

MASTEROPPGAVE

MAP 045

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DEVELOPMENT OF TEACHING AS A PROFESSION

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SUMMARY

This study is based on a study of how six elementary and middle school teachers understand teaching as a profession and see their professional development. I had written the project to develop my own expertise and deeper understanding of teaching as a profession. According to the law, educated teachers who do not have a certain number of training in subjects they are teaching are told that they were unqualified. Teachers with older education may have troubles in keeping their jobs in the future. The study has focused on discovering criteria which is evident in the teaching profession and are embedded in the professional development where the outcome is a positive teaching environment.

The thesis is based on theories of teaching profession, professionalism and professional development. Research-based theories present important factors and development models for teacher profession. The theory and research I used are related to the statement of the problem. The study has the following statement of the problem:

What criteria is evident in the teaching profession and are embedded in professional development where the outcome is a positive teaching environment?

This master project is a qualitative study with a phenomenological and hermeneutical approach. The choice of design is crucial in order to understand the educational practice through lived-experience descriptions and narratives and turn to a phenomenon. In this study the phenomenon is evident criteria in the teaching profession.

I used a qualitative interview with six teachers as a research method in my study. Selection of participants is strategic for the research because those who were interviewed are educated teachers and could contribute important information from the field.

The results that have emerged from the research show that the students are most important for a teacher who starts practicing the profession.

All the participants mention criteria which is to be able to see the student and facilitate this student. Teacher should appear as a safe, structured adult with open mind and desire to accept this student.

By focusing on the professional development and a positive teaching environment, teachers could think of developing in different subjects and areas. Some teachers wanted courses in new technologies, while others thought to know more about class leadership and gaining more knowledge about students. Thoughts and reflections gave guidelines for a deeper understanding of their own role as a teacher.

In the thesis it appears that teachers experience lack of competence in strategies that can prevent bullying, teasing, conflicts between students in school. Cooperation with parents was also mentioned as a demanding task for teachers. There is no faculty answer or recipe for such strategies and collaboration.

ACKNOWLEDGMENTS

This master's thesis is a final project in the master's program in Professional Pedagogy at Nord University. It had been an exciting, educational, time-consuming and labour-intensive process that lasted for three years. The study has given me the opportunity to delve into qualitative research, methods and analysis. I gained a better insight into the pedagogical practice that I have had experience with. The knowledge and experience I gained in this process plays an important role in further teaching in school that I can share with colleagues and my students.

The process was demanding due to time, economy and geographical factors. These three years I have had many trips and had to combine work, seminars and family life. It was a demanding but learning process. I appreciated that I had the opportunity to teach at the same time as studying. In this way I gained a deeper understanding of the pedagogical practice as a research field.

To my advisor Jerry Robicheau, PhD, I appreciate your time and effort reviewing my project. Dr. Jerry Robicheau helped me to form the structure of the project and encouraged me through the process. I am grateful to professor Oddbjørn Knutsen who offered suggestions and discussed the process in this study with me and other master students during master seminars. I am most thankful to participants who shared their thoughts and reflections with me. All the participants provided a valuable input in my qualitative research. Thanks to principal and colleagues at Korgen central school for facilitating my study. Finally, I am thankful to members of my family for providing me with time to write the project.

1. INTRODUCTION

In Norway, knowledge has gained importance as a resource and driving force in society development. We experience that Norwegian society is becoming increasingly complex and diverse. In this context, education is among our most important social institutions. It is a significant part of influencing community development. At the same time, education is also affected by the changes that occur in society.

Many laws and regulations dictate how the Norwegian education should be. Norway has long traditions of political management of education, consequently, Norway's education is highly regulated by the law. It is expected of society that the school workers know the law, and the students receive the education they are entitled to. Public media is critical and continues to monitor to ensure that students' rights are instituted as written in the law. Current discussions today are about psycho-social environment and well-being (Møller & Ottesen, 2017). A few years ago, skills and learning strategies were discussed by public media. Both school leaders and teachers are expected to anchor and justify their own practice with reference to legislation. This is happening; however, society is still changing. The legislation is extensive, but also seen by teachers as insightful and complicated.

1.1. The background of the study

I choose this research topic because it is my goal to be a good teacher. One who can teach with dedication and be able to adapt the training to students and subjects and provide relevant and fair feedback. A teacher who is concerned with development and knowledge. In this research I will investigate the possible criteria that is evident to ensure the development of the teaching profession.

Further, I will investigate whether there are certain criteria that leads to the teaching profession and to the professional development of teachers. I will attempt to determine if these criteria can create the positive environment for teachers.

1.2. The statement of the problem

The main research question for this study is:

What criteria is evident in the teaching profession and are embedded in professional development where the outcome is a positive teaching environment?

I will investigate the criteria that contribute to the well-being as a teacher. The criteria for well-being as a teacher are an important part in the professional practice. The teaching profession's tradition has created the criteria. Teachers have been through an education and socialization. They have become familiar with the criteria and guidelines for the teaching practice and the criteria for the well-being as a teacher.

Teachers wish to practice and experience a positive and supportive environment at school. This applies to the relationship with colleagues, the relationship with school leaders and students. Several of the teachers look forward to experience positive environment as a collective culture and value response. (Skaalvik & Skaalvik, 2017, p. 76). Supportive collegial environment, positive relationships with school leadership, collective culture and value response were merged into criteria which is called for value response and positive environment for teachers.

I will define the basic concepts of the teaching profession, and professional development that has an outcome a positive environment for teachers.

I will investigate whether there are specific criteria in the teaching profession and in the professional development of teachers. My hypothesis is that these criteria create a positive environment for teachers.

