



A longitudinal study of teachers in their first decade

Teachers' Professional Journeys during the first decade longitudinal study: Design and Instruments Technical Report

Report No.2 | 2026

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Funded by the Teaching Council and Department of Education and Youth





Teachers' Professional Journeys

A longitudinal study of teachers in their first decade

Teachers' Professional Journeys:

The First Decade is national longitudinal study of teachers during the first ten years of the professional life-cycle

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Abstract

The purpose of this report is to provide an account of the conceptual framework and research design of the *Teachers' Professional Journeys (TPJ): The First Decade* longitudinal study (2024-30). This second report presents the TPJ conceptual framework in the context of the TPJ study aim and research objectives and together these underpin the research design and data collection instruments developed to investigate the evolving professional lives of teachers in Ireland in the primary, post-primary and further education and training (FET) sectors. The study explores how newly qualified teachers navigate their first decade in the profession, with attention to beliefs, competencies, school and classroom environments, system influences, and broader career trajectories. Informed by cognitive and sociocultural perspectives on learning and development, and conceptualising teaching as a socially situated practice, the TPJ study employs an accelerated longitudinal design, integrating validated international scales, as well as custom instruments, to support analysis over time and across cohorts. Jointly funded by the Teaching Council and the Department of Education and Youth, this accelerated longitudinal mixed-methods study examines the key personal, educational, professional, and systemic influences shaping teachers' early careers and practice over their first nine years. It tracks three distinct cohorts of graduates (2019, 2022, and 2026), providing insights into the impact of policy developments and the evolving 'architecture of the continuum' in teacher education. This report details the rationale behind the selection of survey instruments, interview protocols, and focus group approaches, as well as the ethical and methodological considerations informing the study. Teachers' professional journeys are inevitably and consequentially shaped by a wide range of policies vis-à-vis curriculum and assessment, special education needs, educational disadvantage, Irish language and teacher education, among others. Importantly, for example, while the study is informed by continuum of teacher education national policy and its constituent frameworks, i.e. Céim, Droichead, and Cosán, the TPJ study is not an evaluation of policy implementation per se. Rather, it seeks to understand the lived experiences of teachers and the myriad of complex factors shaping their professional journeys, encompassing teacher background and experiences, the wide landscape of relevant policies and school culture along with the changing dynamics of current and future education. Emphasis is placed on coherence across data sources, attention to inclusivity, and strategies to ensure quality, trustworthiness, and relevance. The TPJ conceptual framework in this report, informed by the aim and research objectives of TPJ, provides the foundation for data collection, analysis, and engagement in subsequent phases.

Executive Summary

Background and purpose of TPJ Report 2: The purpose of this report is to provide an account of the conceptual framework and research design of the *Teachers' Professional Journeys (TPJ): The First Decade* longitudinal study (2024-30). This second report presents the TPJ conceptual framework in the context of the TPJ study aim and research objectives and together these underpin the research design and data collection instruments developed to investigate the evolving professional lives of teachers in Ireland in the primary, post-primary and further education and training (FET) sectors. The Teachers' Professional Journeys (TPJ): The First Decade longitudinal study (2024-30) is a crucial initiative aimed at understanding the professional trajectories of beginning teachers in Ireland. Jointly funded by the Teaching Council and the Department of Education and Youth, this accelerated longitudinal mixed-methods study examines the key personal, educational, professional, and systemic influences shaping teachers' early careers and practice over their first nine years. It tracks three distinct cohorts of graduates (2019, 2022, and 2026), providing insights into the impact of policy developments and the evolving 'architecture of the continuum' in teacher education.

Perspectives on learning and development: Underpinned by cognitive and sociocultural perspectives, the TPJ study conceptualises teaching as a dynamic social practice influenced by broader societal and educational environments. To counteract bias and ensure rigour, the design incorporates methodological triangulation, uses validated survey instruments (e.g., from TALIS) for reliability and longitudinal analysis, and employs practices like member checking for qualitative data. Proactive recruitment strategies and adherence to strict data protection (GDPR) and ethical approval processes further safeguard data integrity and participant privacy. This rigorous approach is designed to generate a strong and nuanced evidence base to inform future policy and practice in teacher education and development.

Conceptual framework: The conceptual framework for the *Teachers' Professional Journeys (TPJ): The First Decade* longitudinal study is grounded in an extensive review of the research literature (see TPJ Research Report 1, Conway et al., 2024) and informed by existing conceptual models in the field (Akiba et al., 2023; Guarino, 2006; Ludlow et al., 2017; Nguyen et al., 2021; OECD, 2009). Drawing on a broad range of studies related to teacher learning and development, career trajectories and professional development experiences, the framework seeks to capture the dynamic and evolving nature of teachers' professional experiences in their first decade of their professional journeys.

The TPJ study acknowledges Céim: Standards for Initial Teacher Education (Teaching Council, 2020) as a key national policy development. However, TPJ is not an evaluation of Céim's implementation and therefore does not embed its core elements directly within the

conceptual framework. Relevant aspects of Céim may be addressed in focus groups and one-to-one interviews where appropriate.

By integrating insights from prior frameworks, this study aims to provide a comprehensive understanding of the factors that shape teachers' professional lives, including personal, organisational, and societal influences.

Design: In adopting an accelerated longitudinal design, TPJ is taking three single cohorts with each one representing a different year of graduation from initial teacher education, i.e. 2019, 2022 and 2026. This accelerated longitudinal design contrasts with, for example, a single cohort longitudinal design which takes a group of individuals at the same initial age or year of graduation and follows them over time. The study employs a comprehensive mixed-methods design to ensure robust and nuanced findings. It combines large-scale quantitative surveys, administered to the full cohort (approximately 3,000+ teachers per wave) to mitigate sampling bias and disentangle contextual influences, with rich qualitative data from interviews (individual and focus groups) and Experience Sampling Methodology (ESM). Qualitative interviews provide in-depth insights into complex issues like career decision-making, while ESM captures real-time, in-situ experiences to reduce retrospective bias and enhance ecological validity.

Advisory Panels: Four advisory panels inform the implementation of the TPJ study comprising the:

- Teacher Advisory Panel
- Stakeholder Advisory Panel
- Internal Advisory Panel
- International Advisory Panel.

The Teacher Advisory Panel comprises teachers in their first decade after ITE spanning primary, post-primary and further education and training.

The Stakeholder Advisory Panel comprises a broad range of stakeholders spanning teacher unions, management bodies, government agencies and teacher educators. TPJ is also engaging with each sector vis-à-vis any representative group. For example, in October 2024 TPJ was invited to and presented on the study to the Primary Education Forum (PEF). In relation to the FET sector, TPJ is engaging with the Further Education Forum, i.e. teacher educators involved in FET.

Crucially, both the Teacher Advisory Panel and Stakeholder Advisory panel are advising the study on participant recruitment and retention.

The Internal Advisory Panel comprises an internal advisory group from MIC, ESRI and UL and provides an opportunity for consultation and advice on the development of the study.

The International Advisory Panel comprises an international scientific advisory group providing consultation and advice on the strategic development of the study.

Timeline for data collection: Data collection will target all teachers/ITE programme graduates from the 2019, 2022 and 2026 cohorts across the primary, post-primary and further education and training (FET) sectors.

- Spring 2025:
 - Focus groups with teacher education stakeholders (see TPJ Report 3, 2025)
- 2025-26 (TPJ Report 4, 2026)
 - 2026 cohort: Wave 0 survey, i.e. final year initial teacher education students both undergraduate and PME
 - 2019 cohort: Wave 1 survey + individual teacher case studies
 - 2022 cohort: Survey + individual teacher case studies
- 2026-27 (TPJ, Report 5, 2027)
 - 2019 cohort: Wave 2 survey + individual teacher case studies
 - 2022 cohort: Wave 2 survey + individual teacher case studies
 - 2026 cohort: Wave 1 survey + individual teacher case studies
- 2027-28 (TPJ Report 6, 2028)
 - 2019 cohort: Wave 3 survey + individual teacher case studies
 - 2022 cohort: Wave 3 survey + individual teacher case studies
 - 2026 cohort: Wave 2 survey + individual teacher case studies
- 2028-29 (TPJ Report 7, 2029, i.e. final composite report)
 - 2026 cohort: Wave 3 survey + individual teacher case studies

Communication of findings: TPJ publications will comprise research reports and policy briefs. TPJ Reports 1-3 focus on: (i) Reviews of Literature (2024), (ii) Design and Instruments Technical Report (2025) and (iii) Teacher education stakeholder focus groups (2025). It is planned that the TPJ teacher cohort-based reports will be published annually in 2026, 2027, 2028, and 2029, following the previous year's data collection, aligned with the data collection timeline

outlined above. In addition to the annual research reports and policy briefs, TPJ findings will be disseminated via infographics as well as via other media formats.

Conclusion: Teachers' professional journeys are inevitably and consequentially shaped by a wide range of policies vis-à-vis curriculum and assessment, special education needs, educational disadvantage, Irish language, and teacher education among others. Importantly, for example, while the TPJ study is informed by continuum of teacher education national policy and its constituent frameworks, i.e. Céim, Droichead and Cosán, the TPJ study is not an evaluation of policy implementation per se. Rather, it seeks to understand the lived experiences of teachers and the myriad of complex factors shaping their professional journeys encompassing teacher background and experiences, the wide landscape of relevant policies and school culture along with the changing dynamics of current and future education. Emphasis is placed on coherence across data sources, attention to inclusivity, and strategies to ensure quality, trustworthiness, and relevance.

Chapter 1. Design: Accelerated longitudinal mixed methods study

1.1 Overview

The purpose of this report is to provide an account of the conceptual framework and research design of the *Teachers' Professional Journeys (TPJ): The First Decade* longitudinal study (2024-30). The study is jointly funded by the Teaching Council and the Department of Education and Youth. This is the second TPJ report. The first report comprised four reviews of the literature designed to inform this second TPJ report (see Appendix 1).

Central to the study design is a theoretically informed multi-level approach spanning policy intention, policy enactment, lived experiences and outcomes. Graduates of initial teacher education programmes from 2019, 2022 and 2026 will likely teach well into the 2060s. In terms of initial teacher education guidelines/standards, these graduates will have experienced an initial teacher education programme based on either the 2011 Teaching Council's 2011 guidelines for initial teacher education (ITE) (2019 and 2022) or the 2020 Céim ITE standards (2026 PME and undergraduate ITE 2026, see Teaching Council, 2011 and Teaching Council, 2020). The accelerated longitudinal mixed methods design will mean that years 1-9 of teachers' experience will be addressed in the study design. These teachers enter the profession in the 2020s at a time when, what we have termed, 'the architecture of the continuum' (see TPJ Report 1) has been formalised in consequential ways in tandem with changing understandings of teacher professionalism.

In 1991 the OECD review of Irish education pointed to the need for, and potential of developing, a '3 Is' approach to teacher education in Ireland, that is, initial teacher education, induction, and in-service. Significantly, in terms of teacher professionalism, it noted the 'legendary autonomy' of the Irish teacher. In the intervening 30 years, much has been achieved in relation to the architecture underpinning the continuum of teacher education in Ireland. This includes:

- 2011: Launch of initial teacher education guidelines signalling the first ITE accreditation cycle (AC1)
- 2016: Launch of Droichead/induction programme for newly qualified teachers culminating in Droichead based on insights from pilot induction programmes
- 2017: Launch of a framework for teacher learning encompassing formal and informal opportunities for teacher learning
- 2020: Céim standards in 2020 signalling the second ITE accreditation cycle (AC2).

Crucially, in formal terms, it is only since 2017 that a tri-partite architecture, mooted since the early 1990s, is now becoming more clearly established and enacted. Central to the proposed longitudinal study then, in our view, is how this new architecture of the continuum is shaped by what the student teachers bring to ITE through their 'apprenticeship of observation' (Lortie, 1975) and, of no less importance, how this tri-partite continuum architecture shapes prospective teachers in ITE, newly qualified teachers (NQTs) during induction, and early career teachers throughout their first decade in the profession.

Chapter One provides an account of the overall context of the TPJ study and includes the principles underpinning the study design (see 1.2), the TPJ Conceptual Framework (see 1.3), the policy context (see 1.4), accelerated longitudinal design (see 1.5) and mixed methods research (see 1.6), and the TPJ sample (see 1.7). The next three sections in Chapter One focus on approaches to data collection; surveys, interviews and experience sampling methodology (see 1.8-1.10). We then address issues of data protection and ethics approval. Chapter Two describes TPJ data gathering tools/instruments building on the conceptual framework in Chapter One and details the mixed methodology comprising surveys, one-to-one and focus group interviews and experience sampling methods.

1.1.1 Aim and research objectives of the Teachers' Professional Journeys longitudinal study

TPJ design is informed by the overall aim of the study which is:

- To understand teachers' professional journeys by examining the key personal, educational, professional and systemic influences that define and shape their early careers and practice, including the impact of different learning and professional development phases.

This overall aim is further defined by way of five research objectives (see Figure 1.1). These are as follows:

- To examine beginning teachers' attitudes, values, beliefs, and formative experiences in relation to teaching and learning;
- To investigate early career teachers and other stakeholders' perceptions of their capacity to meet the needs of learners in a variety of school contexts;
- To explore teachers early professional learning and career experiences as they leave IT and transition across the three phases of professional development;
- To review the ability of IT programmes, Droichead and Cosán to respond to national policy priorities and practice developments;
- To consider issues relating to teacher supply, diversity and retention.

