

**AN INVESTIGATION OF THE SELF-EFFICACY DEVELOPMENT OF NEWLY
HIRED OCCASIONAL TEACHERS IN SOUTHWESTERN ONTARIO**

By

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A Thesis

Submitted to the Faculty of Graduate Studies

through the Faculty of Education

in Partial Fulfillment of the Requirements for

the Degree of Master of Education

at the University of Windsor

Windsor, Ontario, Canada

2021

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DECLARATION OF ORIGINALITY

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ABSTRACT

For many new teachers, Occasional Teaching is often a rite of passage into the teaching profession. These early years in a new teacher's career are significantly impactful and formative, as signified by the research of self-efficacy development of new teachers. However, an overwhelming majority of this self-efficacy research focuses primarily on new teachers working in permanent positions. This research study endeavors to examine the ways in which Occasional Teachers perceive their self-efficacy in a constantly changing work environment. In this qualitative research study, I investigated the lived experiences and the precarity that define Occasional Teaching. Semi-structured interviews and an autoethnographic journal were used, and the data was analyzed through narrative inquiry. Four themes were uncovered from the data analysis: (1) Not Knowing (Uncertainty); (2) Routines; (3) The Outsider; and (4) Sense of Belonging. These themes provide a specific depiction of the Occasional Teaching experience and the ways in which Occasional Teachers cope with precarity.

Key Words: occasional teacher; precarity; self-efficacy; new teachers; autoethnography

DEDICATION

I dedicate this thesis to all Occasional Teachers. I admire your dedication to the education system and value your voices.

ACKNOWLEDGEMENTS

I would first like to thank my research advisor, Dr. Terry Sefton, and my co-supervisor, Dr. Danielle Sirek. You continually provide me with guidance and expertise in the field of research. I appreciate your great wealth of knowledge and patience as I took on this immense step in my teaching journey. Thank you for challenging me and supporting me through this process.

I would also like to thank my internal department reader, Dr. Darren Stanley, and my external reader, Dr. Katherine Quinsey. Thank you for providing me with a second, third, and fourth lens to consider while conducting my research. I also appreciate your detailed and thorough feedback which provided both clarity and cohesiveness in my writings.

I would also like to express my deepest gratitude to my personal supports that have been cheering me along. To my husband, Matthew, who constantly checked in with me and ensured that I was following my timeline, while also caring about my well-being. I am so fortunate to have you as my partner. To my parents, Mike and Deanna, who have not only fostered a high regard for education, but for also being great examples of work ethic and passion. To my mother, for being a part of my editorial staff through every step of my educational journey. Thank you for taking the hours needed to review my writing. To my grandparents who have been cheering me on from across the country. Thank you for all that you have done to make me the person that I am today.

To my best friends, Katrina and Alexis, I thank you for your friendship. Your support for me both professionally and personally is greatly appreciated. You

both challenge me to take on different perspectives and offer reflective advice when I need it most.

Lastly, I would like to thank the educators that participated in this study. Your commitment to the profession will thrust you into only the best career opportunities. It was a pleasure working with you and I hope to have our paths cross in the future.

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CHAPTER 1

INTRODUCTION

I spring to the floor at the sound of my phone ringing. I run frantically around my room, pulling on my work clothes, “This is the SmartFind Express system calling for: Dayna Haslam. Please enter your pin followed by the star key.” I run to the kitchen and take my lunch from the fridge, “To listen to a job offer, press one.” I fly through the remaining steps, accept the job, and check my watch: 7:07 A.M. The school day starts at 8:30, but I prefer to be at the school by 7:50. This would give me enough time to arrive, find the classroom, and review the plans for the day. I have only ten minutes until I need to leave.

I get to the school and I find the office. The secretary asks, “Who are you in for?” I tell her the teacher’s name, she directs me to the class, and I head down the hallway. My red folder in hand as a calling signal to the staff members: I am temporary. I float through the small, “Good mornings,” and the occasional “Who are you in for?” I go to the classroom and unlock the door. I find the teacher’s desk and I set my belongings down on the floor. The day plans are neatly placed on the desk with all the materials I should need throughout the day. I open the red folder to review the duty schedule, figure out where in the world my duty is, and read through the behaviour and safety plans of the students in my class. Nine times out of ten, the Occasional Teacher is a known trigger for negative behaviour. I write my name on the board with my “Steps to Success” underneath. These are the rules that I hope this class can follow for the duration of the day. We just have to make it until the end of the day.

I read through the day plan: “You will need 11 chrome books from laptop cart 4 and 7 chrome books from Mr. X’s classroom.” Well now I’m off to find out where laptop cart 4 is and who Mr. X is. I check the time: 8:05. The students will be here in 25 minutes...

*At the end of the day, I clean up the classroom and finish my note. I leave a detailed description of the accomplished tasks and unfinished work of the day. The day plans show that I have meticulously checked off all of the items planned. However, in this note, I have also named the students that were challenging me throughout the day. I was forced to call for support twice. **I rarely** call for a Child and Youth Worker or principal to help with a student. Was it me? Was it the student’s behaviour profile? Who knows? Who knows if I’ll be returning to the school soon enough to find out? All of the meticulous checks seem to fade and are replaced by this impending failure. Will the teacher stand up for my teaching, or disregard this as a fumble and move on...*

Three school days later I am called back to the school to teach another class. I find a small time in the day to go to the teacher’s classroom and ask about my performance. I act nonchalant and dignified, but I am nervous to hear his response. He replies, “Oh yes. You were in for me last time. Everything was fine.”

Begrudgingly, I bring up the challenging student, “Sorry about _____. They were good up until first nutrition break, that’s when things got out of control.”

“Oh _____. Don’t worry about it. Honestly, I would have you in for me anytime. The class loved you and everything was done properly.”

I quickly say, “Oh that’s good then. Thanks,” and scurry out of the room. That seemingly small affirmation leaks out a small smirk as I make my way back to the staff room, most likely to sit amongst a sea of small talks and “Who are you in for?”

A new teacher’s transition into the workforce can cause feelings of both excitement and unease (Petersen, 2017). Many teachers leave their undergraduate education and enter into the workforce with feelings of anxiety and ill preparedness, and are filled with questions about how to effectively manage their new students (Bentley, Morway, & Short, 2013; Fresko & Nasser-Abu Alhija, 2015). In Ontario, many novice teachers start their early years working on a temporary basis before receiving a permanent position. During this time, these new teachers work either as daily Occasional Teachers, who teach in different schools each day as “substitute” teachers, or in long-term positions that could last a month or two, or the duration of the school year. Being a newly employed Occasional Teacher can be equated to a rite of passage into the teaching profession (Duggleby & Badali, 2007). However, the Occasional Teaching experience is quite distinct from that of the classroom teacher. The Occasional Teacher uses another teacher’s plans to instruct a group of unfamiliar students, every day. This experience is unique to the recent generations of teachers that are graduating from pre-service teaching programs in Southwestern Ontario.

In many school boards across the province there are interviews to pass and seniority lists to move through before teachers can obtain a permanent teaching position. English speaking Occasional Teachers in Southwestern Ontario may have to wait a total of four to seven years before receiving permanent employment, with French speaking teachers waiting approximately two years (S. Ciebin & L. Boutet, personal

communication, November 20, 2019). In Southwestern Ontario there are approximately 830 Occasional Teachers working in the public and Catholic school boards; approximately 353 of these teachers are long-term Occasional Teachers (GECO-ETFO, personal communication, November 20, 2019). Occasional Teachers work on a daily basis; and long-term Occasional Teachers fill positions that exceed ten working days. To be placed on the long-term Occasional Teacher roster, Occasional Teachers must apply for an interview. Occasional Teachers are eligible for the interview after they have taught for their respective school boards for a minimum of ten months. In order to improve their chances of being hired to the long-term Occasional Teaching list, Occasional Teachers often attend unpaid professional development sessions or pay out of pocket for additional courses through universities, the Ontario College of Teachers, or through the teachers' respective provincial unions (GECO-ETFO, personal communication, November 20, 2019). These professional development workshops are useful for Occasional Teachers as they may serve as an opportunity to gain insights and perspectives into instructional strategies and approaches, improve their resumes, and gain potential employment opportunities (Pollock, 2010). Occasional Teachers often feel compelled to participate as a means of securing permanent teaching opportunities.

Depending on the school board, Occasional Teachers can be booked personally by a classroom teacher¹ or randomly through a automated callout system. Often, Occasional Teachers have limited contact with the teacher that they are replacing both before and after the teaching assignment. Occasional Teachers can feel anxious and isolated while at

¹ Occasional Teachers can be called through an automated callout system or can be personally booked through classroom teachers. This process is determined by the local school board that employs the Occasional Teacher. For this research study, all of the Occasional Teacher participants receive calls from a automated callout system.

work, as they are not a permanent member of the school's staff and may not know other teachers (Duggleby & Badali, 2007). Research indicates that new teachers value administrative support for promotional opportunities, but this can be a seemingly impossible feat if Occasional Teachers are at new schools each day (Pollock, 2010; Skaff-Schumaker, 2018). In a long-term position, Occasional Teachers can receive both formal and informal performance reviews from their current administrators, but the Occasional Teachers will often need to advocate for this process.

I am a part of this unpredictable teaching profession. Since graduating from my teacher education program in 2017, I have taught in over 20 different schools, in grades Kindergarten to grade eight. I have taught in agency² schools and I have also taught all subjects from mathematics to gym, to music to special education. My experiences mirror many of the findings in previous research, but one aspect I found particularly striking was the lack of research regarding professional support in the form of training or personal support in the form of well-being and commitment to the profession for Occasional Teachers. Whereas new Contract Teachers and some long-term Occasional Teachers are supported through the New Teacher Induction Program (NTIP) in Ontario, which includes mentoring from senior colleagues and professional development opportunities, Occasional Teachers receive no equivalent formal supports. I was curious about the ways in which Occasional Teachers confirm that they are successful in their job and enjoy teaching in such a transitional environment. What motivates Occasional Teachers to remain in this profession for such long periods of time? This research study explores

² Agency schools would include alternative education schools such as Maryville and The Regional Children's Centre.

Occasional Teachers' perceptions of self-efficacy in the precarious work of Occasional Teaching.

Importance of Study

Teacher self-efficacy is a teacher's belief in their own teaching ability, and this ability is determined through specific teaching-related contexts and dimensions (Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998). Extant research emphasizes the importance of self-efficacy being context specific; recognizing that self-efficacy can change from environment to environment (Wheatley, 2005; Wyatt, 2014). For example, a teacher may feel particularly proficient in teaching one grade or subject as opposed to other grades and subjects, and this can change even depending on the school environment or the student population (Dellinger, Bobbett, Olivier, & Ellett, 2008). Self-efficacy is often developed early and is difficult to change once it is set and determined (Bandura, 1982). New teacher self-efficacy has been researched for decades. However, much of this research focuses on new contract teachers, those who have full-time permanent positions and classrooms of their own. There is a gap in the literature that does not consider the sources of teacher self-efficacy beliefs for new Occasional Teachers.

At first glance, there may not appear to be much of a difference between a new teacher that receives a permanent position and a new teacher that begins as an Occasional Teacher. I would argue that there are several differences between these two teaching positions. New permanent teachers work with the same students on a daily basis; they are able to learn the students' unique personalities and permanent teachers can address behaviour concerns with increased confidence and control. Occasional Teachers transition in and out of classrooms daily and they meet new students and new staff every

day, which can make classroom management much more challenging, as indicated by the introductory vignette. In many of the Occasional Teaching folders that I have read, the Occasional Teacher is a trigger for students with behavioural challenges.

Permanent teachers can also rely on others within the school community for support, whereas Occasional Teachers may not be able to do that as they are only in the building for a short period of time. Permanent classroom teachers normally teach the same grade throughout the year, and typically plan their curriculum and activities weeks or months in advance. Occasional Teachers may be assigned to teach in a different grade or in a different division from one day to the next, and are responsible for teaching another educator's lesson plans, or for developing their own activities in the moment.

I suspect that the differences noted above are a factor into the ways in which Occasional Teachers develop their self-efficacy beliefs compared to that of newly hired permanent teachers. The teaching context that the Occasional Teacher faces is distinct, which makes the development of teacher self-efficacy beliefs different than that of a permanent teacher. The construct of teacher efficacy has undergone a multitude of changes. This research study uses Dellinger, Bobbett, Olivier, and Ellett's (2008) definition of teacher self-efficacy beliefs: "a teacher's individual beliefs in their capabilities to perform specific teaching tasks at a specified level of quality in a specified situation" (p. 752). This research analyzes the role of the Occasional Teacher; Occasional Teachers as a distinct teaching cohort; and the precarious nature of the Occasional Teaching experience. The questions that I have used to guide me through this work include the following:

1. What are the lived experiences of Occasional Teachers?

2. How does the Occasional Teacher's precarious employment contribute to their perception of their role?
3. How do new Occasional Teachers perceive their self-efficacy beliefs in a constantly changing teaching environment and context?

Through autoethnographic journaling and six semi-structured interviews with Occasional Teachers within their first five years in the profession, I will identify recurring themes related to the development of the teachers' self-efficacy beliefs. This research study will determine the sources of teacher self-efficacy beliefs in recently hired Occasional Teachers, as well as obstacles and affordances to that development.

CHAPTER 2

LITERATURE REVIEW

New teachers face feelings of “disequilibrium” (Barnatt et. al 2011, p. 1012) upon entering the teaching profession. In this literature review, I will be discussing how Occasional Teachers have been displayed within educational research. I will identify the lived experiences of the Occasional Teachers participants in order to gain insight into the ways in which new teachers navigate this teaching context and how those experiences could be shared through Bourdieu’s (1988; 1977) notion of habitus. In particular, I will show how the precarious employment position of Occasional Teachers could influence both their perceptions of their employment positions and their self-efficacy beliefs. Next, I will discuss the theory of self-efficacy and the four sources as identified by Bandura (1982). I will finish with discussing the recent developments in teacher self-efficacy research.

The Occasional Teacher

The Occasional Teacher fills the place of the permanent teacher for a short period of time, without ever knowing if they will see these students, teachers, principals, or even these schools again. The Occasional Teaching experience is distinct in that Occasional Teachers transition from school to school daily. Their teaching schedule is flexible and constantly changing, which is both an advantage and a hindrance. Much of the research regarding Occasional Teachers’ abilities as teachers consider the permanent teacher’s perception, not the Occasional Teacher themselves. Permanent teachers find that Occasional Teachers often struggle with classroom management and curriculum content knowledge (Glatfelter, 2006). In Glatfelter’s (2006) research study, they found that

permanent teachers would often leave simplified lesson plans for their Occasional Teachers because they were unsure of the quality and experience of the teacher teaching their classes. Skaff-Schumaker's (2018) study of the solicited perspective of Occasional Teachers found that five factors increased job dissatisfaction: limited respect from staff, the Occasional Teacher's perception of teaching proficiency in a specific grade level, limited resources and plans, limited training, and limited access to administrative support. Occasional Teachers are often cast as the outsider in the schools that they work in, and by extension the education system (Coverdill & Oulevey, 2007; Duggleby & Badali, 2007; Skaff-Schumaker, 2018).

In Coverdill and Oulevey's (2007) study of thirty Occasional Teachers in the United States, they sought to determine the ways in which Occasional Teachers secure employment, the nature of their employment, and their reasons for continuing to be Occasional Teachers. Coverdill and Oulevey (2007) found that Occasional Teachers were able to secure employment through personal connections with permanent teachers, frequency of placements within a school, and affirmations from other permanent staff. While working as an Occasional Teacher, the participants noted that their workday is "a profound deficit of information" (p. 545) as Occasional Teachers attempted to locate essential information in the form of lesson plans, classroom materials, and designated staff areas within the schools. The Occasional Teachers repeatedly commented on the lack of respect and disruptive acts that the students displayed. The participants noted that they believed that this was a result of their permanent teacher being absent. The Occasional Teachers' presence is not only disregarded by permanent teachers, but it also indicates a free day to students. The participants stated that many of the lesson plans were

unimaginative and concrete as the permanent teachers may not have known the potential of the Occasional Teacher that would be replacing them in the classroom (Coverdill & Oulevey, 2007).