First, I will consider what a profession is. Dale (2006) distinguishes between profession, professionalization and professionalism. Dale (2006) states profession refers to the status of a profession, to the privileges of the teaching, wages and teaching conditions, and to the social prestige, a profession enjoys. Professionalization of the teaching profession encompasses the process the profession undergoes historically, culturally and socially to be established as a profession. Professionalism refers to the teacher's practice. Professionalism expresses the teachers' ability to exert work of good quality.

I will discuss this theoretically and use the interview as my research method.

I designed an interview protocol or interview guide with seven opened questions. The questions are developed as the sub-questions phrased in a way that interviewees can understand.

Suggested research questions:

- 1 As a teacher what criteria do you see as important to ensure that teaching is viewed as a profession?
- 2 Are these criteria evident to you? In what way are they evident?
- 3 What kind of discussion of these criteria was included in your training as teacher?
- 4 How were they discussed and if not do you wish they had been?
- 5 When you participate in professional development how do you use the criteria as a part of the development?
- 6 How might the teaching profession ensure that there is a positive teaching environment?
- 7 If the criteria you identified are included in professional development will that ensure a positive environment for teachers?

These are the participants questions that will assist me in arriving at the answer to the main research question. With the development of the teaching as a profession, I will also focus on the criteria that contribute to a positive development of the teaching profession. I will begin my literature review with a focus on a critical review of relevant pedagogical theory.

1.3. The professional significance of the study

I am going to investigate what are the basic concepts of a) teaching as a profession, b) whether these criteria are evident in the teacher's profession development and c) as a result a positive environment for teachers will evolve.

I am going to investigate if there is an evident criterion in the teaching profession that is embedded in the professional development for teachers. Further, I will attempt to determine if these criteria can create a positive environment for teachers.

1.4. Overview of methodology

My methodology will be a phenomenological hermeneutical research. According to van Manen (1990) hermeneutical phenomenology oriented toward lived experience and interpreting the «texts» of life. van Manen (1990) discusses phenomenology as a dynamic interaction among six research methods: finding a phenomenon, reflections on essential themes in the process, finding the nature of lived experience, writing a description of the phenomenon, relation to the topic of research and balance the parts of the writing to the whole. Phenomenology is the interpretive process in which the researcher makes an interpretation of the meaning of the lived experiences (Van Manen, 1990). The theme «Development of teaching as a profession» applies to professional practice. Teachers experience several questions and dilemmas in their daily work. It is very important that I interview teachers who work with students. In this way, I will get a better understanding and investigate what creates a positive environment for teachers and students.

I am going to present the research problem in light of theoretical framework. This is defined later in the paper. My qualitative research design uses a methodology that includes a) purposeful selection of participants, b) choice of statements researched, c) procedures of data collection and d) methods used in organizing and analysing the data. I will include the material that reflects organization of the data and expresses professional experience of the participants. I am going to do interview transcripts. My research report will contain analyses that illustrate procedures. These will ensure that readers can follow and judge the evidentiary basis of the conclusions.

1.5. Limitations and delimitations

This project is a qualitative study on development of teaching as a profession with a phenomenological and hermeneutical approach. The data are going to be based on interviews with six persons. Five of the informants are experienced teachers, and the sixth participant is a first-year teacher. Experienced teachers have taught many years and have a lot of experience in teaching students.

My goal in this research is to gain insights into how the participants in the study experience teaching as a profession. I intend to investigate what contribute to the positive development of the teaching profession. The participants in this study may have different approaches to the teaching as a profession. My findings and conclusions may contribute to focus on teacher's professional practice and its positive development.

2. THEORETICAL FRAMEWORK

The intent of this chapter is to provide a theoretical overview of and introduction to my qualitative research study. I begin with a definition of teaching profession and common characteristics of profession, professionalization and professionalism. I then discuss challenges and dilemmas of teachers. I then present criteria that contribute to the positive development of teaching profession and teacher role in education. I end by describing development of teaching as a profession.

2.1 Teaching profession

Within the teaching profession, the professional competence and responsibility for learning have common characteristics. We combine professional expertise with a combination of ability and insight within a limited context which is in the professional competence.

According to Dale (2006) responsibility for learning refers to two dimensions: A) independence or autonomy, when it comes to the organization of the learning work, B) the demand for the validity of one's decisions and actions as well as other colleagues, students, parents and other social instances.

A professional tradition combines ability to act and insight with quality criteria for well- done work. The quality criteria must be evident in the professional practice. The criteria for judging practice must come from a professional tradition. The practitioners must have been through an education and socialization where one has become familiar with the criteria and guidelines for the teaching practice. Performing in accordance with the quality criteria refers to one's professional suitability. Suitability is therefore a cultural and social phenomenon - that one behaves properly - in accordance with the criteria that apply to well-done work. And a characteristic of quality in a professional tradition, as a profession, will be that the practitioners can influence the professional tradition and change the criteria basis, through reflection and criticism (Dale, 2006).

2.2 Profession, professionalization and professionalism

Dale (2006) separates between profession, professionalization and professionalism.

Professionalization of the teaching profession is about the process the profession undergoes historically, culturally and socially. Professionalism refers to the teachers' practice and professional competence. Professionalism expresses the proficiency of teachers' good quality work. Professions are about the status of the profession, the privileges of the teaching profession, pay and employment terms and the social prestige the profession enjoys.

As stated earlier, responsibility for learning is a decisive characteristic. There are two dimensions of responsibility for learning: 1) autonomy or independence when it comes to the organization of teacher's work, 2) the validity of one's decisions and actions towards colleagues, pupils, parents and other social instances. Dale (2006) separates the professional teacher from different practices in three roles: 1) the teacher as the organizer of the students' learning work, 2) the teacher as collaborating colleague, and 3) the teacher as a reflexive researcher.

