on researcher observations of practice
Study Design	Empirical Qualitative- to focus on perspectives and experiences of teachers Pre/post data, and follow up data	Reviews
Setting	An education setting in England (e.g., Early Years, Mainstream Primary/Secondary School, College, Specialist settings, Alternative Provisions)	Privately funded higher education settings

1.4 Data extraction and analysis

1.4.1 Quality assessment

The appropriateness of appraisal for qualitative studies is debated (Campbell et al., 2006; Dixon-Woods et al., 2007), principally due to their philosophical and epistemological diversity (Carroll & Booth, 2015). Moreover, there is little agreement on what makes a study 'good enough' in qualitative research (Campbell et al., 2012), or how researchers might come to this judgement (Garside, 2014). Smith (1984, p. 384) asserts that "there can be no criteria to reconcile discourse (to sort out the trustworthy from the untrustworthy results)". Through adopting an interpretivist approach, this SLR assumes that truth and knowledge are subjectively, historically, and culturally positioned (Ryan, 2018). It was therefore deemed inappropriate to conduct a quality appraisal of the papers selected for review, instead focusing on the power of ideas (Campbell et al., 2006). However, close attention was paid to the appropriateness of each study in its ability to answer the research questions and contribute to knowledge in this area. In broadening the scope of the SLR to ensure teacher perceptions are the focus of the research included, it is important to note that the final papers explored a diverse range of training topics.

1.4.2 Reading the studies

The stages of meta-ethnography are not discrete, but reflect an ongoing, iterative process (Noblit & Hare, 1988). This stage involved repeated reading of studies whilst considering demographic and contextual information (Britten et al., 2002) (see Table *4*). First and second order constructs (Schutz, 1962) were extracted line by line for each paper (Soundy & Heneghan, 2022). First order constructs reflect participants' understanding and their direct quotes, whereas second order constructs are the authors interpretations of these (Noblit, 2019; Noblit & Hare, 1988). It is important to note that the papers did not give equal weighting to first and second order constructs, acknowledging that the first order constructs were selected from the original data set by the authors (Atkins et al., 2008). Data was extracted from all sections of the papers to ensure all elements of interpretation were considered (Noblit, 2019). During this stage, I developed a list of initial concepts from studies (Atkins et al., 2008), attempting to mirror the terminology adopted by both the researchers and participants (Noblit & Hare, 1988) (see Appendix 2)

Table 4 - Demographic Information

Study	Sample	Data collection method	Study aims	Characteristics of training
Allen et al., (2020)	• 44 Primary teachers who attended the Incredible Years (IY) Teacher Classroom Management (TCM) programme in Ford et al (2019). • All teachers were from schools in the South-West of England. • This included newly qualified teachers and more experienced teachers.	• Focus groups • Interviews	• To explore teachers' perceptions of the impact of the TCM programme	• Delivered in groups of 12 • Six whole day sessions across six months • Goal setting • Reflective learning • Video modelling • Role-play • Teachers encouraged to practice novel strategies between sessions and discuss experiences
Cajkler et al (2015)	• 8 Secondary teachers from 2 departments (Maths and Science) in a secondary school in England. • This included newly qualified and more experienced teachers	• DVD recorded lessons • individual interviews at the end of the project • lesson plans and resources, transcripts of preparation and evaluation meetings	• To explore teacher perspectives about lesson study for professional learning and practice development	• Teachers engaged in 'Lesson study' • Stages of lesson study were prescribed as developed by Dudley (2014) • Following the agreement of this framework, teachers were free to work together in ways they believed were appropriate to their contexts

Study	Sample	Data collection method	Study aims	Characteristics of training
Hramiak et al (2017)	• 12 trainee teachers on the Teach First (TF) training programme teaching a range of subject specialisms: Mathematics, Computer Science, English, Geography, History, French, Physics	• Surveys • Focus groups • Semi-structured interviews	• Using the dynamic model of educational effectiveness to explore the development of practice by Teacher First beginning teachers	• 8-week training programme at a partner university • Following completion of this training, teachers were assigned to and employed by a 'challenging' school • Support throughout their training year from professional and subject mentors in school, and subject tutors in university
Hulse (2018)	• 11 student Modern Foreign Language (MFL) teachers over the course of a one-year postgraduate teacher education programme in England.	• Observation • Individual semi-structured interviews • Group discussion • Open text questionnaires • Naturally occurring data-reflections and assignments	• To explore trainee teacher experiences of implementing creative practice across their training year practice placements.	• Two-week university programme of seminars focusing on creative practice at the end of first practice placement. Including a drama workshop and group discussion

Study	Sample	Data collection method	Study aims	Characteristics of training
Mintz et al (2021)	3 primary school teachers (teaching Year 6, Year 4, Year 1) and three school leaders (one Senior teacher and two SENDCos) working across three schools in Southern England. Class teachers had all been teaching for between 3 and 5 years.	Baseline survey Impact survey Course evaluations Interviews	To pilot research learning communities to translate key evidence about autism and related educational practice	Research learning communities involve reflective collaborative enquiry and other mutually supportive activity An 'external expert' is considered a key element of the RLC model Model building, sorting activities, disseminating knowledge from project with their school
Wallace (2010)	50 student teachers in the Lifelong Learning Sector on their second practice placement	Student reflections of their practice experiences using a story writing approach Group discussion Brief written reflections on tales	To explore the extent that using a fictional narrative would serve to stimulate reflection and where student-teachers would situate themselves in terms of their professional identity	Engagement with a reflection tool – writing and reflecting on fictional narratives that depict placement practice experiences

1.4.3 Understanding how studies were related

The next stage involved considering how the studies relate to each other (France et al., 2019). I considered the meanings of concepts developed both between and within papers in the previous stage, collapsing them into overarching concepts which were reflected across multiple papers. This process is argued to help the researcher to consider that different terms might refer to relatively similar things (Noblit, 2019), and consider how studies might be "put together" (Noblit & Hare, 1988, p. 36). Noblit (2019) proposed that this may in turn facilitate the development of 'third order constructs'. However, I was cautious in reporting concepts in this way, given that identifying the concepts and collapsing them into terms referring to similar things involves a layer of interpretation beyond second order constructs. As such, these are labelled 'initial third order constructs' (see Table 5)

Table 5 - Initial Third Order Constructs

Concepts	Explanation
Control, performativity and justifying actions	Education needing to represent value for money, where a love of learning is important, but progress is a requirement. Success and progress needing to be visible and requiring evidence to justify their teaching approaches/decision-making. Performative culture as a driving force for their decisions and practice
Dissonance/tension	Teachers adopting practices and approaches which they do not want to, The ethical dilemmas teachers face
Discovery as innovative	Teachers feeling more willing to take pedagogic risks Enabling children and young people to learn through discovery and problem solving Moving away from 'spoon feeding' approaches and towards practical tasks
Disconnection from real life	Teaching and its methods being separated from 'real-life' and training, as well as training itself being separated from 'normal practice'
Practical barriers	This includes barriers to implementing processes or learning from training in teaching e.g., time and staffing shortages and infrequent opportunities to engage in collaborative work
Emotional response to training and wellbeing	Emotive language used to describe their experience of training
Implementation	References to the likelihood they will implement learning from training in future practice Evaluative comments about how training has changed teacher practice
Changing perspectives	Changing perspectives of children's engagement, participation and understanding were challenged because of training Changes in how teachers viewed children's independence Changes in autonomy that children should have in school

Concepts	Explanation
Changes relating to self-efficacy and confidence	This term is used across papers and describes developing or reinstating teachers' beliefs about their skills (e.g., behaviour management skills)
Repositioning values and priorities	The experience of training reminded them to consider the whole child before and alongside academic progress Examples where teachers described a change in the ethos of the classroom, and are better able to take a child's viewpoint Intended changes to practice based on new knowledge about what constitutes high quality teaching
Valuing collaboration	Valuing collaborative processes, shared decision making, problem-solving, and learning from others Children learning from working together and from one another
Shared understanding and belonging	Gaining a sense of relief from hearing that other trainee teachers have experience similar situations and reflections in their practice Trainee teachers feeling like they are not yet part of teaching staff, or closely aligned to other student teachers
Validation	Instances where their success or achievements were noticed by more senior members of staff or those perceived to hold expertise in the training subject This validation impacted their behaviour and practice e.g., disseminating ideas with colleagues
Modelling	Changes in behaviour, wellbeing and learning based on modelling for both adults and children
Relational Impact	Changes in the quality of relationship with CYP, parents and colleagues

1.4.4 Translation

Noblit and Hare (1988) suggested that studies can be related in three ways: (1) storylines are reciprocal and commensurate, (2) the accounts are refutational and contradict one another, (3) they represent a line of argument where studies, whilst having commonalities, are actually addressing something different which, when taken together, give a richer account of story lines (Noblit, 2019).

The concepts were reciprocally translated, considering how each of the studies addressed the individual concepts in light of contextual factors (France et al., 2019). Although the studies were predominantly reciprocal, there were some differences in the way that concepts were addressed, and not all concepts were present across all papers (see Appendices 3 and 4). Refutational translations involve both translation of the ethnographic accounts, and the refutations themselves, where the refutation itself becomes a principal interpretation of the synthesis (Noblit, 2019; Noblit & Hare, 1988).

1.4.5 Synthesising translations

This stage is involved creating a 'whole' from the refutational and reciprocal translations (Noblit & Hare, 1988) through the development of third order constructs (Schutz, 1962). It is a second level of synthesis, where translations from the previous stage are compared to identify common and overarching concepts (France et al., 2019) and develop a new, higher order interpretation (Noblit, 2019). Noblit & Hare (1988) recognised the iterative nature of the latter stages of meta-ethnography, which is reflective of the process adopted in the current synthesis. The development of new concepts seek to move beyond a description of findings, to explain how they connect (Cahill et al., 2018). The final third order constructs are detailed in Table 6. For evidence of their development through mapping first and second order constructs, a worked example, and evidence of third order constructs across papers, see Appendix 5-7. For a more detailed visual summary of a processes between stages 4-7, see Appendix 8 .

Table 6 - Final third order constructs

Overarching Category	Concepts drawn from first/second order constructs	Final Third Order Constructs
Contextual Factors	• Control, performativity and justifying actions • Discovery as innovative • Disconnection from real-life • Practical barriers • Emotional response to training and wellbeing • Ethical dilemmas/dissonance • Implementation	*Power* This includes references to powerful influences which position education as an exchange value, where there is a requirement to justify practice and demonstrate visible, measurable progress in line with a neoliberal agenda *Alternative Reality* Training as being 'something different' from real-life teaching practice was positioned as both a barrier and a new possibility. Less experienced teachers (trainees) tended to view these differences more negatively. Teachers experienced dissonance and ethical dilemmas relating to the training content, and how they were practicing

Overarching Category	Concepts drawn from first/second order constructs	Final Third Order Constructs
Change	• Changing perspectives • Changing self-efficacy, confidence • Repositioning values and teaching priorities	*Reflective Space* Teachers benefitted from engaging in reflective activities within training, as well as having explicit time and space to do so. This influenced how they viewed themselves as practitioners, perspectives of the CYP they work with, and their values and priorities in their teaching.
Social Factors	• Valuing collaboration • Shared understanding and belonging • Validation from others • Modelling • Relational impact	*Sense of Community* In research where the training involved a collaborative element, teachers valued being able to work together to problem solve, as well as observing others in practice. Engaging in collaborative discussion as part of the research process supported trainee and early career teachers to develop a sense reassurance about their practice. Teachers also appreciated the impact that engaging with training had on their relationships with pupils

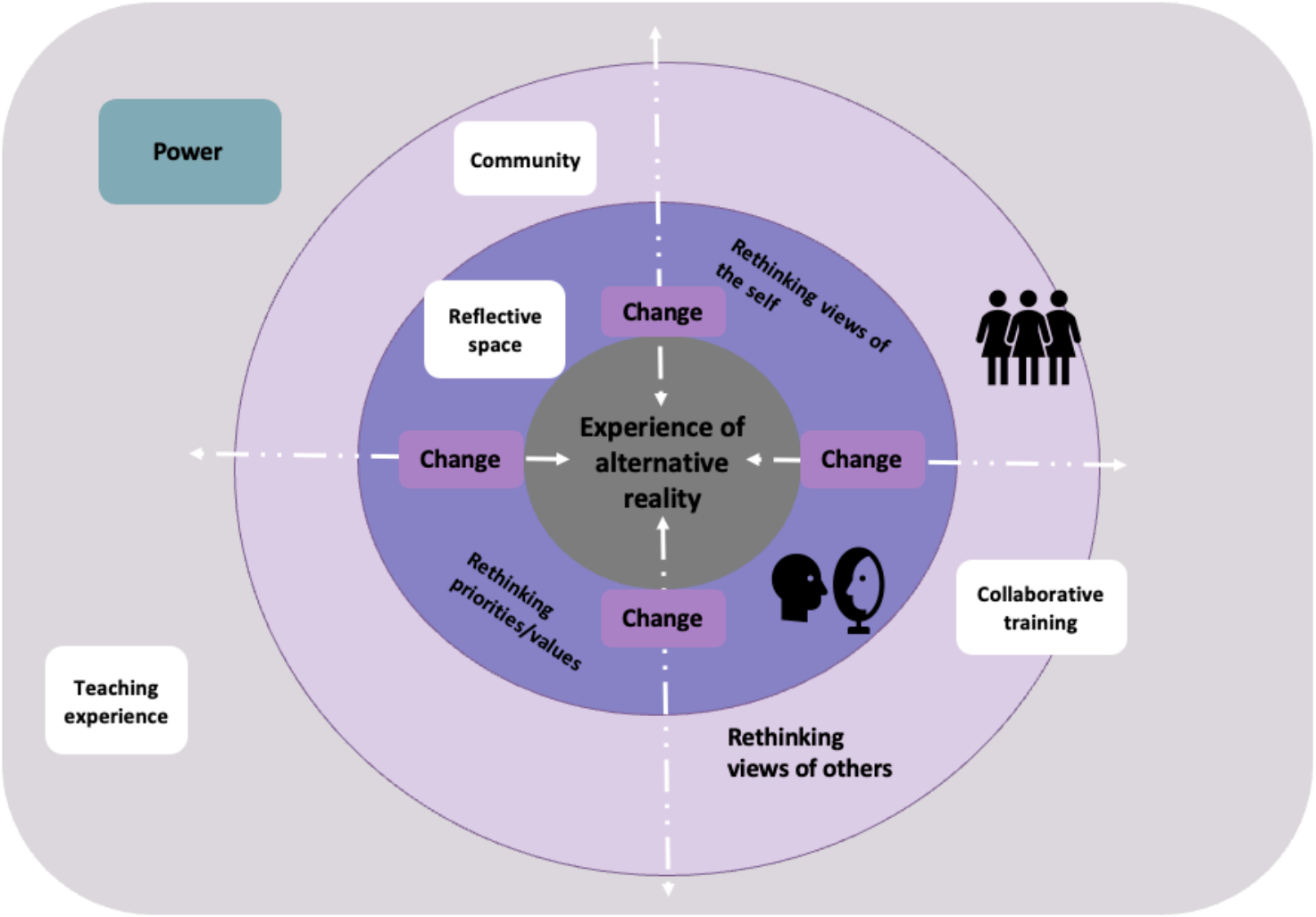

Figure 2 - Holistic representation of third order constructs

1.5 Expressing the synthesis

Figure 2 presents a visual summary of the third order constructs and their relationship to one another. Across all papers, training was constructed as an alternative reality to everyday practice, which impacted teachers in several ways. How this difference was experienced (positively or negatively), seemed to be influenced by both teaching experience (time in teaching) and the emphasis placed on collaboration in the training approach. The concept of training as an 'alternative reality', may therefore be considered as a barrier or facilitator to a change in practice, dependent on the context in which training takes place. Importantly, the experience of reality is unique to everyone, so the construct 'alternative reality' is also considered a contextual factor for the experience of training itself. Teachers conceptualised changes and their experiences through rethinking their priorities for practice, values and views of themselves and others. The constructs are interactional in nature and shared with a recognition that all of the third order constructs are likely to influence each other.

1.6 Discussion

1.6.1 Power

It is essential that progress and teaching quality are evaluated for CYP's outcomes. The rise of measurement culture has resulted in discussions about effective teaching and learning based on data, but fails to consider the wider purposes of education (Biesta, 2009). The first reoccurring theme across all four papers was termed 'Power and Alternative Realities'. This includes references to powerful influences which position education as an exchange value, where there is a requirement to justify practice and demonstrate visible, measurable progress. These mandated, top-down expectations could be considered consequences of a neoliberal agenda. Neoliberalism positions the purpose of education as an investment in a CYP's human capital, where the value of education is qualified through their financial potential (Hastings, 2019). Across all papers, participants alluded to their practice being influenced by factors relevant to performative culture, i.e., finding the time to collaborate with other teachers, and the risk of 'trialling' approaches at the expense of preparing for summative assessments.

The impact of ‘The Global Education ‘Reform’ (Sahlberg, 2012) has been well documented (Ball, 2003; Bartell et al., 2019; Biesta, 2007, 2009, 2015, 2019; Biesta, 2010; Clarke, 2013; Golden, 2018). It asserts that the Coalition and Conversative governments reform of the school system was largely austerity driven (Granoulhac, 2017). Ball (2003, p. 215) proposes that “this epidemic of reform does not simply change what people, as educations, scholars, and researcher do, it changes who they are”. Consistent with the current synthesis, the ‘power’ of managerialism forces teachers to practice in ways that differ from what they value, and therefore threatens their sense of identity (Skinner et al., 2021). This decline in teacher autonomy has been documented internationally (Sachs & Mockler, 2012), as well as the perceived threat to the moral and affective purposes of teaching (Flores & Ferreira, 2016). Teachers attribute neoliberalist ideologies to a loss of agency, relationships and limited opportunities for meaningful pedagogies (Golden, 2018). Teachers in the current synthesis reported feelings of frustration and guilt, as well as alluding to being coerced by performative pressures. This lack of agency has been highlighted as a key influence on teachers leaving the profession (Bartell et al., 2019; McGowan, 2021; Perryman & Calvert, 2020).

Teacher autonomy is considered both an inherent psychological need (Deci, 2009; Deci & Ryan, 2012), as well an essential characteristic of effective professional development (Evers et al., 2023). Specifically, professional development which does not afford teachers with an opportunity to make sense of their experiences, is less likely to result in actions in the world (Hargreaves et al., 2013). Autonomy can be nurtured when teachers are offered choices relating to their development (Deci, 2009; Toom et al., 2021), through promoting a sense of ownership (Ketelaar et al., 2014), and when they feel empowered (Evers et al., 2023).

The third order construct ‘Power’ was represented differently in papers with trainee teachers (Hramiak, 2017; Hulse, 2018; Wallace, 2010). For example, trainee teachers in Wallace (2010) felt that at the beginning of their careers, they are ‘powerless’ to other staff and students. Likewise, ‘behaviour management’ and ‘presence in school’ were considered a prerequisite to successful student learning (Hramiak, 2017). As such, trainee teachers initially hoped to develop their behaviour management skills and/or status and power in school. For early career teachers,

managing behaviour is viewed as the most stressful, and complex problem they face (Skiba et al., 2016). Moreover, it is considered an important influence on teachers leaving in the early stages of their career (Howes & Goodman-Delahunty, 2015). In Hramiak et al (2017), this may reflect the way that Teach First trainees are positioned, as well as the narratives surrounding schools in areas of disadvantage that they work in (Elliott, 2018). This may be in part related to what is described as the 'transition shock' (Corcoran, 1981), where there is a mismatch between the optimistic beliefs of trainee teachers and the reality of the classroom (Pearce & Morrison, 2011). By contrast, Perryman and Calvert (2020) noted that although pupil behaviour is frequently cited as a predicted challenge for trainee teachers, this often lessens for those who remain in teaching. Moreover, where managing behaviour was mentioned for those still in the profession, it was linked to a lack of support from colleagues and/or systems.