These difficult experiences were mitigated by one factor: personal connections. When the Occasional Teachers were able to connect with the permanent teacher that they were replacing, they were given more exciting teaching material as well as increased respect from students. This was fostered by continued successful teaching experiences in the same classroom over time (Coverdill & Oulevey, 2007). In this research study, the Occasional Teachers could be personally chosen to work in classrooms by the permanent teachers or be called through an automated call system that prioritizes teachers based on qualifications and seniority. This finding is important to note, because as Occasional Teachers receive positive feedback from permanent teachers, they feel more confident and capable in the classroom (Coverdill & Oulevey, 2007). However, for the participants in this research study, they are only called through the automated system, meaning that permanent teachers and schools have no choice as to which Occasional Teacher works within their buildings.

Duggleby and Badali (2007) interviewed seven Occasional Teachers to evaluate the expectations that Occasional Teachers have of the profession, how they define themselves as teachers, and if they are fulfilled in their positions. They found that Occasional Teachers appreciated their flexible schedules and lack of take-home work. Most of the participants used Occasional Teaching as an opportunity to gain permanent teaching positions in the future. Similar to Coverdill and Oulevey's (2007) study, Duggleby and Badali (2007) found that Occasional Teachers felt isolated and segregated

from the permanent teaching staff while on a teaching assignment. Professional development opportunities afforded to Occasional Teachers were nearly non-existent as professional development opportunities were given to permanent teachers first. Occasional Teachers also experienced a persistent lack of information while working, similar to the experiences of the participants in Coverdill and Oulevey's (2007) study. One of the most noted difficulties faced by Occasional Teachers was the interactions with students and classroom management. Teachers felt that their job performances were determined by their ability to control classes that were purposefully misbehaving (Duggleby & Badali, 2007).

The Occasional Teacher's role in the school system is essential. Without Occasional Teachers, permanent teachers would be unable to take sick days or attend professional development courses. However, in prior research, there is little said about Occasional Teachers self-efficacy beliefs from their own perspective. Instead, much of the research on Occasional Teachers considers the permanent teacher perception of Occasional Teachers (Glatfelter, 2006; Skaff-Shumaker, 2018); job satisfaction (Skaff-Schumaker, 2018); expectations of Occasional Teachers (Duggleby & Badali, 2007); and the labour market of Occasional Teachers (Pollock, 2010; Gershenson 2011). Because research about the role and experience of Occasional Teachers often focuses on the permanent teacher's perspective, the Occasional Teacher's role can appear unclear, ambiguous, or ineffective (Glatfelter, 2006; Skaff-Shumaker, 2018).

The Precarious Employee. The Canadian Centre for Occupational Health and Safety defines precarious employment as "any deviation from standard employment and is characterized as being temporary or casual in nature, lacking benefits, lacking in

certain legal protections, and usually associated with low income.” Despite playing a substantial role in the teaching profession, Occasional Teachers are an invisible presence in schools (Duggleby & Badali, 2007; Coverdill & Oulevey, 2007). Occasional Teachers face employment insecurity on a daily basis. In their study of precarious employment in Canada, Lewchuk, Clark, and Wolff (2011) argue that precarious of employment can impact the physical and mental health of an individual. In a study about the perceptions professional identity and career success of casual workers, Allen (2011) found that casual employees had lower levels of career satisfaction than permanent employees and the factor that influenced this relationship was “affective commitment” (p. 205), which in this case is the individuals’ commitment to the identity associated with the career and the emotional ties and relationships associated with that identity. Allen (2011) found that individuals perceived career success was only possible through full-time employment.

The Occasional Teacher is the outsider that works under the radar within schools. They want their presence unknown and unheard throughout the day to avoid any unwanted attention. Marx (1978) defines this outsider perspective that is characterized by a lack of control as “alienation of labour,” where “the worker’s activity is not his spontaneous activity. It belongs to another...” (p. 74). Marx (1978) describes the effect of alienation in the following way:

the alienation of the worker in his product means not only that his labour becomes an object, an external existence but that it exists *outside him* [sic], independently, as something alien to him, and that it becomes a power of its own confronting him; it means that the life which he has conferred on the object confronts him as something hostile and alien. (p. 72)

The Occasional Teacher has little control over the teaching environment, as they are teaching material that they have not planned to a group of students to whom they have little connection. The Occasional Teacher's work is a "commodity" (Marx, 1978, p. 70), and they are in a position with limited insider information, agency, and control (Duggleby & Badali, 2007; Coverdill & Oulevey, 2007). Their precarious employment could conceivably affect the ways in which Occasional Teachers' perceive their teacher self-efficacy in distinct ways. In this research study, the Occasional Teachers have essentially no control over the placements that they receive as an on-call employee. They are unaware of their work schedules, and they often travel to different schools without ever knowing if they will return again. Working in an inconsistent teaching environment could affect the ways in which newly hired Occasional Teachers teach and gain experience as newcomers to the profession. The Occasional Teacher's lived experience is specific and different than their permanent teacher counterparts; and this difference of experience may affect the Occasional Teachers' self-efficacy development.

Habitus. Occasional Teachers, like other permanent teachers, have collective behaviours and attitudes about their teaching profession. Bourdieu (1977; 1988) states that individuals function based on unconscious rules and procedures that contribute to a sense of belonging, what he calls habitus. Bourdieu (1977) argues that:

the structures constitutive of a particular type of environment ... produce *habitus*, systems of durable, transposable *dispositions*, structured structures predisposed to function as structuring structures, that is, principles of a generation and structuring practices and representations that can be objectively 'regulated' and 'regular' without in any way being the product of obedience to rules, ... and,

being all this, collectively orchestrated without being the product of the action of a conductor. p. 72

In essence, habitus is the ways in which an individual and a group unconsciously and collectively operate in a given environment through shared behaviour and experience (Bourdieu, 1988). For instance, as an Occasional Teacher, I sit far away from other teachers in the staff room as some permanent teachers often disregard the Occasional Teacher's presence. I also carry in extra activities, books, whistles, pens, and candy for any situation that may come my way. As Occasional Teachers we are meant to fill positions silently and invisibly for very short periods of time. There is an unconscious motive not to draw attention to yourself as the Occasional Teacher. It is often easier to fall into the background and make no noise at all, so as not to disturb other classes and principals throughout the day.

Bourdieu (1977) argues that habitus is maintained through collective action and hierarchical organization. When determining a sense of belonging through shared actions and intentions, individuals'

present and past positions in the social structure that biological individuals carry with them, at all times and in all places, in the form of dispositions which are so many marks of *social position* and hence of the social distance between objective positions, that is, between social persons conjuncturally brought together" p. 82.

These "social structures" are evident in school relationships where the Occasional Teacher is considered an outsider by both the staff and students. They find themselves in an inferior position, which can be both isolating and anxiety inducing for Occasional Teachers.

Self-Efficacy – Bandura.

Bandura (1982) defines self-efficacy beliefs as an individual's judgment about how well he or she can perform an action to receive a desired result. Self-efficacy influences the time spent and effort put forth by an individual in difficult circumstances (Bandura, 1978). Thus, if a person enters a situation where they are experiencing increased anxiety, his or her self-efficacy beliefs will be inherently lower (Bandura 1977). Conversely, those with a higher sense of self-efficacy will often complete tasks with more rigor and success (Bandura, 1978; 1982). Bandura (1982) argues further that self-efficacy is developed early and is difficult to change once it is set.

Bandura (1977) states that self-efficacy is developed and maintained through four distinct sources: mastery experiences, vicarious experience, verbal persuasion and affirmation, and emotional state. Bandura (1977) found that performance accomplishments, or mastery experience, are significantly impactful. When an individual experiences success in a task, their self-efficacy increases over time; and failures will decrease the individual's self-efficacy (Bandura, 1977; Bandura 1986). Bandura (1982) posits that performance accomplishments and failures are most significant in the early stages of self-efficacy development as these attitudes become internalized so that the individual can expect levels of success in future scenarios. Self-efficacy is also influenced by vicarious experience, which is the observation of others executing the task that the individual intends to take on. Through observing others, the individual compares their own capabilities as a means of determining their own self-efficacy, and this relationship is even more positively pronounced when the other person is successfully exhibiting the behaviour (Bandura, 1977). Verbal persuasion is the third factor that

influences self-efficacy beliefs and Bandura (1977) argues that this factor is most frequently experienced “because of its ease and ready availability” (p. 196). Self-efficacy is influenced when others reassure individuals of their ability and their performance through positive, verbal affirmations (Bandura, 1977). The final factor that contributes to the development of self-efficacy is emotional state and Bandura (1977) argues that an individual’s physiological responses to certain situations and contexts as a result from emotional state may influence their self-efficacy beliefs “because high arousal usually debilitates performance, individuals are more likely to expect success when they are not beset by aversive arousal than if they are tense and viscerally agitated” (p. 198). For instance, before engaging in a task, if one individual is feeling particularly anxious while another feels calm, the anxious individual’s performance could be compromised which could lead to failure, and this could inhibit positive self-efficacy development. Self-efficacy influences both the thoughts and actions of an individual, when faced with a task (Bandura, 1978). Bandura and Cervone (1983; 1986) argue that self-efficacy can also affect our motivation as well as goal setting in that those who have a higher self-efficacy will exude more effort and persist in the face of failure while working toward a goal.

In this research study, I used Bandura’s four sources of self-efficacy as a guide to the analysis and discussion of the Occasional Teachers’ self-efficacy beliefs. As the Occasional Teachers described their lived experiences, moments of self-efficacy development were uncovered, and commonalities were shared between the participants and myself. Since Occasional Teachers move from school to school, certain experiences and moments could significantly impact an Occasional Teachers’ willingness to accept an Occasional Teaching job or their reasons to persist in the teaching profession. Through an

understanding of these four sources, I endeavor to uncover the many ways that an Occasional Teachers' distinct experiences form positive or negative self-efficacy beliefs.

Teacher Self-Efficacy – A Methodological Discussion.

The definition of teacher self-efficacy has undergone several changes as researchers have struggled to define the construct appropriately (Wheatley, 2005; Wyatt, 2014). Originally, teacher self-efficacy belief research was primarily quantitative, focusing on how classroom management, instructional approaches, and student engagement could influence teacher efficacy in a variety of teaching contexts (Tschannen-Moran & Woolfolk Hoy, 2007). However, there has been a more recent shift toward a mixed methods or an exclusively qualitative approach (Wyatt, 2014). In Chestnut and Burley's (2015) meta-analysis of self-efficacy as a predictor of commitment to the teaching profession, they argue that measurement tools are difficult to utilize, as self-efficacy is a difficult construct to measure. Self-efficacy can vary from teacher to teacher, and also from teaching context to teaching context, circumstance to circumstance, and so on. They argue that the tool used should be both specific to the teaching context while also leaving the researcher with the opportunity to generalize findings to other teaching scenarios (Chestnut & Burley, 2015). In essence, individual teaching contexts allow for teachers to develop and perceive their teacher efficacy in different ways. Therefore, Chestnut and Burley's (2015) finding is significant to this research study as it justifies the need to assess the self-efficacy development of Occasional Teachers separately from permanent teachers.

Wheatley (2005) too argues that quantitative scales do not accurately describe the authentic self-efficacy beliefs of a teacher; instead, teacher's self-efficacy beliefs should

be considered as “complex, meaningful interpretations” (p. 759) that should be studied using qualitative methodologies. In Glackin and Hohenstein’s (2018) multiple-case study, the researchers compared the results of two questionnaires, lesson observations, and interviews to analyze the teacher’s sense of self-efficacy after participating in a professional development program. They found that in the quantitative questionnaires, the teachers exhibited a high self-efficacy score, and there was little distinction between the teachers. However, in their qualitative analysis, Glackin and Hohenstein (2018) found that the observations and interviews were not consistent with the questionnaires. For one of their case study participants that had a higher self-efficacy score on the questionnaire, the observations and the interview revealed that this particular teacher’s self-efficacy was actually low in regard to implementing a new teaching practice. Glackin and Hohenstein (2018) argue then that the use of quantitative approaches must be accompanied by qualitative methodologies to ensure that a holistic picture of self-efficacy is presented. Past research has indicated some significant findings regarding teacher self-efficacy through both qualitative and quantitative means. To understand the lived experience of the Occasional Teacher and the Occasional Teacher’s self-efficacy development, this research uses a qualitative approach to understand each participant’s complex relationship to the profession.

Teacher Self-Efficacy – A Review of the Literature

Research on new teachers and their development of self-efficacy indicates that many new teachers’ self-efficacy beliefs tend to fluctuate at the beginning of their careers only to solidify over time through experience (Tschannen-Moran & Johnson, 2011). Contextual elements such as availability of resources are especially important to new

teachers as they begin to navigate their new teaching positions (Tschannen-Moran & Hoy, 2007). Furthermore, teacher self-efficacy beliefs have been shown to have a “cyclical nature” (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998, p. 233) in the new teacher’s early career years through to the end of their teaching careers. Mastery experiences are argued to have the most significant impact on self-efficacy, especially in teachers’ early stages of self-efficacy development (Bandura, 1982; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998; Tschannen-Moran & Woolfolk-Hoy, 2007). Several studies point to the heightened influence that mastery experiences have on new teacher’s development of self-efficacy, especially as the new teacher progresses in their career (Tschannen-Moran & Hoy, 2007; Klassen & Chiu, 2010; Moulding, Stewart, & Dunmeyer, 2014). In a study of the potential differences in perceptions of self-efficacy in new teachers compared to experienced teachers, Tschannen-Moran and Hoy (2007) found that new teachers had a slightly lower self-efficacy rating than experienced teachers. They attributed this difference to the lack of experience in the teaching field relative to their experienced teacher counterparts. This lack of experience could be attributed to a lack of instructional strategies, resources, or mastery experiences that could consequently increase their teacher efficacy (Tschannen-Moran & Hoy, 2007).

However, despite the years of experience that a teacher may have, the self-efficacy development and beliefs of teachers is extremely context specific and a change in the teaching context can negatively influence self-efficacy (Glackin & Hohenstein, 2018; Wheatley, 2005; Wyatt, 2014). In Wyatt’s (2013) qualitative research study examining the self-efficacy beliefs of a teacher entering a new teaching position after ten years of teaching, they found that the change in grade level negatively impacted the

teacher's self-efficacy beliefs. The lower self-efficacy belief was influenced by a lack of experience in teaching this young group of students. After teaching the new group of students for one year, the teacher felt more confident and capable when entering the classroom for following school year. The confidence came from successful mastery experiences that the teacher had in the previous year (Wyatt, 2013). Similar findings were indicated in Mulholland and Wallace's (2001) investigation of the self-efficacy development of science teachers from the pre-service to in-service experience. The pre-service teachers' self-efficacy beliefs improved when they had more practical experience teaching their science classes. Mastery experiences were important in the early stages of the teachers' education and career. Mulholland and Wallace (2001) noted that these mastery experiences were significant for the new teachers' self-efficacy development and were difficult to change. Mulholland and Wallace (2001) also noted that pre-service teachers' self-efficacy beliefs were influenced by observations of experienced teachers. The pre-service teachers found confidence in their ability to teach science both in student teaching placement and in future teaching scenarios.