The first practice concerns the teacher's actions and deliberations in situations of the immediate learning. This is about goals, analyzes of situations based on the teacher's sensitive presence. Efficiency and insight come to the fore in conversations between teacher and students. The teacher's responsibility is evident in the realization of a good teaching associated with the student's learning

The second practice is when teachers pre-arrange and subsequently evaluate the pupils' learning processes. Here, the ability to act and insight into planning and assessing the implementation of the teaching. It is characterized by the communication between colleagues within the individual school. The responsibility for the student's learning is collective. This practice appears in the teacher's participation within a collegial community. Teachers in Norway have the national curriculum which is an important mandate basis for their preparation and assessment of the teaching.

The third practice is where teachers build and communicate in professional theory in the freedom of action that characterizes teaching. Teachers explore themselves by describing, interpreting, analyzing, and explaining events and phenomena within the teaching profession. This practice includes analysis of terms such as responsibility for learning and various responsibility for learning plans. In the third practice it is important for the teacher to be able to explain and justify what characterizes a successful implementation from a failed one. To develop critical knowledge about how to work in the teaching profession. The competence to construct and communicate in professional theory plays an important role in third practice. Teachers develop the ability to think in terms of concepts, research attitude towards the teaching profession and participation in argumentative dialogues.

2.3 Challenges and dilemmas of teachers

The central purpose of the schooling is education, citizenship and education for community and democracy. Teaching knowledge today means cultivating social interests, commitments for group life, fellowship with and care for all people. These are crucial to a concept of knowledge. Educating for democracy in the knowledge society represents a crucial perspective in the interpretation and adaptation of the curriculum. Norway's national curriculum has its emphasis on consistent curricula in subjects for basic education. The curriculum has become a management document and the basis for teaching.

In connection with the introduction of the reform Kunnskapsløftet (Norway's national curriculum), the school leaders were required to specify which topics were prioritized and which measures were emphasized. As a requirement of this reform teachers received the offer of continuing education, and today there is a requirement for continuing education and compulsory work in the development of local curricula, methods in different subjects and teaching methods in various subjects, subject didactics in various subjects and teacher plan analysis. School leaders across the country prioritize issues and offer postgraduate education to teachers. Some school leaders prioritize the development of local teacher plans, other continuing education on methods in different subjects and teaching methods in different subjects.

Researchers (Dale, 2010) say that school leaders who focus on continuing education programs in the development of local plans and methods in different subjects, express the view that there has been no lack of focus on results in Norwegian schools: learning environments in Norwegian schools are good and that the academic competence of the teachers is high .

Skaalvik and Skaalvik (2012) study on the social cognitive theory and found that the teachers' beliefs in their own abilities to plan, organize and carry out activities that contribute to achieving set goals, both academic and social goals. Research by Skaalvik and Skaalvik (2017) shows that teachers 'coping expectations have an impact on the teachers' goals and ambitions, attitudes to changes and the use of teaching strategies. Bandura (1997) emphasizes that expectations of coping have significance for behavior, thought pattern and motivation. Bandura's theory states that coping expectation is important for how challenges are perceived and therefore for well-being, motivation, effort, perseverance and what tasks a person chooses to engage in. People who have low expectations of coping perceive situations as more threatening and get thoughts of what can go wrong than people who have high expectations of coping. Mastery expectation is also shown to act as a buffer against burnout and possibility of leaving the teaching profession (Skaalvik & Skaalvik, 2012).

2.4 Criteria that contribute to the positive development of the teaching profession

A question is often asked which criteria contribute to the well-being as a teacher?

The teaching profession revolves around actionability and insight with quality criteria for well-done teaching. The quality criteria are an important part of the professional practice. The teaching profession's tradition creates the criteria for judging practice. Teachers have been through an education and socialization where they have become familiar with the criteria and guidelines for the teaching practice.

The study (Skaalvik & Skaalvik, 2012) describes positive and negative assessments or feelings related to the work. The teachers' feelings related to the teaching profession can be expressed as general well-being or satisfaction with various aspects of the work.

The analyzes of study (Skaalvik & Skaalvik, 2017) show that teachers are concerned about the joy of the work, changes and challenges in the profession and burdening.

In a survey of 36 teachers, Skaalvik and Skaalvik (2012) found five main categories of motivational factors significant relating to the teaching profession:

1. The teaching itself, the interaction with the students and seeing that the students learn and develop.
2. Experience of coping, which is also linked to ensuring that students learn and motivate their schoolwork.
3. Variety of work.
4. Autonomy.
5. Collaboration with colleagues.

Socializing with students emphasizes the joy and inspiration of seeing students learn and develop (Skaalvik & Skaalvik, 2012). This makes the work meaningful and gives teachers an identity as teachers. Many teachers emphasize that being with students is fun, they use and develop different aspects of themselves. The international research shows that it is the teaching itself and the work with the students that motivate the teachers. Skaalvik and Skaalvik (2012) state that this must be seen in a value perspective. The satisfaction of the teaching lies in contributing to the students' learning and development. When teachers see the learning and development of the students, they see this as a result of their own work. It provides an experience of mastery and self-affirmation as a teacher. It is in line with the central role of the teacher: to contribute to the students' growth and development.

It is important for teachers to have experience mastering teaching. This includes engaging students, promoting learning, understanding, and helping students stand firm.

The feeling of coping is closely linked to the joy of being with the students and making the interaction with the pupils perceived as positive and meaningful. Seeing that students develop professionally and socially is important that the teacher feels successful in their teaching.