RESEARCH AIM				
To understand beginning teachers' professional journeys, by examining the key personal, educational, professional and systemic influences that define and shape their early careers and practice, including the impact of different learning and professional development phases.				
RESEARCH OBJECTIVES				
<p>1. To examine beginning teachers' attitudes, values, dispositions and formative experiences in relation to teaching and learning.</p>	<p>2. To investigate early career teachers' and other stakeholders' perceptions of their capacity to meet the needs of learners in a variety of school contexts.</p>	<p>3. To explore teachers' early professional learning and career experiences as they leave Initial Teacher Education (ITE) and transition across the three phases of professional development.</p>	<p>4. To review the ability of ITE programmes, Droichead and Cosán to respond to national priorities, policy and practice developments.</p>	<p>5. To consider issues relating to teacher supply, diversity and retention. To examine beginning teachers' attitudes, values, dispositions and formative experiences in relation to teaching and learning.</p>
Illustrative exemplar questions				
<p>How do beginning teachers' values and beliefs shape their perceptions of teaching and their role as an educator?</p> <p>How do newly qualified teachers' biographies impact on their experiences of ITE and early professional learning?</p> <p>How do their ideologies of teaching align with formal policy definitions of teacher professionalism?</p>	<p>What are teachers' learning needs at this stage in their careers?</p> <p>How prepared do teachers feel to be inclusive, agentic, reflective, research-engaged and collaborative practitioners?</p> <p>Do teachers feel competent and confident in their teaching?</p>	<p>What factors influence choice of ITE courses?</p> <p>How do different ITE models influence beginning teachers' professional experiences and practice?</p> <p>How effectively are linkages made between ITE, Droichead and Cosán, so as to support teachers as they transition from one phase to the next?</p> <p>How do teachers' early career experiences shape their later careers?</p> <p>How does choice of curriculum subject influence beginning teachers' professional experience and practice?</p>	<p>What mechanisms or processes are in place to enable ITE providers to adapt their programmes and schools to adapt their engagement with Droichead and Cosán so they can address national priorities and respond to policy and practice developments?</p>	<p>How are ITE programmes contributing to supporting/ensuring future teacher supply?</p> <p>How do ITE programmes and the professional development process seek to promote and maintain the attractiveness of the teaching profession?</p> <p>How can heterogeneity/diversity be enhanced within the profession?</p>

Figure 1.1. TPJ Research Aim and Research Objectives

1.2 Principles underpinning TPJ study design

The *Teachers' Professional Journeys (TPJ): The First Decade* longitudinal study adopts a set of principles in guiding the project design and engagement with stakeholders. Principles are value statements and assumptions to guide decisions of team members both individually and collectively. They are widely used across a range of practice and research contexts (Van Kerkhoff, 2014). The principles underpinning our approach to the proposed longitudinal study are as follows:

- **Participatory-based research:** Acknowledges the role and benefits accrued from partnership in knowledge-building. Crucially, we note how we frame the participatory approach where we will seek stakeholder engagement spanning all phases of the study through co-constructing the 'research challenge', design, data collection, analysis and communication of findings (Jagosh et al., 2012)
 - e.g., focus groups with stakeholders; the use of digital technologies and social media to engage with participants; consultation regarding communication with interviewees to gain their views of not only 'what' but 'how' they should be asked about teacher professional journeys; accessing and valuing voice.
 - we note the categories of stakeholders: teacher unions, patronage and managerial bodies, principals' networks, parents' bodies, state education agencies, teacher education HEIs, Further Education and Training (FET), student unions, Gaelscoileanna, and An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG).
- **Alignment of study design and policy cycles:** Such alignment results in responsive design that supports the future-facing outlook of the study. In comparison to the study design proposed in the commissioning body's *Request for Tender*, our revised approach improves alignment between the sampled cohorts and the Teaching Council's 2020 Céim standards. This is achieved by adding an extra data-gathering phase, which enables us to include beginning teachers from ITE programmes developed in line with the Céim standards (during the second ITE accreditation cycle).
- **Conceptual frameworks/theory:** A theory-informed approach to the framing, design, analysis and presentation of findings will enrich policy and practice insights emerging from the study e.g., philosophical perspectives.
- **Integrated design:** Four themes across the five research questions (see Figure 1.1) will form the basis for integrated design facilitating both study components, i.e. Research Objectives (RO) 1-3 and Research objectives (RO) 4-5, to 'speak' to each other as the study evolves.
- **Evidence-informed policy and practice** can play an important role in understanding, developing and appraising teaching and teacher education, e.g. (i) the OECD TALIS (2009) study in which Ireland participated as benchmark data; (ii) the landmark

Harvard study on Educating the Next Generation of Teachers (Johnson & Birkeland, 2003) regarding the impact of veteran, novice and integrated professional learning school cultures on the beginning teacher.

- **Capacity building:** a national college/academy approach to building the research team over the life cycle of the *Teachers' Professional Journeys (TPJ): The First Decade* longitudinal study.
- **Communication:** Central to this study is that all teachers in the profession will know about the *Teachers' Professional Journeys (TPJ): The First Decade* longitudinal study through dissemination and engagement around project development and findings. Communication of findings will involve analytic, graphical and narrative modes of representation and knowing. There will be practitioner-focused dissemination of the findings to students in ITE and teachers across the continuum, e.g., world café.
- **International:** International perspectives, comparisons and benchmarks can provide insights rather than recipes e.g., benchmarks from international studies via use of items in the *Teachers' Professional Journeys (TPJ): The First Decade* longitudinal study.
- **National context:** The Irish national context is highly significant in terms of teaching and teacher education policy and practice.
- **Normative:** recognises teaching and teacher education as a normative endeavour, i.e., Teaching Council values and wider societal values.

1.3 TPJ Conceptual Framework

The Teachers' Professional Journeys (TPJ) study's understanding of learning and development is informed by a blend of cognitive and sociocultural perspectives. While the study does not adopt a singular, formal theoretical framework, it draws on these complementary viewpoints. From a cognitive standpoint, the study recognises that teachers develop knowledge, skills, and dispositions over time through active engagement in complex and evolving professional contexts. This includes the role of prior beliefs, reflective practice, and the interaction between new information and existing mental models (Shulman, 1987; Kereluik et al., 2013; Sawyer, 2014). Cognitive development in teaching is shaped not only by content mastery but by a teacher's capacity to interpret and respond to the unfolding classroom environment—an interplay of reasoning and pedagogical decision-making that is inherently context-sensitive (Borko & Shavelson, 2013). Cognitive perspectives on teacher learning and development have yielded valuable insights on teacher knowledge, thinking and meta-cognitive processes, (see, for example, Clark and Peterson, 1986; Tatto, 1998; Blömeke et al., 2008; Stürmer et al., 2013). In the Irish context, cognitive perspectives have, for example, informed studies of the validation of mathematical knowledge for teaching measures (Delaney et al., 2011), the reality shock for inclusion (Mintz et al., 2020), teachers' counterfactual thinking (McGarr & McCormack, 2016), what metaphor construction reveals about teachers' beliefs about teaching and learning (Leavy et al., 2007) and student teachers' perceptions and use of generative artificial intelligence (GenAI) in lesson planning (Hsu et al., 2024).

Drawing on the "situative perspective" as articulated by Putnam and Borko (2000), the study acknowledges that cognition, including functions like reasoning, remembering, and perceiving, is understood as an achievement of a system, with contributions from individuals, tools, and artifacts. This perspective challenges the assumption of a cognitive core independent of context, emphasising that physical and social contexts are integral to the activity and learning. Furthermore, the situative view highlights that interactions with others are major determinants of both what is learned and how learning occurs, conceptualising learning as enculturation into a community's ways of thinking and dispositions rather than solely explicit instruction. The early work of Vygotsky (1978) is foundational to these sociocultural ideas, particularly regarding the social nature of knowledge, learning and development. Later research from a socio-cultural perspective has explicitly highlighted the dynamics of identity, agency and power vis-a-vis learning and development (Lewis et al., 2020). Socio-cultural perspectives on teacher learning and development have yielded valuable insights on the contextual dynamics of teachers' professional journeys (see, for example, Edwards & Protheroe, 2013; Smagorinsky et al., 2004; Warford, 2011; Santagata et al., 2021). In this Irish context, socio-cultural perspectives have, for example, informed studies of a cross-border professional learning network for teacher educators (Clarke et al, 2021), the practice of leadership in newly multi-ethnic schools in Ireland (Devine, 2012), the uncertain dynamics of learning to teach (Hinchion & Hall, 2016) and the classed self of student teachers (Keane et al., 2023).

These combined perspectives support a holistic view of teaching, learning and development as simultaneously individual and socially situated processes. This is further reflected in the conceptual framework's attention to beginning teachers' attitudes, values, and beliefs (cognitive elements), and the increasing influence of external system factors like policy developments, highlighting the critical interplay between individual cognition and broader societal and educational environments. This view aligns with Feiman-Nemser's (2001) assertion that teacher learning occurs along a continuum, shaped both by deliberate instructional efforts and by the situated contexts in which teachers learn to teach.

In line with these perspectives, the TPJ study conceptualizes teaching as a social practice, shaped by personal, professional, organizational, and policy influences. The importance of "communities of practice," as discussed by Wenger (1999) and echoed in the situative perspective by Putnam and Borko (2000), further underlines that teacher learning involves participating in and being enculturated into the specific discourse and practices of professional communities. Moreover, the study draws on Lampert (2001) who highlights the intricacy of teaching problems and the high levels of coordination required in the work of teaching.

The conceptualization of teaching as a social practice is also deeply informed by Ludlow et al. (2017), who model initial teacher education (ITE) as a complex system composed of "intersecting complex systems and communities, including individuals, schools, preparation

programs, policy environments, and larger social systems". Their research supports the framing of teachers' professional learning and development as processes of negotiated identity, influenced by wider systemic structures and enacted through everyday practice. The TPJ study reflects this understanding through its attention to the interplay between teacher beliefs, competencies, and experiences within school, policy, and broader societal contexts, as detailed in the study's conceptual framework.

The conceptualisation of learning to teach as a social practice has generated a vast literature within the area of teaching and teacher education. A focus on teachers' professional learning as negotiated identity development provides a vital focus on how the practice and work of teaching is shaped by powerful cultural, policy and organisational dynamics but also how teacher agency shapes practice. For example, over the last thirty years around the world, national education systems have been very attentive to the results of international comparative achievement tests such as PISA, PIRLS and TIMSS-R, resulting in significant policy changes to both teaching and teacher education (Häkkinen et al., 2017).

In relation to teacher agency and how it is positioned and enacted in national contexts, Chung (2023) cites the case of Finland where system-level trust and an inquiry-based approach to teaching and teacher education "cultivates autonomous and agentic teachers" (p.1). Significantly, teacher agency itself and overall national system configuration and capability appear intertwined and dynamically related. This recognition of the interdependence between individual agency and wider systemic arrangements directly informs the TPJ study's conceptual framework.

The conceptual framework for the *Teachers' Professional Journeys (TPJ): The First Decade* longitudinal study is grounded in an extensive review of the research literature (see Research Report 1) and informed by existing conceptual models in the field (Akiba et al., 2023; Guarino, 2006; Ludlow et al., 2017; Nguyen et al., 2021; OECD, 2009). Drawing on a broad range of studies related to teacher learning and development, career trajectories and professional development experiences, the framework seeks to capture the dynamic and evolving nature of teachers' professional experiences in their first decade of teaching. By integrating insights from prior frameworks, this study aims to provide a comprehensive understanding of the factors that shape teachers' professional lives, including personal, organizational, and societal influences. This approach allows for an in-depth exploration of how teachers navigate the complexities of their careers and adapt to changing educational landscapes across different phases of their professional journeys. Furthermore, the research objectives are closely aligned with the components of the conceptual framework, guiding the investigation into how various factors—such as teachers' professional experiences, national priorities, and teacher supply - intersect and influence teachers' experiences at different points in their careers. This ensures that the study's aims are systematically linked to the theoretical constructs, allowing for a nuanced analysis of the key issues impacting teachers' professional journeys during the first decade.

1. Macro contexts: Sectoral, Curriculum & Socio-economic ^[3, 4, 5] <ul style="list-style-type: none"> - Teacher supply - ITE accreditation - Curriculum reforms at primary, post-primary and FET - Economic context - ITE restructuring 			
2a. Teacher beliefs ^[1] <ul style="list-style-type: none"> - Beliefs about teaching and learning - Beliefs about ability - Motivation to teach 	5. Classroom contexts and environment ^[1, 2] <ul style="list-style-type: none"> - Student composition - Disciplinary environment 	6. School contexts and environment ^[1, 2, 3] <ul style="list-style-type: none"> - Autonomy /agency - Leadership. - DEIS/non-DEIS; - community 	9. TPJ Outcomes <ul style="list-style-type: none"> - Teaching efficacy - Commitment to Teaching (including retention intention) - Teacher well-being (including positive emotions) - Resilience - Job satisfaction
2b. Teacher competence ^[3] <ul style="list-style-type: none"> - Readiness to teach - Content knowledge - Pedagogical Content Knowledge (PCK) 	7. Practice/enactment of teaching ^[4] <ul style="list-style-type: none"> - curriculum & assessment context - openness to innovation 	8. Teacher professional learning (TPL) ^[3] <ul style="list-style-type: none"> - Collaboration (E+C v DPL) - Appraisal of TPL 	
3. Teacher background & professional experiences ^[1, 3] <ul style="list-style-type: none"> - ITE programme type - Induction experience (e.g. Droichead) - Scope of CPD experience - Teaching location - Career development (e.g. contract type) - Teacher stress 	4. School/educational organisation background ^[4] <ul style="list-style-type: none"> - Sector, i.e. primary, post-primary or further education and training - DEIS/non-DEIS 		

Note 1: Superscript refers to linked research objectives e.g. ^[1] indicates that the component addresses research objective 1 with all five TPJ research objectives/questions encompassed in the TPJ Conceptual Framework.