Teacher self-efficacy beliefs can be influenced by observation and collegial support. Moulding, Stewart, and Dunmeyer (2014) found that when pre-service teachers observed mentor teachers collaborating with their other staff members, the pre-service teachers were more likely to adopt a similar teaching style and believe that they could successfully do the same in their future teaching careers. When a pre-service teacher received constructive feedback directly following a teaching experience, the pre-service teacher's self-efficacy was increasingly influenced, which speaks to the importance of not only engaging in the act of teaching as an influence on self-efficacy, but the importance

of collegial support in that process. This feedback was given in both formal reviews and in an informal feedback sessions (Moulding, Stewart, & Dunmeyer, 2014). A similar finding can be found in Kirby's (2011) study of new teachers' development of self-efficacy and job satisfaction found similar results in that new teachers benefited from increased interactions with experienced teachers that taught the same grade level in the same school. This was found to be true in regard to instructional strategies as new teachers received encouragement and feedback which increased their feelings of teaching self-efficacy (Kirby, 2011).

For new teachers, verbal recognition and support from other staff positively influenced self-efficacy development (Kirby, 2011; Tschannen-Moran & Hoy, 2007). In a study of the self-efficacy development of literacy teachers, Tschannen-Moran and Johnson (2011) determined that quality professional development seminars and collaborative teaching circles were related to the positive self-efficacy development of teachers. In these professional development and collaborative learning settings, teachers were able to gain access to resources and instructional strategies from other more experienced teachers and the participants perceived these resources and strategies useful and supportive for their students (Tschannen-Moran & Johnson, 2011). They concluded that, "teacher preparation has the potential to provide powerful learning experiences which have an impact on teachers' sense of their ability to successfully teach children literacy" (Tschannen-Moran & Johnson, 2011, p. 759). Professional development and mentorship opportunities provide new teachers with affirmations which translates to feelings of confidence and positive self-efficacy.

Teacher self-efficacy beliefs can impact not only a teacher's confidence as a working professional, but their intentions to persist in the profession as well (Wang, Hall, & Rahimi, 2015; Yu, Wang, Zhai, Dai, & Yang, 2015). In a study of burnout, job satisfaction, illness, and quitting intentions of teachers, Wang, Hall, and Rahimi (2015) hypothesized that teachers who tested higher on the Teacher Self Efficacy Scale (TSES)³ would experience decreased levels of burnout, symptoms of illness, and quitting intentions, and would instead experience increased job satisfaction compared to teachers that scored lower on the TSES scale. Their findings concluded that self-efficacy is important to the psychological and physical health of teachers as well as teachers' intentions to remain in the teaching profession. Furthermore, their study also concluded that teachers who perceived that their work-related stressors were within their own control were more likely to have increased job satisfaction and decreased "emotional exhaustion" (p. 127), symptoms of illness, and likelihood of quitting (Wang, Hall, & Rahimi, 2015).

Teacher self-efficacy is shown to have an impact on job satisfaction (Duffy & Lent, 2009; Klassen & Chiu, 2010; Kirby, 2011). Therefore, when teachers perceive that they can effectively carry out a lesson, a teaching related task, or reach a work-related goal, their job satisfaction could evidently increase. In their study of Canadian teachers, Klassen and Chiu (2010) considered the impact of gender, years of experience, and job stress on teachers' self-efficacy and job satisfaction. This study concluded that female teachers had higher workload and classroom stress than male teachers. This finding was

³ The Teacher Self-Efficacy Scale developed by Tschannen Moran and Woolfolk Hoy (2001) is a 24-item quantitative scale that evaluates Teacher-Efficacy beliefs in three main areas: Student Engagement, Instructional Strategies, and Classroom Management.

significant. Job satisfaction and stress had an inverse relationship: as job stress increased, job satisfaction decreased. Furthermore, higher self-efficacy in classroom management and instructional strategies had a correlation with higher job satisfaction in teachers. Finally, what is most compelling to me about this study is the development of self-efficacy in the developing teacher (Klassen & Chiu, 2010). Klassen and Chiu (2010) found that self-efficacy in classroom management, instructional strategies, and student engagement grows from early to mid-career, only to drop after approximately 23 years in the profession.

Job satisfaction is also increased by collegial support, which is showcased through feedback, collaborative teaching opportunities, and support from other teaching staff, especially those that are teaching the same grade level as the new teacher (Kirby, 2010). This is particularly true of new teachers as they begin their teaching careers. It appears then that consistency in teaching positions (schools and grade levels), professional development, as well as collegial support can have the potential to influence teacher self-efficacy. However, the Occasional Teacher's teaching context is inconsistent. How then, can self-efficacy develop in a new teacher that lacks the consistent supports that have been imperative to the self-efficacy development of permanent teachers? Even in long-term teaching assignments, Occasional Teachers are often placed at a variety of different schools within the school year, so having another teacher that can offer resources, teaching strategies, or support throughout these transitions can be particularly helpful, even if only for a short period of time. Despite having a plethora of research studies that point to the particularly significant factors that impact new teacher self-efficacy, they do not necessarily support the self-efficacy development of Occasional Teachers. Therefore,

a qualitative approach that considers the lived experiences of Occasional Teachers and analyzing those experiences through the tradition of Bandura, Marx, and Bourdieu could highlight some significantly diverse factors that influence the self-efficacy development of Occasional Teachers in Southwestern Ontario.

Summary

Occasional Teachers represent the precarious workers of the educational profession. Occasional Teachers are objects of the labour in which they partake (Marx, 1978). The experience of the Occasional Teacher is distinctly and collectively experienced by new teachers, but there is little to be said about the self-efficacy beliefs of Occasional Teachers. The lived experiences of these teacher participants will be disclosed to provide insight into the norms of this distinct group of teachers. The shared experiences and norms of the Occasional Teaching profession will be investigated through both the interviews and my autoethnographic journal.

Prior research has shown that these self-efficacy beliefs are influenced by many factors, but all of these factors pertain to the permanent teacher experience, not to the newly hired Occasional Teacher. The precarious nature of the Occasional Teacher profession must affect the self-efficacy development of these teachers as they work in different classrooms and schools on a daily basis. In the studies that I have reviewed, teacher self-efficacy beliefs have been analyzed through both qualitative and quantitative means; but in order to thoroughly understand both the lived experience and self-efficacy development of Occasional Teachers, a qualitative approach is necessary.

Given my own experience as an Occasional Teacher, I believe that Occasional Teachers' self-efficacy beliefs are influenced very differently than the permanent

teachers' self-efficacy beliefs. Occasional Teachers' self-efficacy will be difficult to measure as the Occasional Teacher's teaching context continually changes as they enter into new classrooms and grade levels day to day. The inconsistency that comes with being an Occasional Teacher can be both a liberating and challenging experience. As an Occasional Teacher, I can attest to these contradictory feelings. I find it difficult to ground myself as a teacher because I work in new schools with new staff and students every day. There are days and weeks when the work dwindles, and this causes additional layers of stress and anxiety outside of the classroom environment. Therefore, for this research study, I consider two sources of data to determine the factors that contribute to the self-efficacy development of newly hired Occasional Teachers. These data sources will include an autoethnographic journal spanning two weeks of my teaching schedule; and semi-structured interviews of six newly hired Occasional Teachers within their first five years of teaching. With these data, I intend to find an answer to my question about how Occasional Teachers experience their precarious employment while attempting to develop a sense of confidence and self-efficacy in their chosen profession.

CHAPTER 3: METHODOLOGY

In this research study, I focused on identifying the sources of the teacher self-efficacy beliefs of newly hired Occasional Teachers whose employment positions are transitional, inconsistent, and unstable. I used a qualitative research approach to understand the lived experiences of the participants (Janesick, 2000). I believe that a qualitative approach will can capture and “reflect the complexities of [Occasional Teachers’] work” (Wyatt 2014, p. 6) in a meaningful way. Through autoethnographic journaling and semi-structured interviews, I sought to identify the sources of new Occasional Teachers’ self-efficacy beliefs. I used “analytic coding” (Gibbs, 2012, p. 6) to identify and compare significant themes in both the autoethnographic journal and the interview transcripts.

Narrative Inquiry and Autoethnography

Narrative inquiry is a flexible and organic approach to data collection and interpretation. The researcher endeavours to produce an authentic representation of a participant’s lived experience through dynamic writing techniques (Richardson, 2000). The participant can fully engage in the story of the experience and vulnerabilities are explored through the art of storytelling. Narrative inquiry can include personal histories or essays as either the primary focus of a research study or as a comparative source of data (Ellis & Bochner, 2000). Each participant’s transcript will be recorded as an individual story, and I compared these stories to the other participants experiences. The intention is to find the unique commonalities and shared experiences of the Occasional Teachers, while also highlighting their unique experiences.

In these research methods and in this form of data collection, the researcher gives authority to the voice of the participants and the researcher (Connelly & Clandinin, 1990; Richardson, 2000). Connelly and Clandinin (1990) state that in a narrative inquiry, the researcher and participant are linked through a personal relationship that is created and cultivated in a “caring community” (p. 4); experiences are shared and valued, and voices are empowered. Through the act of sharing and reflecting on lived experience, the participants and the researcher “are living their stories in words as they reflect upon life and explain themselves to others” (Connelly & Clandinin, 1990, p. 4).

In narrative inquiry and autoethnographic data collection, the “meaning is in the reading” (Richardson, 2000, p. 924). Through the participants’ voices as well as the deeply personal narrative of the researcher, the research study can become “historically and locally specific” (Richardson, 2000, p. 929). Richardson (2000) situates narrative inquiry within a postmodernist context as the researcher goes beyond traditional research methodologies in search of individuality and subjectivity. In essence, qualitative research is a subjective source of data that requires a dedication to presenting the authentic experience of the researcher and participants. Richardson (2000) categorizes this form of ethnography as Creative Analytic Practice, which includes any and all research studies that go beyond traditionalist methods. Richardson (2000) argues that

Evocative forms display interpretive frameworks that demand analysis of themselves as cultural products and as methods for rendering the social. Evocative representations are a striking way of seeing through and beyond social scientific naturalisms. Casting a social science into evocative forms reveals the rhetoric and the underlying labor of the production, as well as the social science’s potential as

human endeavor, because evocative writing touches us where we live, in our bodies. Through it we can experience the self-reflexive and transformational process of self-creation. (p. 931)

For this research project, I used autoethnographic journaling to story my own teaching experience as well as the teaching experiences of the participants involved.

Selection Criteria and Recruitment

For this research study, I interviewed six newly hired Occasional Teachers living in Southwestern Ontario within their first five years of their teaching careers. I believe that these participants are best suited for this study because they were newly hired teachers with limited teaching experience and could thereby provide a raw perspective about the lived experiences of Occasional Teachers. The intention was to determine how these experiences that are rooted in precarity influence self-efficacy beliefs.

Before the recruitment process could begin, I had obtained approval from the Research Ethics Board (REB) with the University of Windsor (see Appendix A and B). I then submitted my request to conduct research with the local school board's Research Department. Once the request was approved, the recruitment e-mail (see Appendix C) was sent through the Occasional Teachers' union. This email included a Letter of Consent (see Appendix D) which outlined the particulars of this research study, risks and benefits, and my contact information. The participants received a \$25.00 gift certificate to the Staples Office supplies store for participating in the study.

Data Collection

The data used to identify the sources of teacher self-efficacy beliefs was derived from autoethnographic journaling and semi-structured interviews. In this narrative

inquiry, the participants' voices, including my own, became an active enterprise, which opened up deeply meaningful conversations and shared themes about the Occasional Teaching experience (Connelly & Clandinin, 1990; Richardson, 2000; Ellis & Bochner, 2000).

Autoethnographic data. Autoethnography is defined as “research, writing, story, and method that connect the autoethnographical and personal to the cultural, social, and political” (Hesse-Biber & Leavy, 2006, p. 189). In this research practice, the researcher themselves is the subject. Researchers will often use narrative techniques to “combine fiction with non-fiction” (p. 190) as they “merge autobiographical writing with fiction[al]” (Hesse-Biber & Leavy, 2006, p. 183) elements. The intention is to use the researcher's lived experiences as well as their thoughts and feelings “to help us understand the social world” (Hesse-Biber & Leavy, 2006, p. 184). I used a journal to detail my experiences working as an Occasional Teacher for ten school days. This journal described my thoughts, feelings, and lived experiences of being an on-call Occasional Teacher. Through this form of self-study, I challenged myself to confront my “dual academic and personal [self]” (Ellis & Bochner, 2000, p. 740). I discovered points of convergence and divergence with the other participants in this research study as this methodology allowed for an interpretive analysis of lived experiences. I journaled about the experience of getting a job offer, which included: receiving the call, entering the school, the events during the teaching assignment, and exiting the school. I also journaled about the experience of not being called. At the end of the ten days, I coded the journal and identified emerging themes from my experiences, which were then compared to the participants' interviews.

Interview protocols. Semi-structured interviews align with the narrative inquiry process. The participants and I engaged in a reciprocal discussion and reflexive practice as we shared our Occasional Teaching experiences (Richardson, 2000, Connelly & Clandinin, 1990). These interviews took place in a virtual space (i.e. Microsoft Teams) at a time and place that was convenient for each individual participant. The interview questions served as a conversational guide that prompted both the researcher and the participant to critically reflect on and describe their teacher self-efficacy beliefs. The questions were open-ended to ensure that the participants could access the questions at multiple entry points. These questions also provide this research study with a wide breadth of experiences (Holstein & Gubrium, 1995, p. 8). In this way, the discourse between the participants and myself was meaningful. Holstein and Gubrium (1995) argue that the interview process is “necessarily and unavoidably *active*” (p. 4), which is characteristically involved in creating meaning through communication and collaboration. Throughout the interviews, both the participants and I engaged in the “production and analysis of interview data” (Holstein & Gubrium, 1995, p. 4) as we conversed about our shared experiences as Occasional Teachers. The interview prompts/questions appeared as follows:

1. Basic information including their names, the school board that they were employed with, the length of their career as an Occasional Teacher, and if they have had any long-term occasional teaching assignments.
2. Context: This past year has been quite different with it being a year of contract negotiations, strikes, and a global pandemic. Could you describe your experience working this year?

3. Lived experience: What is a typical day for you as an Occasional Teacher? How would you describe your interactions with permanent teachers while on a teaching assignment? How would you describe your interactions with other Occasional Teachers while on a teaching assignment?
4. Self-efficacy: What are the most challenging aspects of your job as an Occasional Teacher? In what teaching context (grade level, subject area, school) do you feel you are most successful and why? What do you enjoy the most about being an Occasional Teacher and why?
5. Precarity: What are the differences between being an Occasional Teacher and being a permanent teacher? Do you think your life would be different as a permanent teacher? If so, how?

The interviews were audio recorded using a recording device and uploaded to my computer for data analysis. Once the interviews were completed, the written transcripts were sent to the participants via email for member checking. After the member checking was completed, I began the data analysis process.

Data Analysis

Research designs are systematic procedures that determine the trajectory of a research project. The data from both the autoethnographic journal and the semi-structured interviews were coded to uncover themes present throughout the research. Saldana (2008) defines a code as a small and significant piece of text that represents an idea or an experience. Codes are interpretive ideas that are used to identify and summarize ideas related to the data used in a research study. I used the codes to identify patterns and themes present in both my autoethnographic journal and the interview transcripts

(Saldana, 2008). The codes became present organically throughout each individual interview. Recurring themes that contributed to the self-efficacy development of Occasional Teachers were identified in both the autoethnographic and interview data (Gibbs, 2014). Conversely, I also used coding techniques to “decode” (Saldana, 2008, p. 4) the transcriptions to create meaning. This occurred through many review phases to ensure deep analysis and understanding of the connections between and amongst the data were made (Saldana, 2008).

Ethical Considerations

In this research study, there were important ethical considerations made throughout the recruitment of participants, collection of data, and data analysis. The Tri-Council Policy Statement (TCPS) (2019) defines confidentiality as

The obligation of an individual or organization to safeguard entrusted information. The ethical duty of confidentiality includes obligations to protect information from unauthorized access, use, disclosure, modification, loss or theft.

Fulfilling the ethical duty of confidentiality is essential to the trust relationship between researcher and participant, and to the integrity of the research project.