According to Skaalvik and Skaalvik (2012), variation in activities and tasks is important for teachers. Teachers prefer when no days are the same. The variation can make teaching be more demanding and therefore more stressful for some teachers. The variety is perceived as motivating by many teachers because the teaching is not boring and routine. Skaalvik and Skaalvik (2012) find that the students' reactions and teaching cannot be predictable. Some teachers find unpredictable student's reactions as a form of variation, while other teachers experience it as a burden. Skaalvik and Skaalvik (2012) explain this difference in experience. Teachers who are placed in unfamiliar situations and have little experience or who lack mastering expectations experience the unpredictable student's reactions as a burden. Teachers with experience and high coping expectations experience the unpredictable as stimulating. Skaalvik and Skaalvik (2012) recommend that it is important for teachers with little experience to practice a certain degree of predictability that will create security and mastery in their teaching. Skaalvik and Skaalvik (2012) regard it as central that the school leaders should create the possible predictability within the framework for the teaching.

Autonomy is meant as independence and freedom of action within clear and familiar frame of teaching. Traditionally, the teachers have a high degree of independence. The tradition in the school is that the teachers themselves choose methods, including what they want to focus on in the academic teaching, and which examples they want to use. The degree of detail management of the academic content has varied. The curricula from 1974 and 1987, for example, gave particularly great freedom in the choice of content, while this was considerably tightened through curricula Reform 97. Teachers have also traditionally had great freedom to dispose of the time they do not have teaching. Skaalvik and Skaalvik (2012) distinguishes two aspects of the teachers' autonomy: 1) autonomy that is related to the actual teaching (academic priorities, content focus, work methods and organization of the teaching in its class or group) 2) autonomy that is linked to when, where and how the teachers work on planning the teaching.

Teachers use concepts such as freedom, flexibility and responsibility instead of autonomy. Further, teachers emphasize that teaching is unpredictable.

There may be situations that cannot be predicted in advance. Teachers must make several decisions in the actual teaching situation. In the teaching with the students, the teachers must make decisions at the time action is necessary.

These decisions must be based on the teachers' best judgment, which is based both on the knowledge of the individual students and on the professional and educational knowledge of the teacher. Such decisions can therefore not be prescribed through common guidelines or administrative decisions. This means that the teachers have knowledge of the pupils and have the necessary academic and pedagogical knowledge. Good teaching must be based on autonomy or pedagogical freedom within general teaching plans (Skaalvik & Skaalvik, 2012).

Teachers collaborate more than before in school in recent years. This mainly happens as team teaching. Many teachers experience it as a well-being factor, when this type of collaboration works well and constructively. If the teachers do not get to cooperate, it is experienced as a burden. It is especially the work community of the teams is highlighted as valuable. Teachers can inspire each other, learn from each other, get ideas from each other and make use of each other's knowledge in well-functioning working communities. This shows the instrumental value collaboration can have. One characteristic feature is that the joy of the academic collaboration and that social interaction or co-operation therefore goes together. Teachers emphasize that the team must respect each other and listen to each other. Under such circumstances, opinions can be broken without leading to conflicts. Conflicts from the team can steal time from the professional work and drain the teachers for energy. When co-operation is imposed, it can act as a double-edged sword. When it works well, it provides positive experiences and promotes well-being. When it does not work, it gives negative experiences and is perceived as a burden (Skaalvik & Skaalvik, 2012).

A positive effect of the collaboration may be that it contributes to the development of a collective culture. A school of common practice, with a common set of norms and values, with common student views and members of the team who think equally can develop collective culture. A school creates culture for students about what is important and dignified in school. This culture ensures that students are learning, developing, progressing and doing their best. The pupils are helped and encouraged to set individual goals, goals for group teaching, the pupils' results are assessed in relation to the goals and in relation to previous results. That is, mastering, improving and developing the students (Skaalvik & Skaalvik, 2012).

The results of the research by Skaalvik and Skaalvik (2012) may seem paradoxical. They both testify to high well-being and high levels of stress. These results (Skaalvik & Skaalvik, 2012) were the starting point for a survey involving 1145 teachers from elementary and high school. A selection of 32 schools (10 high schools and 22 elementary schools) was drawn from four counties in central Norway and northern Norway. All teachers at these schools were invited to participate by filling out a questionnaire. Of these, 81% participated (N = 1145). A survey was conducted in April and May 2016. Teachers were requested to fill out a questionnaire where each category was measured through three to nine statements. For example, well-being: "I enjoy being a teacher". On most of the statements, teachers answered by mark the degree of unanimity or disagreement in each statement on a six-part Likert Scale from "Totally disagree" (1) to "Totally agree" (6). The results of the research by Skaalvik and Skaalvik (2017) showed a high degree of teachers' well-being, engagement and belonging to the school. The results of Skaalvik and Skaalvik research shows that teachers have a high level of well-being in their work: 87% of teachers marked clear agreement that they enjoyed being a teacher. Researchers (Skaalvik & Skaalvik, 2017) found similar findings for belonging to school and involvement in work that reinforces the image of the vast majority of teachers thrive in the teaching. Expectation of mastering different tasks and aspects of the teacher role was measured using a 7-part scale from "Absolutely Not Safe" to managing Specific Tasks (1) to "Absolutely Safe". For example, explain the subject matter so that students understand it. Skaalvik and Skaalvik (2017) found high mean values (between 4.5 and 5.6) for mastering expectations related to six different areas: "explanation of subjects", "collaboration with colleagues", "motivation of students", "keeping calm and words", "adaptation of teaching to the students' prerequisites " and " tackling unexpected challenges ". The lowest mastering expectations were found for "motivation of the students" and for "adapting the teaching".