Figure 1.2. Conceptual Framework for the TPJ Study

Component 1. Macro contexts: Sectoral, Curriculum & socio-economic factors

The component of the conceptual framework focusing on macro contexts, encompassing sectoral curriculum and socioeconomic influences, directly incorporates a focus on research objectives 3, 4 and 5. Research objective 3 encompasses teachers' experience and appraisal of professional learning and development in school contexts across initial teacher education, induction and teacher professional learning thereafter. Research objective 4 focuses on national priorities around teacher supply, ITE accreditation, curriculum reforms (i.e. at primary, post-primary and further education and training), economic factors and ITE restructuring. A focus on these influential and dynamic system factors will ensure TPJ addresses the wider systemic influences on teachers' professional journeys. Significantly, we note here that our reviews of the existing literature (see Report 1) highlight the fact that external factors have become much more prominent influences in the last twenty years. For example, Nguyen (2021), in a major review of the factors influencing teacher supply (TPJ Research Objective 5), extended Guarino's two-factor model which focused on personal and school factors to a three-factor model which also encompassed external factors as well as personal and school factors.

Component 2a. Teacher beliefs

The component of the conceptual framework focusing on *Beginning Teacher Beliefs* directly incorporates attention to Research Objective 1, which aims to examine the attitudes, values, beliefs, and formative experiences of beginning teachers in relation to teaching and learning. This component emphasises the early stages of beginning teachers' professional lives, capturing the foundational ideas that influence their practices in the classroom. Key scales and interview questions are designed to explore three critical dimensions: (a) beginning teachers' beliefs about teaching and learning, which includes their pedagogical approaches and views on effective education; (b) beliefs about ability, such as their perceptions of student potential and the nature of intelligence; and (c) their motivation to teach, focusing on why they decided to enter the teaching profession and what drives them to stay. These elements will allow for a comprehensive analysis of how beginning teachers' core beliefs shape their professional development and interactions with students.

Component 2b. Teacher competence

The component of the conceptual framework focused on *Beginning Teacher Competence* addresses Research Objective 3, which aims to explore early-career teachers' professional learning and career experiences as they leave Initial Teacher Education (ITE) and transition through the three phases of professional development. This component is critical in understanding how new teachers navigate the challenges of early professional life and

develop the necessary skills for effective teaching. Key scales and interview questions are designed to assess beginning teachers' readiness to teach, capturing their levels of confidence as they transition from ITE into schools. Additionally, these measures will explore their beliefs about their content knowledge and pedagogical content knowledge, examining how well their experiences in ITE prepared them for the realities of classroom teaching. By focusing on these areas, the study will provide a nuanced understanding of the competencies beginning teachers bring from their ITE programmes and how these evolve as they progress through their early years in the profession.

Component 3. Teacher background and professional experiences

The *Teacher Background and Professional Experience* component of the conceptual framework provides a combined focus on research objectives 1 and 3. Research objective 1 seeks to examine beginning teachers' attitudes, values, beliefs, and formative experiences in relation to teaching and learning, while research objective 3 explores early-career teachers' professional learning and career experiences as they transition from Initial Teacher Education (ITE) through the three phases of professional development. Thus, this component in the conceptual framework allows for a comprehensive analysis of how teachers' personal and professional backgrounds shape both their beliefs and career trajectories. Scales and interview questions are designed to examine key factors such as the nature of the ITE programme attended, the professional experiences it provided (including fieldwork and mentorship), and teachers' induction experiences, such as participation in the *Droichead* process. Other areas of focus will include the range and scope of professional development opportunities available to and experienced by beginning teachers, their early teaching experiences in different types of school environments (e.g., international, rural, urban), and their career development to date, including the type of contract they hold. By exploring these dimensions, this component provides insight into how the foundational beliefs formed during ITE are influenced by real-world professional experiences and how these factors collectively impact teachers' early career development and professional competence. The TPJ study acknowledges Céim: Standards for Initial Teacher Education as a key national policy development. However, TPJ is not an evaluation of Céim's implementation and therefore does not embed its core elements directly within the conceptual framework. Relevant aspects of Céim may be addressed in focus groups and one-to-one interviews where appropriate.

Component 4. School/educational organisation background

The component of the conceptual framework focusing on *School/educational organisation background* addresses Research Objective 4, which aims to investigate early career teachers' and other stakeholders' perceptions of their capacity to meet the needs of learners in a variety

of school contexts. It focuses on two factors, that is, (i) the sectoral aspects of context in terms of primary, post-primary, and/or further education and training, and (ii) DEIS/non-DEIS factors. In relation to addressing educational disadvantage, the Delivering Equality of Opportunity in Schools (DEIS) programme operates at both primary and post-primary levels. There is no parallel in the FE sector in relation to DEIS/non-DEIS status.

Component 5. Classroom contexts/environment

The component of the conceptual framework focusing on *Classroom contexts/environment* addresses two factors, that is, student composition and disciplinary environment. A focus on these two factors incorporates attention to research objectives 1 and 2 and will provide valuable insights on classroom level dynamics that are likely to influence teachers' professional journeys in consequential ways. Both factors may or may not influence teachers' approaches to teaching and classroom management as well as their commitment to teaching in classrooms like this in the future.

Component 6. School contexts/environment

The *School Context and Environment* component of the conceptual framework incorporates attention to the first three research objectives, which collectively span various aspects of teachers' professional lives. This component is crucial for understanding how the broader school setting influences teachers' experiences, beliefs, and professional development. It emphasises the importance of school climate, including opportunities for collaboration among teachers, which can significantly impact their job satisfaction and effectiveness in the classroom. Additionally, this component examines teachers' levels of autonomy and agency within their school environments, recognising that the ability to make decisions about their teaching practices plays a vital role in their professional growth and identity. Furthermore, it focuses on leadership opportunities and experiences available to teachers, as these can shape their perspectives on professionalism and influence their career trajectories. By integrating these elements, the *School Context and Environment* component provides a comprehensive lens through which to explore how external factors interact with teachers' attitudes, beliefs, and professional experiences, ultimately informing their development across all phases of their careers.

Component 7. Practice/enactment of teaching

The component of the conceptual framework focusing on *Practice/enactment of teaching* addresses two aspects of research objective 4. This component emphasises practice/enactment of teaching in the classroom, providing insight on how teachers are experiencing curriculum implementation in terms of (i) sector-relevant curriculum and assessment issues

as well as their (ii) overall engagement with innovation and reform. The focus on these two aspects in relation to the lived experience of teaching in classrooms will provide important insights on how teachers during the first decade are engaging with both continuity and change in relation to curriculum teaching, learning and assessment in their day-to-day teaching.

Component 8. Teacher professional learning (TPL)

The component of the conceptual framework focusing on *Teacher Professional Learning* directs attention to Research Objective 3, which aims to explore teachers' early professional learning and career experiences as they leave ITE and transition across 3 phases of professional development. This component will focus on newly qualified teachers' experience of the TPL-based collaboration in their school context as well as their appraisal of these teacher professional learning experiences. As such, both the scales and the interview questions will address two key aspects of teacher professional learning: (i) level of collaboration experienced by teachers within their school context, and (ii) their appraisal of these teacher professional learning experiences.

Component 9. TPJ Outcomes

The component of the conceptual framework focusing on *TPJ study outcomes* addresses research objectives 1 to 5. As such, the research study outcomes are as follows:

- Teaching efficacy
- Commitment to teaching (including retention intention)
- Teacher well-being (including positive emotions)
 - Resilience
- Job satisfaction
- Social justice (ITE), i.e. to be included in the final years of the survey.

The relationships between the TPJ study outcomes and the other components of the conceptual framework will be central to the framing of specific research questions. For example, analysis of teaching efficacy, across survey and interviews, will be informed by how teachers' ITE (including school placement), Droichead and school context may have impacted their teaching efficacy. Similarly, given the significance of school culture vis-à-vis teacher job satisfaction and retention, analysis of both survey and interview data will likely inform our understanding of the TPJ study outcomes.

1.4 Policy developments, policy cycle

1.4.1 Policy context and TPJ Research Objectives

The macro educational policy context forms a critical dimension of TPJ framing, study design, consultation and dissemination of reports over the study life cycle 2024-30. As noted in TPJ Report 1, internationally current education and teacher education research attests to the increased policy salience and research focus on the role and influence of the wider macro educational policy context on teachers' professional journeys. Similarly, in the Irish context we can observe the significantly enhanced policy focus on the role of teacher education in the last decade or more, evidenced by the 2011 Numeracy and Literacy Strategy, the restructuring of initial teacher education provision following the 2012 Sahlberg Report, the aforementioned development of policies across the professional continuum by the Teaching Council, greater specificity of content and outcomes in the TC's second accreditation cycle (i.e. Céim, 2020) and for the first time the publication of an ITE policy by the Department of Education in 2022. Individually and cumulatively, these key policy developments have had consequential impact on teacher education in Ireland and reflect how TE has entered a new phase of not only policy prioritisation but also policy implementation. For example, both the 2018 Teacher Supply Action plan and the 2022 ITE Policy have encompassed parallel implementation plans and, in the case of the Teacher Supply Action Plan, involved yearly consultation and reports on progress aligned to identified actions. In that context, the TPJ study design explicitly attends to these macro developments and these are incorporated into planned data collection. Furthermore, the enhanced policy focus on TE nationally is evident in the framing of the TPJ tender and of the Research Objectives. Consequently, in the context of TPJ's research aim and research objectives, we adopt a policy-informed and integrated two-domain design (see Figure 1.3), which has been informed by the desk-based review of literature (see TPJ Report 1).

Domain 1: Research Objectives and Questions 1-3: Mixed-methods longitudinal study focused on the practice of teaching and perspectives of beginning teachers comprising survey, individual and focus group interviews, document analysis and digital diaries (see orange section, Figure 1.3)

Domain 2: Research Objectives and Questions 4-5: Documentary and key stakeholder informant study focused on: (i) national priorities, policy and practice developments and (ii) teacher supply (see yellow section, Figure 1.3).

Data collection in Waves 2 and 3 will be guided by insights from both the literature review (see TPJ Report 1) and findings from Wave 1, focusing on emerging issues and questions. The conceptual framework (see Figure 1.2) incorporates reference points for the exemplar sub-questions outlined in the RFT, or their refinements, aligned with the study's five objectives, which have been integral to the study design. It is important to note that not every issue of interest can be addressed in each wave, cohort, or sector (i.e., primary, post-primary, and

further education and training). However, certain survey items, such as commitment to teaching and teaching efficacy, will be included consistently across waves, cohorts, and sectors. Additionally, certain generative themes, such as teachers' beliefs about student ability, may be particularly valuable to study, as they offer insights into teacher beliefs about learning as well as their perspectives on schooling, society, and inclusion.

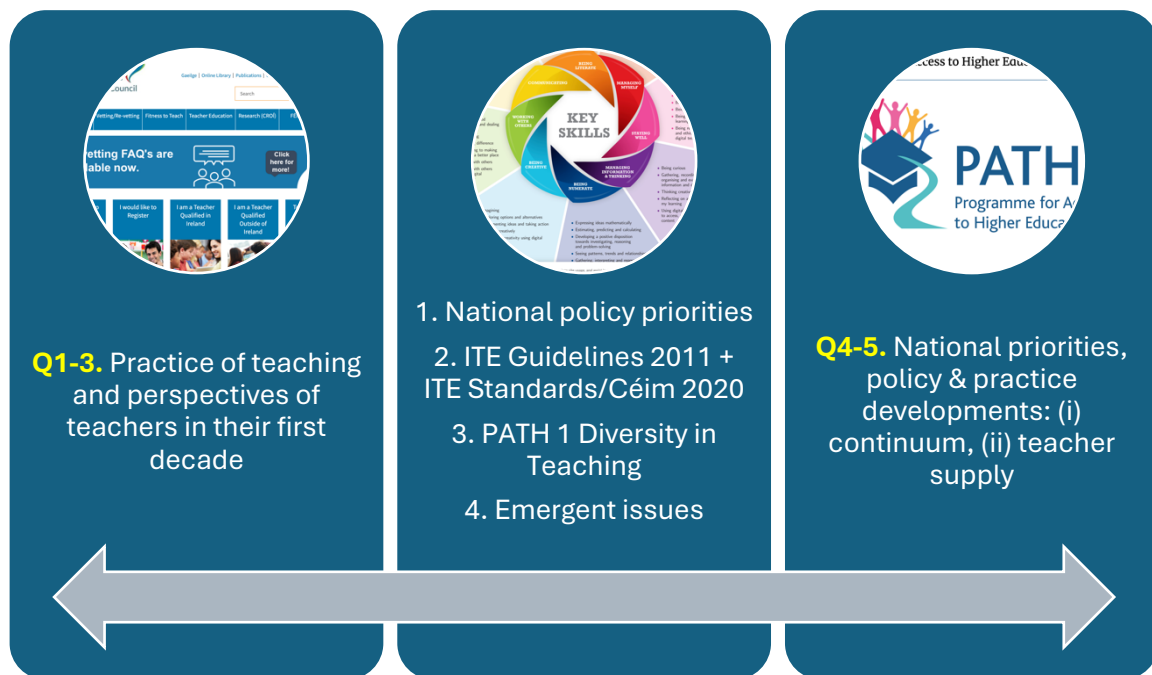


Figure 1.3. TPJ's integrated two-domain design

1.4.2 Understanding the influences, dynamics and impact of teacher learning and development

Over the last 20 years as teaching and teacher education has become the policy priority for national governments and the focus of policy and research interest by transnational governmental organizations such as the OECD (Darling-Hammond & Lieberman, 2013; OECD 2005; Menter, 2023), there has been increasing focus on the influences, dynamics and impact of teacher learning and development as it occurs in initial teacher education, induction, as well as other teacher learning and development contexts. A notable feature of this focus on the impact of teacher education has been an emphasis on understanding and evaluating the role of initial teacher education and induction, in particular, on teacher learning and development, what Borko et al. (2007) characterised as studies designed to understand “the effects of teacher education”. Borko et al.’s observation is in an editorial in which she and the

two other editors of the *Journal of Teacher Education* reviewed what they termed the 'genres of empirical research in teacher education' during the previous five years and identified four, that is: (a) effects of teacher education, (b) interpretive, (c) practitioner, and (d) design-based research. Of these the first two are the most well established and the TPJ study encompasses aspects of both the 'effects of teacher education' and 'interpretive' genres. Noting the complexity of teaching and teacher education, they adopt a cautionary stance in relation to the potential of studies to identify easily applicable findings. Hill et al. (2024), in addressing the challenge of designing causal studies of teacher education, are somewhat more hopeful and identify what they see as appropriate research designs at scale.