1.6.2 Alternative reality as a barrier

Training was conceptualised as an 'alternative reality', revealing a disconnect between classroom practice and real-life embodied experiences espoused through training. It highlighted that the experience of training represents something 'different' from 'real life teaching', but there were refutations in how this difference felt. For example, in Hulse et al (2018), trainee teachers' personal philosophies were characterised by a desire to inspire children through creative lessons. However, the authors noted that participants reflections became gradually more pragmatic and influenced by the requirements to demonstrate academic progress. Where training had not been successfully implemented, experiences were characterised by negatively laden emotions i.e., regret, frustration, and guilt. Differences in the espoused aims of training and the national curriculum were also highlighted, with concerns that performative expectations negate the opportunity to plan and deliver creative lessons.

The transfer climate is considered a critical factor in supporting knowledge transfer (Baldwin & Ford, 1988; Burke & Hutchins, 2007). The 'Knowledge to Action' model (Graham et al., 2006) argues that potential barriers and facilitators to implementation should be identified and addressed. For EPs, the use of planning meetings and

consultation provides time and space to support schools to develop optimal transfer climates (Chidley & Stringer, 2020).

Across all papers, time was considered a practical barrier for implementing training, irrespective of the focus of the training itself. This is consistent with teachers' experiences across a range of continuous professional development methods and focus areas. For example, time for planning and delivering interventions (Forman et al., 2009; Jørgensen et al., 2014), implementing new methods for assessment (DeLuca et al., 2012), and time for collaborative working (Johnson, 2006). Time, is positioned as a central constraint to any change process (Collinson & Fedoruk Cook, 2001). It is widely accepted that time is a barrier to school reform at the individual, classroom or school level (Aldridge & McLure, 2023; Collinson & Fedoruk Cook, 2001). However, the concept of time for teachers moves beyond the common-sense definition of discretionary time to complete tasks, to one that encompasses a lack of time to engage collaboratively (Collinson & Fedoruk Cook, 2001). For studies adopting collaborative processes, this was positioned as both a positive experience of engaging in training, and a concern about the potential for future collaborative practice. EPs may therefore work with training commissioners to agree when and how teachers will work collaboratively beyond the initial training, opening an opportunity for EPs to contribute to organisational change (Chidley & Stringer, 2020)

1.6.3 Alternative reality as a new possibility

Although teachers across the papers acknowledged the context of training in relation to their current teaching context and practical barriers, many reported experiencing this 'alternative reality' as a 'welcomed departure' from normal practice. Qualified teachers acknowledged the external pressures which influence their practice and how they might be barriers to implementation (K. Allen et al., 2020), but felt 'reminded' of their role supporting the 'whole child', excited about the future, experienced a shift in mindset/priorities, and re-evaluated what makes effective pedagogy (K. Allen et al., 2020; Cajkler et al., 2015; Mintz et al., 2021). They viewed the differences between the curriculum and training content/aims to be inspiring and positive. In studies where the training method had a collaborative element, teachers

welcomed the infrequent opportunity for collaboration, and relief from the focus on individual teacher performance.

In Wallace (2010), where the professional development 'method' was based on fictional story writing, it could be argued that the training design itself offered an 'alternative reality'. Trainees described it as an opportunity for safe and less inhibited discussion with other trainees, suggesting that emotionally laden comments in relation to children might not have been shared through typical discussion. Elsewhere in the literature, the use of narrative story techniques has promoted teacher self-efficacy, emotional wellbeing, as well as improved relationships with children, staff, and parents (Tal et al., 2019).

1.6.4 Community learning

It is possible that the differences in how the 'alternative reality' of training and practice is experienced could be associated with the notion of communities of practice (CoP) and/or the design of the training itself. A CoP refers to people who engage in a shared process of collective learning (Wenger, 2011) and is defined along three dimensions: (1) Domain- referring to a shared interest, how it is understood and continually renegotiated by its' members, (2) Community- the relationships between those within the CoP, the activities and discussions which help members to learn from each other, (3) Practice- the shared collection of communal responses which members of the CoP have developed across time- both consciously and unconsciously (Wenger, 1998). For qualified teachers working in schools and subsequently embedded within their own CoP, the training may have offered a space to envisage a new potential community of practice. For trainee teachers, who have not yet observed the consensus of their community, or developed a sense of belonging within a school team (Li et al., 2009), the experience of training may have resulted in supressed excitement. Where trainee teachers view themselves as 'only an outsider', they may be less willing to take risks and heighten feelings of disconnection from a group (Yuan & Lee, 2016).

There were also differences in the design of training across the papers, leading to the construct of 'community learning' being identified in four out of the six papers (K. Allen et al., 2020; Cajkler et al., 2015; Mintz et al., 2021; Wallace, 2010). For example, teachers valued the opportunity to engage in collaborative lesson study (Cajkler et al., 2015) and research learning communities (Mintz et al., 2021), noting it as a welcomed departure from the isolated nature of day-to-day activities (Cajkler et al., 2015). Trainee teachers in Wallace (2010) conceptualised their experience as a relief, acknowledging that other trainees had similar experiences and concerns about their practice. In Allen (2020), teachers also valued the support to collaborate with parents to introduce consistency between home and school. Although the training design in Allen et al (2020) did not involve explicit collaborative activities through the entirety of training, the Incredibly Years (IY) course has been previously described as a "collaborative style with group leaders encouraging all to share their experience and expertise and to value that of others" (Ford et al., 2012, p. 2). Moreover, the philosophy aims to cultivate a collaborative group dynamic between teachers (Ford et al., 2012).

Teachers in studies explicitly using collaborative professional development techniques additionally felt more willing to take pedagogic risks (Cajkler et al., 2015), review traditional ways of evaluating practice and develop solutions for problems in school collaboratively (Mintz et al., 2021). Validation from another member in the same CoP promotes the development of agency (Priestley et al., 2015). This was echoed in Allen et al (2020), where teachers noted that being validated by others gave them the confidence to try it 'their own way'. Membership in a CoP promotes innovation , risk taking, trialling new approaches, and knowledge development (Wideman & Owston, 2003). As such, it could be posited that the social nature of the training (and perhaps existing CoP) in these papers facilitated a sense of safety or comfort engaging in something which could be characterised as risky (Priestley et al., 2015). Contrastingly, in Hulse et al (2018), experiences were largely dominated by the negative consequences of taking risks. For example, losing their job, going against school policies and mentor directives, and time. Positive placement experiences can provide trainees with space to trial novel methods, and take risks (Ruohotie-Lyhty & Moate, 2016). However, feeling as though they are on the periphery of a social group can lead to teachers becoming defensive about their

practice, limiting the potential for professional development (Brown & Everson, 2019).

In Wallace (2010), engaging in story writing helped teachers to consider and voice their perspectives about students and their teaching practice in a less inhibited way, as well as illuminate that other trainee shared similar concerns and worries about their own practice. According to Wenger (1998), CoP are dependent on mutual engagement. For the trainee teachers, the experience enabled them to relate to one another, potentially developing their sense of belonging and membership. Wenger (1998) describes this as the 'Potential Phase', where a CoP begins when people face similar situations in the absence of shared practice. The benefit of working together is highlighted (Wideman & Owston, 2003) and peripherally participating in a CoP (Lave & Wenger, 1991).

1.6.5 Reflective space

This third order construct was conceptualised as a change in thinking in relation to taking perspectives, challenging expectations about pupils, and priorities in teaching practice. Having explicit space and time, as well as specific methods within training (e.g., observing children in lesson study, role play, observing colleagues in practice, writing stories from children's perspectives) to reflect were considered helpful. The importance of reflection for learning in teacher education is widely recognised (Chalikandy, 2014; Postholm, 2008; Prieto et al., 2020). Some argue that there is an implicit belief that teachers who are better reflective practitioners will be better teachers (Williams & Grudnoff, 2011). Reflective practice and its' definition is complex (Black & Plowright, 2010), but the fundamental principle in the literature is that reflection enables a teacher to better understand and develop their practice, and that the act of reflecting on problems will yield innovation (Marcos et al., 2009). Teachers also observed changes in their practice which they attributed to a shift in thinking. For example, changing the way they delivered instructions, pausing to think from a child's perspective before using punishment systems (Allen et al, 2020), and giving children more responsibility for their learning (Cajkler et al, 2015). It is argued that reflection for experienced teachers involves bring tacit knowledge to their consciousness (McIntyre, 2003), evaluating their current beliefs and subsequently

changing their practice (Williams & Grudnoff, 2011). Contrastingly, less experienced teachers have less of a repertoire to draw on so subsequently rely on external sources, and are more focused on evaluation of their practice over using it to change their teaching for action (Eraut, 1995).

There were refutations in the ways in which teaching priorities were positioned. Both trainees in Hramiak et al (2017) and Hulse (2018) were hopeful the beginning of their training year, with motivations for teaching and personal philosophies reflective of what could be described as an optimistic mindset. However, some trainees developed a more passive acceptance of performative barriers being 'the way things are', as well as increased acknowledgment that they cannot motivate all children to learn. Elsewhere in the literature, this early optimism has been described as "seeing through rose tinted glasses" (Gavriel & Gavriel, 2011, p. 630) and research indicates that the disconnect between expectations and the reality of teaching can be a driver for early career teachers leaving the profession. Mirroring the constructs in this synthesis, reasons for leaving reflect a discourse of disappointment about the reality of teaching (Perryman & Calvert, 2020).

1.7 Conclusion and implications

This SLR has highlighted that there are several socio-political influences on the experience of teaching generally, as well as the transfer of knowledge acquired through training into classroom practice. Namely, this includes the lack of teacher agency in the current educational context, dominance of accountability measures, and the subsequent lack of time available to engage in meaningful, collaborative CPD. This led to many teachers viewing professional development as something 'different' from their classroom reality. However, how this was experienced seemed to depend on their teaching experience, and sense of belonging to the staff community in school. In studies involving collaboration, teachers valued the opportunity to work with their colleagues. They also reported that having time and space to engage in reflective practice was an important aspect of their learning and development.

The review highlighted a role for EPs in working with schools to identify time and space for collaboration beyond training, and promoting connectedness, particularly for ECTs. By creating spaces for personal autonomy (Benson, 2010) and interactions which are characterised by co-construction (Wagner, 2000), teachers can be positioned as active participants in their own learning. It is important that their work cultivates a sense of agency, which is often positioned as related to autonomy (Eteläpelto et al., 2013). For EPs, using teacher-led approaches to deliver training and moving away from top-down content (Power & Goodnough, 2019) offers one way of promoting autonomy and ownership (Ketelaar et al., 2014). Whilst EPs cannot significantly influence the socio-political macro level of change (Roffey, 2004), they can engage in work with schools to influence the transfer climate at an organisational level (Chidley & Stringer, 2020).

If we conceptualise professional development in terms of a change in thinking, understanding, or practice, and learning as a social process, then EPs and teachers will learn together in every interaction. Rather, it is not about what EPs do, but how they do it (Roffey, 2004). Through engaging deeply in the literature within this review and more widely, there appear to be a set of guiding principles which inform all that we do as EPs when delivering training: co-construction, collaboration, active participation, and relational skills.

Chapter 2: Methodological and ethical critique

2.1 Introduction

Chapter 2 is a critical and reflective exploration of how the project progressed from the findings of the systematic literature review (SLR) to the empirical research. It will consider personal motivations and prior experiences in shaping the project, decisions relating to methodology, research methods and ethics that are underpinned by my philosophical positioning.

2.2 Personal experience

It is important to acknowledge that my interest in Relational Approaches (RA) and Trauma Informed Practice (TIP) in school settings arose from my professional experience in education and doctoral training. Teachers currently work in the context of the neoliberal reform, where policies prioritise performativity, accountability and surveillance (Sturrock, 2022). The hegemonic focus on testing can result in less measurable and more pastoral facets of teachers' work being overlooked (Webb, 2008). For teachers, there can be "at times, a painful misalignment between their initial, often altruistic motivation to join the profession" (Braun, 2017, p. 169), and the reality of practice (Reeves, 2018b).

From September 2019 to April 2020, I worked as a Learning Support Assistant (LSA) in a mainstream, secondary school. I supported a young person who had experienced trauma in their early years. They often responded with 'disruptive behaviour' when they perceived a threat from a teacher, potentially in an attempt to regain a sense of control (Pickens & Tschopp, 2017). The commodification of CYP and neoliberal schooling contexts has strengthened imperatives for 'zero-tolerance' discipline policies (Carlile, 2018). Young people who have experienced trauma can be inaccurately labelled as defiant or oppositional (O'Neill et al., 2010), and as an LSA I was often positioned as a means of managing their 'challenging' behaviour (Orsati & Causton-Theoharis, 2013). This regularly resulted in them being removed from the classroom and away from peers to work in an isolated room. Through

discussions with teachers, it was clear that they were aware of and valued the benefits of TIP, and this was a source of ethical tension for them (Reeves, 2018a). However, they were often compelled to prioritise institutionally defined education purposes (Clarke, 2013) due to concerns about the academic progress of other children. As Ball (2003, p. 215) notes, neoliberalism changes both "what teachers do, as well as who they are".

As a TEP, I have attended and delivered trauma informed professional development and other RA in schools. In accordance with empirical research, I found this learning to be transformational in how I understood behaviour (Koslouski, 2022). However, teachers may fluctuate between discourses around challenging behaviour, holding two competing models at the same time (Anning, 2010; Stanforth & Rose, 2020). Thus, rejecting child-deficit models whilst simultaneously reflecting that they would use punitive, exclusionary responses for the same students (Scanlon & Barnes-Holmes, 2013). Wider school ethos, collective teacher efficacy, empathetic stress, and burn out are all cited as factors which guide teacher responses to 'challenging behaviour' (Gibbs & Powell, 2012; Sezer, 2018; Wink et al., 2021). I therefore wondered how EPs could adapt trauma informed professional development and other RA's to support implementation in the current educational context.

2.3 Bridge from SLR to empirical research project

Through a meta-ethnography exploring six qualitative papers, the following broad question was explored: '*What is known about teacher perceptions of professional development and implementation*?'. Research highlights the importance of considering 'The Transfer Problem' in the planning, delivery, and wider context of the organisation in which training takes place (Baldwin & Ford, 1988; Chidley & Stringer, 2020; Grossman & Salas, 2011). Through the stories of teachers themselves, the SLR highlighted several areas of consideration and pertinent experiences of training including: an insight into the importance of community-based learning, as well as reflecting that the opportunities offered by training can be experienced both positively and negatively. Moreover, the review highlighted a paucity of research in England exploring training transfer of trauma informed professional development.

The delivery of training to teachers and supporting their professional development across individual, group and organisational levels forms an integral part of the role of the EP (Scottish Executive, 2002). For example, EPs may be involved in supporting schools through school in-service training (INSET) (Cameron, 2006; Farrell et al., 2006), cascade models or wider organisational training at the local authority level (DfE, 2023a). EPs have a role in working and supporting children who have been affected by trauma (Gubi et al., 2019), and a holistic understanding of children's development and psychological learning theories (Atkinson et al., 2022; Gaskell & Leadbetter, 2009). As such, they are well placed to deliver trauma informed professional development and relational approaches in education settings. However, studies considering teacher PD in other areas of the world document difficulties embedding this learning into practice (Anderson et al., 2015; Carter & Blanch, 2019; Perry & Daniels, 2016; Wassink-de Stigter et al., 2022). In my practice experience, EPs are regularly involved in delivering training on trauma informed and relational approaches, despite a lack of research exploring effectiveness and implementation (Chidley & Stringer, 2020). The empirical project had two main purposes. Firstly, to gain a nuanced understanding on how EPs could support with implementation. Secondly, it aimed to provide a space for teachers to share and reflect on their experiences of implementing TIP in their practice following training. My research is underpinned by the assumption that accessing teacher experiences is essential for understanding the barriers and facilitators to implementation. The empirical research therefore seeks to explore teacher experiences to answer the following question:

> *'How can Educational Psychologists support the implementation of trauma informed and relational professional development in classroom practice?'*

2.4 Philosophical positioning

Ontology, epistemology and methodology are fundamental considerations when locating research in a particular paradigm (Kivunja & Kuyini, 2017). Likewise, transparency about these underpinnings is pertinent to understanding how researchers collect, and make meaning of their data (Moroi, 2021). For coherence, it is important to explicitly reflect on the philosophical assumptions on which research

is based (Otoo, 2020). Throughout my doctoral training, engaging in reflective practice about my world views and philosophical perspective has shaped this project. It has informed the aims of the research as well as influenced my methodological decision making (Grix, 2002).

The SLR and empirical project take a critical realist stance (Bhaskar, 2013). My experience of training through the doctorate are not coherent with an ontological position of realism, and an epistemological view of objectivism (Scotland, 2012). Engaging in research and failing to acknowledge social, historical and political contexts is elusive (Kelly et al., 2017). Likewise, engaging in reflexive practice outside of my research role has highlighted the inescapable influence of my own biases, values, and existing conceptions of what I believe to be 'effective training' for teachers. Recognising these influences contrasts with objectivism (Nyein et al., 2020). Equally, relativism disputes "any independent reality that can be accurately reflected in our beliefs, theories, and concepts" (Kelly et al., 2017, p. 21). This view is challenging for EPs seeking to evaluate their impact (Dunsmuir et al., 2009), and leaves little scope for reviewing what is helpful for supporting training transfer.

Critical realism amalgamates positivist and relativist ideas, proposing ontological realism, and epistemological relativism (Botha, 2021). It asserts the existence of an objective reality, but recognises that much of this exists independent of our awareness (Robson & McCartan, 2016). Moreover, there are multiple interpretations of that reality (Bhaskar, 2013). Epistemologically, it views knowledge through a historical, social, and cultural lens (Scott, 2010). Critical realism's adoption of epistemic relativity argues that judgement is needed to evaluate which evidence is suitable for what claim. That is, social inquiry in a complex world cannot establish truth (Byrne, 2013). Rather, it aims to understand potential mechanisms between social events (Danermark, 2002). Through acknowledging the intricacies of social and educational contexts, EPs can support positive change in relation to political and social initiatives (Dunsmuir & Kratochwill, 2013; Kelly et al., 2017)

2.5 Methodology

2.5.1 Interpretative Phenomenological Analysis (IPA)

Issues relating to continued professional development in teaching are emotionally laden (Hustler, 2003; Sachs, 2007). Likewise, human learning and experience are complex (Merriam, 2008). Through acknowledging these complexities, a qualitative paradigm was adopted to facilitate an inductive research approach (Barbour & Barbour, 2003). Although critical realism does not have a prescribed methodology (Fletcher, 2017), the experiences of teachers and their interpretation of these experiences were prioritised. As such, Interpretative Phenomenological Analysis (IPA) was used for data analysis. IPA aims to explore how participants make sense of particular events or experiences (Smith & Fieldsend, 2021). Findings from the SLR indicate there may be some commonalities between teachers' experiences of training. However, individual lived experience of learning, education and teaching are more complex than this. Individuals in both differing and similar contexts will ultimately make sense of their experiences uniquely. IPA enables us to explore topics which are complex and ambiguous (Smith & Osborn, 2015).