The identities of the participants that volunteered for this study were kept confidential; pseudonyms were used to replace the participants’ real names, school names, cities, names of colleagues, and so on. All recordings of participants were kept on my personal computer, and the recordings were be categorized with a numerical value instead of the participants’ names (example: Teacher1). When the participants volunteered to participate, they orally provided their consent over Microsoft Teams as we could not meet in-person due to the COVID-19 pandemic. The participants were notified of the

potential risks of participating in this study. Furthermore, the participants also had the choice as to whether they would answer all interview questions. After the interviews, participants were given the opportunity to review their transcripts before I began analyzing them to ensure that they were comfortable with their responses. Participants also had the ability to withdraw from the research study only until member checking was completed. After member checking, the data was subject to analysis, and they could no longer withdraw. Once the data has been analyzed and the final thesis defense was completed, the data was removed from my computer.

Limitations

The sample size for this study is small, which causes a limited generalizability. This study also does not consider or analyze the gender or racial differences of the Occasional Teacher participants. There is little research on gender, race, and Occasional Teaching. An evaluation of the gap in this literature would be valuable and insightful for future researchers. Such research could consider the ways in which marginalized populations experience Occasional Teaching and the ways in which this influences their self-efficacy. These experiences could include a micro analysis of the daily experiences of such Occasional Teachers or a macro analysis of the educational institution, which could include institutional ethnography, and its ability to support these precarious, marginalized communities.

Significance

The purpose of this research study is to examine the self-efficacy development of newly hired Occasional Teachers in Southwestern Ontario. The self-efficacy development of novice teachers has been extensively researched, as this is a highly

formative stage in one's teaching career (Klassen & Chiu, 2010; Tschannen-Moran & Johnson, 2011). However, a large portion of the teaching population, Occasional Teachers, has been neglected. Since so many new teachers in Southwestern Ontario begin and continue their careers as Occasional Teachers, (GECO-ETFO, personal communication, November 20, 2019), the evaluation of teacher self-efficacy beliefs should be reconsidered to accommodate the diverse experiences of this teaching group.

This research project endeavors to provide insight into the unique experience of Occasional Teachers through autoethnography and semi-structured interviews. The Occasional Teachers' lived experience will be subjectively presented in this research study, allowing for the true experience to be shared and analyzed. This research study focusses on teachers in Southwestern Ontario, in a school district where new graduates may spend four to seven years as Occasional Teachers before successfully getting a permanent contract position unions (S. Ciebin & L. Boutet, personal communication, November 20, 2019). The findings will assist in closing the gap in previous research; and provide information to pre-service education programs and to school boards that may help in the development of new approaches and initiatives aimed at supporting new teachers as they transition from pre-service teaching to the teaching profession.

CHAPTER 4: DATA ANALYSIS

This chapter presents the narratives and corresponding themes of each individual teacher alongside my autoethnographic journal. Each teacher that participated in this study shared their unique and raw experiences of being an Occasional Teacher in a year of contract negotiations as well as a global pandemic, and the impact that these events had on their perceptions of their teacher self-efficacy. The themes discussed in this research study do not represent the general experience of all Occasional Teachers in Ontario, but rather a focused look at the lives of seven individual teachers who are navigating the beginnings of their teaching careers. This study aims to provide valuable information and insight into the formative teaching years of Occasional Teachers and will generate further research questions about this very specific teaching experience.

All of the semi-structured interviews began with questions regarding the Occasional Teacher's basic information, which included their names, qualifications and degrees, and employment histories. The background information provided a context for each participant. For the participant, the background questions allowed for them a chance to feel comfortable and familiarize themselves with the interview process. During this time, the participants spoke to their experience teaching within their current school board, and for some, they shared their experience in other teaching contexts as well. In order to examine the Occasional Teachers' perceptions of their self-efficacy development, the remaining questions focused on (1) teaching context; (2) lived experience; (3) self-efficacy; and (4) precarity and the impact of precarity on participants' perceptions of the teaching profession.

Each participant's narrative was examined separately and coded for themes within each transcript. From there, I analyzed each of the six narratives alongside my own autoethnographic journal, which provided the seventh narrative. Outlined below are the participants and a noteworthy quote that is telling about their experiences as Occasional Teachers. The narratives will then be segmented into themes and be discussed through participant excerpts and interpretative commentary.

Participants

Andy

It's a happy fun uncle compared to a parent. ... I would rather be the parent. I have fun being the happy fun uncle, it's great. I don't have homework, but it also presents a lot of challenges being the happy fun uncle when you have to act like the parent. Happy fun time ends, and when the kids see you as the happy fun uncle, it's difficult to get them to do the things that the parents can get you to do.

Andy has been teaching for approximately seven years but has been with the current school board for less than five years, thus fitting the selection criteria. Within this time, he has worked as an educator in private elementary and postsecondary teaching positions before being hired by the local school board as an Occasional Teacher. Andy enjoys Occasional Teaching, but is frustrated with the ways in which the Occasional Teaching system functions. He would rather be hired based on merit than seniority, which is the practice negotiated by the teaching union in this area. Because of these hiring practices, he feels as though he is being looked over. He is finding that he is longing for more permanent work positions, even if it may be outside of the teaching profession.

Angela

... I like the flexibility. I like that if I am sick or something I can just usually take the day off. I like that my days are a little bit shorter, so like I don't have to stay after school and do a lot of marking or cleaning or anything or preparation.

Angela has been teaching for four years. Prior to being hired with the local school board, she was teaching at another school board in a full-time position. Although she enjoyed teaching as a permanent teacher, Angela enjoys the flexibility of Occasional Teaching as it works well with her nanny job that she currently works. Therefore, for the time being, she will continue to work as an Occasional Teacher until she feels comfortable taking on more responsibilities.

Dwight

I think some of the most challenging things when you're working day to day work is just never really knowing what is coming next. You know. Just knowing that you're good to go and everything is organized in the way that you need it to be when you get there. But oftentimes it is not or there's things missing. Luckily there's usually a few helpful students in the class that will let you know what's going on or some not so helpful students who will also let you know what you've done wrong.

Dwight has been Occasional Teaching for the past two years. His teaching qualifications have provided him with the opportunity to receive many positions early on in his supply teaching career because he speaks French. In our preliminary discussions, Dwight shared that he was often teaching in a “prep provider” position. In Ontario, each teacher is provided with one period of approximately 50 minutes per day that is to be used to prepare for the next day or to assess student learning. During this “prep period”

time, another teacher comes in to cover the class while the homeroom teacher is working. These “prep provider” teachers usually teach a specialist subject like French or Music. Since Dwight graduated with French credentials, which are in high demand in Southwestern Ontario, he was able to get hired before graduation.

Meredith

I would say the biggest challenge for being a daily OT is feeling like you don't have a place, like you're just kind of like floating around from school to school. Yes, you are building these connections with students, but at times they don't feel meaningful. Like they're meaningful for that day, but then you don't have a lasting [impression], I mean sometimes they see you again and they're like, “Oh hey miss!” But it's not that connection that you would typically have with students that you've been working with for a longer period of time. So I would say that that's a little bit hard.

Meredith has been an Occasional Teacher for the past three years. Currently, she is teaching in a long-term online teaching position created as part of a response to the global COVID-19 pandemic. She has described this as a learning curve for all teachers as they learn to navigate this virtual learning space in unprecedented times. Meredith longs to be in a permanent teaching position and is eager to do so by attending numerous professional development seminars.

Pam

I think that [Occasional Teaching], it's a pro and a con, but the relationship you have with those kids and the staff and the parents [is different]. So as a permanent teacher, you obviously get to know your kids and get to know the families and your team so much better obviously than if you are there for just a day or for a week, and if you are

dealing with people who are difficult and you maybe don't get along with them that is a harder thing for you to swallow for a year rather than for a day or a week.

Pam just recently moved back to Southwestern Ontario to work as an Occasional Teacher for the local school board. In her previous teaching position, Pam worked as a permanent grade 1 teacher. Since returning, Pam has welcomed the flexibility and casual lifestyle that comes with Occasional Teaching. With less responsibilities and obligations, Pam is comfortable teaching in this new environment.

Phyllis

Okay so basically what I am looking forward to most is having my own space, my own classroom, my own things, and for me that has always made a huge difference.

[T]here's always really great things that work in classrooms and I love seeing the way other teachers do things, but at the end of the day, I then want to make it my own. I want to be able to set up my room in my own way. I want to set up my own routines in my own way. I definitely want to learn from others, but I don't have that sense of belonging.

Phyllis has been teaching as an Occasional Teacher for the last four years and longs for a permanent teaching position. She has found that in her Long-Term positions, she values being a part of the school community and feeling ownership over the classroom. To her, this is only attainable to them through permanent employment, which seems to be years away.

In the following sections, I will be discussing four themes that emerged within the teacher participants' narratives: (1) Not Knowing (Uncertainty); (2) Routines; (3) The Outsider; (4) Sense of Belonging. The first theme, Not Knowing (Uncertainty), is the longest theme discussed in this chapter. Occasional Teachers are precarious employees

and since the participants are Occasional Teachers, much of their daily work experience revolves around uncertainty and a lack of insider knowledge. The themes that follow—Routines, The Outsider, and Sense of Belonging—are present as a result of these instances of uncertainty and not knowing as the participants shared how their precarity informed their teaching practice as well as the way they perceived and continue to perceive Occasional Teaching.

Not Knowing (Uncertainty)

The Occasional Teacher participants had diverse classes and experiences from teaching in day cares to teaching in post-secondary institutions. Years of experience working as an Occasional Teacher ranged from two to seven years. Each participant shared valuable information about the Occasional Teaching context. Throughout many of the interviews, the participants continually discussed how they did not know the different protocols, procedures, schedules, and plans while on both daily and long-term teaching assignments. This state of not knowing and uncertainty over their working environment created feelings of insecurity. However, I would like to take a moment to make a distinction between not knowing and uncertainty. In the analysis below, there are moments of “not knowing” and moments of “uncertainty,” and these are two very different ideas. “Not knowing” is concrete; Occasional Teachers may not know where the staff room is because they do not have a school map available. “Uncertainty” is chronic; it is a feeling that undermines the self-confidence of an individual. For instance, in the pages that follow, I share the experience of waiting for a phone call to receive an assignment. This is an uncertainty that causes unease.

Occasional Teachers lack insider information during a teaching assignment. This hinders their ability to feel like they have control over the classes that they teach. All of the participants had worked as daily Occasional Teachers who were called by the automated callout system and worked in new schools on a daily basis. Some participants had worked or are working in in long-term assignments, but, as Dwight stated, “you get some varied experiences.” In particular, scheduling was an area where the participants had to deal with uncertainty. When asked about their past year as an Occasional Teacher, Angela stated that because of the strike action and the global COVID-19 pandemic, her working schedule was sporadic and limited:

Well I guess like financially it has been a little difficult especially with the strike in March. As a daily OT, my work is already a bit not secure and then with the strike happening I wasn't really working during that time. They did give me some money for strike pay, but it wasn't really the same. So I think that was really affecting most OT's right now. Especially with the strike pay and not working as much. Then of course with the pandemic I don't find I am working as much as I normally would.

For Angela, this past year had been particularly difficult as she had found that her call volume and working days were significantly lower than previous years. Between the lost days due to strike action and the schools pivoting to virtual teaching in March until the end of the school year, Occasional Teachers were unable to teach as many days as they would have in a normal year. This influenced not only the working schedules of Occasional Teachers, but it also contributed to their eligibility to receive Unemployment Insurance for the remaining summer months. Although the workload of Occasional

Teaching is expected to be irregular, the inconsistencies faced in this school year were particularly peculiar.

Because of the challenges of being an Occasional Teacher during a strike and during a global pandemic, one participant, Andy, noted that he needed additional jobs to support financial obligations. Andy augmented the lack of income from Occasional Teaching by working several jobs both during the school year and in the summer months. Without knowing his schedule and where he would be working, Andy would spread out his working hours throughout the week to make up for these inconsistencies. He stated that permanent employment would allow him to regain control over his personal lives as he would not have to worry about his paychecks:

I am always volunteering anyways, that's like my fifth or sixth job all the time, but [if I had a permanent teaching position] I could actually do more of what I would like to do for free by helping people rather than not being able to do that as much because I have to be making money elsewhere.

This finding is consistent with Coverdill and Oulevey's (2007) study of contingent work and Occasional Teaching. They found that 57% of their participants had other forms of part-time employment. Like the participants in Coverdill and Oulevey's study, "house cleaning, retail sales, financial consulting, after-school tutoring, night taxi driving, and groundskeeping" (Coverdill & Oulevey, 2007, p. 540). Andy enjoyed his part time employment but felt as though he was bound to it for reasons of survival as opposed to personal fulfillment. Andy is forced to work additional jobs because of the inconsistent nature of Occasional Teaching. His chosen career is teaching, and there is a sense of frustration and uncertainty that Andy has over his career.

The COVID-19 pandemic necessitated sudden shifts in health and safety protocols in the in-person teaching environment. Local school boards were required to offer alternative learning models to support students who were to be learning at home. The two teaching models offered in lieu of in person learning were virtual schools and correspondence or paper packages. Occasional Teachers were then expected to be available to teach in all of the learning models when a permanent teacher was absent. When the teachers received calls for teaching assignments during the past year, both virtually or in person, several participants spoke to the fact that they were either unprepared, not trained, or lacked the appropriate qualifications to teach these classes. This caused the Occasional Teachers to experience confusion or feelings of inadequacy when preparing for an Occasional Teaching call. Because the teachers felt unprepared, they also felt insecure about their abilities to teach students in these diverse teaching scenarios. Pam, a newly hired Occasional Teacher, spoke about her experience teaching Kindergarten in a virtual teaching assignment:

So I guess I did do a few online things and again, I didn't ever get any training on Microsoft Teams. My very first online teaching day was with kindergarten in French and I don't speak French. But the kids were really great, they were just like, "do you see the button on the top? That's what you press!" the kids taught me more that day than I had known before, so that was funny and interesting.

Although Pam was not qualified to teach this position, she still accepted the teaching assignment and simply tried to complete the day as successfully as possible. In her mind, Pam thought that she was not efficiently trained on the virtual teaching models for this class, and she was also not trained to teach this grade level. Luckily, the students in this

class used this as an opportunity to share their own expertise and support Pam in this seemingly stressful situation. There were also inconsistencies faced by Occasional Teachers in the physical, in-person classroom as well due to the COVID-19 pandemic. While working at another school, Pam found that she was constantly in a state of not knowing as she was unaware of procedures or protocols related to both Occasional Teaching during the COVID-19 pandemic.

I mean you go into a situation and I guess this is normally what would happen in a substitute position anyways, [but] you go into a situation where you don't really know what to expect so I guess you take that regular experience and you add on the fact of there is a pandemic and there are so many extra rules. And I guess from my experience, all of the rules we kind of learned in the moment or afterwards, kind of like being reprimanded for them because we didn't do them properly. So I mean, I was never harshly reprimanded, I shouldn't say that word [reprimanded], but it was kind of said "Keep in mind you shouldn't do x, y, z," you know?

Things that in reality make sense, but I just didn't think about it.

As Pam entered a new school as an Occasional Teacher, there were new things to learn both at the board level, and at the school level as a response to the global pandemic. This is another instance of the "deficit of information" (Coverdill & Oulevey, 2007, p. 545) that Occasional Teachers face when they enter these educational spaces with no insider information, agency, or control. This was even more significantly pronounced in the Occasional Teacher's experience teaching during the pandemic. Pam has experience as a permanent teacher; however, that experience conflicted with the way that she was expected to teach during the COVID-19 pandemic. Lacking the appropriate training and

being directed by other teachers and administrators undermined Pam's confidence and feelings of self-efficacy in teaching these classes as an Occasional Teacher. Without the appropriate training, these unknowns caused Pam to feel that she was ineffective or powerless in her interactions with classes and the procedures that each school had put in place.