1.5 Longitudinal and accelerated longitudinal designs

1.5.1 Longitudinal studies in Ireland: education and human development

Over the last 25 years in Ireland, there has been significant investment in life-course human development longitudinal studies. Two stand out here. First, the Growing Up in Ireland (GUI) longitudinal study which commenced in 2006. GUI, a joint project of the Department of Children, Disability and Equality (DCEE) and the Central Statistics Office (CSO), "gathers data on the issues facing children and young people today. Growing Up in Ireland (GUI) is an important national longitudinal study of families, children and young people" (CSO website). Since its commencement in 2006, GUI has provided the basis for informing policy decisions as well as on-going research lines of inquiry on a range of issues drawn from the now extensive data from children and young people living in Ireland. Second, The Irish Longitudinal Study on Ageing (TILDA) is a large-scale, nationally representative, longitudinal study on ageing in Ireland, with the expressed "overarching aim of which is to make Ireland the best place in the world to grow old" (TILDA website). Commencing in 2009 and 2010, over 8,500 people took part in the first wave of TILDA with all participants completing an interview in their own home and over 6,000 also completing a health assessment, either in their own home or at a dedicated health centre in Cork or Dublin. The first results from Wave 1 were published in a report '*Fifty Plus in Ireland 2011: First Results from The Irish Longitudinal Study on Ageing*'.

Similarly, in the education context, there are several notable longitudinal studies. There are education-related reports and studies arising from the aforementioned Growing up in Ireland (GUI), the longitudinal study of students' progression into and through post-primary education (ESRI, 2017) and the Children's School Lives (CSL) study commissioned by the NCCA which explored the lived experiences of over 4,000 children in 189 primary schools across Ireland from Spring 2019 – Spring 2024.

Both the human development life-course studies and education-focused longitudinal studies provide several valuable insights for the TPJ study. First, the prevailing societal context

matters. In the case of TILDA, there was a recognition in the mid 2000s that Ireland was undergoing significant change in its demographic structure which led to the need for government and the wider public to have a greater evidence-based understanding of the nature, significance and trajectory of ageing in Irish society. In the case of GUI with its focus on child and youth development, there has been over the last 50 years growing recognition internationally and nationally in many countries of the importance of understanding child development from an ecological perspective in terms of the impact of family, school, community and wider society on child and adolescent development. While both TILDA and the GUI study were conceived of in the early 2000s, it is a testament to their acknowledged importance that even during a period of economic recession, the long-term investment and funds needed to undertake such significant studies has been maintained. Consequently, each study has provided valuable research, policy and practice related insights and helped underpin a greater evidence-informed approach to policy nationally across various relevant sectors.

Second, a systems perspective has informed and framed longitudinal studies. In the case of Growing Up in Ireland, for example, Bronfenbrenner's ecological perspective (Greene et al., 2010) is the overall study framework. In the case of CSL, it notes in its first report that:

In primary schools, children are part of organisational systems that have changed little in their core design despite key developments in the curriculum, especially since the 1970s. Typical features of schooling include the built environment (e.g., playgrounds, halls, and classrooms), social organisation (including school size, class size, calendars, timetables, routines and expectations), adult characteristics (e.g., demographics, educational values, beliefs and goals) and the characteristics of children (personal, social and developmental). Currently, there is no national picture of what Irish primary schools as organisational systems look like, of how they can be influenced subtly and abruptly by social and policy changes, and of how children, principals and teachers function dynamically within these systems leading to the development of children's wellbeing, engagement, and learning outcomes, and children's experiences of equality, inclusion and care (p. 9).

Notable here in this quotation from CSL's first report is a focus on how each school is an organisational system set within the wider societal and economic system. In particular, the report notes that schools "can be influenced subtly and abruptly by social and policy changes" (p. 9). Similarly, teachers' professional journeys are being undertaken within organisational systems that have changed little in recent decades; nevertheless, there have been significant changes in recent decades, as we noted earlier, in: (i) the architecture of continuum, (ii) curriculum reforms, (iii) along with expectations of schooling at primary and post-primary levels as well as the role and scope of further education.

1.5.2 Accelerated longitudinal design

As noted above, longitudinal studies in education and human development have an important role in understanding developmental and change processes. In the case of both TILDA and GUI, the expectation that they will inform policy making and implementation is evident in both studies. In the case of TPJ, the accelerated longitudinal design (ALD) has a similar policy making and policy implementation expectation. The 'accelerated' TPJ longitudinal design, where the first ten years of post-ITE teaching are the study focus through parallel data collection from three different cohorts, provides the potential to understand the 'first decade' in a shorter time frame than following, for example, the 2026 ITE graduates for the first ten years teaching from 2026 to 2036. As Galbraith has noted in relationship to both longitudinal designs:

Longitudinal studies are often used to investigate age-related developmental change. Whereas a single cohort design takes a group of individuals at the same initial age and follows them over time, an accelerated longitudinal design takes multiple single cohorts, each one starting at a different age. (Galbraith et. al. 2017 p. 374)

In the case of TPJ, it will similarly take multiple single cohorts, i.e. 2019, 2022 and 2026, with each one starting at a different stage following initial teacher education. The study adopts an accelerated longitudinal design approach, sampling three cohorts of graduates. Like the two-cohort design of the Growing Up in Ireland study, this allows for information on those who graduated 7-9 years ago to be available more quickly than waiting for 2026 graduates to reach this stage of their career. Subject to caveats, information from the three cohorts can be used to impute the pathways and experiences of beginning teachers over the first nine years of their career. Furthermore, differences between the cohorts in their exposure to policy developments and guidelines and crucially to the effects of the pandemic will allow us to trace the contextual effects on career integration. The 2022 and 2026 graduates from undergraduate programmes experienced considerable disruption to their own education at HEI level (and, for some, at secondary level), giving them a very different experience of ITE than the 2019 graduates. As well as capturing the effects of the pandemic-related disruption, charting their experiences will provide insights into the development of teachers as independent learners and the reality of further potential for remote learning as we learn more about online and blended learning approaches in teacher education.

Accelerated longitudinal designs were first used in the 1950s to understand and address policy aspects of child development (Bell, 1953), with the particular advantage of being able the research focus in a shorter period of time by taking multiple cohorts and following them over time rather than a single cohort. As Cáncer et al (2023) observe: "Accelerated longitudinal designs (ALD) allow studying developmental processes usually spanning multiple years in a much shorter time framework by including participants from different age cohorts which are assumed to share the same population parameters." (p. 761). In the case of TPJ rather than, for example, following the 2026 graduates for their first decade, taking the 2019, 2022 and 2026 ITE graduates will provide findings on the first decade of teacher learning and

development in a shorter period. Importantly, Cáncer et al (2023) also note that “different cohorts may have been exposed to dissimilar contextual factors, resulting in different developmental trajectories” (p. 761). In the case of TPJ, the underlying assumption is that the three cohorts 2019, 2022, and 2026 each, in general, share similar contextual factors. As such, as TPJ evolves as a study it will be important to address and understand the shared contextual experiences, and where relevant dissimilar contextual experiences, between the 2019, 2022 and 2026 cohorts.

1.6 Mixed Methods

The TPJ study adopts a mixed methods approach, combining quantitative (survey) information with qualitative information from focus groups and in-depth semi-structured interviews alongside other materials collected from a subset of teachers within each of the cohorts. Mixed methods research has become increasingly prevalent in social and educational research (Tashakorri & Teddlie, 2003). These approaches have long been established as providing more detailed insights into not only what is happening but the processes and lived experiences underlying these patterns (Cresswell & Cresswell, 2022). Mixed methods approaches can be parallel, sequential or iterative. TPJ uses an explanatory sequential approach with each wave of survey data collected followed by in-depth interviews with a subset of teachers. Information from the survey data will be used to select a subset of teachers for one-to-one interviews based on key dimensions of variation in career trajectory and subjective experience as well as socio-demographic characteristics. The study has elements of an iterative approach too, as findings from each wave of qualitative interviews can then inform, at least to some extent (longitudinal consistency permitting), the following wave of survey data collection.

In the TPJ study, using information from both questionnaires and interviews allows us to utilise the relative strengths of each approach (see sections 1.8 and 1.9 for further detail on the two approaches). The questionnaires allow us to capture variation between individual teachers in their career trajectories, their teaching methods, job satisfaction and self-efficacy, among other topics. Questionnaires also have an advantage in providing greater privacy to the teacher; a teacher may be more willing to report experiencing job-related stress or struggling with aspects of their teaching in a self-completion questionnaire than they might in a one-to-one interview, for example. However, questionnaires have some disadvantages. Their structured nature means that respondents can only respond on issues that the researchers deem important rather than ones which they themselves regard as central to their lives. Furthermore, it may be difficult to explore complex issues, in particular career decision-making, in a very structured way, especially if trajectories are complex and/or non-linear in nature. One-to-one interviews with a subset of teachers will therefore allow the team to explore issues like decision-making in a more nuanced way. By being semi-structured in

nature, the research will give voice to teachers in reflecting the issues that are most important to them as professionals.

The strength of the TPJ study's mixed methods approach is further supported by the use of validated survey instruments, including internationally benchmarked tools such as those from TALIS. These scales not only ensure measurement quality and reliability but also facilitate triangulation between quantitative and qualitative data sources. Moreover, repeated use of validated scales enables longitudinal analysis within and across cohorts, a key strength of the accelerated longitudinal design adopted by the study.

1.7 TPJ Study Management and Governance

The TPJ study is managed by the study's Principal Investigators and the TPJ Research Project Manager/Research Fellow. The TPJ Project Review and Monitoring Group (PMRC) acts as a steering committee and has responsibility for overall study governance and progress. The PMRC comprises the Teaching Council, the Department of Education and Youth, four external academic advisors and the TPJ Research Study Management Team.

1.8 TPJ Advisory Panels

Four advisory panels inform the implementation of the TPJ study comprising the:

- Teacher Advisory Panel
- Stakeholder Advisory Panel
- Internal Advisory Panel
- International Advisory Panel.

The Teacher Advisory Panel comprises teachers in their first decade after ITE spanning primary, post-primary and further education and training.

The Stakeholder Advisory Panel comprises a broad range of stakeholders spanning teacher unions, management bodies, government agencies and teacher educators. TPJ is also engaging with each sector vis-à-vis any representative group. For example, in October 2024 TPJ was invited to and presented on the study to the Primary Education Forum (PEF). In relation to the FET sector, TPJ is engaging with the Further Education Forum, i.e. teacher educators involved in FET.

Crucially, both the Teacher Advisory Panel and Stakeholder Advisory panel are advising the study on participant recruitment and retention.

The Internal Advisory Panel comprises an internal advisory group from MIC, ESRI and UL and provides an opportunity for consultation and advice on the development of the study.

The International Advisory Panel is an international scientific advisory group providing consultation and advice on the strategic development of the study.

1.6.3 Researcher Positionality

The team members, as teacher educators and researchers, recognise the complexity and diversity inherent in student-teachers' and teachers' professional journeys, understanding these paths as shaped by varied personal beliefs, socio-cultural and economics environments, and macro frameworks. In exploring these journeys, we embrace a positionality grounded in transparency and reflexivity, recognising our dual roles as teacher educators aiming for quality teacher education and researchers. Our data-gathering and analysis processes are informed by a commitment to honouring the voices and contexts of the teachers and student-teachers of this study, while being critically aware of our own perspectives. By adopting this approach, we aim to generate meaningful insights that respect the intricacies of professional growth and educational practice.