IPA draws on a dual perspective of phenomenology and hermeneutics (Breakwell & Rose, 2006). Phenomenology aims to explore how the world is perceived by human beings at particular times and contexts (Willig, 2013), and experience is viewed as socially and culturally entrenched (Zahavi, 2018). Likewise, it argues that meaning and perception are inseparable components of experience itself (Willig, 2013). IPA accepts that reality exists, but positions participants as experiential experts, exploring their unique perceptions of this reality (Shaw & Forrester, 2010). As such, the methods associated with phenomenology are coherent with both the philosophical perspective of critical realism, as well as prioritising teacher experience in the development of knowledge. Contemporary hermeneutics are concerned with how we interpret and make sense of our experiences (Breakwell & Rose, 2006). However, IPA acknowledges that access to a participants 'life-world' is dependent on, and convoluted by the researchers experience, values and conceptions (Clarke, 2009), or a double hermeneutic (Smith & O'sborn, 2008). It aligns with a critical

realist approach that any 'knowledge' gained is interceded by social interaction and interpretation (Danermark, 2002). Whilst participants attempt to make sense of their world (Tomkins & Eatough, 2010), the researcher attempts to make sense of the participants sense-making (Smith et al., 1999; Smith, 2004).

2.6 Research Methods

2.6.1 Semi-Structured Interviews

IPA is ideographic, involving homogenous groups with relatively small sample sizes (Pietkiewicz & Smith, 2014). It is participant centred (Alase, 2017), allowing a small number of participants to share their lived experience and focusing on the particular over the general (Smith et al., 1995). Semi-structured interviews are one of the most commonly used methods for data collection in IPA (Clarke, 2009; Pietkiewicz & Smith, 2014), and were adopted for this project. They enable participants to speak freely, work flexibly alongside researchers, and allow space for rapport development (Reid et al., 2005). Questions related to teachers' experience of training were developed to guide, not stipulate the discourse of the interview (Breakwell & Rose, 2006). Thus, the interview schedule allowed participants to share their experiences on their own terms, rather than in line with pre-defined categories or my assumptions of what might be pertinent to their experience (Pietkiewicz & Smith, 2014). In line with IPA as an empathic method (Shaw & Forrester, 2010), questions were open and non-leading, with participants reminded that I am genuinely curious to hear about their experiences at the beginning of the interview and at regular points throughout.

Participants were given the option of a face-to-face interview, or online interview. Four one-to-one interviews were conducted, three of which were conducted online, and one in person. I hoped that by offering this choice, participants could take part in the comfort of their personal space (Hanna, 2012). Whilst the use of digital technology for social research is increasing (Weller, 2017), it is noted that completing semi-structured interviews online for interpretative research is challenging (Al Balushi, 2016). For example, non-verbal cues such as facial expressions, gestures and body language are less easy to deduce on a screen (O'connor et al., 2008). Moreover, good rapport is an established component of high-quality qualitative

interviews (Weller, 2017), relevant to respect and ethical practice (Guillemin & Heggen, 2009) as well as promoting the richness of narratives that participants share (Duncombe & Jessop, 2002). Whilst building rapport without meeting participants can be difficult (Weller, 2017), Seitz (2016) notes that engaging in email communication, and sharing a photograph of the researcher can initiate rapport building pre-interview. Additionally, a period was built into the schedules to help the participant feel more at ease with the process, build rapport, and I endeavoured to draw on Rogerian principle throughout the process (Rogers & Farson, 2021; Rogers, 1986).

2.7 Power, Reflexivity, and Researcher Position

Due to my position as a TEP, the nature of the research question and semi-structured interviews, there were issues relating to differential power (Al Siyabi, 2020). For example, one participants' training was delivered by an EP. As such, they might have assumed that there were socially desirable ways to respond (Lichtman, 2023), or inhibited their authentic truth through concern of their comments being shared. I took steps to minimise the influence of power and ensure that participants were relaxed and felt safe to share their experiences (see Table 7).

Table 7 - Steps taken to minimise power differentials

Action	Explanation
Participants were reminded that their data would be anonymised, and I assured confidentiality	To ensure that participants felt safe in the knowledge that their quotes could not be linked to them
Participants were also reminded at the beginning and at various points throughout that I am genuinely curious in what has helped or not helped them	To position participants as experts in their own experiences and remind them that there are no expected or desirable responses to interview questions
Non-verbal communication (e.g., nodding, smiling, and uttering “mhmm”) throughout the interview and during extended periods of silence	Silences can create spaces for the participant to further explore what they have said, but this must be balanced against conveying disapproval or judgement (Adams, 2010). I used non-verbal communication to convey affirmation or acknowledgment without disrupting the participants’ flow.
A rapport-building stage was included at the start of each interview	To help participants feel relaxed and comfortable to share their thoughts (Clarke & Braun, 2013)

Data from qualitative research is always co-constructed to varying degrees and is therefore always a through a dynamic and relational process (Riese et al., 2013). For transparency, validity, and ethicality, it is important to reflect on the researcher position and how this might influence power within the researcher-participant relationships (Rossman & Rallis, 2010) . Irrespective of the philosophical assumptions, power dynamics are relevant to all research paradigms (Neuman, 2007). The relationship between the researcher and participant evolves continuously (Garthwaite, 2009). Subsequently, power and power differentials should be viewed dynamically (Crozier, 2003). Reflexivity refers to a researcher's ongoing awareness of their own role, biases, and influence on the research process (Bradbury-Jones, 2007; Guillemin & Gillam, 2004). Although it involves acknowledging and critically examining the researcher's assumptions and personal experiences (Berger, 2015), it is not a clandestine attempt to achieve objectivity (Dickson-Swift et al., 2009). Rather, it involves engaging in explicit reflexive practice, but "welcomes the other as an inherent part of the research process" (Goldspink & Engward, 2019, p. 291).

Berger (2015) described three types of researcher position: (1) when the researcher has some shared experience to the participants, (2) the researcher moves from an outsider to an insider during the study, (3) the researcher has no experience with the topic. Having shared the professional experience of teaching and working with children who had experienced trauma, it could be argued I was somewhat positioned as an 'insider'. Familiarity with a topic can mean a researcher is more sensitive to nuanced perspectives (Kacen & Chaitin, 2006). Additionally, teachers may have felt more willing to share their stories with a researcher with whom they have shared experience with (De Tona, 2006). However, it also means that my professional experience is likely to bias my thinking towards certain concepts during data analysis (Kacen & Chaitin, 2006). Goldspink and Engward (2019) describe reflexive echoes; aspects of the data which resonate with the researcher's life as 'booms, whispers or clangs'. The question therefore asks how a potentially nuanced understanding is balanced with maintaining prominence of participant voice (Pillow, 2003). Table 8 includes examples of tools which were adopted to support engagement with a reflexive process.

Table 8 - Reflexive Practice Examples

Reflexive Tool	Explanation
Exploring philosophical perspective	Chapter 2 explores my philosophical perspective for research and practice as a TEP. A philosophically coherent account of my world views and methodological decisions are presented
Research position	Chapter 2 considers my personal and professional experiences, and how this might influence the researcher-participant relationship
Noting 'Reflexive Echoes' and journaling	Throughout the analysis stage, I noted 'reflexive echoes' alongside participant quotes influenced by Goldspink and Engward (2019). Moreover, I adopted a similar approach to journaling at the end of each analytic session; exploring my thoughts, feelings and actions (Vicary et al., 2017). This was also supplemented by Smith's (2019) typology of questioning (see Appendix 13)
Supervision	I engaged in a dynamic supervision process throughout the planning, data collection, analysis and write up of this project. This provided a space to address the emotional demands of reflexivity (Elliott et al., 2012), as well as space to explore reflexive echoes and questions about my identity (Smith, 2019) annotated throughout the analysis phase.

2.8 Ethical Considerations

Qualitative research encompasses procedural and in-practice ethics (Guillemin & Gillam, 2004). The former involves seeking approval from an ethics committee, adhering to the British Psychological Society Code of Human Research Ethics (2021) and HCPC (2016) ethical guidelines. The latter concerns ethical issues in the process of conducting research (Guillemin & Gillam, 2004). The next section explores the idea of 'minimising harm', an aspect of procedural ethics which is pertinent to this research, before considering researcher position, power, and reflexivity.

2.8.1 Minimising Harm

In accordance with Ethics Principle 3: Responsibility, the British Psychological Society code of Human Research Ethics (2021) stipulates that researchers should attempt to minimise harm, with the risk not exceeding any greater than would be encountered in everyday life. Although this research does not involve direct work with children, it is likely that examples of children who have experienced trauma were discussed in their training and may therefore be referenced through the interview. 'Compassion fatigue' refers the emotional cost of caring, or wanting to support someone who has experienced trauma (Adams et al., 2006; Tehrani, 2007). As Fowler (2015, p. 31) notes, "When children hurt, we the compassionate, competent adults in their lives hurt too- whether or not we are aware of the toll it takes on us". Moreover, some teachers will have past and ongoing personal experience of trauma, which can be a risk factor for secondary trauma and retraumatisation (Caringi et al., 2015; Miller & Sprang, 2017; Souers & Hall, 2016). To address these concerns, I ensured staff were fully informed about the risk of secondary trauma, fully debriefed and signposted to appropriate support services. I also provided the contact details for myself, and my supervisor should they need any further guidance. I ensured that there were at least 48 hours between interviews to give myself time and space to reflect. Research supervision was used to reflect on the process and take care of my wellbeing.

Chapter 3: Empirical Study

'How can Educational Psychologists support the implementation of trauma informed and relational professional development in classroom practice?'

3.1 Abstract

Research highlights that adopting trauma informed practice (TIP) in schools can have a range of benefits for all CYP's learning and emotional wellbeing. However, teachers experience difficulties when trying to implement their learning from trauma informed professional development (PD) into practice. Despite this, there is a lack of research exploring teacher perspectives on the barriers and facilitators to implementation. Educational Psychologists (EPs) are regularly involved in the delivery of trauma informed PD, and therefore have a vested interest in examining what helps or hinders changes in teacher practice.

Four teachers across two regions in England were interviewed about their experiences of implementing learning from trauma informed PD. Using Interpretive Phenomenological Analysis (IPA), four master themes were developed: Professional Development, Intrapersonal Factors, Community Factors, and Contextual Factors. Implications for EPs developing and delivering trauma informed professional development are considered, based on the principles of trauma informed approaches offered by SAMHSA (2014). The results contribute towards research exploring the 'transfer problem' (Grossman & Salas, 2011) in teacher PD, broadening the scope to consider how EPs might support the transfer of trauma informed PD and relational approaches into classroom practice.

3.2 Introduction

There has been notable attention paid to the development of Trauma Informed Practice (TIP) in education settings in England (Storey & Neaum, 2021). In chapter one, a broad definition of TIP was offered. Growing interest reflects the view that schools are well positioned to support the mental health and wellbeing of CYP, and increasing pastoral care demands and expectations being placed on teachers (Herrenkohl et al., 2019; Long, 2022). National policy advocates that teachers should access support and development related to CYP's emotional development and attachment needs (Department of Health & DfE, 2017). However, without high quality training, teachers may feel unable to deliver the academic curriculum alongside the 'hidden curriculum' of children's wellbeing (Brunzell et al., 2018).

Felitti et al's (1998) seminal paper linked Adverse Childhood Experiences (ACEs) to a range of social, emotional, cognitive and health related outcomes for CYP (Sheffler et al., 2020; Trinidad, 2021; Vig et al., 2020). Although critiqued for its simplicity (Dods, 2015), and failure to acknowledge broader social and systemic factors alongside the impact of difficult early childhood experiences, the research contributed to the development of TIP in schools (Winninghoff, 2020). There is no universally adopted framework for TIP, but it is underpinned by several core ideas (Thomas et al., 2019). This includes, understanding the prevalence and impact of trauma (Huang et al., 2014), and the significance of relationships, safety and trust in responding to those affected by trauma (Chafouleas et al., 2016; Stipp & Kilpatrick, 2021). The SAMHSA (2014) definition suggests that TIP is guided by six fundamental principles including: safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment; voice and choice; and cultural, historical and gender issues.

Trauma can have a significant impact on CYP's emotional wellbeing (Diamanduros et al., 2018), readiness to learn (Statman-Weil, 2015), and relationships with others (Hobbs et al., 2019). It can often result in children presenting in ways that are perceived as challenging, which can perpetuate child-deficit narratives. There is evidence that positive social relationships can buffer the impact of traumatic

experiences for CYP (Blodgett & Dorado, 2016). Through enacting TIP, teachers draw on restorative, constructive approaches when responding to 'challenging behaviour' (Ruttledge, 2022). This contrasts with punitive or exclusionary approaches, which are detrimental to relationships (Simuyaba, 2020; Skiba & Force, 2008). Relational approaches (RA) have evolved as a conceptual framework which emphasise the importance of building relationships in school communities. They prioritise fostering supportive, respectful, and nurturing relationships as fundamental to effective teaching and learning (Tripathi, 2019). The principles of RA's closely align with those espoused by TIP. RA's and approaches which follow these principles are often used to support the implementation of TIP (Brunzell et al., 2019; Morgan et al., 2015; Sedillo-Hamann, 2022). As such, TIP might be viewed as broader term which conceptualises all these ideas under one umbrella. This is not without its own limitations, but with an open acknowledgement of the ever evolving, provisional and complex concepts outlined, I have chosen to adopt this term.

Despite the acceptance of the prevalence and impact of trauma, many teachers feel unprepared to support CYP's social and emotional needs (Brunzell et al., 2018). This might reflect a lack of professional development (Koslouski & Stark, 2021), or the 'Transfer problem' (Grossman & Salas, 2011). The latter refers to the notion that one-off traditional methods of training do not typically support implementation of knowledge into practice. In trauma informed PD, this might reflect a change in attitudes or becoming 'trauma-aware', but not knowing how, or feeling able to implement their learning in practice (Brunzell, 2021).

Given their role in teacher professional development (Splett et al., 2013) and supporting CYP holistically (Cameron, 2006), Educational Psychologists (EPs) are uniquely positioned to deliver trauma informed PD. EPs can draw on the principles of TIP in many aspects of their practice, ranging from consultive work at the casework level, to contributing to more systematic change through facilitating professional development and policy change. Given the broadening teacher role, and often limited access for schools to EP services, there are clear moral and financial imperatives to evaluate the efficacy of training, and whether this facilitates changes in teacher practice. In England, there is a gap in the literature documenting teacher views on barriers and facilitators to TIP, irrespective of who delivered the

professional development. In prioritising the stories of teachers, this research seeks to elucidate barriers and facilitators to transferring knowledge gained through trauma informed PD into classroom practice. A qualitive study was conducted in the hope of addressing the gap in existing evidence.

3.3 Method

3.3.1 Recruitment and Sample

Four teachers who had previously accessed trauma informed PD or relational approaches and were currently working in a school in England were recruited through volunteer sampling. Akin to the literature on TIP, participant training consisted of a range of models and RA to support implementation. Information about the school setting, participant role and responsibilities, and specific models and frameworks from training are presented in Table 9. Pseudonyms are used for anonymity. The research poster (see Appendix 9) was published on social media platforms and initial recruitment emails with the poster enclosed were sent to Principal Educational Psychologists, Educational Psychologists and Head Teachers. All participants contacted me directly via email to request a consent form.

Table 9 - Participant Demographics

Participant	School Setting	Location	Role and Responsibilities	Models/Frameworks reference
Tasha	Specialist secondary	Northeast	Class	ACEs THRIVE[2]
Flo	Mainstream primary	Northeast	Class teacher	ACEs
Sophia	Mainstream primary	Southwest	Assistant Head, cover manager, class teacher	ACEs
Gina	Mainstream primary	Northeast	Non-teaching, Senior Mental Health Lead, Assistant Head	PACE[3] ACEs

[2] Targeted, Holistic, Resilience-focused, Integrated, Value-based, Evidence based model -Wolpert, M., Harris, R., Jones, M., Hodges, S., Fuggle, P., James, R., Wiener, A., Mckenna, C., Law, D., & Fonagy, P. (2014). THRIVE: the AFC–Tavistock model for CAMHS.

[3] 'Playfulness, Acceptance, Curiosity, and Empathy' framework -Hughes, D. A. (2009). *Attachment-focused parenting: Effective strategies to care for children*. WW Norton & Company.

3.3.2 Data Generation

Four one to one semi-structured interviews were conducted, guided by IPA methodology (see Chapter 2), three of which were conducted online, and one in person. Online interviews took place using Microsoft Teams and the in-person interview was conducted in a university approved classroom. All interviews were audio recorded with a university approved recording device. Interviews ranged from 30-45 minutes and were transcribed verbatim. An interview schedule (see Appendix 10) was developed to guide the initial questions, and prompts were prepared to support participants if needed.

3.3.3 Ethics

The research project was approved by the Newcastle University Ethics Committee in June 2023 and follows the BPS (2021) ethical guidelines. Participants were provided with an information sheet (see Appendix 11), and informed consent was obtained prior to taking part (see Appendix 12). Participants were debriefed and sign posted to relevant support following the interviews Chapter 2 provides a more detailed discussion of ethics.

3.3.4 Analysis

Interviews were analysed using IPA. There are no set ways of conducting IPA analysis, but the process was guided by the steps summarised by Eatough and Smith (2017) and Smith (2008) (see Table 10 for terminology adopted). Audio recordings were transcribed manually. Each transcript was analysed using the same process individually, and steps were taken to facilitate bracketing e.g., extended breaks between analysis of each transcript.

The first stage involved familiarisation with the transcripts, through reading and re-reading, listening, initial note taking and recording 'reflexive echoes' (Goldspink & Engward, 2019). This produced a chronological list of first initial notes.

Reengagement with the transcripts involved asking questions based on Smith (2019)'s typology of meaning (see Appendix 13-14). A list of emergent themes resulted. These aim to reflect psychological concepts and the participants' narrative (Eatough & Smith, 2017). This yielded a deeper level of interpretation, explicit reflexivity, and the refinement of initial descriptive notes into emerging themes (Smith, 2022). This stage involved checking and rechecking that the interpretations remained connected to the participant's words (Eatough & Smith, 2017). Emergent themes were transferred onto note cards and grouped into clusters to produce subordinate themes (see Appendix 15).This process was repeated for each transcript individually, resulting in a set of subordinate themes across transcripts (see Appendix 16).

Subordinate themes were then used to examine convergence and divergence between participants, which produced superordinate themes (see Appendix 17*)* (Eatough & Smith, 2017). When considering patterns across the data, subordinate themes between transcripts encompassing a similar idea were amalgamated into superordinate themes. Finally, the superordinate themes were grouped into master themes to reflect how participants made sense of their experiences (see Appendix 18). The analysis was iterative and reflected an ongoing process of interpretation, questioning, and returning to original transcripts (Noon, 2018).