The results of the research by Skaalvik and Skaalvik showed that the teachers thrive and motivated in their teaching. They also experience a lot of stress, and many feel tired of the teaching. A central question is what motivates the teachers (motivational factors) and what causes stress (stressors). Skaalvik and Skaalvik (2017) look at teachers' assessment of the extent to which five potential motivational factors are in place in the school environment. Then it is analysed which motivational factors contribute to well-being as a teacher. The registration was done by the teachers responding to a six-part scale from "Totally disagree" (1) to "Totally agree" (6). Exception was autonomy where a five-part scale was used from "Totally disagree" (1) to "Totally agree" (5).

All five potential motivational factors were highly relevant to the school day. Especially the rational conditions at schools that the teachers considered to be very positive. The relationship between colleagues and the relationship with school leadership had mean values of 5.3 and 4.9 on a six-part scale. Collective culture and value response also show 3 high mean values of 4.4 and 4.8. It shows that most teachers find that there are common perceptions of goals, values and tools at school. Value response is when one teacher experiences that the prevailing goals and values at school are consistent with his or her own values. One of the statements used to measure the perceptions of value response was "I feel like I'm at a school that shares my perception of what is good teaching." 92.6 per cent of the teachers noted that they were from slightly to strong agreement with the statement and 72.2 per cent marked clear agreement. It also means that 10 per cent of teachers experience a lack of value response.

What does it mean for these teachers' mastery expectations and well-being?

Very high values testify that the teachers' experience a high degree of variation in the students' prerequisites and a great time pressure. 72 per cent of teachers agreed in whole or in part with the statement "Workday for a teacher never ends ". 70 per cent marked agreement that " The days at school are hectic - there is never time to calm down ". Both criteria were experienced most by primary school teachers than teachers in high school.

The findings from Skaalvik and Skaalvik (2017) study concluded that the biggest challenges faced by the teachers are time pressure and large variation in students' learning. In addition, many teachers report discipline problems and low motivation among students. Disciplinary problems do not always arise in keeping calm, but also in the fact that teachers need to spend a lot of time keeping calm. The mean values for "discipline problems" and "low motivation among students" were lower as 3.2 and 3.0. Many teachers reported experience discipline problems and that students show low motivation for schoolwork. About one of three teachers confirmed that they are often disturbed by outgoing students. More than 50 per cent of teachers answered that they spend a lot of time and effort to control the behavior of the students. Teachers feel that they must always be prepared.

Additional results of the research by Skaalvik & Skaalvik (2017) showed that most teachers experience a positive and supportive environment at school. This applies to both the relationship with colleagues and the relationship with school leaders. Several of the teachers experience a collective culture and value response.

Table 1. Teaching environment by Skaalvik and Skaalvik (2017, p. 75)

Variables	Response scale	Number, statements in the scale	Mean values	Examples of statements
Positive and supportive collegial environment	1-6	3	5,3	The relationship between colleagues at this school is characterized by kindness and consideration for each other
Positive relationship with school leaders	1-6	3	4,9	The cooperation with my school leader is characterized by mutual respect and trust
Collective culture	1-6	3	4,4	Teachers at this school have a common understanding of the direction in which the school should be developed
Value Compliance	1-6	3	4,8	I feel that I am in a school that shares my perception of what is good teaching
Autonomy	1-5	6	3,8	I have a freedom to teach as I see fit

The results of the research by Skaalvik and Skaalvik (2017) shows that most teachers have a high level of well-being in their teaching and feeling of belonging to the school and involvement. This is without linking it to certain conditions in the school's environment.

Relationships between the experienced school's environment and the teacher's mastery expectations, well-being, challenges and desire to quit were investigated by Skaalvik and Skaalvik (2012). The starting point was a theoretical model of relationships between the variables. To simplify the model, researchers (Skaalvik & Skaalvik, 2012) have combined motivational factors that correlate highly. Disciplinary issues and low student motivation have been merged into criteria. Supportive collegial environment, positive relationships with school leadership, collective culture and value response were merged into criteria I would like to call for value response and positive environment for teachers.

Skaalvik and Skaalvik (2017) showed a good picture of the school environment. Teachers who experience discipline problems and low motivation among students have lower mastering expectation than teachers who experience less of these problems. Time pressure was not significantly related to mastering expectation. The highest importance for teachers' expectations were criteria related to the students and relationships with the students. Teachers who experience a positive and supportive relationship with colleagues had a higher well-being and coping expectations. This means that a supportive school environment and a sense of own values have support in the environment, increases well-being and mastering expectations. Skaalvik and Skaalvik (2017) contend that a supportive school environment can act as a buffer against negative impact on teachers' mastering expectations. High mastering contributes to lower levels of negative influences such as exhaustion and cynicism. Exhaustion means to feel lost, feeling tired and exhausted. Cynicism means that teacher no longer has the profit to care about or to protect students or colleagues.

Skaalvik and Skaalvik (2017) found the importance of indirect relationships. They found the strongest connection with motivation to quit as a teacher and a lack of well-being. There was a strong negative connection that indicates that well-being gives the strongest motivation to continue as a teacher.

Teachers have high expectations of mastery in their teaching. However, for two aspects of teaching, the expectations of coping are relatively low. It concerns adaptation of teaching and motivating of students. Skaalvik and Skaalvik (2017) concluded these areas should be strengthened both in teachers' education and in post-graduate education.