Despite these challenging experiences, Pam, along with the other Occasional Teacher participants, were aware of the repercussions given when they refused or declined teaching assignments. Several participants described the anxiety related to accepting and denying certain calls from the automated call-out system. The school board used in this study does not allow for teachers to pre-book Occasional Teachers for absences. Instead, they schedule their absences, and an automated system calls available Occasional Teachers. The Occasional Teacher participants perceived that Human Resources would keep track of this information and those increased declines would have a negative impact on an Occasional Teacher's ability to receive certain desired positions in the future. This pressure to accept all calls regardless of the Occasional Teacher's comfort with the teaching assignment contributes to the feeling of a lack of control and feelings of uncertainty. Consequently, they feared that their work history could compromise their ability to gain future employment and this further contributed to the uneasy feelings that accompany uncertainty. Phyllis, who is in a long-term position, speaks to the feeling of being powerless to the automated call out system:

Phyllis: I have never tried to say no to calls or hang up.

Dayna: Why is that?

Phyllis: It's the worry of what if they track that stuff or what if it could be held against me for turning down certain schools, so then if I knew that I had a really bad experience at that school and I get called to that school again the anxiety is even more through the roof...

Phyllis feels pressured to take on every call because she is fearful that if she does not, she will face obstacles in her career progression. This perception that Human Resources tracked Occasional Teachers' call histories appeared to become a reality for Dwight as he was questioned about his call history in an interview:

But having that being told you can only work for us, you always have to be available and then having that constant sense of you don't know if you're going to be reprimanded for like missing a day or missing a call. Or even like, I interviewed for the Long-Term List and I didn't get it, which was upsetting, and they straight up told me [during the interview], "Oh we see here we have a note from HR [Human Resources] that you didn't answer some of your calls," and I was like, "Okay?" and that totally threw me off! But then later thinking about it, sure maybe I missed one or two here or there, but there were several calls that I avoided because I was in long terms that weren't yet extended, and I was told by principals not to answer them. So that 100% was a bad reflection there. But in the time, they're not thinking that, and I can't rationalize that in an interview.

Although Dwight did decline calls for teaching assignments, it was because he was already teaching at a school in a long-term position. This was not effectively communicated to Human Resources, so when he was questioned about a series of declined calls during an interview, he was unable to "rationalize that in an interview."

Dwight believed that this consequently played a role in his ability to successfully complete the interview for the Long-Term Occasional Teaching list, which is a position that he very much desired. This was devastating for Dwight as he long for the security of a permanent teaching position. Unfortunately for Dwight, his immediate superior, the principal, gave him some misguided advice to decline calls, which in Dwight's perspective inadvertently affected his ability to be hired onto the Long-Term Occasional Teaching list. Dwight could not defend himself, which denied him access to the position that he desired. Because both Pam and Dwight were experiencing increased uncertainty about their schedules, combined with the fact that they felt that they had to take every assignment or call regardless of their own feelings and anxieties, they felt powerless to the system that has been put in place for them.

Phyllis also found the daily Occasional Teaching experience which includes receiving a call, preparing for the day, teaching, and leaving very uneasy and stressful:

I find that day to day is always a challenge in itself. I have been doing this now for a couple years and I still have anxiety when I receive day to day calls just because it's the unknown. I don't know what I'm going into, I don't know if the teacher left plans for the day, and I've never been one to struggle with classroom management... but regardless of the amount of classroom management you have, you can still get a group of kids that will still try to walk all over you as an Occasional Teacher. So I find the job really, really tough. I do not enjoy day to day supplying, but it is what it is. The unknowns [sic] is always a challenge. It's a challenge with not knowing your curriculum, and I wish more current teachers would give you the plan beforehand.

Upon receiving the call, as anxiety-inducing as that may be, Phyllis does not seem to be comforted by knowing where her assignment was located. When she is working as a daily Occasional Teacher, she struggles with the many unknowns of the school communities and the classrooms in which she is about to teach. Unfortunately, Phyllis, like all the other Occasional Teachers understands that “it is what it is,” and accepts these feelings as this is the pathway to future permanent employment.

A significant concern articulated by the participants focused on the students and the students’ perception of the participants as the Occasional Teacher in the classroom. Coverdill and Oulevey (2007) noted that Occasional Teachers reported increased disruptions and little respect from students while on Occasional Teaching assignments. Despite Phyllis’ experience and confidence in classroom management, they often find that students seem to go out of their way to defy rules and instructions when an Occasional Teacher is present. This experience is mirrored in many of the teacher participants’ narratives. Pam specifically comments on the surprising level of some students’ disrespect toward herself as an Occasional Teacher. Pam feels as though the students’ behaviours and perceptions about Occasional Teachers are beyond her control:

I guess I take that experience and compare it to how I would run my classroom and the things I expected and the expectations that I had for kids and then when you ... [go] in and sometimes seeing how disrespectful kids can be and the things that they try to get away with and the things that they tell me that they usually do. Then I’m like. “Okay this doesn’t make sense, but if this is how things are normally run...” like that’s a really difficult thing for me to get past this day. So I guess all that can be bottom to like classroom management and classroom

expectations, like that is probably the most difficult thing for me and how you're supposed to manage that when you are there for one day, for six hours you know.

In this quote, Pam is describing conflicting feelings that she had about using her own professional judgement. Pam wanted to follow the lesson plan and the routines that were set in the classroom, but the students' behaviour did not necessarily allow for Pam to feel comfortable with the planned activities. This contradictory dilemma that Pam had faced indicated that despite being a teaching professional, she was still unable to make the decisions necessary to support the class in the appropriate manner because as an Occasional Teacher, Pam is only in the classroom for a short period of time. This uncertainty visibly frustrated Pam. Occasional Teachers may come to expect student misbehaviour, adding to their feelings of powerlessness (Coverdill & Oulevey, 2007; Duggleby & Badali, 2007).

In the following autoethnographic journal excerpt, I describe the experience I have entering a classroom for the first time:

The bell rings and I head to the classroom. I take attendance and hand out the sheets. The class is much busier at this point and I'm having a difficult time settling them down. We read the page together and once we're quiet and working I go to take up a section, as outlined in the day plan. After this some students are loud and talkative. The girls sitting at the front tell me that these students are always like this for supply teachers, "They never talk when Mr. X is here!" This is always the case and it's "natural." Students are much more disruptive when their teacher is gone. I know this and THEY know this. It does still defeat me in a way. It's as though no matter what I do, it won't be enough because I am just a supply.

Despite the expectations that you have of students, there is too much that can be outside of your realm of control because they are not your students, this is not your class, *and the students know it.*

When working as a daily Occasional Teacher, Dwight also often found that there would be circumstances where he would enter into a classroom with limited information about plans and procedures. This aspect of Occasional Teaching fits in the middle of not knowing and uncertainty as the Occasional Teacher does not concretely know their plans, but their uncertainty forces them to come prepared for any situation, which I believe undermines their self-efficacy.

A few definitely have come to mind where I have walked in and there was the tiniest little chicken scratch like, “read page 17.” [The plan] doesn’t tell me what textbook they’re using or what’s going on and all of their notes from beforehand don’t help me at all.

These moments of uncertainty and misinformation in teaching assignments were also felt by Long Term Occasional Teachers as well. Speaking about their experience in the virtual school, Phyllis detailed her feelings of uncertainty that she had experienced. Phyllis found that the global pandemic created added levels of stress not only in regard to the grade she was teaching, but in the method of delivery as well. Below is Phyllis’ description of her experience teaching virtually. Phyllis was placed in a virtual teaching assignment randomly. She did not apply for the position and clearly felt powerless to this system when she used language such as, “learn as I go,” “on my own,” and “starting at ground zero.”

This year virtual learning has been such a huge curveball. I still have trouble. Thankfully, the board has put on a lot of PD, but unfortunately with how the year began, there wasn't too much support with virtual teachers and how the programming should be put forth. So it was really a big just kind of "learn as I go." I had to figure it out on my own, talk it out with other teachers who were also in the same boat. I feel like usually as an Occasional Teacher when I started last year in the grade five classroom, my teaching partner, the other grade 5 teacher, was amazing. [She] helped me constantly, gave me resources, all the rest. Where this year, everyone was starting at ground zero, so even if there were people who were willing to help, I had grade one teachers who were willing to give me things, but it was all things that were in person learning. Yeah, this year was definitely a blow to the self-esteem where not only was I not the most confident in my teaching as a new teacher, and then on top of that throwing in virtual learning has really changed things.

These feelings are mirrored by Meredith as she was placed into the virtual school in the paper correspondence package program. This was also a newly piloted program provided by the local school board for families that requested to learn from home during the COVID-19 pandemic. In this position, Meredith had to create paperwork packages that the families would pick up and drop off on a two-week basis. This newly created position came with many questions, transitions, and explorations. Like Phyllis, Meredith did not have any control over the choice of this position and how it would be delivered, online or in-person, for the duration of the school year, and was in a constant state of not knowing and trial and error:

Although because I am a part of the virtual school and not the home school, my position could still kind of change. So currently, I am still in correspondence [paperwork packages] grade 7, but that could change based on numbers. So maybe if there were more students in virtual, I would become virtual. We don't know just yet.

Although Meredith has received a Long-Term teaching assignment, she was unable to control both the method of instruction as well as the grade level that she was assigned to teach. This could change at any time during the school year and this uncertainty caused her stress and anxiety.

In both daily Occasional Teaching as well as long-term Occasional Teaching, participants have had to deal with instances of uncertainty and not knowing in their teaching environments. The teachers shared their experience teaching during a strike year, which affected their ability to secure consistent employment. Following this, the COVID-19 pandemic brought forth unique teaching challenges that the Occasional Teachers were not prepared for. They described a lack of appropriate training, which increased their feelings of powerlessness and a lack of control over their teaching practices. Whether it be through scheduling, protocols, training, or assignments, the teachers found that they were often unaware of and uncertain about the systems put in place for both students and teachers. Their ability to plan and deliver effective instruction was hindered by a lack of insider information and control over the classes that they were teaching. These moments of uncertainty and not knowing often caused feelings of increased stress, anxiety, and powerlessness, which I believe influenced feelings of efficacy in the classroom. Participants shared feelings of inadequacy and confusion

related to particular teaching assignments, and they felt dissatisfaction with the systems put in place for Occasional Teachers.

Routines

In order to combat these instances of uncertainty and not knowing, the Occasional Teacher participants created routines for themselves to ensure that they were prepared for their workdays. Interestingly, many of these routines and procedures were founded on the basis of anxiety and paranoia. For instance, whenever Dwight received a call for an Occasional Teaching assignment, he repeatedly checked and rechecked his schedule online.

When I am doing daily work, I would say typically I set my alarm for six A.M. waiting for my phone to ring if I don't already have a call. I get up regardless [of receiving a call] and usually get ready right away. Maybe I'll wait a little bit just hoping that the call will come through kind of thing. I have been very fortunate in that most of the time I do get a call the night before or in advance, so I don't have to worry about that too much. But I check TESS [the automated call system's website] all the time. I literally log in every morning and daily to double check all of my information, what school I'm at, and what time I'm actually there. I double check that the teacher put in the right time because I go on the school website and check that the actual time is.

Lewchuck, Clark, and De Wolff (2011) found in their study of precarious employment that individuals' struggles with mental health can be aggravated by the nature of their employment. As a daily Occasional Teacher, so much of your time is spent not knowing. In the above narrative, we see Dwight's discomfort with not knowing where he was

teaching as he woke up early and to check his assignment details, ensuring that all of the information is current and correct. He even checked the validity of the information by confirming start and end times of the schools on their respective websites. Being a precarious employee and waiting for a call causes feelings of anxiety and stress before even setting foot into the classroom. In my journal entry, this anxiety is evident in my own experience of waiting for a call.

As I sat with my husband my heart suddenly dropped. “What time is it?” I shouted. My mind felt that it was time for me to get called. The sun was fully set, dishes were done, dried, and put away. 8:16. It’s almost call time. I get up from the couch and I begin making my lunch. Leftovers and fruit for a snack. I pre-make the coffee and I turn my ringer on. At 9:30 I go to bed. No call as of yet.

Morning

5 AM my alarm goes off. I take my dog out and feed him breakfast. He needs to be taken care of before I leave for work, whenever that is. I play with my puppy briefly, we take some quick snuggles before I get ready for the day. I grab my phone, quickly sign into TESS to see if I have mistakenly forgotten about an assignment. No assignment yet. I know this, but I can’t help but to look.

Lewchuk, Clark, and Wolff (2011) state that “those in on-call relationships appear to be particularly vulnerable, both economically and psychologically” (p. 76). Occasional Teachers are unaware of both their working and payment schedules. Other participants reported nervously checking the automated system several times before receiving an actual Occasional Teaching call. By creating a nightly and morning routine, I would feel more at ease when entering into new classrooms each day.

Some participants pointed toward following a similar routine to ensure that they were fully prepared for the day even despite receiving a call. Angela had a regimented routine that she would follow both the night before and the morning of a teaching assignment.

... so usually the day before I make my lunch and I keep my cellphone close to me between like 6:00 and like 9:00 because I can sometimes get calls between those times, like the night before. So if I get a call I record it in those calendars that [the Occasional Teacher's Union] give[s] us. This year I made up my own calendar and I've been putting it in there and I record all the details of the call so all the information that is on [the automated call system's program], I record it on paper. And I also take a picture of it just in case anything happens. And I need to know what teacher I'm going to or what classroom, so all the details I have two methods to access it just in case anything happens and usually if I get called the night before, if I'm not sure exactly where that school is I'll go on google maps and just get an idea of how long it will take me to get to the school so I'll know.

These routines evoke Bourdieu's (1977) concept of habitus, which is the collection of behaviours exhibited by a group of people that are recognizable and consistent because of a shared experience. Here we see how Angela's routines of preparing to receive the call, ensuring that all of the information is accurately recorded, and mentally preparing for the day assisted her in dealing with the uncertainty and not knowing that accompanies this line of work. Angela then described her morning routine when she arrives at the schools that she is assigned to work at:

I usually try to get there at least 40 minutes before the start of school so that will just gauge when I have to leave the next morning, but if I get called in the mornings then I usually have my phone on between like 6:00 and 12:00. I will usually be preparing for calls either for mornings, afternoons, or full days. I'll have my lunch all ready ... Everyday I would get up around 6:00 and I would get dressed, brush my teeth, I eat breakfast, and I have my phone on me during that whole time and usually I would say by around 7:00 I am ready to leave. So if I get a call at like, if I get a call to work at a school that starts at 8:00, I should have a fairly good amount of time to get there right by 7:30 and if the school starts at 8:00 or 8:10 that would be the earliest school.

These regimented routines ensure that Angela arrives with enough time to prepare for a day of work. These experiences were noticeable in other teacher participants' narratives as well. Andy describes how his routines tend to differ depending on the times that he receives the calls.

If the call comes the night before, then I am already online. I have already downloaded the lesson plans if they have been attached. I am already mentally preparing for the day. I have already checked my own duty schedule. So I also have a document, I take a picture of the duty schedule, the master schedule for every school that I frequent, so every single day, even if it's not mentioned in the call, here's what my duty is, here's what my prep is, here's where my lunch is going to be, so I can kind of plan things. So I find the night before a huge advantage because I am an owl not a lark, if you know what I mean about sleep

science. So when I'm in the morning, I don't do any of that. I am generally going in blind.

My autoethnographic journal also reveals these tendencies in my own nightly and morning routines as I prepare for receiving a call, or not receiving a call.

I went to my in-laws for a visit. As we were talking and catching up, I panicked.

My phone was not in my pocket. I left it on the table. I raced upstairs to see what time it was and the clock read 8:32. No missed calls, so I sat with my phone in my lap for the rest of the night I drove home at 9:30, my phone again in my lap. I always seem to get a call when I am driving. I get in the right lane in the off chance that I have to pull over. The call never comes.