Table 10 - Terminology adopted in the analytic process

Terminology	Description
Emergent Themes	Initial notes are transformed into concise phrases which may include psychological terminology
Subordinate Themes	Emergent themes from a single transcript are grouped into clusters, and given a 'subordinate' theme to capture their meaning
Superordinate Themes	Developed through examining convergence and divergence between participants based on examining subordinate themes across transcripts
Master Theme	A final level of interpretation reflecting shared higher order qualities (Barker, 2017)

3.4 Findings and Discussion

Four master themes and eleven superordinate themes were developed through IPA. Master themes were generated to reflect how participants were making sense of their experiences of implementing a trauma informed approach through: **Professional Development, Intrapersonal Factors, Community Factors Contextual Factors.** The analysis is presented visually (see Figure *3*), acknowledging the interactional nature of the superordinate themes on both each other, and master themes. Whilst superordinate themes are not present in the visual to preserve simplicity and ease of understanding, they are reflected in Appendix 17 and set out in Figure 4-7. The occurrence of superordinate themes across participants is documented in Table 11. This section will consider each master theme and underpinning superordinate themes in relation to the wider literature and SLR findings.

Table 11 - Master and superordinate themes across transcripts

Master Themes	Superordinate Themes	Tasha	Flo	Sophia	Gina
Contextual Factors	Limited resources	✓	✓	✓	
	Teacher role, responsibility, and compromising care	✓	✓	✓	
Intrapersonal Factors	Emotional factors	✓	✓	✓	✓
	Willingness to trial approaches			✓	✓
	Reflective opportunities	✓		✓	✓
Community Factors	Holistic understanding and relationships	✓	✓	✓	
	Collective buy-in	✓		✓	✓
Professional Development	Changing mindsets	✓	✓	✓	✓
	Applicability to real-life	✓	✓	✓	✓
	Trainer authenticity				✓
	Simplicity	✓			✓

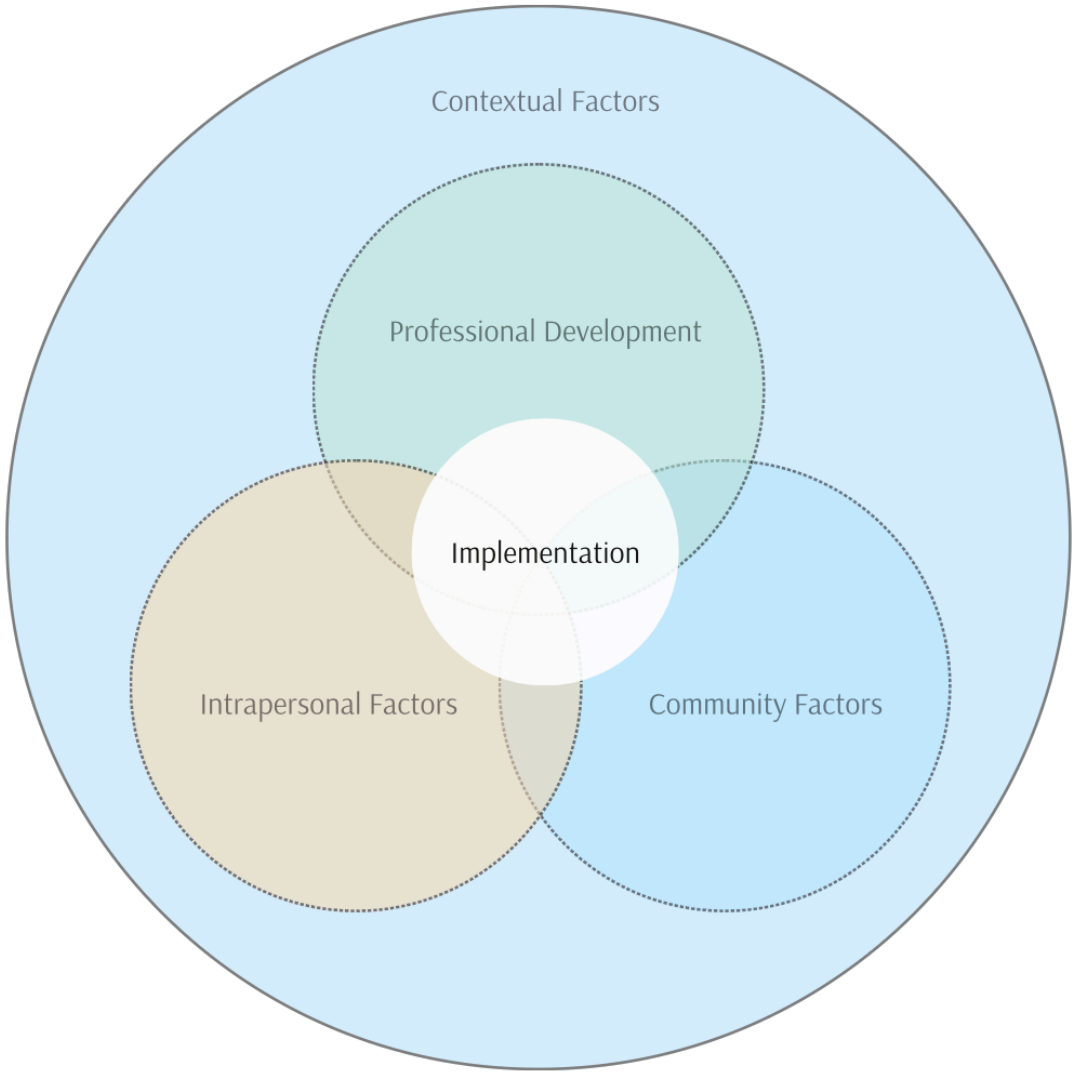

Figure 3 - Visual representation of the analysis

3.4.1 Professional Development

This master theme refers to specific aspects of the training content, who delivered it, and how it was delivered. This was expressed in various ways (see Figure 4) and each of the superordinate themes will be discussed in turn.

Figure 4 - Superordinate themes in the master theme 'Professional Development'

3.4.1.1 Changing mindsets and sense making

All participants reflected that increasing their knowledge about the impact of trauma was important in shaping their attitudes and subsequent relational practice. It helped them to comprehend behaviours they had not previously understood and supported them to respond to CYP in a trauma informed way.

> *"Erm, I think a big thing for me was like, seeing, well, hearing and learning about the effects of like later on in life…"* [Flo]

"… *parents getting divorced, before I had this training, aw that's like it's just something that happens, it doesn't effect children, but then I kind of think because to how my mam and dad, they got divorced when I was in Year 2 so I was 7, and I actually now, now I've had this training I can reflect on that and see that that has actually massively affected me*" [Flo]

"… using our knowledge of you know, trauma, and to kind of change the way that we deal with behaviour and to build up relationship with school in that way" [Sophia]

"… I think it's helped start to change mindsets" [Gina]

"I just think more more understanding and I think because now I know that trauma effects like even the body" [Tasha]

Professional development is considered an important initial element of developing TIP in schools (Chafouleas et al., 2016; Koslouski, 2022), which aims to develop teachers understanding of who experiences trauma, why, and its' influence on learning and behaviour (McInerney & McKlindon, 2014). Akin to Flo's comments, trauma informed PD can broaden teachers understanding of potentially traumatic events (Koslouski, 2022). Through developing teachers knowledge about the prevalence, impact and severity of trauma experienced by CYP (SAMHSA, 2019), it is hoped that attitudes to 'challenging behaviour' of trauma affected children will shift. The current study and evidence elsewhere in the world supports this claim (MacLochlainn et al., 2022; Schimke et al., 2022). However, changing mindsets is only one part of the jigsaw, and being trauma aware does not necessarily reflect TIP (Ervin et al., 2021).

3.4.1.2 Applicability to Real Life

Participants valued elements of the training which bridged the gap between theory and reality through active participation in their PD. For example, role playing *'real life scenarios', 'making links'* [Sophia] *and 'real life examples'* [Gina]. Flo added that

her understanding of TIP improved when she situated her knowledge in the context of a new school, where she was '*thrown into the deep end'*. PD which complimented participants' existing life experiences and linked to current contextual factors was valued:

> *"… this was putting a framework round what you what you knew and what practice had been"* [Gina]

> *"… I do think THRIVE does help and I think having that training, plus being a THRIVE school and having training on THRIVE"* [Tasha]

> "*…yeh having all different those bits of experience, pockets of experience is kind of helping me with my practice"* [Tasha]

> "…*trauma around COVID and there's lots of studies around that so I would like more up to date kind of studies around what's going on now and about things are that effecting children now*" [Tasha]

The perceived utility of training and relevance of PD activities are cited as influential factors for implementation (Cordingley et al., 2015; Grossman & Salas, 2011). Training should build on adult learners' previous experiences and draw on content which has immediate relevance to their job (Knowles, 1984). In schools, this may link to the pressure of neoliberal reform, making it difficult to introduce new approaches that do not complement existing school practice (Anderson et al., 2015). Elsewhere, literature exploring training transfer of 'open skills' for teachers cite perceived contextual fit, alignment with existing nurturing approaches, and building on prior training as crucial (McIntyre et al., 2019; Romney, 2020; Sparling et al., 2022). PD should therefore build on existing school strengths (Koslouski, 2022), and variation in training and subsequent implementation of TIP is expected (Kataoka et al., 2018). Equally, understanding trauma should be situated contextually, acknowledging the diverse strengths and challenges in schools and the wider community (Alvarez, 2017). As Tasha noted, the impact of COVID-19 on the mental health of CYP should be viewed through a trauma-informed lens (O'Donnell &

Greene, 2021) and highlights the need for relevant, responsive and contextually grounded training.

3.4.1.3 Trainer Authenticity

Gina was the only participant to highlight characteristics about the trainer that were important for implementation. Although elements of trainer authenticity were linked to the theme 'real-life applicability', it was developed and retained as a superordinate theme as it threaded through Gina's interview:

> *"…the thing that we found most most useful was to be honest is being, the EP, she has, she has she's had massive credibility, because she walks it and talks it everyday"*

> *"…she lives it, she breathes it, she does it every day, I've got huge respect for her. Mhmm, and that I think [that is] possibly really really powerful not just for me, but for everybody, that was the feedback.."*

> *"… it wasn't theory that someone had read in a book and was coming in to deliver to you, this was you know, real, lived experience. Ermm, and proven erm, and and you know, struggled with, you know by somebody who was actually doing it every day. And actually, that's that's that was really powerful. For me, and I, I think it will be for other staff as well"*

> *"… EP's lived experience of it made us feel as though it is something that you work at approach rather than a fix...because you cannot fix these children, erm and then so it's either a working progress and I think that's that's that really helped staff I think to have the confidence to start conversations that perhaps in the past they might have dodged"*

Gina noted that the success of the training, and subsequent implementation was influenced by the credibility held by their school EP. It was clear from Gina's words that she valued the authenticity of the EP who delivered it. Having real lived experience in TIP enabled the EP to discuss real life scenarios which have been

successful, as well as unsuccessful. The expectation that teachers will be offered a 'quick fix' to manage trauma affected children is perceived as a barrier (Sparling et al., 2022). Through modelling and mirroring the uncertainty and complexity teachers face in practice (Mercieca, 2009), and positioning TIP as a working progress, the EP created an environment where teachers were more willing to trial new approaches.

3.4.1.4 Simplicity

Participants highlighted the benefit of training that presented TIP and relational approaches in an accessible way. This included providing them with a shared '*meta-language'* [Gina] through simple language, metaphors, and visuals so that they could share their learning with the CYP they work with.

> *"…personally, there is a lot of emphasis that we need visuals and that we need, is it metaphor, is it metaphors, so that is what I quite liked because it helped, if we get that sort of language we can help the children, the pupils understand, do you know what I mean?"* [Tasha]

> *"..but because it's it's that that combination of flexible and simple I think means that people don't beat themselves up about it"* [Gina]

> "*… had a really nice…framework [PACE] and really simple for for staff to get a hold of, erm and I think that's often really helpful. Particularly, there's a of the children we do have that are in quite a high stress situation, so it was I like the simplicity of it really"* [Gina]

Research pertains that all adults should access trauma informed PD to endorse a common language and understanding within the whole school (Chafouleas et al., 2016). Alongside enabling a consistent approach, the use of visuals and metaphors can support staff to have conversations with CYP about emotional wellbeing. This is considered important for affording CYP with knowledge about emotional regulation and understanding their emotions (Macklem & Macklem, 2011). Ford et al. (2018) highlighted that self-efficacy is more significant for the transfer of open skills to practice. Thus, complex training may be perceived as a barrier (Sparling et al., 2022)

through its' impact on teacher self-efficacy (Ford et al., 2018; Romney, 2020). Blume et al (2010) note that implementing relational training is more complex than prescriptive interventions, but training exists on a continuum of open and closed skills (Yelon & Ford, 1999). For Gina, it is possible that the principles of PACE offered a tangible model to draw on during emotionally charged moments, improving teacher self-efficacy following successful interactions. However, retaining the flexible nature of the approach meant that staff were less critical of themselves. This, combined with the authenticity of the trainer and modelling of error management may have afforded a sense of safety in trialling a new approach (see Willingness to Trial Approaches section)

3.4.2 Intrapersonal Factors

Beyond the factors linking to the PD content and delivery, participants also reflected on intrapersonal factors that influenced implementation. These were conceptualised as emotional factors, reflective opportunities, and willingness to trial approaches (see Figure 5

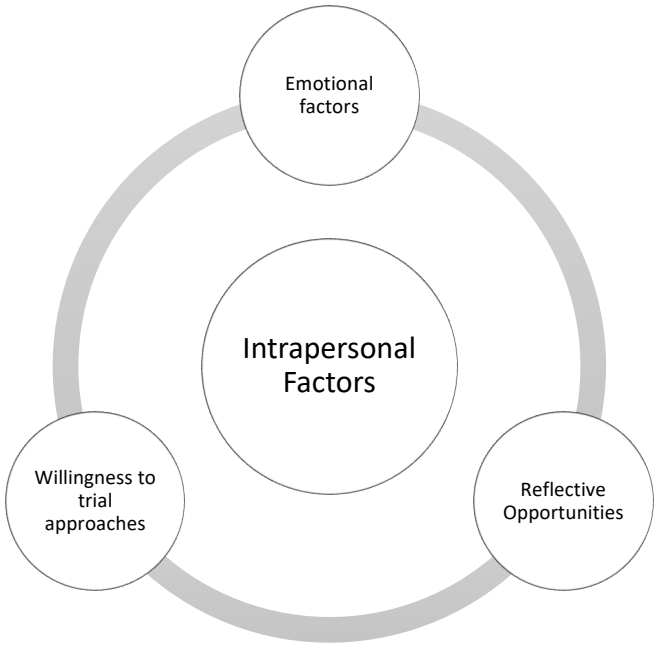

Figure 5 - Superordinate themes in master theme 'Intrapersonal Factors'

3.4.2.1 Emotional Factors

All four participants referenced emotional factors during their interviews. This included using emotive language to describe experiences, as well as alluding to their emotional capacity to implement learning from trauma informed PD.

Sophia felt that since moving towards a relational approach, there had been some improvements in behaviour, but it is still *"hugely challenging"*, referring to *"quite extreme behaviours"*:

> *"children on like climbing on the roof, I've had like bricks thrown at my head, chairs, swearing, saying all of the worst things about teachers really and staff"* [Sophia]

Gina was proud to share that following training, she sees less instances of children absconding, but noted difficult situations where she had to "*follow students across the town"* to keep them safe.

For Flo, these comments reflected on the "*awful*" emotional experience of seeing *"such a lovely little boy deteriorate".* Flo also shared that she herself had direct experience of a serious critical incident resulting in a lockdown in her primary school.

These experiences hint towards an important issue for teachers supporting and caring for children who have experienced trauma. Although rewarding, the burden of care can be exhausting (Luthar & Mendes, 2020). Witnessing and hearing about students' experiences of trauma is associated with 'empathy-based stress' (EBS), defined as "a process of trauma exposure (i.e., a stressor) combined with the experience of empathy (i.e., 'an individually and contextually driven affective reaction" (Rauvola et al., 2019, p. 298). This emotional strain, combined with other stressors linked to teaching (e.g., workload) have the potential to negatively influence teacher wellbeing (Jennings & Min, 2023). Spilt et al. (2011) proposed that perceptions of student behaviour might also be moderated by emotions. Moreover, burnout may increase the likelihood a child's behaviour is viewed as

oppositional (O'Connor, 2008). Elements of this (to a lesser degree) were evident whilst Tasha's discussed barriers to implementation:

> *" I think sometimes I, I get in the way. Erm so when I have my own, especially like with school, its super stressful. Erm and like I notice that when I come back in September I've have got a lot more patience, there's a lot more understanding, there's a lot more space for me to be more, yeh I guess patient with the kids but, but sometimes if there is a lot going on that patience wears really thin*" [Tasha]

Considering emotional factors and ways of supporting teachers is therefore important for several reasons: (1) to safeguard the emotional wellbeing of teachers, (2) teachers' capacity to provide emotional support to CYP, (3) it can negatively influence how children's' behaviour is perceived, which is a central component to TIP (DeJesus, 2022) (4) this may result in teachers using a punitive response, which can be retraumatising (Dutil, 2020).

3.4.2.2 Willingness to trial approaches

Teachers referred to different factors which appeared to influence whether they felt willing to try something different (e.g., implementing learning from PD) in their practice. Sophia, an Assistant Head, felt that her confidence in her relational skills and to "*try things out"* could be attributed to moving quickly *"through the ranks and responsibility in school".* Moreover*,* she reflected that, *"staying in the same school, I would not have had those relationships with those children if I just turned up, like I would have them, but they wouldn't be as deep and as meaningful you know''.*

It is possible that Sophia's role, experience in school and meaningful relationships with students contribute to her sense of belonging to a Community of Practice (CoP) in her school (Li et al., 2009). 'Learning as belonging' constitutes one element of Wenger (1998)'s CoP social constructivist lens of learning. That is, transformative learning involves membership to a CoP, where members constantly construct and renegotiate meaning (Bitterberg, 2013). Membership to a CoP promotes innovation,

risk taking and trialling new approaches (Wideman & Owston, 2003). It is possible that "*climbing the ranks"* quickly has given Sophia a sense of validation from others within her CoP. Moreover, her prolonged experience within the same setting might mean that she feels a stronger sense of belonging and safety to the CoP. This echoes findings in the SLR, where trainee teachers (with a less established membership to their CoP) conceptualised trying new strategies as risky, and were concerned about the potential negative consequences (Hulse, 2018). By contrast, qualified teachers in Allen et al (2020) noted the importance of being validated by their peers in an existing CoP, to give them confidence to try things their own way.

Gina, whose school were trained using the PACE approach, also commented that whilst teachers are their '*own worst enemies',* and therefore critical of themselves, the flexibility and simple nature of the model means that they *"don't beat themselves up about it".* As such, it is possible that complex training materials and models mean staff are less likely to trial new approaches. Error management is defined as active exploration and encouragement for learners to make and learn from errors during training (Keith & Frese, 2008), and an important factor for open skills training transfer (Ford et al., 2018). In Gina's training, the EP shared examples of where she had made mistakes in relation to TIP, modelling and giving time for active exploration of errors. Role-playing real life scenarios may therefore not only support transfer through its relevance to real-life, but through providing a safe space to make and learn from errors.

3.4.2.3 Reflective opportunities

Participants highlighted that having an opportunity to reflect on practice facilitated implementation. Sophia has worked as an Early Years Career (ECT) mentor and supporting staff more generally. This gave her an opportunity to engage in reflexive practice and support others' relational skills, something which she felt was an important aspect of her professional development.