The first step in addressing my research question is to consider the teacher's autonomy and professional understanding. In addition, I would like to consider how teachers can strengthen their role in developing a teaching profession. I then investigate which educational and ethical challenges and dilemmas teachers face and how can they be solved. I explain the concept of the teacher's role and look at the development of the teaching profession. By analyzing educational and ethical challenges, I discuss how to accommodate an understanding of teaching as a profession. I then include in the discussions the concepts in my life as a teacher.

2.5 The teacher role in education

The teacher role can be defined as the sum of the expectations and demands made of the teacher. The individual teacher's daily teaching amounts to the value of that sum. According to government (Meld. St. 11 (2008-2009), 2009) curriculum and other regulations commits all teachers and defines a common basis for exercising the role. In addition, national and local systems determine the evaluation and reporting systems. The individual teacher must be aware of these requirements and expectations and keep up to date and adjust to changes.

Teachers meet several expectations that are challenging to solve and make decisions that may be of great importance to the students. The teacher's main task is to facilitate and guide the student's learning. Collaboration with colleagues, management, homes and other organizations outside the school and participation in the development of the school as an organization will support this. The exercise of the role is influenced by the community, by management and colleagues in their school and by students and parents.

Teacher's instructional task relies on what steps and what subjects the teacher teaches. Based on my research problem, the teaching profession will always change, as a result of changes in teaching conditions and as a result of the teacher's professional development.

The report of the expert group for teacher role (Handal, 2016) shows that we do not get better teachers or better education if national and local authorities hold on to the belief in detailed management and excessive control and do not give the profession the necessary trust.

The teacher role report addresses the governance structure introduced by Kunnskapsløftet (Norway's national curriculum) and concludes with three consequences for the development of the teacher profession. First, the consequence is a greater requirement for the teachers' knowledge skills. Second is an increased emphasis on learning goals and learning outcomes. Third, turning from defining a relatively large scope for schools and municipalities to initiate national measures with clear elements of governance.

2.6 Professional Development for teachers

Initially the professional development of teaching was organized as a learning process for teachers in connection with teaching methods and organization of students. According to Skaalvik and Skaalvik (2012) there are various types of development of teaching:

1. Implementation of new practices proven by other schools
2. From theory and general principles to practice
3. From identifying a problem to action and changing the practice
4. Implementation of a program

School development consists of implementing new practices that have been tried out and described by other schools. School can be based on a description or a recipe for pedagogical practice. This form of development can begin with the teachers in a school becoming aware of a new practice. The next phase is to incorporate and understand the new practice. After that implementation phase comes where the teachers make experiences using the new practice at their own school. Such development can involve changes in the practice of the school and can be challenging for teachers. Skaalvik and Skaalvik (2012) stated that the challenge for teachers is to familiarize with and understand the new practice. Understanding is about 1) how the new practice should be implemented, 2) the pedagogical principles and the theories on which it is based, 3) the values on which the practice is based, 4) the kind of learning and human vision it represents. The teachers are in danger of implementing the new practice without such understanding because they do not know its purpose, preconditions, limitations and values.

There can be a danger of jumping from project to project without goals, or participation in a new and fashionable practice that does not serve the school's goals. Teachers need to know the theories and principles on which the practice is based to master the new practice. Teachers can consider alternative approaches that safeguard the same principles. Then, the implementation of new practice can serve the school's goals and values and be adapted to the conditions and framework at school.

The second type of development teaching can be based on a) pedagogical theory, b) principles from the theory and c) develop a practice that safeguards the principles (Skaalvik & Skaalvik, 2012). It is about developing a new practice. There may be major or minor changes of the school's practice. This form is "open" development of teaching (Skaalvik & Skaalvik, 2012) where teachers do not know what practice the teaching will lead to. As an example, Skaalvik and Skaalvik (2012) state using the development teaching to adapt the teaching to the students where tasks were classified into three groups: a) tasks within a student's master zone, and which the student can work with on their own, b) tasks in the student's development zone, and with which the student can master guidance, help and support, c) tasks in a future development zone and that the student will not master, even with help and support. Mastery zone tasks are important for providing knowledge and skills. Learning in the development zone is needed to gain new knowledge and skills. According to Skaalvik and Skaalvik (2012) such pedagogical practice led to the understanding among teachers that 1) the pupils had different coping zones 2) the homework should be in the students' coping zone, and 3) learning in the development zone should take place at school. An example is school leaders and teachers develop principles of good information and communication. A standard weekly schedule with homework within the master zone was also developed. Such examples inspire, and teachers get ideas about their own practice in development work.

The third type of development teaching is where teachers start by identifying a problem and then analyzing possible practice (Skaalvik & Skaalvik, 2012). First, teachers should try to solve or reduce the problem. After that, teachers look for theories or principles on which development teaching can be based. The challenge in this practice is that teachers must choose a theoretical perspective in the process and not in advance. Such development cannot be based on the principles teachers are familiar with from their own practice.

The fourth development model consists of using programs or methods to solve specific problems. According to Skaalvik and Skaalvik (2012) such methods are often commercial and designed to reduce problems. Challenges here are that the methods can have little room for adaptation based on the nature of the problem, such as bullying or learning impaired students. These programs appear as evidence-based and guarantee good results if the school follows the recipe.

These types of changes mean that teachers can have different experiences of development teaching. In order to gain positive experiences and positive development of the teaching profession, it is important that teachers participate in assessments of which development projects the school should engage in.

2.7 Development of teaching as a profession

The teaching profession is given the mandate to solve important social issues. The community assignment is of a complex nature consequently teachers need autonomy and space for discretion. The teaching profession is about strengthening and supporting students and helping them to gain knowledge. Teachers see and understand the connection between the individual student and their professional knowledge and understanding.