1.6.4 Counteracting Bias and Ensuring Rigour

To enhance the trustworthiness and integrity of the TPJ study, careful attention is given to recognising and mitigating potential sources of bias at all stages of the research process. This includes reflexive consideration of researcher assumptions during the development of instruments, piloting of survey and interview questions to detect leading or ambiguous wording, and iterative refinement of qualitative protocols to support open, non-directive inquiry. In the analysis phase, multiple members of the research team will be engaged in collaborative coding sessions to reduce interpretive bias and ensure analytic consistency. Data triangulation across surveys, interviews, and focus groups will also serve to validate findings and surface any discrepancies. Finally, where pre-existing validated scales are used, their established psychometric robustness will help minimise measurement bias and support comparability across groups and over time.

1.7 Sample

The initial TPJ study sampling design as per the Request for Tenders (Teaching Council & Department of Education, December 2022) planned gathering data from three cohorts of students:

- 2025 graduates, i.e. covering years 1 to 3 in the profession,
- 2022 graduates, i.e. covering years 4 to 6 in the profession,
- 2019 graduates, i.e. covering years 7 to 9 in the profession.

The final agreed TPJ study sampling design will gather data from three cohorts of students:

- The first cohort of graduates to come through Céim-based ITE, which spans: (i) 2026 undergraduates and (ii) 2026 PME/FE graduates, i.e.
 - 2026 PME and FE course graduates, i.e. covering years 1 to 3 in the profession and surveyed during their final year of initial teacher education (Wave 0)
 - 2026 graduates from undergraduate ITE, i.e. the first cohort coming through Céim-based ITE, covering years 1 to 3 in the profession and also surveyed during their final year of initial teacher education (Wave 0).
- The cohort comprising 2022 graduates, i.e. covering years 4 to 6 in the profession.
- 2019 graduates, i.e. covering years 7 to 9 in the profession.

The decision to gather data from 2026 graduates of ITE undergraduate programmes is important in terms of understanding the accreditation cycle experience of TPJ study participants. Significantly, undergraduates of ITE in 2026 will be the first cohort of ITE students from Céim-designed ITE, i.e. accreditation cycle 2 (AC2).

Table 1 collates the information on the cohorts (2019, 2022, 2026) to be surveyed across the four data collection waves (waves 0, 1, 2, 3), their years of teaching experience (0-10 years), accreditation cycles experienced while in ITE (ITE Guidelines 2011, Céim guidelines 2022), Droichead window and where they were in their education experience when COVID resulted in school and college closures.

Two sources of contextual data on teaching learning and development will be gathered. First, one-to-one interviews (n=80) will be undertaken with a sub-set of teachers reflecting the diversity of teaching contexts and study cohorts.

Figure 1.4 rearranges this information displaying the chronology of the accelerated longitudinal study and the parallel data collection from the cohorts and across waves.

Table 1. TPJ cohorts' alignment with ITE accreditation cycles, Droichead and COVID

Cohort Programme Years of 'first decade'	Accreditation cycle 1 or 2	Droichead 'window'	COVID Q1 2020-Q2 2022
2019 UG + PME Years 7, 8 & 9	ITE Guidelines 2011 (AC1)	2019-22	Year 1-3 post-ITE
2022 UG + PME Years 4, 5 & 6	ITE Guidelines 2011 (AC1)	2022-25	UG = ITE yrs 3 + 4 PME= ITE yrs 1 + 2
2026 PME Years 1, 2 & 3	Céim 2020 (AC2)	2026-28	Pre-ITE, most likely second and third year of UG degree if they progressed directly to PME
2026 UG 1 st Céim cohort Years 1, 2 & 3	Céim 2020 (AC2)	2026-2029	Pre-ITE, most likely final 2 years of post-primary

Second, to capture information on local contextual conditions, snowball sampling will be combined with the previous purposive sampling of teachers to form school-based teacher groupings to participate in focus groups. Rather than being employed for instrumental purposes, snowball sampling will generate a distinctive type of social knowledge that is both emergent and interactional (Noy, 2008). Within each wave, there will be 10 focus groups (4 primary, 4 post-primary and 2 further education and training). Engagement with these groups will facilitate insights into teachers' professional roles and journeys and how these are related to social and cultural identities and norms, see for example 'occupational socialisation' (Brouwer & Korthagen, 2005), and professional roles and contexts (Ballantyne & Retell, 2020).

1.7.1 Recruitment and engagement

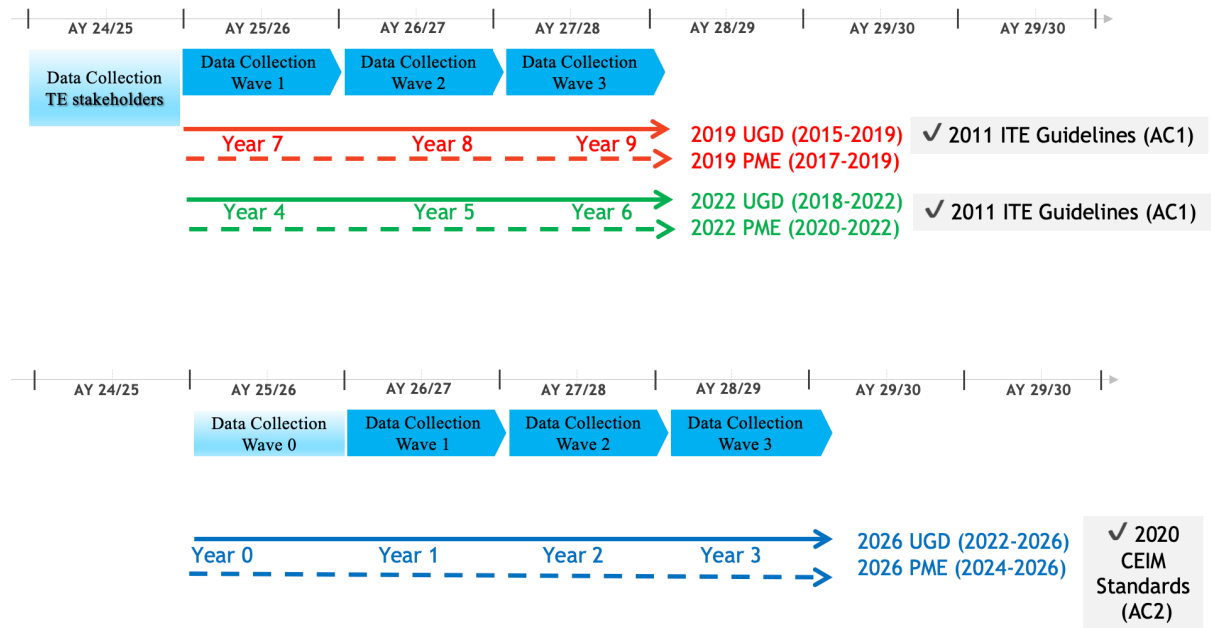
A critical challenge in a large-scale longitudinal study such as TPJ is the recruitment and retention of the participants. To ensure effective recruitment, TPJ study developed a detailed communication plan that we utilise for sustained engagement with teacher education stakeholders, survey participants and the general public. In addition to a detailed communication plan, TPJ has established relationships with key education stakeholders, including teacher unions, course directors and heads of departments at Higher Education Institutions (HEIs) offering teacher education programmes. The TPJ data collection process involves: (1) focus groups with teacher education stakeholders, (2) a survey of teachers in three cohorts i.e., 2019, 2022 and 2026 cohorts) and (3) one-to-one (as well as focus group) interviews with teachers.

Recruitment for the first category involves sustained communication with Higher Education Institutions (HEIs), particularly course directors and heads of departments. Our approach has included providing a brief description of the study's aims and objectives, followed by an invitation to participate. The second category, comprising survey participants, is of critical importance. For recruitment of the 2026 cohort - final-year undergraduate and PME students - TPJ will build on established relationships with course leaders and department heads, *vis-à-vis* dissemination of the survey to student teachers. For the remaining cohorts of practicing teachers, recruitment will be carried out through established communication channels, informed by the advice of key education stakeholders such as teacher unions, education bodies and members of the TPJ Teacher Advisory Panel.

The study will appeal to participants' sense of altruism and will seek to build trust by emphasising its commitment to providing teachers in Ireland with a collective 'voice' as representatives of the wider teaching community.

For the final category of one-to-one (and focus group) interviews with teachers, in addition to the strategies mentioned above, we also plan to rely on periodic contact with the participants and building trust "through building study credibility and consistency" (McCarron et. al. 2022.)

Figure 1.4. TPJ Data Collection Waves and Teacher Cohorts 2025-29



1.8 Surveys

As noted above, the survey phase involves an annual survey of three cohorts of ITE graduates:

- 2026 graduates – covering years 1 to 3 in the profession but also surveyed during their final year of initial teacher education in Spring 2026 (Wave 0).
- 2022 graduates – covering years 4 to 6 in the profession.
- 2019 graduates – covering years 7 to 9 in the profession.

The inclusion of a wave 0 data collection point for 2026 graduates has two advantages: it will allow us to capture contemporaneous views of ITE programmes – asking about perceptions of ITE in the first year of teaching may be, at least partly, coloured by experiences of their first year of teaching; further, it is likely to promote better buy-in to the study, boosting subsequent response rates for this cohort.

Rather than taking a representative sample of the three cohorts, the survey will be sent to the full cohort/population (approximately 3,000+ per cohort across primary, post-primary and further education and training). Cognisant of GDPR regulations, communication with each cohort will be facilitated through using Teaching Council databases to contact cohort members. A complete population survey will provide sufficient numbers to separate out those from different HEIs, those from concurrent or consecutive courses, and (where appropriate) those with different subject specialisms. A representative sample would make it difficult to have sufficient power to disentangle these key dimensions of the contextual influences on teacher experiences. The survey will be conducted via the online platform, Qualtrics, which is fully compatible with GDPR regulations. An online survey will be more convenient for respondents who can complete the survey in their own time. It also has the advantage of minimising costs, given the soaring costs of face-to-face interviewing and increasing difficulty in recruiting large numbers of interviewers for fieldwork. Previous experience indicates that most respondents complete online surveys on their phone, so questionnaires will be designed to be user-friendly on a mobile phone screen.

Key issues in survey research are initial response rates and subsequent attrition. Experience internationally (Lynn, 2012; Watson et al., 2009) indicates a long-term decline in survey response rates, with a particular acceleration in the wake of the COVID pandemic (Lynn et al., 2024). The study team will adopt a proactive approach to respondent recruitment and retention. The stakeholder advisory group will draw on representatives from all ITE providers and ensure buy-in at institutional level. Buy-in from teacher representative associations will also be crucial. Social media and a dedicated website will be used to promote engagement and to feedback initial findings from the research to participants, which will help counter attrition to sustain involvement. Messaging will exploit the fact that the whole cohort are

being surveyed to promote mutual encouragement to participate among peers and to highlight the important contribution to policy and practice.

1.9 Interviews

Ascertaining the beliefs, perspectives and perceptions of individuals can be difficult as people can often struggle to articulate them (Kagan, 1992). Research has suggested that an effective way to overcome this challenge is to use a multitude of research instruments which will allow such beliefs and perceptions to be investigated in a more nuanced way (Schraw & Olafson, 2015). In addition to this, since the turn of the century longitudinal studies have increasingly utilised interviews and other research instruments that allow for the collection of qualitative data (Hermanowicz, 2013). According to Hermanowicz (2013, p.190), the use of interviews allows not only for an investigation of one's beliefs and perspectives but also allows researchers to identify "temporal change across lives, and [to explore] how people interpret and respond to such change". Furthermore, Ruspini (1999) propounds that qualitative interviews are effective for use in longitudinal studies as they allow researchers to gain a better understanding of developmental change. Such developmental change is at the heart of the TPJ.

'We interview to find out what is in and on someone else's mind to gather their stories' (Patton, 2015, p.426). The purpose of interviews is to develop insights into new teachers' professional journeys. In the interviews, therefore, we aim to enter their perspective with recognition that their views are meaningful, knowable and can be made explicit (Patton, 2015) remembering that 'what is perceived to be real is real in its consequences' (p. 246). The semi-structured interviews will complement survey data by capturing more in-depth insights into teachers' experiences across time.

1.10 Experience Sampling Methodology

Experience Sampling Methodology (ESM), sometimes referred to as "ambulatory self-report" (e.g., Conner & Barrett, 2012) or "intensive-longitudinal designs" (e.g., Bolger & Laurenceau, 2013), is a research technique used to collect data on people's thoughts, feelings, and behaviours in real-time or close to real-time. Instead of relying on retrospective self-reports, which are often prone to bias due to memory distortions or subjective beliefs (Kahneman, 2011), ESM takes an expanded epistemological stance regarding what we can know and learn about individuals by capturing information as participants go about their daily lives.

The focus of ESM is examining experience in situ as people live their lives. It typically involves the use of prompts that can be delivered using smartphones, apps, or other digital devices, making it easier to track experiences throughout the sampled day(s). Consequently, ESM

provides access and proximity to settings and subjective experiences that researchers would otherwise have no means of probing. Studies utilising ESM have investigated diverse educational phenomena focusing on both students and teachers. Studies of students have examined many areas including students' motivation (Musher-Eizenman, Nesselroade, & Schmitz, 2002), engagement and learning (Shernoff, Ruzek, & Sinha, 2017; Shumow, Schmidt, & Zaleski, 2013), academic emotions (Goetz, Sticca, Pekrun, Murayama, & Elliot, 2016), and feelings (Moeller, Brackett, Ivcevic & White, 2020). Similarly, studies of teachers have explored topics as diverse as the interactive relationships of teacher education students' self-efficacy, contextual features, and behavioural and cognitive engagement in authentic mobile learning contexts (Xie et al., 2019), teachers' emotions, their instructional behaviour, and students' emotions in class (Becker et al., 2014), the effect of various types of teaching methods on students' emotions during mathematics lessons (Bieg et al., 2017) and gaining insights into what happens in teachers' daily lives by examining their daily practice (Compagnoni et al., 2024).