> *"I've supported lots of people so, I've also been a kind of mentor which kind of means you have to reflect on yourself"* [Sophia]

Mentoring styles based on social-constructionist theories are based on a collaborative approach to developing practice (Aderibigbe et al., 2014). As such, both mentors and ECTs mutually benefit from engaging in reflective practice (Larsen et al., 2023) and experienced teachers view it as a mechanism for their own learning (Wexler, 2020).

Tasha highlighted that there are times when she needs to 'catch' herself and pause:

> *'I can almost forget that they are probably having an experience or they're you know something is happening in terms of a sensory need and I am forgetting that and I just maybe, I go a little bit old school, where I am a bit like, well if they're not listening, it's you know, then you know, it's bad behaviour… and I have to catch myself a lot of the time emm and I think hang on a minute, no, and then I'll like have a bit of a breathe, but sometimes yeah it happens and I don't catch myself quick enough'* [Tasha]

Participants in the SLR also noted that a shift in their thinking encouraged them to stop and think from a child's perspective (Allen et al., 2020). Teachers experience considerable stress in their role, of which a heavy planning and teaching workload are a significant factors (Dicke et al., 2018). It is possible that as teachers' responsibilities increase across the year, their capacity to manage further demands decreases, as does their space for reflection-in-action (Schon, 1983). As mentioned previously, stress and emotional capacity can negatively influence how CYP's behaviour is appraised (Spilt et al., 2011). Understanding that children's behaviour is a form of communication, and encouraging teachers to draw on a relational, not punitive approaches, forms one of the principles underpinning TIP (Luthar & Mendes, 2020). Although TIP can encourage staff to pause and reflect before responding with curiosity (Koslouski, 2022; Little & Maunder, 2022), the contextual demands can mean this is not consistently embedded. Improved self-awareness and encouraging reflexivity may therefore be an integral part of developing a trauma informed community. Similarly, opportunities for reflection can be supported through a continuous learning approach, and collaborative activities in PD. Gina valued that her training gave explicit time and space to engage in reflection:

"*going back and reflect and review erm and talk about it a little bit more, ask questions, erm having had a go at it, having used it and that I think was really valuable*".

3.4.3 Contextual Factors

Participants alluded to contextual factors which shaped the superordinate themes. Although these varied inevitably across the different contexts, commonalities emerged (see Figure 6). These shaped their experience of engaging in TIP training, as well as implementing their learning into professional practice.

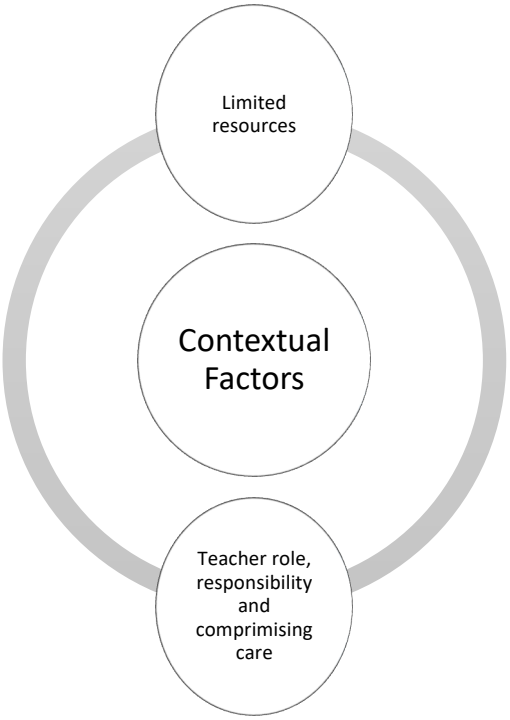

Figure 6 - Superordinate themes in the master theme 'Contextual Factors'

3.4.3.1 Limited Resources

Three out of four participants alluded to funding for school, external agencies, staff training, recruitment, and too little time as a barrier to implementing TIP. This sense of limited time contributed to feeling ill-equipped to ensure CYP were experiencing

consistent, positive interactions with staff, and enough time available to support CYP's wellbeing.

> *"I think what we struggle with as a school is we don't actually have the time to do some of the thrive stuff or the trauma training or the stuff that we would like to do because there's just not enough hours in the day, again there's not enough staff" [Tasha]*

> "*sometimes I think maybe lack of resources in terms of like funding"* [Tasha]

> *"I will do everything I can to be that [safe adult] because services are limited and there are massive waiting lists for everything"* [Flo]

> *"there is a recruitment crisis so we are finding it really difficult to recruit people"* [Sophia]

Research documenting CYP's voice, advocates that adults need to be accessible and attuned to their needs (Drolet & Arcand, 2013) to develop positive trusting relationships. Moreover, capacity to 'take time' for connection is considered a central tenant for cultivating this type of relationship (Morgan et al., 2015; Purvis et al., 2013). Despite accountability and curriculum reforms contributing to pressures on teachers' time (Anderson et al., 2015), school staff are increasingly viewed as well positioned to support the mental health and wellbeing of CYP (Herrenkohl et al., 2019).

3.4.3.2 Teacher Role, Responsibility and Compromising Care

The perceived lack of resources available to support implementation in the current research were linked to descriptions about the role and responsibilities of teachers, as well as how this impacts the care of CYP. Austerity has broadened the teacher role to encompass social work, mental health, and other aspects of care (Williams, 2017). This is thought to reflect the reduction of internal and external resources (Hanley et al., 2020). Teachers report a conflict between meeting academic expectations and socio-emotional needs of children (Anderson et al., 2015).

Participants noted that frustrations linking the broadening teacher role to external agencies:

> *"… I've heard a lot of teachers anyway say, well like CYPS are rubbish, or they're not doing anything on time, like ed (educational) psychs (psychologists) are this and that, but this strain is also on them"* [Flo]

Flo experienced tensions between the expectations of her role and supporting children's personal needs, as well as feeling responsible to 'fix' things for children, in the absence of external support:

> "… *I wouldn't want them to kind of leave my class, leave primary school, go to high school and then it all become a whirlwind for them because it's not been dealt with because they're younger*" [Flo]

> *"I'll be class teacher but it's so hard being class teacher and having to like, make sure everyone is okay, you become a doctor, a mam… it's not my job, I'm here to teach, it can become very overwhelming, and I want to do what's best for these kids, but I can't do that and also do what I've been employed to do at the same time" [Flo]*

All participants referenced the ACEs framework (Felitti et al., 1998), which can promote a sense of urgency for TIP (Tebes et al., 2019). However, the emotionality in Flo's comments highlight the need to present information in PD with criticality. Research documenting the neurobiological and physiological changes associated with ACEs are rooted in the positivist paradigm (Corcoran, 1981), which seeks to establish cause-and-effect (Nyein et al., 2020). Although the framework is not decisively deterministic, the neurobiological approach means it is often presented through that narrative (Winninghoff, 2020). Flo's comments indicate that she believes the impact of trauma can be mitigated. However, the presentation of ACEs impact on health, wellbeing and later life as a fundamental truth (Karupiah, 2022) may be contributing to an over overwhelming sense of responsibility for her to 'fix things' for children, despite not feeling qualified to (Hanley et al., 2020). This is problematic and could relate to the aforementioned empathy based stress (Rauvola et al., 2019).

For Sophia, referrals being frequently "b*ounced back"'* to schools engenders a stronger sense of responsibility for teachers, even if they feel they are unable to "*give children what they need".* In her additional role as cover manager, she is forced to make decisions deploying support staff and "*robbing Peter to give to Paul".* This sense of shouldering the burden of difficult decisions about the allocation of resources is commonplace in the wider literature (Hanley et al., 2020; Lewis, 2017).

Tasha and Flo expressed the view that there should be an additional, or ring-fenced role to deliver emotional wellbeing interventions and talk to children:

> *"There are just not enough hours in the day, again there's not enough staff. I think personally it would, I think because I am training to be a counsellor, it would be nice to have more time to like talk with some children"* [Tasha]

> *"she [staff member hired to implement emotional wellbeing sessions] would take them daily when they needed it and I think that worked really well"* [Flo]

This may support CYP to develop an attuned relationship with one adult, who can take time to care (Morgan et al., 2015). However, Tasha felt that a whole school approach was necessary for TIP to work. Participants may have agreed with the principles of a whole school approach to TIP, but contending demands were a barrier to implementation. Tensions around balancing the competing expectations of teachers are frequently cited in the literature (McCarthy, 2019; Prilleltensky et al., 2016; Taylor et al., 2014).

Gina did not explicitly or implicitly talk about contextual factors, which might reflect her non-teaching role. That is, TIP may feel more coherent with the expectations and priorities of her role as Senior Mental Health Lead (SMHL).

3.4.4 Community Factors

Consistent with the "messy reality" of school settings (Blase et al., 2012, p. 13) and the relational values underpinning TIP (Sedillo-Hamann, 2022), participants

referenced factors affecting relationship quality and the influence of others. This included having a holistic understanding of CYP on relationships, collective buy-in to TIP and RA, and how this supports or hinders implementation of trauma informed pfofessional development (see Figure 7)

Figure 7 - Superordinate themes in the master theme 'Community Factors'

3.4.4.1 Holistic understanding and relationships

Staff and professionals understanding children and the wider community holistically was positioned as both a facilitator for implementing TIP, and a consequence of engaging in the training itself. Sophia, who works in a school with a '*very high level of deprivation'* reflected that:

> *"you know we find, we know our children really really well, erm we know the families, their generational through the school, you know, we know the area a lot of us have stayed there for a long time, so we do really know and care about the school, so we really care about those children"* [Sophia]

> *"I do have a good understanding of how the school works and a really good understanding of the area and the challenges that they face"* [Sophia]

For some children, Sophia reflected that she is their "*whole world"* in school. Likewise, Flo describes herself as their "*trusted adult".* Some of this trust may come from giving children opportunities to share their stories, learning about them, and subsequently knowing about their lives (Bruney, 2012). Tasha added that "*listening to their experiences and their stories helps me build a bigger, better picture as well".* Souers and Hall (2016) argue that students who are trauma affected need a champion in their lives. The ecological perspective posits that there are multiple levels of influence on child-development. That is, resilience can be promoted through developing a nurturing, relationship with a trusted adult (Khalid et al., 2013). In addition to demonstrating that you care, literature suggests that teachers should be consistent (Brunzell et al., 2018) and predictable (Cavanaugh, 2016). Sophia noted that a balance between giving her *"more human, nurturing side",* and being *"very firm"* was central to her relationships with children.

Relationships with external professionals were referenced, including having an "*understanding of school systems"* [Sophia] and their unique context, as well empowering staff through validating their expertise.

> *"She knew us, she'd look herself, but she'd go and well I trust you guys, I know you know I trust you guys know what you're talking about*" [Sophia]

Staff empowerment is an essential factor for organisational change (Fullan, 2003). For Sophia, validation beyond PD and during implementation or direct involvement with their school EP was important. Psychological empowerment is defined as "a cognitive state characterised by a sense of perceived control, competence, and goal internalisation" (Menon, 1999, p. 162) and associated with more positive attitudes towards change (Garipagaoglu, 2013). Through highlighting to Sophia that she viewed her as an equal (Mercieca, 2009) and trusted her expertise (Irvin, 2010), the EP empowered her to see possibilities for change (Cameron, 2006).

3.4.4.2 Collective buy-in

Participants referred to school-wide and CYP buy-in to TI and RA, how it is implemented by others, and the school ethos. Buy-in from staff refers to their support for implementing a trauma-informed approach (Osher, 2018). For three out of four participants, there was a sense that this was an important factor for implementation. This included how parents working as staff within schools and children viewed non-punitive responses to behaviour.

> " *our focus is wellbeing, pastoral care and learning is kinda of second, that kind of helped me even more*" [Tasha]

> "*And very you know, there there's is a real consistency to it, erm sorry it's modelled as well, and you know we we model it with each other, erm in in staff relationships as well as… as well as in... with the children*" [Tasha]

> "*So then the parents will be like, well my child never does anything, and we still get it now, it's been years, it drives me mental, but there's just like my child's never done anything wrong and he never gets to go cooking, and it's like something we have to think about and go oh yeh actually, even though it's not a reward, how are the children seeing it?"* [Sophia]

> "…*and there are still a few, but I think they its almost despite themselves, they're but but they, I do think some staff find it harder than others to understand that relational approach really*" [Gina]

There was a sense that participants felt some level of frustration where others did not fully buy-in or understand the approach, as well commenting on the influence that this can have on their own behaviour:

> "*they can sometimes be a little bit black and white and I maybe can agree with them sometimes a little bit too quickly*" [Tasha]

Participants shared that school leadership and management being on board with TIP supported implementation, as well as contributed to staff motivation. For Gina, this was reflected in the leadership team allocating multiple sessions for trauma information PD:

> *"… its more than retrieval, it's it's it's it's making clear that this is really important, erm, it's that additional motivation. Erm, I suppose for other staff it's that you know, we value this enough to take you know, what's quite a big chunk of directed time" [Gina]*

Lack of trauma awareness constitutes a barrier to buy-in to TIP (Saint Gilles, 2016), and building an understanding of the impact and prevalence of trauma are key components to trauma informed PD (Goodwin-Glick, 2017). Peer support is considered an important factor in the transfer of open skills (Ford et al., 2018) such as those required for TIP and relational approaches. For TIP, resistance to change might reflect the view that it is a 'soft' approach (Goodwin-Glick, 2017). Research echoes Sophia's concerns, that teachers are worried that other children might perceive their response to behaviours as unfair (Little & Maunder, 2022). Buy-in has also been conceptualised as 'readiness for change', where a lack of buy-in might reflect a general resistance to change (Axelsen, 2017). TIP assumes that there may be hidden trauma we are unaware of, and teachers should therefore respond to all children as if they have. It is possible that at this stage, the schools were nearer the beginning of their journey. Leadership support can be adaptive, including modelling and sharing the 'vision' for TIP, or technical, finding time and resources to support implementation (Wassink-de Stigter et al., 2022). Moreover, school leaders can influence policy and procedures within the school system school to reflect a TIP approach (Axelsen, 2017). The link between leadership support and buy-in is also documented in the wider literature (Gomez-Lee, 2017).

3.5 Conclusion and Implications

3.5.1 Implications for EP Practice

The findings have implications for the planning, negotiation, and delivery of trauma informed professional development for schools. As such, the implications are relevant to EP practice. In considering that trauma informed practice is a way of being, the implications developed have been organised to consider how EPs can facilitate training transfer, whilst ensuring their practice aligns to the principles underpinning TIP (see Table 12)

3.5.2 Limitations and Future Research

The ideographic nature of IPA research means that relatively small sample sizes are beneficial (Smith et al., 2009). As such, generalisability is not claimed. Drawing on an in-depth analysis of lived experiences, any generalisations are grounded in the particular (Eatough & Smith, 2017) and make claims of theoretical, rather than empirical generalisability (Smith & Osborn, 2003). Through "metaphorically shining a light on a small area… we may illuminate the whole" (Oxley, 2016, p. 55). Participant experiences were considered tentatively in the context of existing literature (Noon, 2018). Comparing multiple IPA studies can yield insights into potential mechanisms (Pietkiewicz & Smith, 2014). This research was not conducted to provide a 'how to' for EPs facilitating training on TIP or relational approaches. Rather, it provides some general principles developed from the experiences of four teachers, which might be helpful in guiding EPs thinking about professional development. That is, readers should acknowledge their existing personal and professional experiences and the wider literature considering the findings (Smith & Osborn, 2003). For EPs with existing relationships with schools, this might involve considering how applicable the findings are to that setting.

Samples in IPA are drawn from relatively homogenous groups (Reid et al., 2005). Whilst the current study used four qualified teachers in England, one participant did not have any current teaching hours due to her commitments as a Senior Mental Health Lead, Designated Safeguarding Lead, and role as a Deputy Head. However, the findings and wider research evidence pertain the responsibility of TIP resides

with all staff. Given that the current research highlighted the importance of community factors, future research should seek to explore a wider range of staff experiences, as well the experiences of CYP in schools where TIP is being implemented. Similarly, only one of the participants had received their training from an EP. This reflects the current context with training being offered from a range of different professionals from both private and public sector organisations.

The research could also be criticised for not including 'member checking' to establish the trustworthiness and credibility of findings (Elo et al., 2014; Whittemore et al., 2001) or interpretive validity (Johnson, 1997). 'Member checking' seeks to consider whether feelings and experiences are reflected accurately, through participants reviewing the tentative conclusions (McKim, 2023). However, Webb (2003)argues that an attempt to 'validate' the interpretation of data with participants is not compatible with IPA. That is, in acknowledging that access to a participant's 'lifeworld' is dependent on a double hermeneutic (Smith & O'sborn, 2008) it is contended that the researcher cannot be separated from the interpretations. Instead, steps were taken during the analysis and presentation of the data. For example, engaging in a transparent, reflexive process and sharing verbatim quotes from participant transcripts.

3.5.3 Summary

This research explored teacher experiences of implementing trauma informed professional development. Teachers reported a range of barriers and facilitators to implementation, which were considered in terms of professional development content, intrapersonal factors, community factors, and wider contextual factors. The findings contribute towards the limited literature exploring teacher views of implementing trauma informed professional development and offer the foundation for future research. This might consider the views of wider staff groups, as well as the views of CYP in schools implementing TIP. The implications align with the principles of TIP and might be helpful in guiding Educational Psychologists to plan and deliver professional development with schools.