In order to succeed in education discourse, there is the need to understand the teaching role and strengthen it. Teachers must be able to balance the tension between management and autonomy in an appropriate manner. The school should get overall direction and control where necessary. However, the teachers' profession needs support to preserve their mandate in the best possible way.

The argument is not whether teachers should be competent and demonstrate the ability to do things. Teachers must be competent and independent. According to Biesta (2014), a teacher who has all the skills and independence a teacher may need but who is unable to assess the skills needed, then is an incompetent teacher. The assessment of what must be done must always be based on pedagogy. Since the purpose of pedagogy is multidimensional, the assessment must be multidimensional: to win in one dimension may mean loss in another dimension.

Teacher must consider what is the correct balance between what you win and what you lose. Biesta (2014) calls it “pedagogical judgment”. Pedagogical judgment forms the very essence of what is happening in the classroom and in the relationship between teacher and student. Biesta (2014) prefers to regard pedagogical judgment not as just competence. He argues that if pedagogical judgment should be regarded as a competence, it should be the only competence requirement for a professional teacher. Teachers must be competent to do certain things and nevertheless always have to be able to assess when it is appropriate to do that.

In discussions about pedagogy and teacher’s education we find the idea that pedagogy should be developed into an evidence-based profession. The main point is whether a teacher supports the professional pedagogues' good judgment in pedagogy. Can teachers base themselves on research-based evidence for what “teachings”? According to Biesta (2014), the idea is that such evidence can be generated through large experimental medical surveys where a trial group receives a specific medical treatment and a control group does not receive this medical treatment. According to Biesta (2014), if it has that effect, the test group has proven that the treatment "helps". Evidence base tells us what we must do.

It would be possible to conduct such surveys, but the results of these surveys will be limited in two ways. First, is that such surveys at best give us knowledge about the past and what may have been considered teaching in the past. Will that teaching in the past also be used in the future? Second, is that such knowledge can give us opportunities for action, but no guidelines. It will be able to inform our assessments and our judgment but cannot replace our assessments of what needs to be done. Good judgment is important because it works in one dimension but can be harmful in another dimension.

Biesta (2014) concluded that competence is not enough to embrace what the teaching is about. The idea of teaching as an evidence-based profession gives even less meaning to the profession. According to Biesta (2014), what is lacking in different dimensions is the essential role of pedagogical judgment. This begs the question that was presented in the dialogue about pedagogy for a long time, the question of whether pedagogy is art or science?

Biesta (2014) writes about William James’ book “Talks to teachers” on psychology where James is quoted as stating that psychology is a science, pedagogy is an art. Biesta (2014) further states that science can never create art directly by itself. Science assumes that an inventive mind intervenes and exploits its originality through its use.

Science helps to seize and slow ourselves if we start resonating or behaving wrong, helps with clearer self-criticism when making mistakes. Knowledge of psychology is no guarantee of being a good teacher. It requires a completely different gift, and an ability so teachers know what to say and do to assist student when it is needed and at the student instructional level. This ability to meet and follow the student in concrete situation, is the alpha and omega of the teacher's art.

Biesta (2014) argues that pedagogy implies feeling of fine, sharpness, and Biesta (2014) adds the concept of pedagogical judgment. Biesta (2014) does not report much about the positive side and how pedagogy must be understood as art. Aristotle, as reported in Biesta (2014) has something to say about what kind of art pedagogy really is. He distinguishes between the theoretical and practical life. The theoretical life revolves around "the necessary and the eternal" (Biesta, 2014) and the knowledge that Aristotle calls science (episteme). Practical life is about what is "variable", about the changing world.

This is the world in which we act and where our actions make a difference. Aristotle, as reported in (Biesta, 2014) distinguishes between two ways to act, poiesis and praxis, creation and action. Poiesis is about production or fabrication of things, such as a hall for horses or a ship. It is about "how something can be created that is capable of being or not" and about things "whose origin lies in the creator, and not in the thing that is created." (Biesta, 2014, p. 161). Poiesis is about creating something that did not exist before. The kind of knowledge we need for poiesis is techne (translated as "art"). Today there is technological or instrumental knowledge, "knowledge of how things are made". It is about finding the funds that can produce the thing you want to make. Techne includes knowledge of the materials we work with and the techniques we can use to work with these materials. When you are going to make a ship, you will not follow just a recipe. It is a process to consider how to utilize the general knowledge that is available on this piece of metal, on this ship and on this person, who will build the ship. We consider usage, production and business when we focus on producing something.

The area of practice is the world of human and interaction. According to Aristotle (Biesta, 2014), we orientate ourselves towards creating goodness or the individual's flowering. Praxis is about what things contribute to the good life in general. It is about the good action.

We must consider what to do. Aristotle calls this kind of judgmental phronesis, translated by "practical wisdom" or "reason-based and true ability to act for human good."

Biesta (2014) agrees with Aristotle's in that we must never think of pedagogy exclusively as a production process or poiesis. It is about interpersonal interaction, and not interaction between people and the material world. Pedagogy is a social art. We want the teaching and curricula to have effect and be effective; we want our students to become good citizens, skilled professionals, knowledgeable people. To make it happen, we must take into poiesis, in our thinking about educational processes, create something. Pedagogy is always more than just production, just poiesis. Teachers educate students, in freedom and for freedom.

3. METHODOLOGY

The intent of this chapter is to explore the different sides of my qualitative research study. I do it through specific approaches such as phenomenology and hermeneutical method. I then discuss the types of research methods and issues best suited for my qualitative study such as qualitative interview, data collection, data analysis and transcripts. I emphasize the requirements needed to conduct this research and present validation and reliability. I end by potential ethical issues: confidentiality and the role of the researcher. These issues arise during many phases of study process.