Morning

I wake up, get ready, walk the dog, and wait. I turn on some T.V. and wait. I grab my computer and sign into the system to see if I accidentally forgotten about a call that I had accepted. No call yet. Again, it's not worth starting anything, so I just wait.

No call today.

Just as participants described routines for waiting for a call about a teaching assignment, they also described routines or activities that they would use in lieu of instructional materials. This seems to create a sense of ease and comfortability in entering a school for the first or twentieth time. However, there are often days where this preparation is of no use as the call never actually arrives.

Once at the schools, several teachers mentioned the importance of coming in with supplementary material for a variety of ages. This is to ensure that if there is ever any

extra time, the teachers have an activity or a game to entertain the students before they transition into a new subject area or a break. Phyllis, Meredith, and Pam refer to these activities as their “bag of tricks” that they can use at any time. Phyllis states that they are necessary as “sometimes unfortunately you go into days and teachers aren’t able to leave plans for whatever reason, so it can be a huge stressor.” Meredith chooses to use her strengths in music to provide supplementary activities to use in emergency circumstances:

... as somebody that got a lot of music calls, I would always bring my Bluetooth speaker and a book that I could kind of, that have some songs that could go with it and I can, oh I remember the book now! It was “Going on a Bear Hunt.” So there’s like different things you can do with it so I always brought my speaker and a book because no matter, sometimes teachers leave plans and they’re usually pretty great but sometimes they end a little earlier than you intended, or maybe you didn’t do it exactly as the teacher would want and that’s why it kind of gotten a little shortened. But at least I always had something to fall back on that I could use. So something that I knew I was really good at some songs, like Herman the Worm, that I was really good at, that I could do with students.

Pam uses her previous experience as a permanent teacher when choosing activities to use when the plan that is left is either insufficient or non-existent:

If it’s something I’m familiar with, like a regular stream classroom, like [division] one classroom, [or grades] one, two or three, I don’t generally prepare in anyway by looking anything up. I guess I’m pretty lucky because I do have kind of like a toolbox of videos that I know could be used for [daily physical activity]. I know a

few YouTube channels of people that do educational stuff if we're learning something about that and there was no video or anything like that I would know how to pull that up.

Even in circumstances where the lesson that is left by the homeroom teacher is interrupted or cut short, the teachers have their own routines and practices that support such situations.

Participants created small routines, practices, procedures, or rituals to ease feelings of stress that come with being a precarious employee. They would have an evening and morning ritual to help them prepare for the day, including preparing lunches or mapping out their routes. At times they would seem almost compulsive as they would repeatedly check over their start times and confirm those times on the schools' websites. I too engaged in these "compulsions" as I wanted to ensure that I was accurately prepared for a day of teaching. Occasional Teacher participants also had notes and files about the schools that they visited so that they could refer to them in the future. They would keep copies of duty schedules, school maps, or create classroom profiles for reference as well. These practices enable teachers to enter the classroom with more positive attitudes and demeanors. In these instances where teachers could execute activities and lessons that they have taught in the past (i.e. their "bag of tricks"), their anxieties subsided, enabling them to teach with confidence and control, and thereby contributing to feelings of positive self-efficacy. These practices of creating routines and using supplementary activities allowed the Occasional Teachers to take ownership and agency over their daily teaching assignments and provided some degree of ease to an evidently stressful and unexpected profession.

The Outsider

Many participants described instances where they felt they were treated as an outsider or an outcast while on an Occasional Teaching assignment. When asked about their interactions with other teachers while on teaching assignments, the participants offered a wide variety of experiences. One of the most common instances discussed was the staffroom and how these shared spaces with permanent teachers tended to be a more isolating than a welcoming or collaborative space. Many teacher participants stated that this was the way that Occasional Teachers were commonly treated and that this practice was acceptable.

So unfortunately, there has [sic] been negative experiences ... especially schools that they don't recognize me I'm just a new teacher going into the building, being that maybe it's because everyone has busy lives, being that there is just it doesn't really affect them, they don't really talk to you, right? They don't really, especially when it comes to other teachers, unless you're maybe dealing with them, you're in the same grade, I've even had it when you're sitting in the staffroom and you're ignored type of thing. So in a lot of instances, I find that that's the case with certain schools, or just the mentality. I don't know if teachers as a day-to-day teacher where they're out of sight out of mind. If you're just in an out for the day, you're not really going to get spoken to. I haven't really, there's been a couple times when I've been on long terms where I've had it where some fellow teachers have tried to pawn certain things off on Occasional Teachers just because they're Occasional Teachers.

Phyllis describes this as a “mentality” of the permanent teachers as they look past an Occasional Teacher while working. I believe that these acts of ostracizing Occasional Teachers are damaging to an Occasional Teachers perception of their role as well as their perception of the schools that they attend. These negative experiences could influence the way that they view a particular school culture and could impact the way that they choose to interact with certain staffs in the future.

In one of my journal entries, I describe a situation where I felt like an outsider when I had overheard a group of teachers talking about Occasional Teachers, as if we were not even present.

In the staffroom I run into another Occasional Teacher that I know, so I actually get to sit with someone the whole time. As were talking and eating, I hear someone say, “Wow there’s a lot of supplies here today,” and I know that it is not a bad thing, but it’s strange to have someone refer to you without talking to you. The expression “seen but not heard” comes to mind. As a supply you are always fearful of making any noise, literally and figuratively. You don’t want to be that person that they talk about; that supply that can’t control their class, follow the lesson plan, won’t leave you alone, is too quiet, asks too many questions, and so on. We are necessary, but we are expendable.

Occasional Teachers consistently feel like outsiders (Coverdill & Oulevey, 2007; Duggleby & Badali, 2007). This harkens to Marx’s (1978) concept of the “alienation of labour” (p. 74) where the worker, in this case the Occasional Teacher, is a “commodity” (Marx, 1978, p. 70). They are expected to teach the students the plan that is put forth and leave unnoticed. I speak to these unpleasant feelings in my journal entry below:

I sit alone at the back table. At times, the teachers in this school can be welcoming, but most times they act as though I am non-existent, so I wait and see what I will get today. No one asks who I am in for or how my day is going. No one joins my table. In these circumstances, I have games on my phone or books in my bag to consume any dead time.

The staffroom is often a lonely room for Occasional Teachers as they are worried about where they should sit and who they should speak to. For this reason, some participants refrained from interacting with permanent teachers while on a daily Occasional Teaching call. Angela described only interacting with other teachers if she needed help:

I don't really interact with any other teachers except for in the staffroom. I usually only interact with them if I need help or if I'm like not sure about something and or if they introduce themselves to me, there's that. I don't go, I should probably do this more often, but I don't go out of my way to do that because I have so many other things that are going through my head.

The participants felt that it was often easier to maintain a lower profile than to go out of their way to interact with other teachers while working at a school. These interactions, or lack thereof, seemed to shape the way that teachers viewed school communities as well as their own definitions of Occasional Teaching. Although they were not always met with loneliness and isolation, this was definitely common among the participants. When there were opportunities for interactions, many participants spoke of both positive and negative interactions. Dwight had an interaction with a permanent teacher that was quite ostracizing. He was on a daily Occasional Teaching assignment, teaching French, and the

permanent teacher explicitly questioned his teaching in front of the students that he was teaching.

So what I do when I supply, I speak fluently in French, I lived in France for a year, [so] it's no big deal for me. I will do my whole spiel in French, then I repeat myself in English. I had a teacher literally stop me while I was teaching her class and tell me that I was speaking too much French. I was like okay thank you very much, as I was already repeating myself in English. But then later that day I was in another school where the same sort of thing where the teacher was hovering in the classroom [and] she was gathering her stuff and later was like, "I think that's so cool how you say everything in French and then repeat yourself in English afterwards."

Dwight felt that his authority and teaching practice was undermined by the first permanent teacher. Although permanent teachers have the insider information about the students and the staff at these schools, Dwight felt as though this could have been dealt with in a more professional manner, instead of engaging in what he classified as a "power struggle" in front of the students. In this moment, Dwight was feeling self-conscious over his ability to teach French. This unwanted and unwarranted criticism affected his ability to effectively teach this group of students. However, at the following school, he received praise for his ability to speak French and teach another group of students. These comments made Dwight feel self-conscious about his teaching.

Andy took a different approach as he forged his own relationships at schools that he frequented. In his early days as an Occasional Teacher, Andy was quite interested in being a part of the school community, even if only for a day.

When I first came in I was very much willing to put myself out there and try to drum up conversations and try to include myself in what was going on in the staff room and I found that staffs generally have their own cliques and have their own groups. I've observed those, and generally, very few wanted to include someone new into those. They have routines, and things like that. However, simultaneously, I grew closer with the teachers I wanted to interact with. At the same time, I almost have my own cliques when I enter these schools now, right?... I mean it also depends on personality because for me I was going and seeking those interactions, which maybe they didn't want to hear from the new guy. Then I got more comfortable later.

Andy perceived that other teachers found his personality overbearing, which resulted in feelings of alienation. As a result, Andy became more reclusive.

It got me in trouble my first couple of years. Well not any formal trouble, but then you're hearing rumours about yourself like, "Oh forget that guy. He comes in here like he owns the room!" like you know what, I won't even go in the room. I don't need to be in there. You think I have a forcing personality and I was being quiet. I don't need to be in there, you guys can be as quiet as a mouse and you can have your own conversations.

Andy struggled with finding his place at schools while on an Occasional Teaching assignments. Now that he has been working in the area for a few years, Andy was able to make some relationships with other teachers. Through these varied experiences, Andy had increased confidence and feelings of positive self-efficacy when he was able to create teaching partnerships and friendships. However, this took time and some risk-taking. As

Andy grew more comfortable with the schools that he attended, his feelings of comfort with the staff and students began to improve. These experiences improved Andy's confidence and self-efficacy.

Sense of Belonging

Along with Andy, all of the other participants spoke to the importance of forging relationships with others within the school community as a way to increase feelings of confidence and security. This could be with students, other Occasional Teachers, permanent teachers, or administration. For Meredith in particular, this was powerfully articulated as something that was lacking from her experience as a daily Occasional Teacher:

I would say the biggest challenge for being a daily OT is feeling like you don't have a place, like you're just kind of like floating around from school to school. Yes, you are building these connections with students, but at times they don't feel meaningful. Like they're meaningful for that day, but then you don't have a lasting, I mean sometimes they see you again and they're like, "Oh hey miss!" But it's not that connection that you would typically have with students that you've been working with for a longer period of time. So I would say that that's a little bit hard.

These connections with the school community are extremely valuable to the Occasional Teachers that want permanent teaching opportunities. When looking for opportunities to build on their existing sense of belonging, the participants reached out to fellow Occasional Teachers or mentor teachers for support and companionship both socially and

professionally. Participants repeatedly stated that they felt that their sense of belonging almost always contributed to their feelings of success in their teaching positions.

There's been a lot of key staff members who the second I started were there to assist me, there to help me, a huge support. Administration have really been wonderful, teaching me things, but not even to the point of just day to day things like, "Let me know if I can help you," but actually teaching me things, like pulling me to the side and saying "Do you want help with report cards?" Having a full sit down with me, giving me tips, ... so I think that once its consistent and once you finally feel a part of the staff...

Phyllis has had several long-term positions in a variety of grades and subject areas, and it is only once she feels like a part of the staff that she is able to finally feel confident and comfortable in her teaching positions. Through collaborative teaching experiences, Phyllis appeared empowered and comfortable enough to complete report cards independently. This harkens to two of Bandura's (1977) four sources of self-efficacy: vicarious and mastery experience. Through observing and working with another teacher, Phyllis' self-efficacy related to teaching, assessment, and report cards was positively influenced by her feelings of belonging to and inclusion in the school community. In contrast to the previous theme which describes a school that does not have a sense of community, Phyllis experiences the opposite and is able to appreciate the benefits of the school team, which increased her feelings of self-efficacy. Opportunities to collaborate and learn from colleagues has been shown to improve teacher efficacy. In a study of the self-efficacy development of literacy teachers, Tschannen-Moran and Johnson (2011) found that professional learning sessions positively influenced the self-efficacy

development of these teachers. Through meaningful discussion and reflection, teachers learn from both their own experiences and the experiences of other teachers.

These relationships can often transcend the physical school that the teachers are working in. Both Dwight and Angela described how their relationships with other teachers outside of the school communities contributed to their confidence in their teaching and attachment to the profession. These participants described how they used their relationships with teachers that they no longer worked with to support their current teaching practices. The participants were able to create moments of inclusion in schools where they feel isolated. These positive relationships have the potential to foster communities of practice that involve improving teacher pedagogy while also creating a network of support for these new teachers.

Luckily I have a lot of friends who are teachers, so I could reach out to them and ask them about it and ask them about their experiences and I've been lucky most of the schools I've worked at I've at least known someone on staff, usually a contract teacher, so I can get any information I need through them kind of thing. Dwight used his network of permanent teachers as a roadmap for understanding the innerworkings of a school and its culture. As a new teacher, it is extremely beneficial to have another teacher that you can turn to with questions about curriculum to the culture of the school. Every school is different and having those networks of support were clearly important to Dwight. This contributed to Dwight's comfort and adjustment to the schools that he was frequenting both as a daily Occasional Teacher and in Long-Term teaching assignments. When new teachers have frequent, positive interactions with experienced teachers, feelings of self-efficacy increased (Kirby, 2011).

Angela used her relationships with fellow Occasional Teachers as a source of networking and friendship both inside and outside of work. Through coincidence, Angela met an Occasional Teacher while on a daily supply call and she continued to keep in contact for a variety of activities related to teaching.

Yeah, there are actually a couple of Occasional Teachers that I have bumped into and one of them is actually a really close friend now like, I have been talking to her for the past two years and we met, we both got, we were both like actually I was on prep and she was on French. So, we ended up sharing the same office and we ended up chatting and talking and stuff and we've exchanged emails and I think we've been friends for about two years now and that's actually been really awesome to have. Another friend who also works for the same school board. Sometimes we'll bump into each other when we're at the same school and that's nice so we can sort of like just vent or exchange ideas. Or like when it was the strike, we decided to sign up for the same school so we did the strike together and that was a big help because it's kind of more fun if you're walking back and forth for 6 hours for one day and you're just kind of by yourself that was actually really helpful. I don't know what I would have done without her, that would have been a really, not a very fun strike day, so we did all the strike days together, we went to sign up for the same school.

Having another teacher to work and network with is beneficial as the teachers can share common experiences and stories that other teachers may not have. For instance, Meredith mentioned that she has Occasional Teachers that she has contacted when she considers professional development opportunities.

So something I didn't realize when I started supply was the interactions I would have with other supply teachers. It is so fun seeing your other supply teaching friend at another school unexpectedly. You could just hear their voice in the hall and think oh my goodness you're here too! So I do have connections with some staff at the school, but I would say more of my connections are with more Occasional Teachers because I feel like they just understand more of what I'm going through on a daily basis. So I feel like teachers try to but a lot of them I feel like weren't in our position very long if they are older, maybe they didn't even supply teach at all so they don't understand kind of the anxiety and stress of going to a new place, with a new group of kids, and a new first impression everyday. So it can feel a little bit lonely, but the connections with other supply teachers have really been beneficial. We meet each other at workshops and other things available so when we see each other its great!

These relationships in the initial stages of Meredith's career provided her with peers that were passionate and shared a common goal with her. These relationships allowed for both Pam and Meredith to share the commonalities in the Occasional Teaching experience. Overall, these relationships appeared to be positive and uplifting for the teacher participants.

Through positive interactions with staff, the Occasional Teacher participants began to feel a sense of belonging. This sense of belonging enabled teachers to feel empowered and confident in their teaching positions. In my journal, I described a small but significant interaction that I had experienced just before I had started my first long term. I was on a daily Occasional Teaching call at the school that I was about to start

working at when I had begun to converse with some of the permanent teachers there. This small but significant interaction allowed me to feel accepted into the school community. I felt as though I was a part of the school team and that the other teachers would be open to helping me transition into this teaching position.