Table 12 - Implications for EP Practice linked to the principles of TIP (SAMHSA, 2019)

Principles	**Implications for EP practice**
Safety, trustworthiness, and transparency	• Time spent developing and building rapport at the beginning of a PD session is essential. This can support feelings of trust and consequently, promote vulnerability and reflection which are rooted in practice change (Lasky, 2005) • Being transparent about compassion fatigue, retraumatisation, secondary trauma and strategies for self-care are important elements of delivering training on TIP. It should also include strategies to support teachers to be attuned to their own regulation, and notice when they need to take a moment to reflect during practice • Sharing anecdotal experiences (both successful and unsuccessful) of drawing on the principles of TIP can be helpful in demonstrating empathy and an understanding of teachers' everyday reality. This might help participants to feel validated and understood, and therefore more likely to reflect on their practice (Koslouski & Chafouleas, 2022). In the current study, this fostered a sense of safety to take risks in trialling new approaches both within training (during role play activities) and beyond. • Sharing additional protective factors for children affected by trauma strengthens the narrative that teachers are not individually responsible for mitigating the impact • It is possible that becoming trauma aware will help teachers to make sense of personal experiences. This can be emotionally difficult, so teachers should be given information about what will be covered ahead of training (Boysen, 2017)

	• It is important that the purpose of professional development is transparent, and EPs should be cautious about how it is presented to participants. For example, a one-off training session might be focused on becoming 'trauma-aware'. Becoming 'trauma-informed' could reflect a series of sessions where the EP works with teachers and the senior leadership team to develop an implementation plan (Chidley & Stringer, 2020). • Two of the participants in this study valued the positive relationships they had developed with their school EP. This was beneficial in both implementing TIP itself, and through interactions with the EP relating to casework following the training. Positioning teachers as equals and drawing on consultative skills both within training and during follow up can cultivate more positive relationships between teachers and external agencies.
Collaboration, mutuality, and peer support	• Schools may benefit from support to consider staff wellbeing more systemically, through developing peer support systems following the introduction of TIP • Professional development should offer space to reflect on practice with peers and involve continuous learning, not one-off training sessions where possible • Commissioners and stakeholders should be aware of the importance that trauma informed PD is accessed by all staff members to promote collective buy-in. This might involve highlighting research supporting TIP as a whole school, not isolated intervention. For example, teachers in the current study positioned whole school support and a relational ethos as a facilitator to implementation. Likewise, a lack of buy-in from others was considered a barrier to implementing their learning

	• There is role for EPs in working with senior leadership teams in schools to develop relational and trauma informed behaviour policies. This should be communicated with CYP as well as their families to develop a culture of acceptance and buy-in to TIP. • Participants reflected that it was important that the EP knew and understood their school, but also that the training was applicable to their 'real-life' practice. EPs should learn as much as possible about the school context including the students, teachers, and the wider community. It is also helpful to consider if there are any types of traumas experienced more predominantly in the community and adapt training content to reflect this (Koslouski & Chafouleas, 2022)
Empowerment, voice and choice	• Professional development should be tailored so that the action plans put in place are based on the existing strengths of a school. For example, adapting content so that it can be embedded withing the existing approaches in schools e.g., THRIVE • Participants valued elements of training which bridged the gap between theory and reality, through activities involving active participation. Through having space to discuss examples and reflect on potential barriers to implementation e.g., role play, real life scenarios, they were empowered to solve anticipated problems in a safe space. If suspected barriers do not arise naturally, EPs might want to dedicate time to acknowledge and explore perceived barriers in relation to 'real-life scenarios'. • Where follow-up and continuous models of training are commissioned, the EP should draw on the principles of consultation to co-construct next steps (Wagner, 2000) to ensure that teachers perceive it to be relevant and applicable to their practice

	• Presenting information about ACEs (Felitti et al., 1998) can risk teachers feeling disempowered. In the current study, teachers felt unprepared to mitigate the impact of ACEs (Felitti et al., 1998) and this was evident teachers account of the tensions between their responsibilities and role. It is important that information relating to the ACEs (Felitti et al., 1998)literature is not presented in a way which perpetuates a deterministic narrative • The accessibility of training content was a key factor for understanding as well as empowering teachers to share their learning about TIP with children and young people. Training content should present complex neurobiological information alongside visuals and metaphors, and avoid unnecessary jargon • Flexible and tangible frameworks can support implementation of open skills, and contribute to improved self-efficacy both during and after professional development (e.g., THRIVE, PACE)
Cultural, historical and gender issues	• Trauma informed PD should take account of contemporary, wider contextual factors which might influence how the training is received, as well as how this effects implementation. This involves taking note of current and historical influences of trauma which were not covered in the initial ACEs framework (Felitti et al., 1998). For example, the influence of the COVID-19 pandemic and austerity measures

Chapter 4: Reflexive Synthesis

4.1 Introduction

This chapter documents a reflective synthesis of my learning in this research. Firstly, I will consider how the project has shaped my understanding and assumptions about trauma-informed practice (TIP) through a social justice lens. Next, I will reflect on the research process, and how this has prompted questions about my professional identity and biases. Finally, I will consider what I learned about myself through engaging deeply in reflexive practice. I will explore this by highlighting the presence and need for uncertainty in our role, as well areas of development

4.2 Reflections on TIP through a social justice lens

I entered this profession with the view that TIP represents educationally informed social justice principles. Fairness, social recognition, diversity, inclusion and antibias align with how social justice is conceptualised in the literature and educational practice (Pijanowski & Brady, 2020). However, a pertinent area of my learning relates to a more critical understanding of how TIP is applied in an educational context, which does not necessarily reflect a socially just orientation. SAMHSA's (2019) principles position TIP in education as a whole-school approach. However, O'Toole (2022) notes that the prevailing disciplines influencing TIP in education do not promote a discourse of equality. TIP in schools has been criticised for failing to address systematic inequalities, despite well-meaning intentions (Dutro, 2017). This is largely due to the differences in the way in which TIP is interpreted and implemented (Maynard et al., 2017). For example, adopting individual interventions aiming to promote coping skills and ultimately placing the responsibility of change with CYP (O'Toole, 2017). Participants in the current study referenced the ACEs framework (Felitti et al., 1998) and physiological models from their training, which are criticised for perpetuating medicalised models and pathologizing CYP as needing to be "fixed" (Dutro, 2017; Pyscher & Crampton, 2024).

Framing trauma through overly simplistic neurobiological models without paying attention to sociocultural and ecological factors locates the problem 'within' (Golden, 2020). The shift from asking, "What's wrong with you?" to "What's happened to you?" and emphasis on *you* illustrates an individualistic understanding of trauma (Duane, 2023). This fails to acknowledge for example, how past and continuing systemic oppression influence how marginalised groups experience trauma (Davis et al., 2022). In this sense, school systems have the potential to act as both a 'source or accomplice' (Gherardi et al., 2020, p. 493) to experiences of trauma.

Individualistic models of learning and development are well meaning in their endeavours to increase empathy and understanding of needs but fail to acknowledge ongoing contextual factors that retraumatise CYP. This disempowers those who want to help because the problem is ultimately too big, and beyond their control. This disempowerment and tension around responsibility to fix CYP before it is 'too late' was evident in my research. Although TIP is a *potential* socially just pursuit, overlooking complex intersectional and sociocultural actualities or presenting them through a deficit narrative (Gherardi et al., 2020) risks EPs contributing to the issues they seek to change. It is important that I hold these critiques in mind, remain critical and offer supportive challenge when TIP is applied in a way which situates change within the child. Sharing definitions of trauma through the lens of community psychology provides one way of promoting the shift towards a more empowering, collective and socially just application of TIP (O'Toole, 2022). That is, shifting the responsibility for change from the individual to, the collective (Boyle, 2022).

4.3 Personal Reflexivity

Researchers in IPA are both part and apart from their research (Engward & Goldspink, 2020). Reflexivity involves bringing conscious awareness and attention to this throughout the analytic process (Finlay, 2003). However, the process has been criticised as a "self-indulgent and narcissistic practice" (Bukamal, 2022, p. 329). That is, some believe that it privileges the reflections of the researcher over participant voice (Finlay, 2002). If we accept that access to participants 'lifeworld' is intrinsically tangled within the researchers experience, values and conceptions (Clarke, 2009), then it becomes an inherent part of the IPA process. In addition to having the

privilege of hearing teachers' stories, engaging in reflexivity has been an integral aspect of my learning and has explicit implications for my professional practice.

Reflexivity is often explored in research through broad terms (Cunningham & Carmichael, 2018). Adopting a practical tool was helpful in acknowledging my biases, as well as paying attention to the closeness to participants words. In Chapter 2, I shared an account of the methodological decisions taken for this research, which were underpinned by prioritising teacher experience in the development of knowledge. Through engaging in reflexive journaling and noting "booms, clangs and whispering ghosts" (Goldspink & Engward, 2019, p. 291), I hoped to balance my potentially nuanced understanding whilst prioritising participant voice (Pillow, 2003). This has enabled me to articulate my biases in relation to TIP, and what I have previously perceived to be the 'power' of neurobiological explanations of a 'trauma response' in CYP. For example, I noted in my reflective journal that I had unintentionally moved too far away from some of the participants words in transcript 1. Through considering my background in neuroscience, I became aware of 'searching for' evidence to fit my pre-existing ideas of 'what works'. Through engaging in active reflexivity, I recognise the need to pay attention to my biases, and refrain from searching for something that confirms my preconceptions or assumptions in practice.

4.3.1 Positionality and parallels to practice

The process of engaging in in reflexive practice has yielded questions relevant to my role, positionality, and space between myself and others in professional relationships. My role as a TEP and researcher position locates me in the 'space within' the outsider-insider dichotomy (Dwyer & Buckle, 2009). In Chapter 2, I explored my previous experiences of working in education, and how this arguably placed me towards an insider position (Berger, 2015). I hoped that this would support rapport building, and help participants to share their stories (De Tona, 2006). Participants may be more prepared to share their reflections with someone with shared experiences (Berger, 2015). Research suggests that those with an 'insider' position may be more sensitive to nuanced perspectives (Kacen & Chaitin, 2006).

Equally, the analysis may be clouded by the researcher's experiences and disproportionately based on shared or differing experiences (Dwyer & Buckle, 2009). The qualitative researcher perspective is therefore considered paradoxical: attempting to access participant experiences whilst remaining aware of how their biases influences their understanding (Maykut & Morehouse, 1994).

I have previously viewed my perceived understanding of the barriers and facilitators to embed TIP and relational approaches in practice as intrinsically positive. That is, communicating to staff that I understand some of the challenges faced in their everyday practice to promote a sense of connection. However, through engaging in reflexivity, I began to wonder whether viewing shared experiences with others in professional practice as inherently positive warranted exploration. An individuals lived experience exists beyond that which can be fully interpreted through language (Boden & Eatough, 2014), and the calculability of another is neither possible or desired (Matusov, 2011). Paying conscious attention to how my 'personal politics' influence the interpretation and presentation of data has led me to question my biases in professional practice. I wondered whether I was being 'shackled' by my previous experiences, and naively assuming shared understanding of a problem. This limits the potential for curiosity and space in dialogue for difference. Dialogic interaddressivity (Matusov, 2011), expecting to be surprised by what another says - is integral to remaining curious in our interactions. Dwyer and Buckle (2009, p. 59) pertain that being 'open, authentic, and honest' supersedes the benefits and challenges afforded by the insider or outsider status. Although 'we cannot escape the consequences of our position by talking about them endlessly' (Patai, 2014, p. 81), recognising the complexity of difference in relationships, reflexivity and increasing our tolerance to uncertainty are pertinent to practice (Moore, 2005).

4.3.2 What have I learned about myself?

Engaging in personal reflexivity has helped me to gain a deeper understanding of my motivations and values. This has been instrumental in considering my next steps for protecting my wellbeing and sense of mattering in the profession, as well as areas of

development. Through journaling, I noticed feelings of discomfort whilst hearing about teacher struggling with the CYP they worked with, despite caring deeply about them. These stories resonated with me, and I started to fully appreciate the emphasis that I place on relationships as a measure of my self-efficacy and self-worth, both professionally and personally. The concept of mattering consists of the balance between 'feeling valued' and 'adding value' in aspects of the self, work, community and relationships (Prilleltensky, 2020). The belief that we can make a difference to ourselves, others, work and the community is fundamental to realising the need to matter (Prilleltensky, 2020). Engaging in research supervision has illuminated that space to safely reflect helps me to 'slow down' and consider where I am adding value through research and practice. In chapter 3, I considered principles of PD that might promote empowerment, voice, and choice for TIP and relational approaches. At a broader level, there may be a role for EPs in supporting teachers to reflect on areas that they 'add value' to the communities they work in, and their relationships with CYP. The prevailing neoliberal culture does not support teachers to experience a sense of mattering (Prilleltensky, 2020), and this was evident in the current study. This emphasises the importance of delivering training with implementation planning in mind, without which could generate feelings of disempowerment, and lack of hope that teachers can make a difference to the CYP they work with.

I have also considered that my inherent quest for relationality may be limiting my capacity to use a 'dissenting voice' (Mercieca & Mercieca, 2022) to challenge practice sensitively. EPs are responsible for challenging social justice issues through disturbing the normal flow of procedural systems (Cumber, 2022), and have an ethical responsibility to encourage others to 'think again' (Mercieca & Mercieca, 2022). Consultation provides a practical way of promoting social justice through tentative wondering and curious questioning (Cumber, 2022). Through engaging in a child-centred approach to consultation (Schulze et al., 2019), I endeavour to foster collaborative relationships with the view of having more difficult conversations where necessary. Furthermore, I will use the reflexive skills I have developed through this research to hold myself accountable, endeavouring to ask questions of equity, respect, inclusion, agency and collaboration (Bell, 2016).

4.4 Appreciating uncertainty

The complexity, unpredictable and unique contexts teachers work in were echoed in the findings, but also mirrored in the process of using IPA. Uncertainty is an inescapable and necessary component of qualitative research (Mansourian, 2008). As discussed in chapter 2, I believe my initial interest in TIP and relational approaches stems from my experience working with CYP who had experienced trauma. Through exploring what helped teachers to implement their training in the current study, I wondered whether this interest reflected the need for an explanation or solution to 'give' to teachers. Finding solutions in the mess of reality helps us to feel effective, whilst appreciating the complexities of a situation can threaten our sense of competence (Mercieca, 2009). As noted by Chidley and Stringer (2020), EPs need to be aware of the 'Myth of the Hero Innovator' (Georgiades, 1975), that innovation is driven individuals with unique and new knowledge (e.g., EPs delivering training), without considering the importance of collective effort. Uncertainty in EP practice enables us to resist the urge to wave a magic wand, and give schools simple solutions to complex problems (Mercieca, 2009). Part of my learning in this project involves considering that TIP is one element that can be helpful, but it cannot be seen as an overarching 'solution' or explanation to complex real life problems. In Chapter 3, I presented 'simplicity' as one aspect of PD which participants viewed as a facilitator for implementing TIP. Although we need to make training accessible to those we want to implement change, we should also resist offering simplistic overviews of complex problems without criticality. In the prevailing neoliberal context, where time and efficacy are often prioritised, EPs should model a tolerance to uncertainty. This is relevant not only to how concepts and models are presented in PD, but in the conversations, we have with teachers in day-to-day practice.

4.5 Concluding remarks

This project has undoubtedly shaped how I understand myself through considering my values, motivations, and sense of mattering in professional practice. It has yielded a more nuanced and critical understanding of TIP, as well as emphasised the importance of delivering professional development for teachers through a critically

informed social justice lens. The process of IPA, journaling and reflexivity have helped me to reconsider aspects of my practice that I believed to be inherently positive. I have explored how my positionality implicitly shapes dialogic interactions, the importance of balancing mutuality with challenge, and a space for difference in dialogue. As I move into my new role as a qualified EP, I endeavour to continue engaging in reflexive practice. It has been pertinent in supporting a renewed respect for uncertainty, as well an appreciation of the intricate parts of me that shape my professional identity.

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Appendices

Appendix 1 - Iterative Inclusion and Exclusion Criteria

Date	Inclusion and Exclusion criteria	Rationale
06.08.2022 Scoping searches and initial search	-Empirical research -Published in English - Published from 2011 onwards -Training on TIP delivered by an Educational Psychologist (EP) which explores teacher perceptions of training transfer -Trainee and qualified teachers practicing in education settings for CYP in England -Not teachers for adult learners -Teachers in private settings -Peer reviewed papers only -Titles and abstracts reviewed to determine applicability to the research question	• Papers were sought from 2011 onwards so that they were relevant to the educational contexts which EPs work • It is argued that there are differences between the principles of adult and children's learning (Knowles, 1984). As such, it is possible that there some differences in the way teachers of adult learners apply their training (Kerka, 2002), although this is beyond the scope of this project. Papers included teachers of adult learners were therefore excluded • Initial searches hoped to explore teachers' experiences of implementing trauma informed practice (delivered by an EP). There were no papers which (when considering the remaining inclusion/exclusion criteria) could be retained. There is limited research exploring the transfer problem in the context of educational psychology (Chidley & Stringer, 2020). The parameters of the search were too narrow. This was reflected in the next phase of searching, where "training delivered by an EP" was removed.
22.09.2022	-Published from 2010 onwards -Located in England	• Papers from 2010 onwards and located in England only were included to reflect key political events: The start of the coalition government between the Conservative and Liberal Democratics. Austerity measures have influenced school expenditure (Baillie,

Date	Inclusion and Exclusion criteria	Rationale
	-Not teachers working in privately funded settings -Qualitative papers only -There must be a method which directly asks teachers for their views (e.g., interview) and therefore not research which only uses observations of teachers and/or evaluation using measurement of academic progress -Teacher experiences of trauma informed practice training	2021). Cuts to school funding have meant there is less available for professional development • papers where teachers were working in privately funded settings were excluded, due to the importance of the political context • this iteration of inclusion/exclusion criteria highlighted that there was a gap in the literature empirically examining teacher experiences of TIP training in England. Papers addressing other types of training were therefore not excluded in the final searches
22.10.2022	-teacher experiences of any topic of training -Where the paper is a follow up to previous training, the training must have taken place from 2010 onwards	• to include only training which took place after the start of austerity
21.12.2022	-no criteria relating to time since training	• Teacher accounts of *predicted* transferability of learning acquired through training were of equal interest. Therefore, studies were not excluded if teachers spoke about how they might use the training in the future exclusively

Appendix 2 – Evidence of initial concepts and their relation to first and second order constructs

Initial Concept	First/Second Order Construct	Paper
Valuing collaboration	Teachers highlighted the benefits of collaboration *"there's a lot more collaboration and I think that's the most important thing"*	Cajkler et al (2015)
Child first	Many teachers reported that attending the TCM course had made a significant impact on their teaching practice and some teachers described this as not only the adoption of a new strategies, but a major shift in their ethos or approach *"Thinking about the child the whole time rather than how I'm feeling"*	Allen et al (2020)
Positive emotions/experiences	All participants were enthusiastic about the RLC model as a positive step in their professional development. *"I'm feeling motivated and excited to carry out school-based research. You have equipped us with the necessary tools to make school-based research accessible and manageable"*	Mintz et al (2021)
Speaking Freely	…And expressions of relief at hearing stories which symbolised their own experiences and fears. In this respect, the discussions and commentaries supported the contention that fictionalising of experiences can open them up for 'safe' and less inhibited discussion *"like watching violence in a cartoon. You know wouldn't ever condone this stuff in real life*"	Wallace (2010)
Relationships with CYP	*"I try to have positive conversations with pupils outside of lessons whenever I see them and show that I care about their education which I think has resulted in some positive results in the classroom"*	Hramiak (2017)
Performative requirements/terror of performativity	I interpret this as evidence of the 'terror of performativity' (Ball, 2003), where individual performances serve as measures of productivity *"It's the pressure of Ofsted because they have to see what you do. So, what's more important for them is what is in their exercise books"*	Hulse et al (2018)

Appendix 3 – Evidence of reciprocal and refutational translation

Key

Black font refers to first order constructs which I believe are illustrative of the initial third order constructs

Grey font refers to second order constructs (ideas developed by the authors based on first order constructs)

Empty boxes reflect the absence of a concept in that paper

Concepts	Allen et al (2020)	Cajkler et al (2015)	Hramiak (2017)	Hulse et al (2018)	Mintz et al (2021)	Wallace (2010)
Contextual Factors						
Control, the terror of performativity and justifying 'risky' pedagogy	"And actually, you know whether a sheet is filled in with their target or not isn't as important" "It's made me realise again that… we teach people, they are little people and they're going through difficult things just like we are and actually sometimes as a teacher it doesn't matter how their writing is coming along and how this that and the other, that they might just actually need you in another way… Because they can't learn can they?	Lesson study is not suitable if the requirement is for immediately measurable outcomes such as overnight improvements in test scores. No claims were made for such transformative impacts but there were expressions of anxiety about the fact that routinely not enough collaboration took place due to curriculum and workload pressures. "It has now shown me that actually they can take that task upon themselves and learn independently which is something that's always a	Another main concern evidenced in the first survey, was behaviour management, their ability to control pupil behaviour in class – this is a concern for all beginning teachers, independent of the route by which they chose to enter the profession. Without this, they felt that their pupils would not get a good education as they as teachers could not deliver it. Comments from participants in relation	It seems a little sad that something as small as a hand gesture is seen as an expression of 'freedom' requiring the permission of the teacher This is evident in the passive voice employed by Diana: "I am told"; "There are pressures'; 'this has to be done". They do not, however, seem inclined to question who decrees this or why it should be so. It is accepted as "the way things are".	All the teachers, whether SENDCos or not, found class teaching filled their days to an extent that could easily have inhibited involvement with anything risky or challenging. But partners reported that enthusiasm for the project remained strong and however little time was available, all were clear that their pupils had made progress through the interventions they designed and	This type of discussion generated varied between; the world-weary observation that.. "that's not a fairy tale. I recognise that. That's my Friday class". In his commentary, the narrator concluded that this is very accurate of his current perception of his role, which he felt to be low status, powerless