By capturing experience, affect, and action in the moment and with repeated measures, ESM will be particularly useful within the context of the TPJ study for several reasons:

1. **Real-Time Insights:** ESM will allow teachers to capture and communicate their thoughts and feelings about their professional lives (for example, levels of efficacy, approaches to teaching and learning), and their own experiences as they happen, providing immediate context that retrospective methods might miss.
2. **Reflective Practice:** Prompts for self-reflection can encourage teachers to think critically about their practices, interactions, and emotional responses, leading to professional growth and the development of insights that may be informative for the TPJ study.
3. **Classroom Environment:** By tracking experiences in different school and classroom contexts (e.g., primary or post-primary level, DEIS and non-DEIS contexts), ESM can provide insights into the impact of various school- and classroom-level factors that influence teacher professional experiences.
4. **Longitudinal Data:** Using ESM over time allows for tracking changes in teachers' experiences, helping to provide insights into how local and global factors impact on teachers' professional lives.

1.11 Data protection

Data protection in social science is one of the central aspects of research ethics. This involves safeguarding the privacy and confidentiality of participants by managing their personal and sensitive data in a secure manner. In the EU, this ethical commitment was codified into law in 2018, and researchers must comply with legal and ethical standards of the General Data

Protection Regulation (GDPR), which dictate how data can be collected, stored, used, and shared.

In a social science study, data protection practices are put in place so that the personal and sensitive information collected from participants is handled in a way that respects their privacy, confidentiality, and legal rights; the integrity of research subjects must be upheld. Social science research often involves gathering data on individuals' behaviours, opinions, demographics, and personal experiences, making it crucial to protect that data from misuse or unauthorised access.

Key aspects of data protection include:

- **Informed consent:** Ensuring participants understand how their data will be used and agree to it.
- **Anonymization or pseudonymisation:** Removing or disguising identifiable information to protect individuals' identities.
- **Data security:** Implementing safeguards such as encryption, password protection, and restricted access to prevent data breaches.
- **Compliance with legal standards:** Adhering to relevant data protection laws, which govern how data can be processed, stored, and shared.

In line with ethical best practice, the TPJ study design ensures that only data which directly supports the research objectives and planned analyses will be collected. This safeguards participants' time and respects data minimisation principles, avoiding the collection of unnecessary or unused data.

Data protection in social science thus ensures that knowledge production mechanisms respect the privacy and rights of participants.

As a social scientific study that will be collecting large amounts of qualitative and quantitative data, TPJ will safeguard the privacy and confidentiality of participants by managing their personal and sensitive data in a secure and ethical manner. It should be noted that in longitudinal social science research, data protection presents several challenges due to the extended time frame and sensitive nature of the data. The TPJ data management aims to ensure participant confidentiality over multiple data collection waves, which will span four waves of data for the 2026 cohort and three waves of data collection for the 2022 and 2019 cohorts respectively. Data collection with teachers is commencing in late 2025. In a longitudinal study, the risk of re-identification grows as more data points are collected, particularly when combined with other public data sources. To mitigate these risks, TPJ will maintain secure storage using University of Limerick storage facilities and robust cybersecurity technical and organisational measures to prevent breaches.

In a longitudinal study, researchers also face challenges in obtaining and managing ongoing informed consent, as participants' privacy concerns and data usage preferences may evolve. These issues are compounded by the need to comply with changing legal and ethical data protection frameworks, such as GDPR, which may impact data handling, sharing, and storage practices over time. In order to overcome these challenges, we have a detailed data management plan in place.

1.12 Research ethics approval process

The TPJ study has received ethical approval. The TPJ ethics application was prepared by the Research Study Management Team (RSMT) and submitted to the University of Limerick School of Education and Health Sciences Research Ethics Committee. The ethics application components for the study included the following list of documentation:

- A completed application form with signatures from each member of the research team and the Head of Department/School.
- An Appendix of study materials that contained:
 - Sample text to be used for recruitment (e.g., emails, social media posts), and letters to gatekeepers;
 - Consent documents (e.g., information sheet, consent form);
 - Research Privacy Notice;
 - Data collection tools, stimulus materials, and any other documentation to describe or illustrate what participants will do and how data will be collected from them.
 - Approved Procedure/Risk Assessment.

The TPJ study has prepared a detailed Data Protection Impact Assessment (DPIA) document which forms the basis of the ethics application. The main sections of the ethics application include:

- Section I: Ethical Issues Checklist that allows the committee to assess whether the proposed research could pose greater than minimal risk to participants
- Section II: Questions related to risk assessment
- Section III: A section in which the aims, objectives, and the research questions are clearly laid out for the committee in a "jargon-free" language.
- Section IV: A section which provides information about the recruitment of research participants.
- Section V: Explains how informed consent will be obtained from the participants.
- Section VI: Describes the Care and Protection of Research Participants
- Section VII: Provides a detailed explanation of implemented practices for protection of participants' confidentiality and personal data

- Section VIII: A section explaining how the study will disseminate the findings both to the wider academic community and to the participants and/or the community or organisations that may have a vested interest in the TPJ research.

The aim of research ethics approval process is to ensure that research is conducted according to best practice and in accordance with ethical standards in research. TPJ prioritises safeguarding the health, welfare, dignity and rights of human participants and the researchers undertaking the work in order to minimise risk to these parties. The key principle underlying the process is respecting the dignity of the participants through a number of measures including making sure consent is informed and voluntary, protecting the personal data of the participants using robust security measures, anticipating and acknowledging key ethical issues that may arise within the study and making relevant precautions, and ensuring the study upholds principles of care and protection of research participants with careful risk assessment and setting reasonable time commitment goals for the participants.

1.13 Conclusion

This chapter has outlined the rationale, principles, and design of the *Teachers' Professional Journeys (TPJ): The First Decade* longitudinal study. Rooted in a conceptual framework that recognises the complex interplay of beliefs, competencies, contexts, and system-level influences, the study seeks to generate evidence about the professional lives of teachers across the first nine years of their careers. It adopts an accelerated longitudinal, mixed-methods approach that allows for cross-cohort comparisons and the tracking of change over time.

Drawing on cognitive and sociocultural perspectives, and conceptualising teaching as a socially situated practice, TPJ is designed to capture the lived experiences of early career teachers as they navigate evolving professional, organisational, and policy environments. While informed by relevant national policy developments, including *Céim*, *Droichead*, and *Cosán*, the study is not an evaluation of these frameworks. Rather, it offers a broader lens through which to understand the dynamic conditions and support structures that shape teachers' professional learning, wellbeing, and career trajectories.

The next chapters detail the survey instruments and qualitative methods developed for the study, as well as the ethical, methodological, and practical considerations that underpin data collection and analysis.

Chapter 2. TPJ Conceptual Framework and study instruments

The survey is purposefully designed to align with the framing set out in the tender document (Teaching Council, 2022), build on findings from the literature reviews (see TPJ Report 1 and Figure 1.1 above), incorporate insights from other relevant research literature, and integrate feedback from advisory panels and stakeholder contributions.

The selection and use of validated scales is central to the integrity and usefulness of the TPJ study's data collection instruments. Established scales, such as those used in the OECD's Teaching and Learning International Survey (TALIS), offer the advantage of strong psychometric properties, including demonstrated reliability and validity across diverse educational contexts. The adoption of such well-tested scales supports the rigour of measurement within the TPJ study while enabling meaningful international comparisons. Furthermore, because the TPJ study employs an accelerated longitudinal design, the use of consistent, validated measures across waves allows for robust comparisons over time and across cohorts. This supports the examination of change and continuity in teacher development during the first decade of professional life.

To ensure the continued validity and reliability of the longitudinal measures used in the TPJ study, not all survey items are reproduced in this report. This approach safeguards the integrity of core instruments over multiple data collection waves and preserves the comparability of results over time. The appendix provides demographic and contextual items, together with examples from other sections of the survey, to illustrate the breadth and design of the instrument. Many of the core items are drawn from established, validated scales (e.g., TALIS), which remain accessible through their original sources.

In addition, the TPJ survey design emphasises the following:

1. **Longitudinal emphasis:** Prioritises the longitudinal aspects of design including the repeated administration of items and scales relating to a variety of constructs such as teaching efficacy (and other outcome measures), classroom context scales, school environment etc. TPJ will also leverage cross-sectional elements for other variables, such as demographic characteristics or situational factors, at a single point in time across different cohorts.
2. **Length:** Prioritises maintaining a concise survey length to minimise the risk of reduced response rates. This approach is intended to balance the need for comprehensive data with the importance of a positive user experience, particularly given the survey's longitudinal design and repeated measures.
3. **Capture change wave-to-wave:** Capture what has changed since the previous wave, e.g. job moves, contracts etc.

4. **Research-informed:** Drawing on reviews of the literature, and other sources where relevant, link domains from the conceptual framework to the survey and hypothesised relationships between variables/measures.
5. **Adoption/adaption of existing (short) scales:** In using scales, adopt and/or adapt short scales with fewer items and robust sub-scale measures. Short scales with well-validated sub-scales provide strong psychometric reliability and construct validity, allowing the measurement of specific constructs accurately with fewer items. This reduces the potential for attrition, helping to maintain higher response rates and data integrity over the study period.
6. **Purposeful choice of measures across all three waves, two waves or one wave only:**
 - choice of measures to be repeated across all waves, i.e. longitudinal, such as teaching efficacy.
 - choice of measures to be administered only once, i.e. cross-sectional, such as beliefs about teaching and learning.

In constructing the Teachers' Professional Journeys study survey instruments, the design choices are explicitly informed by the TPJ conceptual framework. This is illustrated in Table 2.1 demonstrating how the conceptual framework domains and constructs are aligned with the proposed survey scales and the number of items in each of the scales. Details of the linkages to the research literature can be found in Report 1. The main survey instrument will allow for routing for primary and post-primary teachers to capture differences in the nature of their jobs. Recognising the distinctive nature of the FET sector, a separate version of the survey instrument will be devised for FET graduates, adapted to reflect differences in terminology, for example, around 'learners', and differences in the nature of the role.

Table 2.1 Planned survey scales/items, as aligned with TPJ Conceptual Framework

The table summarises selected proposed survey scales and items for Waves 0 and 1 of the study. It is not an exhaustive inventory. In subsequent waves, items may be adapted or substituted to address emerging priorities or contextual changes, while preserving the capacity for longitudinal analysis.

Conceptual Framework domain + Construct	Origin of Scale and sub-scales*	Number of items
1. Macro contexts: Sectoral, Curriculum and Socioeconomic		
Teacher supply	Developed for TPJ	Items in this domain include specific questions requiring respondents to provide demographic and contextual information (e.g., accrediting institution, year of graduation). These data points will be used to inform analysis across related constructs such as teacher supply, economic context, and curriculum or structural reforms.
ITE accreditation	Developed for TPJ	
Curriculum reforms at primary, post-primary	Developed for TPJ	
Economic	Developed for TPJ	
ITE restructuring	Developed for TPJ	
2. Teacher beliefs (Student teacher beliefs) + Teacher competence (i.e. self-perceived)		
Beliefs re teaching and learning	NEPS (SC3, Q4)	Eight items with a four-point Likert scale
Beliefs re ability	NEPS (SC3, Q7)	Nine items with a four-point Likert scale
Beliefs about inclusion	Developed for TPJ	Three items with five-point Likert scale
Motivation to teach	TALIS 2018	Seven items with a four-point Likert scale
Teaching efficacy	See Component 9a outcomes	See Component 9a outcomes
Readiness to teach	Modified from Matsko et al. (2020) for TPJ context	One item with multiple sub-questions
3. Teacher background and professional experiences		
Gender	Developed for TPJ	One
Age	Developed for TPJ	One
Type of post-primary school	Developed for TPJ	One
Ethnicity/ migrant background	Developed for TPJ	One
Disability/illness	Developed for TPJ	One
Parental education (social background)	Developed for TPJ	One
Religion	Developed for TPJ	One
Sexual orientation	Developed for TPJ	One
ITE programme: concurrent or consecutive	Developed for TPJ	One
1 st SP – school type	Developed for TPJ	One
Final SP – school type	Developed for TPJ	One
Droichead experience	Developed for TPJ	One

TCx3 Teaching location	Developed for TPJ	One
TCx3 Type of contract	Developed for TPJ	One
TCx3 Travel time to school	Developed for TPJ	One
Stress	MHI-5 scale TALIS2018 items (Q51, 52)	Has five items Five items on stress and 12 items on positive and negative emotions
4. Macro contexts: School/educational organisations		
a. Sector	Developed for TPJ	One
b. DEIS/non-DEIS	Developed for TPJ	One
c. School diversity profile	Developed for TPJ	One
d. School size	Developed for TPJ	One
e. Multi-/single-grade class (primary)	Developed for TPJ	One
5. Classroom contexts/environment		
a. Student composition	TALIS2018 (Q41)	Adapted: 8 items capturing proportion of students in different groups
b. Disciplinary environment	TALIS2018 items (Q44, Q45)	Adapted: four items with Likert scale
6. School contexts/environment		
a. Autonomy /agency	TALIS2018 (Q40)	Five items using a 4-point likert scale
b. Leadership	Organisational well-being scale (Collie et al., 2015)	Six items capturing contextual influences on wellbeing
7. Practice/enactment of teaching		
a. Approach to teaching and learning	Developed for TPJ	Multiple-items using a 5-point likert scale
8. Teacher Professional Learning		
a. Experience/role as mentor	Developed for TPJ	Two items
9. TPJ Outcomes		
a. Teaching efficacy	TALIS2018 (Q34)	13 sub questions using a 4-point likert scale
b. Commitment to teaching (incl. retention intention)	Developed for TPJ	Multi-question
c. Teacher well-being (incl. positive emotions)	TALIS2018	12 items on positive and negative emotions (see above)
d. Resilience	Smith et al. (2008) scale	Multi-question
e. Job satisfaction	TALIS2018 (Q53)	10 items using a 4-point Likert scale

2.2 Interviews: ITE-HEIs and other stakeholder groups 2024-25

The categories of stakeholders to include are teacher unions, patronage and managerial bodies, principals' networks, parent bodies, state education agencies, representatives of the FET sector, teacher education HEIs, student unions, Gaelscoileanna, and COGG. Informed by the TPJ research objectives, data collection will primarily address Research Objectives (RO) 4 and 5:

- RO4: To review the ability of ITE programmes, Droichead and Cosán to respond to national priorities, policy and practice developments.
- RO5: To consider issues relating to teacher supply, diversity and retention.