In the staffroom, I quietly go to get my lunch and I am greeted by a couple of teachers. They ask if I am the one filling in for the teacher that is going off on maternity leave, and I happily reply with yes. I am thrilled about this long term.

This is a class that I am interested in teaching, and I think it is a great place for me to start. I am teaching in an ESL classroom, so I am only teaching small groups and it is literacy and math only. I am very much looking forward to this class!

Once the teachers notice this, they sarcastically say, “Welcome aboard!” I note this sarcasm as a sign of humour and welcome. I know this school and I know the staff here is friendly. I recognize that I have limited experience and that I am very naïve, but I am ready for this. I brush off my excitement because I want to keep a low profile. It’s just hard when you’re on the outside. I have so much to prove to fit in.

There is a desire and a longing to be accepted and valued because, as discussed above, there are far too many instances where Occasional Teachers are in positions where they lack control or are treated as outsiders within the teaching profession. By creating and forging a sense of belonging on both daily teaching assignments as well as in long term positions, the Occasional Teachers seem to feel more comfortable with their teachings and perceptions of the profession. These interactions allowed for the teacher participants to feel empowered and confident in their abilities to teach. Since self-efficacy is a

difficult construct to both define and measure (Chestnut & Burley, 2015), especially in regard to teaching context, a new teacher's self-efficacy can evidently be strongly influenced by strong team or mentor teacher partnerships. Occasional Teachers have limited opportunities to plan lessons and assess student learning, so much of their self-efficacy is determined through their perceived acceptance from a school community. When the participants were accepted, they felt supported and thrived. When they were ignored, ostracized, and criticized, they became much more self-conscious of their presence and teaching ability. In the interviews, the participants narrated both positive and negative teaching experiences. They also identified the ways in which they coped with the challenges that come with the precarious nature of Occasional Teaching. These strategies, behaviours, and procedures, however trivial, had impacted their experiences teaching. I believe that these strategies and relationships built while teaching impacted their self-efficacy.

CHAPTER 5: DISCUSSION

A teacher's self-efficacy is constantly evolving and changing as teachers take on new challenges throughout their careers (Chestnut & Burley, 2015; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998; Wyatt, 2014). However, teachers' early self-efficacy beliefs are often indicative of the teacher's choice to remain in the profession (Wang, Hall, & Rahimi, 2015; Yu, Wang, Zhai, Dai, & Yang, 2015) and overall job satisfaction (Duffy & Lent, 2009; Klassen & Chiu, 2010; Kirby, 2011). In this research study, I have chosen to interview newly hired Occasional Teachers to see how their precarious work experience influences their self-efficacy beliefs. Occasional Teaching is a window of opportunity for new teachers. In this schoolboard in Southwestern Ontario, Occasional Teaching is where new teachers begin their teaching careers. While previous research has considered the self-efficacy beliefs of pre-service teachers (Jamil, Downer, & Pianta, 2012; Moulding, Stewart, & Dunmeyer, 2014; Mulholland & Wallace, 2001) and on the experiences of Occasional Teachers (Coverdill & Oulevey, 2007; Gershenson, 2011; Duggleby & Badali, 2007; Pollock, 2010; Skaff-Schumaker, 2018), there is scant research that considers the self-efficacy development of Occasional Teachers. In response, this qualitative research study considers the narratives of six Occasional Teachers in Southwestern Ontario alongside my autoethnographic journal to provide a rich and descriptive perspective of the Occasional Teaching experience. The intention of this research study was to determine the ways in which Occasional Teachers, who are in constantly changing teaching contexts, determine and develop positive or negative self-

efficacy beliefs in the early stages of their careers as they navigate the precarity of their teaching assignments.

The participants in this study teach in a geographical area where novice teachers spend approximately four to seven years teaching in an Occasional Teacher role before being permanently hired with the local school board (S. Ciebin, GECO-ETFO Union leader, personal communication, November 20, 2019). These formative years are riddled with change and disruption as teachers move to different schools on a frequent basis. The findings support previous research stating that self-efficacy is contextually rooted in each individual's teaching experience, and that self-efficacy can be influenced by a change from classroom to classroom, grade to grade, and school to school (Chestnut & Burley, 2015; Wheatley, 2005, Wyatt, 2014). While supporting previous research, this study provides a local context and delves into the emotional toll of long-term precarious employment and provides solutions and coping strategies that the Occasional Teacher participants used to combat feelings of stress and anxiety.

As an Occasional Teacher, I have always been interested in the ways that other Occasional Teachers determine their effectiveness and their perceived levels of self-efficacy as new teachers. I have always found it difficult to determine my place and ground myself in the profession as I constantly move from school to school. I find daily Occasional Teaching challenging because I lack the insider knowledge that comes with working in a school community on a consistent basis, and I am often left feeling isolated or lonely. It is difficult for me to determine my niche or my strengths because my teaching space is constantly changing. As I discuss the findings of this study, I wanted to begin by articulating a personal reward in conducting this study. I am *now* feeling more

attuned with my own self-efficacy and more comfortable with the uncertainties that define Occasional Teaching. I know where I feel confident and comfortable with my teaching practice: when I am surrounded by supportive colleagues. The interview experience was empowering for me; I thoroughly enjoyed and appreciated the opportunity to network with other Occasional Teachers. We share the same feelings because of this necessary and precarious work: anxiety, stress, appreciation, and community. When analyzing the interviews and my journal, I uncovered four distinct themes that contribute to teachers' lived experiences and how it relates to their self-efficacy beliefs: (1) Not Knowing (Uncertainty); (2) Routines; (3) The Outsider; and (4) Sense of Belonging. These themes provide an emotional depiction of the Occasional Teaching experience, and the ways in which the Occasional Teachers develop positive self-efficacy amidst a constantly changing teaching environment.

In this study, the teacher participants relied on a call out system to provide them with daily work. They were not provided with a choice of the grades or schools that they were assigned to; thus, a large source of discussion by all participants revolved around coping with the precarity of Occasional Teaching. Bourdieu (1977) defines *habitus* as “systems of durable, transposable, *dispositions*, structured structures predisposed to function as structuring structures” (p. 72, emphasis in original). The “structures” and “*dispositions*” (p. 72, emphasis in original) are the ways in which the Occasional Teachers organize and prepare for a day of teaching. The literature suggests that Occasional Teachers are often left without insider information, agency, and control in the classes that they teach (Duggleby & Badali, 2007; Coverdill & Ouelevey, 2007). The participants constantly faced situations where they felt uncertainty or were unaware of the

appropriate protocols set in place while teaching in both daily and long-term teaching placements. There were feelings of isolation while teaching on daily assignments as teachers navigated unfamiliar schools. This uncertainty was consistently experienced because of the nature of this precarious work. Occasional Teaching can be perceived as what Marx (1978) refers to as a “commodity” (p. 70). At times, the participants felt as though their work was undervalued or underappreciated by staff and students. Consequently, Occasional Teachers struggled to feel that they were part of the school communities while working as daily Occasional Teachers. To better understand how the Occasional Teacher participants work within these conditions and cope with feelings of isolation, I asked participants about their daily routines, interactions with permanent staff, and interactions with other Occasional Teachers. Many of the participants in this study identified a variety of strategies and routines that they used when teaching in different and diverse teaching environments and contexts.

The most substantial theme identified in the interviews was Not Knowing (Uncertainty). The Occasional Teachers felt as though they had a limited ability to control many facets of their teaching experience because they were unknown to them: their schedules, their finances, and the classes that they taught. The teaching context that the participants faced was both unexpected and unprecedented. When discussing their experiences in the past year, the teachers reflected on the strike action and contract negotiations and their impact on their schedules. The pandemic practically halted all the daily Occasional Teaching that could have been available for the 2020 school year. The participants stated that their work schedules were limited, which created increased their stress and anxiety. This inconsistent schedule caused frustration with regard to experience

and financial compensation. I categorized these experiences as Not Knowing (Uncertainty) as the Occasional Teachers were unable to secure employment for themselves; they were at the mercy of the automated callout system. This created a sense of compulsion where the participants felt as though they could never deny a position. This compulsion occurred for two reasons: either because they need the income or they fear that if they were to decline teaching assignments, they would potentially miss out on future employment opportunities. One participant believed that he was reprimanded for this behaviour.

Without knowing where they were working day to day, the Occasional Teachers often felt anxious. These anxieties and feeling as if they were unable to control their employment circumstances was common among the participants. In order to combat the uncertainty of the Occasional Teaching experience, participants described their Routines that they would engage in to prepare for a day of Occasional Teaching. This was the second theme of my Data Analysis. Each participant mentioned a routine, ritual, lesson, or practice that they would often turn to when faced with stressful teaching scenarios. They used these Routines to prepare and to cope with their changing day-to-day teaching situations: preparing lunches the nights before, photocopying outdoor duty schedules for future reference, logging calls in their call books, or sending follow-up emails to classroom teachers. These routines, however trivial they may seem, provide comfort and security. In a profession riddled with inconsistency, simple routines provided comfort and reassurance for participants, even while engaging in pandemic protocols. When Occasional Teachers would describe their routines when they would actually receive a call, the routines would turn compulsive as they would repeatedly review call information

by checking school websites and their own personal documents to ensure that they were receiving the most accurate information about a teacher, class, and school before even entering the building. These paranoid routines and practices eased feelings of anxiety and ill-preparedness when accepting daily assignments. When asked about the differences between an Occasional Teaching position and a permanent teaching position, many teachers spoke to how their lives would be improved because they would better be able to predict their schedule.

Participants described methods of daily tracking, such as logging their calls through a calendar provided by their Occasional Teachers' union. This log would allow for Occasional Teachers to keep track of their hours accumulated week to week and month to month. In these calendars, Occasional Teachers made notes about the classes and schools that they have worked at. Some participants mentioned other documentation practices that they would engage in so that when they would receive future calls to schools, they were better prepared for the day to come. One participant, Andy, created a document that had all of the duty schedules for every school that they attended. In doing this, Andy could quickly locate his duty, lunch, and breaks before even entering the school. This practice allowed for Andy to feel comfortable and confident before entering a classroom. By having these routines and practices in place, Andy could relieve some of his anxieties and feel calm before even entering the school. Participants also identified strategies and tools that they would use in lieu of lesson plans while Occasional Teaching. These small activities and games were pivotal to the participants' feelings of success in the classroom. These were activities that they felt confident in and would therefore be commonly used on day-to-day Occasional Teaching positions.

Although these routines provided a sense of comfort and consistency for the Occasional Teachers, they still seemed to struggle with the limited relationship with students. This missing relationship was grounded in the fact that they were temporary, and that this temporary position compromised their authority in the classroom. Participants mentioned that students were either helpful or unhelpful, or that students' behaviour would change when Occasional Teachers were present. This fact was often accepted and anticipated by the students and the participants. This finding is consistent with the literature as Occasional Teachers note that their largest struggle is often with classroom management (Glatfelter, 2006; Duggleby & Badali, 2007).

One of the objectives of this study was to describe the lived experiences of Occasional Teachers. I had focused on Bourdieu (1977; 1988) and his concept of "habitus," which is the traits or norms that an individual uses across different contexts, often unconsciously. Although these Occasional Teachers never actually worked with each other, they had shared behaviours that are distinct to this class of teachers. In order to combat the participants' perceived lack of control, they would apply pre-call procedures to ensure that they are as prepared as they can be for an Occasional Teaching call. They would also track and log all of their calls as a way to determine their expected pay schedule. When dealing with the precarious nature of their teaching experience, they also stated that they struggled with the lack of control that they had over the behaviour of students. The participants felt that the way that the students behaved was often a result of their permanent teacher's absence. When the Occasional Teachers feel uncertain, they would engage in pre-call routines, complete call logs, or teach activities and lessons that they felt comfortable teaching. These routines were acknowledged and respected amongst

the Occasional Teachers as they were methods of regaining control in a seemingly uncontrollable environment.

The next theme that was identified was the feeling that the Occasional Teachers were isolated from the school community. I titled this theme The Outsider because of the ways that the participants spoke about their interactions with staff, students, and administration. They stated that they felt ignored or unwelcomed in staffrooms or other shared places when entering a new school for the first time. One of the participants stated that when they had first started Occasional Teaching, they were very outgoing in these shared spaces with permanent staff. However, this was met with disapproval, and they were then regarded as obnoxious. Luckily, this participant was able to find another cohort of teachers at that school that they were able to converse with in the future. By finding a community of teachers that they felt comfortable with, this participant was able to feel more confident and comfortable in this school in the future. These partnerships were another tool that participants used while working as both daily Occasional and in Long-Term teaching to support their self-efficacy beliefs. It is important to examine and consider the ways in which newly hired Occasional Teachers develop their perception of teacher self-efficacy in their daily experiences. In early self-efficacy research, Bandura (1977) argues that there are four sources of self-efficacy: mastery experience, vicarious experience, verbal persuasion, and emotional response. Bandura argues that mastery experience is the most influential on an individual's self-efficacy. The participants narratives indicated that they felt most confident when they were recognized and supported by other teachers. This was true when they were working on call daily or if they were teaching in long-term positions. This was my fourth and final theme discussed

in my Data Analysis. Within the interviews, Occasional Teachers showed evidence of positive self-efficacy beliefs through mastery experiences, which included a perceived level of acceptance from the school community. Teachers felt that they were more comfortable and confident when they taught at schools that were familiar and welcoming to them. This finding is significant as it is used to combat feelings of isolation and segregation that were noted in the third theme, The Outsider.

When I turned to the literature, so much of the research about new teachers and self-efficacy focused on new teachers that were working in full-time teaching positions. The endeavor of this research study was to determine the ways in which this teaching population perceived their teacher self-efficacy. In my experience, I found it difficult to identify my strengths and weaknesses as an educator while in another teacher's classroom, teaching class lessons that were not my own. The participants in this study felt the most comfortable and confident in classrooms where they were familiar to and recognized by both staff and students. Many teachers found this was the case after teaching at the same school or in the same class for more than one occurrence. They felt that students behaved better and that their days seemed to progress with less difficulty. They also noted that staff were more willing to reach out to help or connect with Occasional Teachers when they were more familiar with the school and the community. When the participants found that they had collegial support, both on daily assignments or in long-term positions, they felt less anxious and more in control of the classes that they taught. Teachers felt more comfortable teaching and assessing students when they had this support.

These positive experiences have an impact on the participants' feelings of self-efficacy as they experience success with students gradually over time. Moreover, the participants could anticipate what their schedule would look like and how the students would behave since they have had the prior experience with them. By engaging in successful teaching moments, the teacher participants felt more comfortable teaching that particular group of students or returning to that school in the future. When the teachers felt like they had a sense of belonging in the school community, they were more likely to ask questions to fellow teachers or to administration. Their questions would be around teaching practices, assessment, as well as report card writing. The participants recognized that as new teachers, they often had a lot of questions, and they were more comfortable asking questions when they had experienced successful teaching moments.

Suggestions for Future Research

The research conducted in this study considered the experiences of Occasional Teachers within their first five years of teaching, and many of the teacher participants have experience working in long-term occasional positions. While this is still deemed Occasional Teaching, it would be valuable to consider the experiences of daily Occasional Teachers exclusively. This research can deepen our understanding of the ways in which school systems' ability to support (or discourage) this specific teaching population. Research should also consider the career trajectory of Occasional Teachers as they transition from University, to Occasional Teaching, and then through to permanent employment. A longitudinal study such as this would provide key insights into the ways in which pre-service teachers evaluate their preparedness for the Occasional Teaching experience, as this is likely how many new teachers will begin their careers. From there,

researchers can evaluate the ways in which Occasional Teaching influences the teachers' ability to persist in the profession.