	If they're in a poor place emotionally… they're not in a place to learn so it's so important"	worry, especially as an NQT you think, you know, they need to know this by this date, there's this assessment coming up and the only way to do that is me standing at the front telling them what they need to do and guiding them through it, …" (Sandra)	to the question on their biggest challenge as they faced the coming year reflected this concern. Over half the participants commented on how they felt that behaviour management was a major concern for them, citing that they were worried about progress in class, and not having enough of a presence around school to manage behaviour effectively The data from the second survey indicated that most participants felt that they had had an impact on the pupils they were teaching. They cited various reasons for this, some of which centred on the progress their pupils had made.	The students worried about 'wasting time' or 'losing time', a pressure created by the notion of education as exchange value – the teacher must provide 'value for money' by 'producing' as much as possible in the space of a one-hour lesson. Some students had been told by their schools that they needed to show 'progress' in every lesson. "It's the pressure of Ofsted because they have to see what you do. So, what's more important for them is what is in their exercise books" (Kris, group discussion).	evaluated during the project's span. S mentioned the likely impact on the school at a staff meeting and planned a training session based on her findings at some point though she might "wait for a bit to collect more data". She was proposing to move forward quickly with 'the idea of champions	

Emotional responses to training and wellbeing	"I'm not so stressed anymore, things like behaviour it has helped me in the way that I kind of don't let it get me down when things have not quite worked out… I'll look at it and try something different, rather than beating myself up about it" "I've found as a person it must made me better at my job, calmer, happier" The benefits for teachers included... feeling calmer Teachers believed the strategies and ethos they had implemented had raised [children's] self esteem Teachers discussed becoming aware of how	Jenny found the opportunity reaffirming, inspiring and reducing isolationism, another reported benefit from six of the seven participants. Operating in isolation had led three early career teachers to report feelings of stagnation prior to engagement in lesson study "So all the resources that people brought to the table, I'll probably use at some point in the future now" (Chloe, first year maths) Teachers highlighted the benefits of collaboration and two types of impact: the impact of lesson study on their own learning and, perhaps more specifically, the influence it had on their thinking about teaching, the latter often expressed with resolutions about intended changes in practice. All respondents described the approach as useful and formative, even	They were, however, also mindful of their inability to deliver this right from the start and expressed a desire that their pupils should not be disadvantaged by their own lack of experience and skill in teaching. They were very honest about their lack of teaching skills at this point, and over a third commented on differentiation in a way that would put them as a Type 1 teacher at this point in the year, citing this as their biggest challenge, and worrying if they were actually differentiating enough for their pupils …moving from worries about behaviour management and negative pupil attitudes,	When invited to discuss this after the lesson, Diana expressed regret that she had been unable to develop the creative aspects of the lesson further The students expressed a great deal of frustration with the narrow parameters of the curriculum Diana feels compelled to conform to practices which she instinctively feels are not in the best interests of her pupils, which then provokes feelings of guilt. I interpret this as evidence of the 'terror of performativity' (Ball, 2003), where individual performances serve as measures of productivity.	Participants enjoyed – after some initial nervousness and puzzlement – deciding how they might gather impact data on their interventions All participants were enthusiastic about the RLC model as a positive step in their professional development. While some found the demands challenging at the be- ginning, all were happy with their progress by the end "I'm feeling motivated and excited to carry out school-based research. You have equipped us with the necessary tools to make school-based research accessible and manageable"	In his commentary, the narrator concluded that this is very accurate of his current perception of his role, which he felt to be low status, powerless, and looked down upon by other colleagues, while any solidarity he felt was with the students (all goblins together) rather than with colleagues or fellow student teachers… instead of being downhearted by this realisation, the narrator claimed that the insight made him feel empowered to change the circumstances he found himself in on the teaching practice placement It was also clear that the activity had generated a high level of enthusiasm

	subtle changes in the way they instruct or respond to children can have an impact, both in terms of the children's wellbeing and their motivation "The whole class has become a much more positive place" "It definitely has more impact and leads to you know a happier classroom, the kids' self-confidence is up, they are more willing to do things and try really hard"	enjoyable and were able to identify some potential long-term impact on their professional practice. "I really enjoyed it. I wish, I definitely wish I could do that more." (Sarita) "I definitely think it's got a place to help with professional development. "(Sarita, experienced maths teacher) All participants, particularly the most experienced, reported that the process had great potential in programmes of professional development	to a place where they were much more positive about their impact on pupils. At this point, over a third of the participants had moved from worries about differentiation in the first part of the year to much more positive comments concerning impact through literacy as the year progressed	The result is that teachers feel coerced into behaving in ways which they believe to be unethical through fear of losing their job or of letting colleagues down Joe has an awareness of the separation of the human activity of language learning from modern languages as a school subject, and this is the source of some frustration for him. It is, I contend, evidence of his alienation from his work.	They also saw it as a professional development tool for their work with colleagues: The success of the 'strips' approach in this project suggests that it could have wide application in teacher professional development activities for SEND. "Both children are now seen as more happy than sad. R is much softer. Things like relationships are developing for him. Having structure, including sensory [activities], in place has really helped him. A big difference" … [follow up interview]	

Appendix 4 - Evidence of Refutational Translation

Key

A- Allen et al (2020)

B- Hramriak et al (2017)

C- Cajkler et al (2015)

D- Hulse et al (2018)

E- Mintz et al (2021)

F- Wallace (2010)

Contextual Factors

There were refutations noted for three concepts: 'Control, performativity and justifying actions', 'emotional response to training', and 'disconnection from real life'.

Control, Performativity and Justifying Actions

- In B, trainee teachers conceptualised behaviour management as a prerequisite to learning, citing at as a worry on entering the profession (immediately after their training).
- In F, teachers described feeling "powerless" in relation to other staff and students. Similarly, teachers in D referred to needing to follow their mentors' directives, irrespective of whether they agreed with them. By contrast, the other papers conceptualised this construct only through alluding to external neoliberal pressures or practical barriers (e.g., time), rather than attributing the influence to specific people

Emotional Response to Training

- In A, teachers talked about the positive impact the experience of training on their emotions. For example, "not feeling so stressed anymore", and "I've found as a person it just made me better at my job, calmer, happier". Similarly, in B, Jenny felt the opportunity was reaffirming and inspiring. In C, teachers were left feeling motivated an excited to carry out school-based research, and despite finding the experience challenging in the beginning, were happy with their progress by the end. By contrast, trainee teachers on the PGCE course in D expressed

feelings of frustration with the narrow parameters of the curriculum. The authors considered the feelings of guilt associated with conforming to practices that teachers feel are not in the best interests of their pupils.

Disconnection from Real Life

- In C, research lessons were conceptualised as successful and representing a departure from 'normal' practice. Participants described a welcome relief from typical practice. Contrastingly, in D, the disconnect from 'real life' was conceptualised more negatively rather than as an opportunity. For example, the authors noted that whilst student teachers expressed a desire to make language learning an enjoyable experience, much of their discussion focused on the marked differences between creative pedagogy, and 'real life opportunities' (the focus of the training), as opposed to how engaging in the training had showcased new ways of working.
- In F, trainee teachers valued that the CPD method used enabled them to disconnect from real-life, enabling them to talk about feelings of resentment and be honest about how they feel about students- something which they felt they would not have been able to do otherwise. It also allowed the trainees to have an open and less inhibited discussion, leading to the realisation that other trainees have similar experiences and reflections (see shared belonging and understanding)

Change

There were refutations noted for 'repositioning values and teaching priorities' and 'Implementation'

Repositioning Values

- In A, teachers reported that the training reminded them of the importance of children's SEMH needs, and how this is a prerequisite for the creation of a positive learning environment. In C, routinised views of what constituted quality were altered. By contrast, at the start of the programme, trainee teachers in D shared their personal philosophies which positioned exciting, active and enjoyable lessons as important. Throughout the programme, trainee teachers became gradually more pragmatic (conceptualised as cynical), regarding the parameters of creativity in language teaching. Instead describing creating a love of learning as important but showing progress as a requirement.

Implementation

- In A, B, C, E, and F, teachers, and trainee teachers described successful aspects of training transfer and implementation, as well as hope for transferring their learning and/change in understanding in the future. For example, in A, teachers shared resolutions about their

intended changes in practice, and differences to how they think about teaching. In B, teachers talked about developments in the quality of their literacy provision across the curriculum. In C, teachers valued and hoped to use resources brought from other teachers. In E, teachers felt confident that using RLC would provide a platform for whole school change. In F, the experience of training led to a realisation that a lack of belonging to the school staff team was influencing feelings of powerlessness. This influenced a resolution to make a change to their relationships with other staff members. By contrast, in D, trainee teachers experienced feelings of guilt where implementation had not been successful but were also more accepting of the 'way things are'.

Social factors

There were refutations noted for 'Relational Impact'

Relational Impact

- In A, B, C, E, the experience of training was conceptualised positively when considering developing relationships with children. In A, B, C, and E, this was also present for relationships with colleagues and in A, with parents too. Relationships with mentors were conceptualised negatively for D and F. For example, teachers in F described being undermined by their mentors, and in D, teachers were following the directives of mentors, despite not agreeing with them, which was a source of frustration/ethical dissonance

Appendix 5 - Development of the final third order constructs

Overarching Category	Initial concepts	Initial Third order (Overarching concepts)	Third Order Constructs
Contextual Factors	Control/coercion of pupils Control/coercion of teachers Creativity as a luxury Education as an exchange value Justifying and evidence-based decision making Requirement for observable impact Performative requirements/terror of performativity Impact on children's motivation	Control, performativity and justifying actions	Power
	Dissonance/tensions Ethical dilemmas	Dissonance/tension	
	Willingness to take risks and learning through discovery	Discovery as innovative	Alternative Reality
	Separation from sense of being human Real life and embodied experience vs classroom Curriculum as disconnected from real life, embodied experiences The purpose of education and learning Speaking freely (attributed to CPD method)	Disconnection from real life	
	Practical Barriers Time and space to think/respond	Practical barriers	
	Impact on teacher SEMH Impact on child SEMH Positive emotions/experiences Negative emotions/experiences	Emotional response to training and wellbeing	

	Feelings about implementation Comments about the future	Implementation	
Change	Challenging perspectives Relationship development as a sign of impact Reflective realisation Autonomy Responsibility	Changing perspectives	Reflective Space
	Self-efficacy Confidence Impact	Changes relating to self-efficacy and confidence	
	Child first Demonstrating you care Repositioning values/priorities Changes to teaching practice/what is prioritised	Repositioning values and priorities	
Social Factors	Valuing collaboration Shared decision making Culture of knowledge exchange	Valuing collaboration	Sense of Community
	Reassurance from shared understanding of experiences Belonging to school community Belonging to trainee teachers' community	Shared understanding and belonging	
	Validation from experts and colleagues with authority Being noticed by others	Validation from others	
	Modelling between adults Modelling between adults and children	Modelling	
	Relationships with CYP Impact beyond the classroom Stability and consistency of relationships with children Relationships with parents Relationships with colleagues Awareness of how you are perceived by others Dependency on more experienced colleagues	Relational impact	

Appendix 6 – Worked example to show development of 'Reflective Space'

Initial Concepts	**Overarching Concepts**	**Evidence of first/second order constructs from data**
• Challenging perspectives • Relational development as a sign of impact • Reflective realisation • Autonomy • Responsibility	Changing perspectives	*"We also noticed that with the middle ability student, she's normally quite a shy student. You know, she's conscientious and she does her work, but she doesn't contribute a lot vocally to the lesson. She was placed with two, two boys, and did really, really well. Communicating really well. Took part in, took part in all the activities"* (Cajkler et al., 2015)
• Self-efficacy • Confidence • Impact	Changes to self-efficacy and confidence	*"It's made me kind of have the confidence to listen to my colleagues but also think 'I think you're wrong'… and before as quite a new teacher I've always thought 'Oh maybe they know because they've been teaching for 25 years so they probably know better than me'… and actually sometimes having the confidence to go 'I'm going to do it my way actually' and trying it."* (Allen et al., 2020)
• Child first • Demonstrating you care • Repositioning values/priorities • Changes to teaching practice/what is prioritised	Repositioning values and prioritises	They gradually became more pragmatic (or cynical) with regard to the parameters of creativity in language teaching, accepting the limitations imposed by external influences. The following reflections from Gemma illustrate this change in attitude between the start and end of the programme, respectively (Hulse et al., 2018)

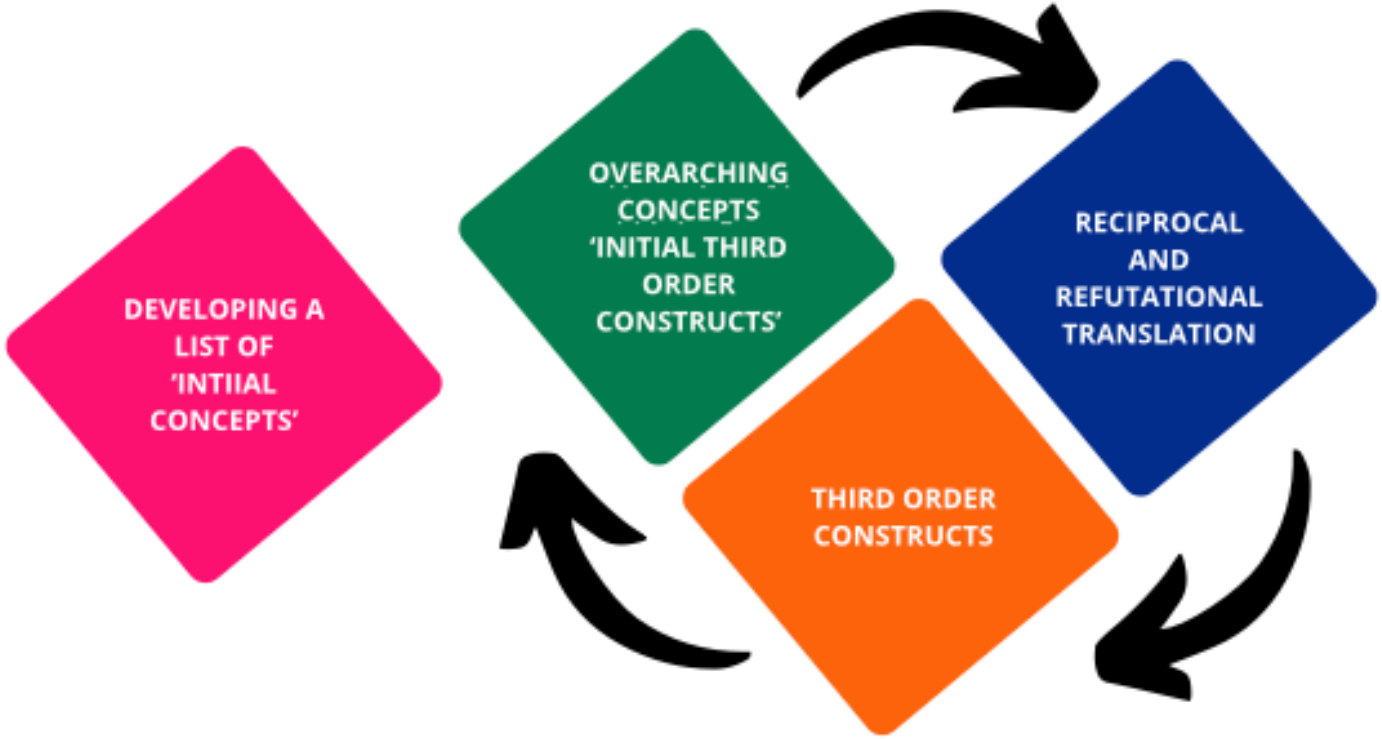
Appendix 7 - evidence of third order across papers

Third Order Construct Example	**Example of First Order Constructs**	**Example of Second Order Constructs**
Power and alternatives realities	**Cajkler et al (2015)** "I've actually now just dared to try something and actually seen that it does work, and I think from that it's a huge positive, because now I can take this template for learning, and adapt it to whatever topic, whichever class, … we've dared to do it and it's gone well" **Allen et al (2020)** "And actually you know whether a sheet is filled in with their targets or not isn't as important"	Collaboration in lesson study, situated in the practice of the school department and whose value she could see demonstrated, made her willing to take pedagogic risks Teachers discussed how the course had made them think about things from a child's point of view; how the child might be feeling and subsequently behaving. They reported that the course reminded them that children were at the core of their job, something that can easily be forgotten amidst the daily demands of their time

	Hulse et al (2018) "It would have been nice to … extend it a little. … There are pressures to get things done by certain points, particularly for a trainee because I am told 'this is what you need to cover, this has to be done', so I feel I have to do what [the teachers] are telling me to do rather than something I would maybe like to do" "They are certainly shackled by the curriculum and more so by the exam … which puts the clamps on you"	Diana's attempts at providing her pupils with meaningful encounters with the foreign language are utterly eclipsed by technical procedures such as 'lesson objectives', which have been decided for her The vivid language he employs ('shackled', 'clamps') indicates that he experiences the restraints imposed on him both cognitively and physically – an assault on the body and the mind. The students worried about 'wasting time' or 'losing time', a pressure created by the notion of education as exchange value – the teacher must provide 'value for money' by 'producing' as much as possible in the space of a one-hour lesson

	Mintz et al (2021) "I talked to the Associate Head about this. We agreed a certain number of steps before the project was finished. We have probably only got to the second step ... I would like to wait a little bit, talk to senior management, share with other staff, use different visuals and prompts, so we can say 'We've tried this. It works. Please continue using it." **Wallace et al (2010)** "that's not a fairy tale. I recognise that. That's my Friday class" "like watching violence in a cartoon. You know wouldn't ever condone this stuff in real life" **Hramiak et al (2017)** No direct quotes from participants for this construct	All the teachers, whether SENDCos or not, found class teaching filled their days to an extent that could easily have inhibited involvement with anything risky or challenging Several students commented that it was helpful to be able to talk about feelings of resentment towards disruptive students that they would otherwise have hesitated to express Despite the pressure the trainee teachers all felt, combined with busy workloads, all except one had other roles in school, and many of these were voluntary Another main concern evidenced in the first survey, was behaviour management, their ability to control pupil behaviour in class – this is a concern for all beginning teachers, independent of the route by which they chose to enter the profession.

Appendix 8 - Iterative process adopted in developing the final third order constructs



Appendix 9 - Research poster

How can Educational Psychologists support the implementation of Trauma Informed Approaches in practice?

RESEARCH PARTICIPATION OPPORTUNITY

Newcastle University

STUDY RATIONALE

One in three children and young people have experienced or been exposed to a potentially traumatic event by the time they reach 18 years old (UK Trauma Council, 2022). Considering this, trauma informed practice (TIP) encourages teachers to view and respond to every child as though they have.