Table 2.2 Focus Group Interview Schedule (*General draft- not all questions relevant to all stakeholder groups)

<p>Macro contexts: Sectoral, Curriculum and Socio-economic:</p> <ul style="list-style-type: none"> • Teacher supply (Q5) • ITE accreditation (Q4) • Curriculum reforms at primary and post primary (Q4) • Economics (Q5) • ITE restructuring (Q4)
<p>To review the ability of ITE programmes, Droichead and Cosán to respond to national priorities, policy and practice developments (Q4)</p> <ul style="list-style-type: none"> • What mechanisms or processes are in place to enable ITE providers to adapt their programmes so they can address national priorities and respond to policy and practice developments? (HEIs) • What mechanisms or processes are in place to enable schools to adapt their engagement with Droichead and Cosán so they can address national priorities and respond to policy and practice developments? (Management Bodies, IPPN, NAPD, Unions, Inspectorate, Oide) • What constrains the adaptation of programmes and responsiveness of ITE providers to evolving policy/ practice developments? (HEIs)

- What constrains schools' capacity to adapt and respond to evolving policy/ practice developments? (Management Bodies, IPPN, NAPD, Unions, Inspectorate, Oide)
- What currently works in the system to promote responsive adaptation? What else could be done?
- What constrains HEIs and schools' capability to ensure ITE/ Droichead and Cosán are fit for purpose/ responsive to national and local policy priorities?
- To what extent does ITE prepare NQTs for today's classrooms? How does Droichead and Cosan interact with ITE to extend preparedness?

Teacher supply, diversity and retention (Q5)

- How are ITE programmes contributing to/ supporting/ ensuring future teacher supply?
- Currently, are there other contributory factors supporting future teacher supply?
- What threatens future teacher supply?
- What opportunities exist to ensure future teacher supply?
- How do ITE programmes and the professional development process promote/ maintain the attractiveness of the teaching profession?
- Currently, are there other contributory factors promoting the attractiveness of the teaching profession? What else can be done?
- What factors are impacting the attractiveness of the teaching profession and what can be done?
- How can heterogeneity/ diversity be enhanced within the profession?
- What limits the advancement of diversity in the profession?
- What does/ would enable greater diversity in the profession?

Practice/ Enactment of Teaching

- Curriculum and assessment context (Q4)
- Openness to innovation (Q4)

- To what extent are newly qualified teachers prepared for teaching?
- How adaptive/open are NQTs to changing policy/ practice/ curricular landscapes?

Classroom & school context & culture (Q5)

- | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Classroom environment, e.g. classroom disciplinary environment, time on task • Professional support, agency & collaboration • Student characteristics • Leadership |
| <ul style="list-style-type: none"> • How does school organisation and culture impact on NQTs capacity to adapt/ learn/ grow? |

2.3 Interviews with teachers

2.3.1 Summary paragraph looking at studies that have done similar interviews (see TPJ Report 1)

Longitudinal studies usually employ a mixed-methods strategy, typically combining surveys and interviews (e.g. Brantlinger, 2021; Swain et al., 2010). Interviews are usually used in studies with multiple qualitative methods combining with quantitative data sources (e.g. Cochran-Smith et al., 2012). In a mixed methods setting, interview methodology plays a critical role, providing context, data breadth, and depth to large-scale survey data. In a particularly interesting example, Jiang (2021) conducted a 3-year longitudinal study of a single teacher in China, based on interview methodology, to understand the relationships between teacher emotions and curriculum reform in STEM education. The study adopted a diverse approach to qualitative data collection encompassing in-depth, semi-structured interviews, three conversations, personal emotional diaries, and correspondence records. Findlay (2012) used a repeated semi-structured interview schedule in a study that discusses the development of beginning physics teachers' pedagogical content knowledge (PCK) in the context of teaching basic electricity during a one-year Professional Graduate Diploma in Education (PGDE) course. This study followed the student-teachers after graduation for the teachers' first few years of teaching, i.e. over a period of four-and-a-half years in total. There also exist studies such as Rigby et. al. (2020) that use multiple qualitative data sources such as audio-recorded teacher group meetings in addition to interviews, and synthesise this with quantitative data obtained from informal social network surveys and student-level standardized test scores. Here interview data is triangulated with two different forms of quantitative data. Most of these studies aimed to establish the trustworthiness of interviews (Kvale & Brinkmann, 2009) at the data analysis stage through achieving coding consistency among different researchers. A striking contrasting approach is provided by Wong et al. (2015), who employed a fully structured Teacher Beliefs Interview (TBI) rubric developed by Luft and Roehrig (2007), and undertook a 5-year mixed-methods study examining whether beginning secondary science teachers' (n=35) beliefs were related to their persistence in teaching in order to investigate the role, if any, of teacher beliefs as a potential influence on persistence in teaching. A reliability score was also calculated through a Cronbach's alpha. These handful of examples

sufficiently demonstrate the versatility of interview methodology. Rather than being a singular source of data, interviews can be constructed and analysed in multiple ways situated within diverse analytical environments towards achieving diverse epistemic goals.

2.3.2 Interviews in the TPJ Study

Repeated interviews with teachers in the early years of their career will be at the centre of the research methodology employed in this study. Teacher interviews, coupled with teacher surveys, address the research objectives associated with this longitudinal study to investigate teachers in their first decade following initial teacher education:

- Attitudes, values beliefs and experiences in relation to teaching and learning (Research Objective 1);
- Perceptions of their capacity to meet the needs of their learners (Research Objective 2);
- Early professional learning and career experiences (Research Objective 3).

Purposive sampling will be used to select teachers for interview from those survey participants who have agreed to be contacted to participate in a follow-up interview. Preliminary analysis of all survey responses will allow for selection of information-rich cases that represent a range of formative experiences, contexts, attitudes, values and dispositions.

Each wave of data collection will incorporate interviews with 80 teachers/practitioners (30 primary, 30 post-primary and 20 further education and training). A teacher that tracks across all data collection points for the 2026 cohort will complete four interviews across four years. A teacher that tracks across all data collection points for the 2019 and 2022 cohorts will complete three interviews across three years. These will involve an online format to provide flexibility to accommodate the availability of participants. Each interview will be approximately one hour in length and follow a similar format.

2.3.2.1 Student teacher Interviews (Wave 0)

As mentioned in Chapter 1 of this report, the decision was made to gather data from students in their final year of initial teacher education. In order to ensure that semi-structured interviews provide meaningful insights into the phenomena being investigated during ITE, the conceptual framework underpinning this study guided the design of the interview questions for use with student teachers in this study. Each component of the conceptual framework that was concerned with teachers' beliefs, practices and professional learning was considered and open-ended interview questions that allowed for a thorough investigation of these constructs were developed. Once this was complete, the research team then revisited the research objectives that were also guiding this study. Each question contained in the interview was then mapped to one or more research objectives, see Table 2.3 below.

Table 2.3: Link between interview questions, conceptual framework and research objectives

Conceptual Framework Component	Illustrative student teacher and teacher interview question(s)	Research Objectives Link
2.1 Beliefs about teaching and learning	What does 'good' teaching look like for you as a primary/post-primary/FET teacher? Can you share an example that you recently experienced?	RO1
	What supports you to be a good teacher? What gets in the way?	RO1
	Teaching in the classroom is multi-faceted and complex. If you were asked to select your top two teaching strengths, what those would be? i.e. aspects of classroom teaching do you think you do especially well	RO1
	Are there particular aspects of your classroom teaching that you would like to develop further? Could you give me an example?	RO1
	Have your teaching practices changed since entry to your ITE programme/ the profession? In what ways?	RO1
	Have your views on what constitutes effective teaching changed since entry to your ITE programme? Since graduation? In what ways?	RO1
2.3 Motivations to teach	Why did you decide to become a teacher?	RO3
	To what extent has your choice of teaching as a career or profession changed over time?	RO3
	What is next for you on your journey as a teacher?	RO3
	What is your most significant hope? What is your most significant concern or fear if any?	RO3
2.4 Readiness to teach	You are now in your _____ year as a teacher, what have been the key points in your journey to date as a teacher? "Aha" moment or key moments that stand out .. these could have been in ITE or related to different roles or experiences you have had What supports have you relied on during that journey? What has been the most challenging for you on that journey?	RO1/RO2/RO3
	For graduates: how soon did you start a teaching job after leaving ITE? Any time spent	RO3

3. Teacher background and experience	unemployed? Type of contract and school. Changes in job and reasons for change. For final year students: type of school for (last) placement. Perceptions of experience. Job-seeking activity to date. Relative importance of different criteria in job-seeking.	
	We have just spoken about students and inclusion, we are interested to hear about your experience and views on the extent of diversity in the teaching profession? How can initial teacher education attract greater diversity in the profession?	RO5
5.1 Student composition	What is your experience of student diversity in your school/ school placement(s)?	RO2/RO3
	Can you provide an example of a recent positive experience?	RO2/RO3
	Can you give an example of a challenging episode?	RO2/RO3

2.3.2.2 Interviews with Teachers (Waves 1-3, all cohorts UG + PME)

The purpose of the first interview is to capture the story of teachers' lived professional experiences. The interview guide will, therefore, be further refined based on preliminary analysis of survey one data. Subsequent interview guides will build on interview one findings by exploring the temporal unfolding of the experience of being an early career teacher, giving attention to temporality and place, alongside personal and social considerations (Clandinin & Connelly, 2000).

The qualitative interviews will be conducted by several different members of the research team. It is important, therefore, that the researchers share a common sensibility and approach to these conversations. In preparation, researchers will discuss interview skills including establishment of rapport, being authentic and trustworthy, being genuine in listening and engaging. Several efforts will be made to enhance the trustworthiness of the data collection process. Following completion of one interview, the team of researchers will debrief and discuss issues and opportunities to promote a shared approach and refine the interview protocol as needed.

Based on the interview design process the interview guide for interview one is outlined in Table 2.4.

Table 2.4 Interview guide for interview one with teachers from 2019 and 2022 cohorts

Conceptual Framework Component	Illustrative questions for teacher interviewees	Research Objectives Link
Component 2a, 3, 4, 5, 6, 9 Formative experiences, attitudes, beliefs and values	Pre-interview activity: Draw a timeline outlining significant moments on your journey of becoming and being a teacher. In the interview: Tell me about the timeline you created. PROMPTS: Why did you select this moment to write about? Which moments would you identify as most influential in the teacher you are today? Are there any moments here that you would consider a turning point?	1
Component 2b, 5, 6, 7 Perceptions of teaching capacities/ competencies	What aspects of your teaching are you most confident in? What are the biggest challenges you face in meeting learner needs? PROMPTS: for example, being inclusive, assessment, planning, management etc.	2
Component 3, 4, 6, 8 Professional learning and career experiences	Identify the standout professional learning and early career experiences that have most impacted (either positively or negatively) your everyday teaching? PROMPT: Consider ITE, Droichead, Cosán, professional development courses, colleagues.	3
Component 1, 7 ITE/Droichead	Can you describe your view on the teaching profession? In what ways has this changed (if any) since you started teaching? Can you describe what it is like to be an early career teacher in Ireland today? PROMPTS: Would you recommend someone else to be a teacher? Do you feel supported? Do you feel valued?	4
Component 5, 6, 8, 9 Teacher supply and retention	From your current viewpoint, looking back , was entering the teaching profession a good decision for you? Explain.	5

	<p>Looking ahead from here, what are the next steps in your career- where do you see yourself in the medium to long-term? What are the major factors that determine your satisfaction as a teacher going forward [that will keep you wanting to be a teacher]?</p>	
Other areas	<p>Has our interview captured your experiences? Is there anything you would like to add?</p>	

All interviews will be recorded using secure electronic voice recording via MS Teams or voice recorder where MS Teams is not available. All recordings will be stored on the shared password-protected Teams site in line with the ULREC ethical approval through the University of Limerick Faculty of Education and Sciences research ethics approval process as well as the DPIA. Recordings will be transcribed verbatim and the original recordings will be destroyed after transcription has been checked, as per GDPR requirements.