Future researchers should consider the structures and standards of practice for the Ontario College of Teachers and local school boards in their role in the experience of Occasional Teachers. Such studies could consider the supports made available to Occasional Teachers early in their careers. These institutions provide additional qualifications and professional learning opportunities for all teachers in Ontario. However, additional qualifications require payment; and professional learning opportunities are unpaid, i.e. working days that Occasional Teachers would need to sacrifice. Research could focus on the potential for inequities in learning opportunities for these precarious employees and how this contributes to new teacher retention.

CHAPTER 6

CONCLUSION

Novice teachers' early years in the profession are pivotal to a teacher's perception of their self-efficacy (Tschannen-Moran & Johnson, 2011). Research concerning the development of self-efficacy beliefs development of teachers has been investigated for decades (Perera, Granziera, McIlveen, 2018; Tschannen-Moran & Woolfolk Hoy, 2007; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). However, a specific portion of the teaching population has gone unnoticed: Occasional Teachers. Occasional Teachers are an essential workforce in the education system. For many new teachers, Occasional Teaching is the first step toward receiving a permanent position in a classroom. The aim of this study was to investigate the ways in which Occasional Teachers develop their self-efficacy in a constantly changing teaching context. Occasional Teachers move from school to school on a regular basis. They teach new students constantly and are met with procedural and personal obstacles along the way. In this research study, I interviewed six Occasional Teachers and carried out autoethnographic journaling to examine the ways in which Occasional Teachers cope with this inconsistent environment and come to terms with the precarious nature of Occasional Teaching. I focused on the following research questions for this study:

1. What are the lived experiences of Occasional Teachers?
2. How does the Occasional Teacher's precarious employment contribute to their perception of their role?
3. How do new Occasional Teachers perceive their self-efficacy beliefs in a constantly changing teaching environment and context?

Prior research literature consistently articulates that an Occasional Teacher's workday is stressful and ambiguous as each school and classroom functions differently (Coverdill & Oulevey, 2007). Based on a review of teacher efficacy literature, an exclusively qualitative approach was selected to examine the Occasional Teachers' self-efficacy development. The data collected from the interviews and from my autoethnographic journal was then transcribed and analyzed for four themes that contribute to the understanding of the Occasional Teacher experience and the development of self-efficacy. Narrative methodology was employed to empower the voice of the participants as they shared their lived experience. At the conclusion of the analysis, four themes were discovered: (1) Not Knowing (Uncertainty); (2) Routines; (3) The Outsider; and (4) Sense of Belonging. These themes address the research questions, contribute to prior research, and provide questions and pathways for future research endeavors. In the pages below, I will address each of the research questions as well as the significance of this study.

First Research Question: What are the lived experiences of Occasional Teachers?

Occasional Teachers live in uncertainty. They are unaware of their schedules and are expected to be ready to leave for work at a moment's notice. In this study, the Occasional Teachers stated that they would have to teach subjects or grades that they were unqualified for. They also stated feelings of unpreparedness and powerlessness as they taught (and continue to teach) through the unprecedented COVID-19 pandemic. Other studies also state that Occasional Teachers often lack essential information, knowledge of procedures, or certain skills while on a teaching assignment (Coverdill & Oulevey, 2007; Glatfelter, 2006; Skaff-Shumaker, 2018). They also stated that they felt

isolated from the school community on daily Occasional Teaching calls. This experience is noted in other research about Occasional Teaching (Coverdill & Oulevey, 2007; Duggleby & Badali, 2007; Skaff-Schumaker, 2018). Skaff-Shumaker (2018) state that Occasional Teachers' job satisfaction is mitigated by the following factors: limited respect from staff, the Occasional Teacher's perception of teaching proficiency in a specific grade level, limited resources and plans, limited training, and limited access to administrative support. All of these factors play a role in the daily experiences of the participants, and this is often experienced in different school communities. The Occasional Teaching experience is still fraught with uncertainty and unknowns. I believe that this is inextricably tied to this profession. The participants identified strategies that they would use to cope with these inconsistencies and the anxieties that would result. They would keep call logs to track their call history, engage in nightly and early morning routines to prepare for their workdays, as well as bring supplemental lessons and activities in case there are limited plans left for them. Those strategies are crucial in answering the third research question, which will be discussed below.

Second Research Question: How does the Occasional Teacher's precarious employment contribute to their perception of their role?

To comprehensively examine the precarious nature of Occasional Teaching, I used Marx's "alienation of labour" (p.74) as a theoretical framework to demonstrate the ways in which the Occasional Teacher is entirely powerless to the phone call that provides the assignment. Although they do make a professional daily wage, Occasional Teachers face an erratic and inconsistent working schedule and are disconnected from the teaching community. The Occasional Teachers characterized themselves as outside of the

school community. Because of their limited experience combined with the lack of preparation and limited insider information, they felt segmented from the teaching community. It is as if they do not feel like a “teacher” until they are permanently employed with the school board. This sense of belonging theme that was indicated in the Data Analysis was crucial in their feelings of success and confidence in the profession. This occurred in the classroom as well. The participants stated that some students were disrespectful, and they argued that this was because their permanent teacher was absent. These findings are consistent with prior studies that examine the job satisfaction of Occasional Teachers (Skaff-Schumaker, 2018); the perceptions and expectations of Occasional Teachers by permanent staff and students (Duggleby & Badali, 2007); and the labour market of Occasional Teachers (Pollock, 2010; Gershenson 2011). However, this study differs in that the Occasional Teachers were able to share both what they thought of themselves as Occasional Teachers and how this contributed to their teaching identity.

Third Research Question: How do new Occasional Teachers perceive their self-efficacy beliefs in a constantly changing teaching environment and context?

To examine the insecurities and anxieties that Occasional Teachers faced while working in daily assignments, I utilized Bourdieu’s (1977; 1988) construct of “habitus.” This allowed me to understand how Occasional Teachers create unwritten codes and routines that rule their daily teaching responsibilities. This was used to understand how Occasional Teachers cope with the inconsistencies that come with working as an occasional employee. The participants would track and log their call information, they would photocopy schedules for future calls, and they would come to schools with back-up material in case they ran out of time or if the prepared lessons were not sufficient.

These routines allowed for Occasional Teachers to regain agency and control. This finding was significant because it was indicative of the Occasional Teachers' self-efficacy and self-confidence. When they had these routines in place, the Occasional Teachers felt more comfortable with their classes and within schools.

The most compelling finding was the final theme of the Data Analysis: Sense of Belonging. The Occasional Teachers felt more comfortable both in daily Occasional and Long-Term Teaching when they were at schools that were supportive and welcoming. Collaboration and community were important to these teachers, and this is also true in self-efficacy research (Kirby, 2011; Moulding, Stewart, & Dunmeyer, 2014; Tschannen-Moran & Hoy, 2007; Tschannen-Moran & Johnson, 2011). The participants were more likely to ask questions when they were with teachers and administrators they could trust. However, this community of teachers extended beyond the schools that the participants worked in. In their experiences Occasional Teaching, the participants created networks of supports with mentor teachers and fellow Occasional Teachers and used these networks as guides and supports for future teaching scenarios. This finding is novel and powerful, and it speaks to our innate nature to seek relationships to support feelings of confidence and comfort. When the participants had a community of teachers that they could rely on, they spoke more positively about their teaching experience.

Consequently, the Occasional Teachers' self-efficacy beliefs were founded on their ability to create strong teacher partnerships. This finding is also true of my own experience as an Occasional Teacher. I place extreme value and reliance on my teaching partnerships, both occasional and permanent. I value my Occasional Teaching network because I am able to exchange my views and experiences with people that understand my

teaching context. Occasional Teaching is challenging. I do not feel comfortable teaching in unknown or unwelcoming environments. Fortunately, I have people that I can share my experiences with that will validate me. I also rely on the permanent teachers that I have met at the schools that I frequent. They provide a friendly face and a kind hello on days that I am working as a daily Occasional Teacher. My relationships with permanent staff at schools where I am teaching in a Long-Term assignment are crucial to my feelings of confidence in a classroom. I respect their opinions and their support as I manage new students, staff, and schools.

Recommendations

The following recommendations are based on the discussion with my participants, on my own experience, and on my review of prior research.

Assignment Acquisition. School boards should consider the way Occasional Teachers acquire teaching assignments. In this school board in Southwestern Ontario, both the permanent teachers as well as the Occasional Teachers have little control over the positions that they are offered when teachers are booking short-term absences. In contrast, the Lambton-Kent District School board, allows for teachers to pre-book Occasional Teachers for known absences. Creating a system that would allow permanent teachers to choose Occasional Teachers that they have experience working with could allow Occasional Teachers to build relationships with a particular school community. Utilizing both models (the automated system and the ability to pre-arrange an Occasional Teacher to fill positions) allows the Occasional Teacher to foster positive relationships and experience positive teaching assignments (Coverdill and Oulevey, 2005). By providing Occasional Teachers with the ability to advocate for themselves and make

connections to students, teachers, and administrators, their feelings of self-efficacy could improve.

Community of Practice. Newly hired Occasional Teachers should be offered mentorship opportunities during their first year of teaching. Many of the participants mentioned the importance of feeling a sense of belonging at the school communities where they work. The literature suggests that new teachers benefit from collaborative learning experiences with a mentor or more experienced teachers to refine successful teaching approaches and develop relationships (Kirby, 2011; Moulding, Stewart, & Dunmeyer, 2014; Tschannen-Moran & Hoy, 2007; Tschannen-Moran & Johnson, 2011). I believe that there should be opportunities for Occasional Teachers and permanent teachers to engage in meaningful pedagogical discussions about teaching practices and student success. These practices may be opportunities for teachers to engage with ministry documents, share teaching strategies, or discuss programming. Tschannen-Moran and Johnson (2011) found that professional learning seminars and collaborative teaching circles were related to positive self-efficacy development in new teachers. Similar learning opportunities for Occasional Teachers could allow for them to network with teachers and administrators in an equal environment. Occasional Teachers could benefit from learning from and with experienced teachers and hopefully improve their teaching practices in the future.

Professional Learning Opportunities. Professional learning opportunities should be made available to all new teachers, including Occasional Teachers. Although this was not addressed in the research, there are little professional learning opportunities made exclusively available to Occasional Teachers that are based on the experiences of

the teachers in this position. These professional learning experiences could provide divisionally based resources that Occasional Teachers could use if there are no lesson plans available for that day. Occasional Teachers could have workshops related to lesson planning and delivery as well as interview preparation while preparing for future teaching opportunities. As indicated in the interviews, the participants were interested in obtaining full time employment in the future. Having workshops that cater to the needs of Occasional Teachers can allow for Occasional Teachers to improve their “toolboxes” and better prepare them for their future classrooms. Moulding, Stewart, & Dunmeyer’s (2014) study of pre-service teacher efficacy found that the teachers’ efficacy was influenced by the mentor teachers’ feedback directly following a teaching opportunity. The prospect of having a mentor teacher providing feedback on teaching approaches or interview techniques could provide Occasional Teachers with the opportunity to significantly improve their teaching practices. By creating these partnerships with other teachers, Occasional Teachers may feel a heightened sense of self-efficacy upon entering a school as they have already created connections with the school community.

Final Thoughts

This study relays the lived experience of Occasional Teachers as they determine their self-efficacy in a constantly changing teaching environment. The goal of this study was twofold. First, I wanted to identify the ways in which Occasional Teachers cope with the challenges that come with being an Occasional Teacher and how they use this experience to determine their confidence in their teaching abilities. The second and perhaps inadvertent goal was to use this data to evaluate my own self-efficacy as a new teacher. The voices of the Occasional Teachers validated my experience and proved the

importance of this teaching role. The hope was that the findings of this study will spur other researchers to consider the experience of Occasional Teachers, while also empowering those Occasional Teachers who may feel their own voice in our narratives.

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APPENDICES

Appendix A: Recruitment Email

To whom it may concern,

My name is Dayna Duggan Haslam and I am a graduate student at the University of Windsor. With the guidance of my advisors, Dr. Terry Sefton and Dr. Danielle Sirek, I am researching the self-efficacy development of occasional teachers. For this research study, I hope to conduct interviews with 5 occasional teachers within their first five years of teaching. The interview will last between 20-30 minutes.

I am emailing you to see if you would be interested in participating in my Thesis project. Your interview will be done virtually (over Microsoft Teams) at a time and date that is convenient for you. If you are able to participate, you will receive a \$25.00 gift certificate to Staples. Please feel free to send an email to me if you have any other questions or concerns.

Thank-you for your kind consideration,

Dayna Duggan Haslam, B.A., B.Ed., E.C.E

Elementary Long-Term Occasional Teacher

Appendix B: Letter of Consent to Participate in Research

Title of Study:

An investigation of the self-efficacy development of newly hired occasional teachers in Southwestern Ontario

You are asked to participate in a research study conducted by Dayna Haslam from the faculty of education at the University of Windsor. Dayna Haslam is a graduate student completing her thesis in the Master of Education program.

PURPOSE OF THE STUDY

This research study intends to explore the work experiences of occasional teachers in Southwestern Ontario with a focus on their development of teacher self-efficacy, which is “a teacher’s individual beliefs in their capabilities to perform specific teaching tasks at a specified level of quality in a specified situation” (Dellinger, Bobbett, Oliver, & Ellett, 2008, p. 752).

PROCEDURES

If you volunteer to participate in this study, you will be asked to participate in one semi-structured interview where you will be asked about your daily life as an occasional teacher. The interview will take place virtually through Microsoft Teams on a date and time that is convenient for you. The interview(s) will be audio recorded and transcribed.

The interview will be approximately an 20-30 minutes in length. After the interview has been transcribed, the researcher will contact you again via email for you to review the transcript for any possible errors or changes you may want to make. You will have one week to complete your review.

POTENTIAL RISKS AND DISCOMFORTS

This study carries low risk to participants. In this research study, you may feel some anxiety or embarrassment due to some of the experiences you have had Occasional Teaching. You will be free to answer or not answer any questions that may make you feel uncomfortable.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

There will be no direct benefit to you. However, your contribution will provide insight for future mentorship of occasional teachers. This research will contribute to prior research on occasional teachers.

COMPENSATION FOR PARTICIPATION

You will be offered a \$25 Staples gift card in recognition of your time. The gift certificates will be mailed to you upon completion of your interview.

CONFIDENTIALITY

This research study's sample size is small and limited to a specific area (Greater Essex County), so some of the details shared in your interview could be identifiable. Any information that is obtained in connection with this study and that can be identified with you will remain confidential. Data and analysis will use pseudonyms for your name, any schools named, or other teaching staff. All names including participants names, school names, or identifiable names will be replaced with pseudonyms.

For the interview transcriptions, you will be able to review and edit before the researcher analyses the data. All material that you provide will be viewed by you before it is used for this research project. While you are reviewing the transcripts you may edit, add or delete information.

PARTICIPATION AND WITHDRAWAL

You may withdraw from the study at any time up until the interviews have been transcribed and fact checked by you, the participant. investigator may also withdraw you from this research if circumstances arise which warrant doing so.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS

The research summary will be available to you through the University of Windsor's Research Result Summary page and the researcher will provide you with the link via email at the conclusion of the thesis dissertation (<https://scholar.uwindsor.ca/research-result-summaries/>).

Web address: <https://scholar.uwindsor.ca/research-result-summaries/>).

Date when results are available: December 31, 2021

SUBSEQUENT USE OF DATA

These data may be used in subsequent studies, in publications and in presentations.

RIGHTS OF RESEARCH PARTICIPANTS

If you have questions regarding your rights as a research participant, contact: Telephone: XXX-XXX-XXXX, ext. XXXX; e-mail: ethics@uwindsor.ca

SIGNATURE OF RESEARCH PARTICIPANT/LEGAL REPRESENTATIVE

I understand the information provided for the study “An investigation of the self-efficacy development of newly hired occasional teachers in Southwestern Ontario” as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study. I have read a copy of this form and am giving my verbal consent to use my interview for this research project.

Name of Participant

Signature of Participant

Date

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

Signature of Investigator

Date

VITA AUCTORIS

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