As part of my thesis research for the Doctorate in Applied Educational Psychology, I am interested in teacher experiences of accessing training in Trauma Informed Practice (TIP). Specifically, I hope to explore the barriers and facilitators to implementing the knowledge acquired through training into practice, through the stories of teachers themselves.

WHO AND WHAT?

- If you are a **trainee or fully qualified teacher** who has accessed training on TIP or related approaches, I would like to learn about your experiences
- Participation will involve a 30-45 minute semi-structured interview which can be conducted virtually or in person

RESEARCH AIMS

The aim of this project is to explore what helps and hinders the transfer of knowledge from training to practice

Claire Hopkins
Year 3
Trainee Educational Psychologist
Newcastle University

HOW TO PARTICIPATE

To particpate in this research, or to ask any additional questions please contact me via email

c.hopkins2@newcastle.ac.uk

Thank you for taking the time to consider participating in my research

Appendix 10 - Interview Schedule

Interview Schedule

Rapport building

Checking for recording before starting

Prompts for myself in introducing

- Not looking for anything in particular- no right or wrong answers
- I am interested in YOUR experience as a teacher and your voice
- Genuinely curious
- Ethics prompts- anonymous, right to withdraw, dissemination
- Names- if you do use identifying information I will take it out and

1) Could you tell me about a little bit about your role in school

Semi-structured questions

1) *Tell me about your experience of accessing trauma informed training*

Prompts- any specific thoughts/feelings?, do any words come to mind?

2) What might help/be helping to implement it?

3) What could get in the way/might be getting in the way?

4) what would you like to put into practice/what are you putting into practice?

Appendix 11 - Participant Information Sheet

Newcastle University, School of Education, Communication & Language Sciences

Participant Information Sheet

Study title: How can Educational Psychologists support the implementation of Trauma Informed Practice (TIP) in schools?

Invitation and Brief Summary

You are being invited to take part in a research study. Before you decide whether or not you wish to take part it is important that you understand why the research is being done and what it will involve. Please read this information carefully and discuss it with others if you wish. Take time to decide whether or not you wish to take part. If you do decide to take part, you will be asked to sign a consent form. However, if you change your mind, you are free to withdraw without giving any reason and without any penalty or loss of benefits. But such a withdrawal will no longer be possible once the research project has been completed (which will be approximately January 2023)

What is the purpose of the research?

Trauma informed practice (TIP) is a relational approach used in a variety of healthcare and educational settings. In schools, training on trauma informed practice is regularly delivered by professionals. However, training involves delivery of knowledge, which can be difficult to apply in practice. The current project aims to explore what teachers feel makes learning transfer in schools more or less likely. It is hoped that these findings will inform the planning and delivery of training for trauma informed practice delivered by Educational Psychologists.

What does taking part involve?

Teachers taking part in the study will have already received input on trauma informed practice or relational approaches. Participants will be invited to take part in an individual semi-structured interview (via Microsoft Teams), or in person.

What information will be collected and who will have access to the information collected?

Information about your qualified/unqualified status, the type of provision you work in, subject and year group taught will be collected. The purpose of this is to consider whether there are additional barriers and facilitators dependent on educational contexts.

The semi-structured interviews will be audio-recorded. The record function on Microsoft Teams will enable audio to be recorded and stored securely. Following transcription, the audio files will be destroyed in line with GDPR principles and the ethical guidelines. *Transcriptions will be retained in line with the university data retention policy (10 years following publication) and will be recorded in the universities metadata record. The data collected will only be accessible to the principal researcher and their supervisors during collection and analysis.*

We will use your name and telephone to contact you about the research study. Individuals at Newcastle University may look at your research data to check the accuracy of the research study. The only individuals at Newcastle University who will have access to information that identifies you will be individuals who need to contact you to arrange interview times and/or location.

If you agree to take part in the research study, your data will become part of a dataset which can be accessed by other users running other research studies at Newcastle University and in other organisations. These organisations may be universities, or NHS organisations. Your information will only be used by organisations and researchers to conduct research.

Why have I been invited to take part?

You have been invited to take part in this study because you are a trainee or qualified teacher who has accessed training on trauma informed practice. The current project aims to explore what teachers feel makes learning transfer from trauma informed practice training in schools more or less likely.

What are the possible benefits of taking part?

It is hoped that this project will result in a model, framework or set of principles to guide and inform Educational Psychologists planning and delivery of trauma informed practice training and other relational approaches.

What are the possible disadvantages and risks of taking part?

The topic of trauma can be a sensitive issue to reflect on, even if it does not directly link to your own experiences. As such, you may wish to consider how engaging in this study may impact your emotional wellbeing. There are not anticipated physical risks for participants. Participants will be fully debriefed following completion of the study and will be signposted to relevant support. Confidentiality will be discussed with all participants, including protecting children and young people from being identified, other adults not taking part in the study, and school names.

Newcastle University is the sponsor for this study based in the United Kingdom. Newcastle University will be using information from you in order to undertake this study and will act as the data controller for this study. This means that Newcastle University is responsible for looking after your information and using it properly.

The lawful basis for carrying out this study under GDPR is Task in the Public Interest, (Article 6,1e) as research is cited as part of the University's duties. *(If applicable:) The lawful basis for processing any special categories of personal data is Scientific Research (Article 9,2j).*

Your rights to access, change or move your information are limited, as Newcastle University need to manage your information in specific ways in order for the research to be reliable and accurate. If you withdraw from the study after the research report has been completed, it will no longer be possible for Newcastle University to delete your information.

Has this study received ethical approval?

This study has received ethical approval from Newcastle University Ethics Committee on 22/06/2023

Who should I contact for further information relating to the research?

Claire Hopkins
c.hopkins2@newcastle.ac.uk

Who should I contact in order to file a complaint?

If you wish to raise a complaint on how your personal data is handled, you can contact the Data Protection Officer of Newcastle University, who will investigate the matter: rec-man@ncl.ac.uk

If you are not satisfied with their response you can complain to the Information Commissioner's Office (ICO): https://ico.org.uk/

Appendix 12 - Participant Consent Form

Newcastle University, School of Education, Communication & Language Sciences
Declaration of Informed Consent

- I agree to participate in this study, the purpose of which is to explore teacher perceptions of what supports and inhibits learning transfer of Trauma Informed Practice (TIP) training/relational approaches
- I declare that I have understood the nature and purpose of the research.
- I have read the participant information sheet and understand the information provided.
- I have been informed that I may decline to answer any questions or withdraw from the study without penalty of any kind.
- I have been informed that all of my responses will be kept confidential and secure, and that I will not be identified in any report or other publication resulting from this research.
- I have been informed that the investigator will answer any questions regarding the study and its procedures. The investigator's email is c.hopkins2@newcastle.ac.uk and they can be contacted via email.
- I will be provided with a copy of this form for my records.

Any concerns about this study should be addressed to the School of Education, Communication & Language Sciences Ethics Committee, Newcastle University via email to ecls.researchteam@newcastle.ac.uk

_____

Date Participant Name (please print) Participant Signature

I certify that I have presented the above information to the participant and secured his or her consent.

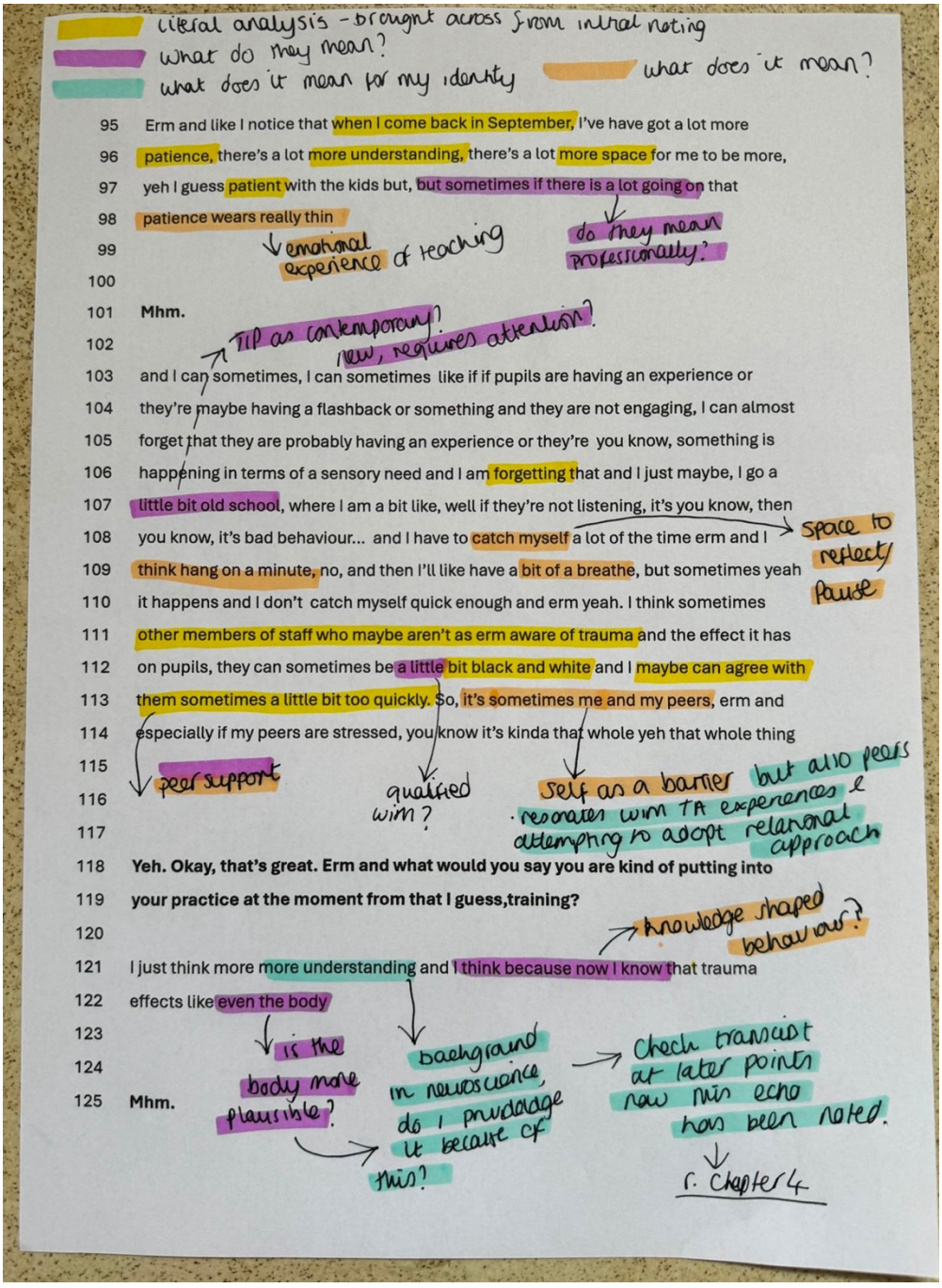
_____

Date Signature of Investigator

Appendix 13 – Adapted from Smith's (2019) typology of meaning questions

Type of Question	Level of Analysis
What does that mean?	Literal
What do they mean?	Pragmatic (puzzle)
What does it mean?	Experiential (significance)
What does it mean for my identity?	Existential (significance)
What does my life mean?	Existential (purpose)

Appendix 14 - Sample of transcript guided by Smith's (2019) typology of meaning questions



95 Erm and like I notice that when I come back in September, I've have got a lot more
96 patience, there's a lot more understanding, there's a lot more space for me to be more,
97 yeh I guess patient with the kids but, but sometimes if there is a lot going on that
98 patience wears really thin
99
100
101 **Mhm.**
102
103 and I can sometimes, I can sometimes like if if pupils are having an experience or
104 they're maybe having a flashback or something and they are not engaging, I can almost
105 forget that they are probably having an experience or they're you know, something is
106 happening in terms of a sensory need and I am forgetting that and I just maybe, I go a
107 little bit old school, where I am a bit like, well if they're not listening, it's you know, then
108 you know, it's bad behaviour... and I have to catch myself a lot of the time erm and I
109 think hang on a minute, no, and then I'll like have a bit of a breathe, but sometimes yeah
110 it happens and I don't catch myself quick enough and erm yeah. I think sometimes
111 other members of staff who maybe aren't as erm aware of trauma and the effect it has
112 on pupils, they can sometimes be a little bit black and white and I maybe can agree with
113 them sometimes a little bit too quickly. So, it's sometimes me and my peers, erm and
114 especially if my peers are stressed, you know it's kinda that whole yeh that whole thing
115
116
117
118 **Yeh. Okay, that's great. Erm and what would you say you are kind of putting into**
119 **your practice at the moment from that I guess,training?**
120
121 I just think more more understanding and I think because now I know that trauma
122 effects like even the body
123
124
125 **Mhm.**

Appendix 15 – The development of subordinate themes example

Appendix 16 - Subordinate themes

Key: Tasha, Flo, Gina, Sophia

Appendix 17 - Superordinate themes

Key: Tasha, Flo, Gina, Sophia

Appendix 18 – Master themes development

Key: Tasha, Flo, Gina, Sophia

Master Themes	Superordinate Themes	Subordinate Themes (within single transcripts)
Contextual Factors	Limited resources	• Resources • Limited resources • Resources
	Teacher role, responsibility, and compromising care	• Responsibility • Role identity • Additional role for care
Intrapersonal Factors	Emotional factors	• Emotional factors • Emotional factors • Relational and emotional factors • Emotional impact
	Willingness to trial approaches	• Confidence to try • Self-criticality
	Reflective opportunities	• Self-reflection • The power of pausing • Time and space for reflection

Community Factors	Holistic understanding and relationships	• Holistic understanding (CYP, families, community) • Bigger picture • Trusted adult
	Collective buy-in	• Collective buy-in and understanding • Embedded consistently through all staff • School ethos and consistency
Professional Development	Changing mindsets	• New knowledge and understanding • Changing mindsets • Knowledge and development • Understanding the impact
	Applicability to real-life	• Ease of applying to practice • Real life application • Real life exposure • Compliments existing practice
	Trainer authenticity	• Trainer authenticity
	Simplicity	• Ease of understanding • Flexible and simple model

Appendix 19 – Evidence of master and superordinate theme with quotes from transcripts

Master Theme	**Superordinate theme**	***Example Quotes*** Key: [**Tasha, Flo, Gina, Sophia**] Quotes in italics
Contextual Factors	Limited resources	**[Tasha]** "*sometimes I think maybe lack of resources in terms of like funding"* *"it's because we are stretched as a staff and emm that is due to funding, lack of resources, so that's probably another thing that's could maybe effect that"* *"I think what we struggle with as a school is we don't actually have the time to do some of the thrive stuff or the trauma training or the stuff that we would like to do because there's just not enough hours in the day, again there's not enough staff"* **[Flo]** "*Well we've spoken about what makes you feel good, and she said drawing and playing, so I said why don't you, if you feel like you're getting really angry, you can go to a quiet space, but when she's in that heightened stage she's like 'no no' and I think well where, I would like time to work through that and not like not necessarily me, but someone in school to do that if they don't want me to that's fine"* *"so I think I would like either teachers to have the time to do it with the class"*

		I will do everything I can to be that because services are limited and there are massive waiting lists for everything, and like I say, it tends to be the more extreme cases that we get, get the help sooner and I wouldn't want them to kind of leave my class, leave primary school, go to high school and then it all become a whirlwind for them because it's not been dealt with because they're younger **[Sophia]** "*So things like break times and lunch ties are really difficult, or, we are just getting, we are finding it really difficult, there is a recruitment crisis, so we are finding it really difficult to recruit people, you know, they need to be specially trained people to know what the trauma is, you know, have a background in that child, and then be able to support that child to learn and also you know, just to grow and feel safe, and what we are finding is we are getting a lot of agency staff, not their fault*"

	Teacher role, responsibility and compromise of care	**[Sophia]** "*I'm trying to juggle them all round and be like they can't be with that one, he's got really bad attachment issues that he's not going to be good with du du du, but it's like literally robbing Peter to give to Paul, I'll take form you and you'll be already with this person that you know but this child is going to find it really difficult and it's just so inconsistent and then obviously the parents get really upset, understandably"* *Like you know, when, back in the day, when you started in the school it would, no one talked about psychology it was just, it was just hers some children, I'm here to teach maths, and now, I think there is a lot to be expected from teaching staff in particular support staff* **[Flo]** "*I'll be class teacher but it's so hard being class teacher and having to like make sure everyone is okay, you become a doctor, a mam, I've have parent emailing me, you're like her second mam, and I'm like, it's not my job, I'm here to teach, it can become very overwhelming and I want to do what's best for these kids, but I can't do that and also do what I've been employed to do at the same time, do you know what I mean?"* **[Tasha]** " *I think because I am training to be a counsellor, it would be nice to have more time to like talk with some children*
Community Factors	Holistic understanding and relationships	**[Tasha]** "*I think it's kind of I guess listening to the pupils themselves, and when they feel comfortable, and they do, some of them, especially the more able pupils who have a little bit more of have an awareness of going on, when they talk, when they talk about emm their experiences,*

		and I guess now cause I, I can, I listen with a non-judgemental kind of, I just let them talk, and just listening to their experiences and their stories helps me build a bigger, better picture aswell. Emm cause yeh I guess its then well it is them kinda of just understanding what is going on and making sense of their experience so yeh and listening to them as well is really helpful" **[Flo]** **"***but they do share a lot, if they trust you as an adult, because that's what we are, trusted adults, they do share with you what sometimes they don't realise they are sharing things that potentially the parents don't want them to share with you"* *"…The signs to spot, like if a child is going through trauma or if something is happening and we kind of just had to do it off our own back, and I just think kind of spotting those early signs and trying like, I will now if I know a child is going through something or they are showing that they are not themselves, I'll check in with them every day, I will take it to leadership"* **[Sophia]** **"***Yeah, and you know we find, we know our children really really well, erm we know the families, their generational through the school, you know, we know the area a lot of us have stayed there for a long time, so we do really know and care about the school, so we really care about those children and we do find that often, we will put to the other, like external external agencies and things like that about what we think they need, and it always get bumped back to us"*
	Collective buy-in	**[Tasha]** "*So we just allow time, we are much more flexible and I think certain schools, learning is the priority, but with this school I've found it is wellbeing. I'm not saying that all schools don't take*

		wellbeing into consideration because they do, but I think ours because we, our focus is wellbeing, pastoral care and learning is kinda of second, that kind of helped me even more I think our ethos and our management they're very they're very, yeh pro that, and pro supporting mental health and stuff" **[Sophia]** "*…Because through our journey we have had you know people who didn't agree, and I've worked very closely with people who maybe didn't understand it, and as soon as you have those bumps with with teaching staff that don't agree or don't understand therefore don't agree, erm, it's not going to work you know, it has to be absolutely everyone, so I think it's really important that the head can see and completely understand the theory behind it"* "*… most of the time, I can be like, I know why you are doing that it is because of this, you know, I can see that but I have to remember that not everyone maybe sees that maybe they just see the external, like we said, why is that child cooking again"* **[Gina] "***I think there's always a number of staff who find it harder… Erm, and we have we have had a number of staff who were quite wedded to consequence driven, erm approaches, but they are the end of their careers and I think it was part of their decision you know, to retire, erm… And and there are still a few, but I think they its almost despite themselves, they're but but they, I do think some staff find it harder than others to understand that relational approach really"*