This approach to interview design ensures that the questions included in this semi-structured interview would provide new insights into teachers' beliefs, attitudes and perspectives as they traversed their way through the beginning years of their teaching career. Interview questions map onto the study research questions and target, for example, teachers' opportunities to learn (OTL) during initial teacher education and into their early career (Blömke *et. al.*, 2014), their school contexts and professional knowledge landscapes (Schaeffer & Clandinin, 2019), including teacher knowledge and teaching efficacy, alongside individual and contextual factors that impact the lives and experiences of beginning teachers (Flores & Day, 2006; Rinke, 2008).

To capture information on local contextual conditions, snowball sampling will be combined with the previous purposive sampling of teachers to form school-based teacher groupings to participate in focus groups. Rather than being employed for instrumental purposes, snowball sampling will generate a distinctive type of social knowledge that is both emergent and interactional (Noy, 2008). Within each wave, there will be 10 focus groups (4 primary, 4 post-primary and 2 further education and training). Engagement with these groups will facilitate insights into teachers' professional roles and journeys and how these are related to social and cultural identities and norms, see for example 'occupational socialisation' (Brouwer & Korthagen, 2005), and professional roles and contexts (Ballantyne & Retell, 2020).

2.3.2.3 Focus Group Interview Schedules

The schedule is divided into two distinct parts:

1. Part 1: Themes & Questions specific to primary and post-primary teacher education
2. Part 2: Themes & Questions specific to FET

Part 1: Questions specific to primary and post-primary teacher education

Themes generated to address Q4: To review the ability of ITE programmes, Droichead and Cosán qualification pathways to respond to national priorities, policy and practice developments.

Theme: Quality ITE

- **What factors contribute to quality ITE preparation?** Sample prompts:
 - What is the value of ITE?
 - What expectations do stakeholders have of NQTs/ ITE?
- **What threatens HEIs and schools' capability to ensure ITE is fit for purpose/ responsive to national and local policy priorities?** Sample prompts:
 - What mechanisms are in place to enable ITE providers to adapt their programmes so they can address national priorities and respond to policy and practice developments?
 - What hinders responsiveness of ITE providers to evolving policy/ practice developments?

Theme: Droichead HEIs providing primary and post-primary ITE only

- **How does Droichead interact with ITE to extend preparedness?** Sample prompts:
 - What is the value of Droichead?
 - To what extent is it fit for purpose?

Theme: Cosán HEIs providing primary and post primary ITE only

- **How does Cosán interact with ITE to extend preparedness?** Prompts:
 - What is the value of Cosán?
 - To what extent is it fit for purpose?
 - How responsive is Cosán to evolving policy and practice contexts?
 - What mechanisms enable schools to adapt their engagement with Cosán so they can address national priorities and respond to policy and practice developments?

Themes for Q5: To consider issues relating to teacher supply, diversity and retention.

Theme: Attractiveness of the Profession to a Diverse Population

- **To what extent is teaching (across primary, post-primary) an attractive profession?**
 - How do we know? What else can be done? What further data are needed to analyse factors impacting on the attractiveness of teaching as a profession?

- What factors impact on the attractiveness of the profession?
- **How can heterogeneity/ diversity be enhanced within the profession?**
 - To what extent is lack of diversity in teaching an issue?
 - Who works in schools?
 - What hinders diversity in the profession?
 - What does/ would enable greater diversity in the profession?
 - What is currently in place to promote diversity in the teaching profession?

Theme: Recruitment and Retention of Teachers/ Resource Workers (FET)

Link to Teacher supply paper- factors such as workload, school climate/ culture; autonomy; esteem of the profession; also, statistics from Ireland on numbers of teachers on career break and voluntary retirements; school population demographics and increasing number of special classes.

- **What factors impact on teacher recruitment? Sample prompts:**
 - How are ITE programmes contributing to/ supporting/ ensuring future teacher supply?
 - How effective are recruitment processes?
 - What else can be done to maximise recruitment and support schools with recruitment? What currently works? How do we know?
 - How do school-level factors impact on teacher recruitment and retention?

Theme: Enactment of Teaching/ The Practice of Teaching

What is effective teaching? Prompts

- To what extent are newly qualified teachers prepared for effective teaching?
- How adaptive/open are NQTs to changing policy/ practice/ curricular landscapes?
- What factors impact on NQTs' capacity to adapt/ learn/ grow?
- How does school organisation and culture impact on NQTs capacity to adapt/ learn/ grow?

Part 2: Themes & Questions specific to FET

Themes generated to address Q4: To review the ability of FET programmes, and qualification pathways to respond to national priorities, policy and practice developments.

Theme: Quality Preparation

- **What factors contribute to quality FET preparation? Sample prompts:**
 - What is the value of FET?
 - What expectations do stakeholders have of FET? Who are the stakeholders?

- What kinds of qualification pathways exist for FET teachers, instructors and resource persons?
- How are standards developed across pathways?
- To what extent is the qualification pathway mapped?
- What data need to be gathered to better understand how teachers/ resource persons/ tutors/ instructors are prepared for FET?

Themes for Q5- To consider issues relating to teacher supply, diversity and retention.

Theme: Attractiveness of the Profession to a Diverse Population

- **To what extent is teaching in FET an attractive profession? Sample prompts:**
 - Do those working in FET consider it a profession?
 - Does it have a unified identity?
 - What factors impact on the attractiveness of the working in FET?
 - What factors influence FET teachers, instructors, resource persons decision to work in FET?
- **How can heterogeneity/ diversity be enhanced within the profession?**
 - To what extent is lack of diversity an issue in FET?
 - Who works in FET?
 - What hinders diversity in the profession?
 - What does/ would enable greater diversity in the profession?
 - What is currently in place to promote diversity in the profession?

Theme: Recruitment and Retention of Teachers/ Resource Workers/ Instructors (FET)

Link to Teacher supply paper- factors such as workload, school climate/ culture; autonomy; esteem of the profession.

- **What factors impact on teacher recruitment? Sample prompts:**
 - How are ITE programmes contributing to/ supporting/ ensuring future teacher supply?
 - How effective are recruitment processes?
 - How do school/ college/ centre level factors impact on recruitment and retention?
 - What factors enable recruitment and/ or retention?
 - What factors inhibit recruitment and/ or retention?

Theme: Enactment of Teaching/ The Practice of Teaching

Potential factors influencing enactment: Classroom & college/ centre context & culture (Q5)-

- **What is effective teaching? Sample prompts**

- To what extent are FET teachers, resource persons, instructors prepared for effective teaching? Are there differences between groups?
- How adaptive/open are they to changing policy/ practice/ curricular landscapes?

2.4 Experience sampling methodology

The research team will gather rich, real-time qualitative data using smart phone digital technologies. Arising from responses on the qualitative component in wave 0 (of pre-service teachers) and wave 1 (practicing teachers), a purposeful sample of teachers will be selected to engage in the experience sampling methodology. A small sample of teachers will also be identified using random sampling. Teachers will engage in the experience sampling for the remainder of the study (see image 1). Within a designated time period (e.g., a week), teachers will receive a series of routine theme-based prompts designed to capture their immediate experiences, feelings and beliefs. Prompts will appear at different times of the academic school year to capture various experiences as aligned with the ebb and flow of the school year. To avoid overly intrusive questionnaires, single-items will frequently be used, a procedure often adopted in experience-sampling studies in academic contexts (e.g., Nett & Goetz, 2011; Schimmack, 2003). The selection of the smartphone as a qualitative data collection tool ensures that data are collected in real time and will allow text and audio-based data forms (see image 2). The voice recording facility which will be used to capture experiences will give greater flexibility in how teachers choose to respond and make it more accessible and interactive. Input from the Teacher Advisory Board will be used to inform additional decisions about the selection of specialised software and applications and considerations around anonymity and communication will participants. By gathering data in the natural teaching settings, the use of ESM will complement the other data collection approaches in the TPJ study and provide ecological validity as it gives insights that are often more representative of everyday life than traditional methods.

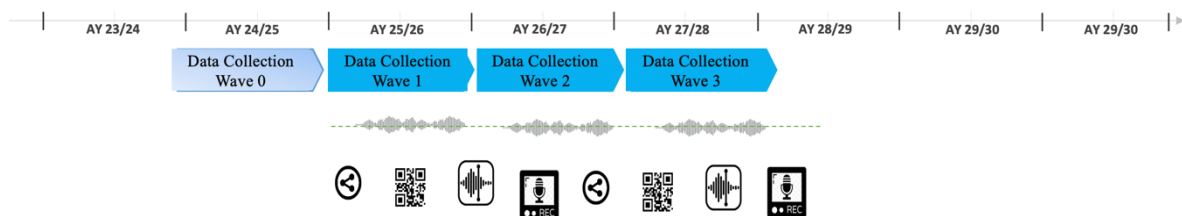


Image 1: Integration of ESM within the TPJ study design



Image 2: Example of Innovative technologies used in ESM (e.g. voice memos, images, QR codes may be used for collection of information)

2.5 Conclusion

Informed by cognitive and sociocultural perspectives on learning and development, and conceptualising teaching as a socially situated practice, the TPJ study employs an accelerated longitudinal design, integrating validated international scales, as well as custom instruments, to support analysis over time and across cohorts. This report details the rationale behind the selection of survey instruments, interview protocols, and focus group approaches, as well as the ethical and methodological considerations informing the study. Teachers' professional journeys are inevitably and consequentially shaped by a wide range of policies vis-à-vis curriculum and assessment, special education needs, educational disadvantage, Irish language, and teacher education among others. Importantly, for example, while the study is informed by continuum of teacher education national policy and its constituent frameworks, i.e. Céim, Droichead and Cosán, the TPJ study is not an evaluation of policy implementation per se. Rather, it seeks to understand the lived experiences of teachers and the myriad of complex factors shaping their professional journeys encompassing teacher background and experiences, the wide landscape of relevant policies, and school culture along with the changing dynamics of current and future education. Emphasis is placed on coherence across data sources, attention to inclusivity, and strategies to ensure quality, trustworthiness, and relevance. The TPJ conceptual framework in in this report, informed by the aim and research objectives of TPJ, provides the foundation for data collection, analysis, and engagement in subsequent phases.

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Appendix 1: Abstract TPJ Report 1

Context: Teachers Professional Journeys (TPJ): The First Decade (2024-2030) is an accelerated longitudinal mixed-methods study focused on understanding the dynamics of teacher learning and development from the final year of initial teacher education (ITE) through the first nine years of teachers' work within classrooms and schools in the context of the wider education system at primary, post primary and further education and training (FET) sectors in Ireland. The purpose of this first report is to document several reviews of literature undertaken to support subsequent phases of the TPJ study and the second report which will be focused on study design and instrument development as the basis for subsequent phases of the study.

TPJ Study Aim and Objectives: The overarching aim of the TPJ study is "to understand beginning teachers' professional journeys, by examining the key personal, educational, professional and systemic influences that define and shape their early careers and practice, including the impact of different learning and professional development phases". Flowing from that overarching aim, the five TPJ study objectives are:

1. To examine beginning teachers' attitudes, values, dispositions and formative experiences in relation to teaching and learning.
2. To investigate early career teachers' and other stakeholders' perceptions of their capacity (knowledge, skills, experience, preparedness) to meet the needs of learners in a variety of school contexts.
3. To explore teachers' early professional learning and career experiences as they leave ITE and transition across the three phases of professional development.
4. To review the ability of ITE programmes, Droichead and Cosán to respond to national priorities, policy and practice developments.
5. To consider issues relating to teacher supply, diversity and retention.

Reviews of Literature Method: Four literature reviews and, three scoping reviews were undertaken along with a teacher supply issues paper. All three scoping reviews were conducted using the guidelines in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses for Scoping Reviews (PRISMA-ScR) with searches undertaken via Scopus, EBSCO and Web of Science. The objective of the scoping reviews is to understand the extent and type of evidence in relation to (i) longitudinal studies on teaching 1970-2023, (ii) large scale cross-national studies of teaching 2000-2023 and (iii) research on teachers in Ireland (years 1-9) 2000-2023 across primary, post-primary and FE. A teacher supply issues paper, drawing on relevant national and international literature, addresses a range of issues related to teacher supply in the Irish context.

Findings: Main findings of the three scoping reviews report on respectively are: (i) the growth over the last 15 years in longitudinal studies on teaching, spanning the five TPJ objectives, with a diversity of designs incorporating qualitative, quantitative and mixed methods (based on a review of 207 full text studies published 2010-23), (ii) the range of large-scale cross-national informative quantitative designed studies with foci and findings spanning the five TPJ objectives (based on a review of 202 full text studies), and (iii) the overall small number of studies in Ireland on teachers work years 1-9 at primary and post-primary levels and very little

literature on FE (based on a review of 39 full text studies involving over 9,000 participants.). The teacher supply issues paper presents a teacher supply framework, identifies data gaps in Ireland and notes key insights from the burgeoning literature on a growing challenge globally.

Conclusion: The literature reviews collectively provide a range of research insights on teachers' professional journeys during the first decade drawing on purposefully chosen diverse research literature. These insights span the framing of studies, research questions, study designs, instruments, findings and policy implications in a context where wider external system factors are increasingly influential in shaping teachers' professional journeys in addition to the long recognised, though less well understood dynamics of schools' organizational cultures.



Teachers' Professional Journeys

A longitudinal study of teachers in their first decade