3.1 Phenomenology

Very often teachers experience difficult situations in their teaching. They can talk about, these experiences, however, they are not able to explain any criteria in their ethical thinking and how they resolved the situations. This relates to the fact that human beings live and act out of their norms and criteria, values and attitudes, without knowing about them. For this reason, you cannot just ask people what criteria they teach or live by. They will not be able to answer. My research investigates the criteria of teachers work and if there are criteria that is evident in the teaching profession and are embedded in the professional development of teachers. I attempted to determine these criteria could assist in establishing a positive environment for teachers.

I interviewed teachers asking about a) difficult situations, b) something they have done themselves, and c) something they have participated in. By interviewing I was able to collect an interesting material that reveals the criteria and the ethical thinking of teachers. The challenge for researcher is to analyse the material and make the criteria and thinking visible. I applied a research method suitable for my project. I used the phenomenological hermeneutical method. According to Wertz (2005) phenomenology is a qualitative research method originally developed by the philosopher Edmund Husserl. Husserl (Wertz, 2005) broadened the concepts and methods of modern science to include the study of consciousness, philosophy and the social sciences throughout the 20th century. Husserl (Wertz, 2005) formulated scientific methods to assist psychological researchers in the investigation of human experience and behaviour.

All of this was in the tradition of Giambattista Vico, Franz Bertano and William Dilthey. They were philosophers of human studies and existential phenomenology. This study describes a phenomenological hermeneutical method for interpreting interviews texts. Interviews are transcribed. An understanding of the text is formulated from initial transcriptions. The text is divided into meaning units that are abstracted to form themes. The themes are reflected on in relation to the literature about the meaning of lived experiences. Then a comprehensive understanding is formulated, hopefully resulting in a comprehensive understanding discloses new possibilities for being in the world.

Cresswell (2013) relies on two books about phenomenology: Moustakas taken from a psychological perspective and van Manen (1990) based on a human science orientation. A phenomenon is a single concept or idea. It can be the educational idea of «professional growth» which I investigate in my research question.

I implemented Cresswell's (2013) steps for interview:

Responses from the interviewees answer the research questions. These questions are focused on understanding my central phenomenon in the study.

I identify interviewees to answer these questions.

I implement one-on-one interview. So, I need individuals who are not hesitant to speak and share ideas. I need to determine a setting in which this is possible. The less articulate, shy interviewee may present the researcher with a challenge and less than adequate data.

I use appropriate recording procedures when conducting one-on-one interviews. It is an audiotaping of the interviews with an adequate mic.

I design and use an interview protocol or interview guide with seven open-ended questions and make a space between the questions to write responses to the interviewee's comments.

The statement of the problem:

What criteria is evident in the teaching profession and are embedded in professional development where the outcome is a positive teaching environment?

Research questions:

As a teacher what criteria are important to ensure that teaching is viewed as a profession?

Are these criteria evident to you? In what way are they evident?

What kind of criteria discussion was included in your training as teacher?

How were they discussed and if not do you wish they had been?

When you participate in professional development how do you use the criteria as a part of the development?

How might the teaching profession ensure that there is a positive teaching environment?

If the criteria you suggested are included in professional development will that ensure a positive teaching environment?

3.2 Hermeneutical method

I have chosen hermeneutical method in order to gain insights in the lived experiences of the teacher. According to van Manen (1990) hermeneutical phenomenological research is oriented toward lived experience (phenomenology) and interpreting the «texts» of life (hermeneutics). Researchers (Van Manen, 1990) look for a phenomenon which seriously interest them as for example, running or mothering. Further they reflect on essential themes of this lived experience and write a description of the phenomenon. There is often a strong relation to the topic and a good balance between the parts of the writing. Hermeneutical phenomenology is an interpretive process where the researcher makes an interpretation of the meaning of the lived experience (Van Manen, 1990).

According to Henriksson (2012, p. 8) hermeneutical phenomenology is a: 1) strong focus on the lifeworld and lived experiences; 2) bridge between pedagogical theory which takes place in the classroom and what actually takes place in every-day pedagogical practice ; 3) way of seeing pedagogy framed by ethical considerations. It involves hand (acting), heart (feeling) and head (thinking); 4) a language which makes the world and pedagogical practice recognizable for teachers. Henriksson (2012) explores pedagogical practice, which is often overlooked in research, but deeply felt by teachers. Henriksson (2012) understands how hermeneutical phenomenology can give teachers a different knowledge and deeper understanding of what goes on in classrooms.

When teachers talk about ethically difficult situations, they are themselves interested in the ethics of these situations. They are questioning what good and bad criteria is. My task is to understand the experiences of good and bad criteria expressed in the interview texts. The interviews are going to be about good and bad criteria. It is not going to be the texts that are the subject matter to be investigated, but the ethics expressed in them. The central task of a phenomenological study is the essence of the meaning itself. Phenomenologists(Lindseth & Norberg, 2004) focus on the understandable meaning of human experiences. I want to understand these good criteria as the essential meaning of ethically good phenomena or the essential meaning missing in ethically bad phenomena.

3.3 A Qualitative interview

According to Kvale and Brinkmann (2009) there are no standard methods to arrive at significant opinions and deeper implications of what is said in an interview. The desire for a method can lead to greater emphasis on techniques and reliability and less emphasis on knowledge and validity. There are no standard methods for text analysis that correspond to the many techniques available for statistical analysis. I'm going to find out how the interviews can help me expand my knowledge of the phenomena I'm investigating.

The interview statements are written jointly with the interviewee. The interview is where two people talk about topics of common interest (Kvale & Brinkmann, 2009). I as the interviewer tried to capture the themes the interviewee talked about. So, I tried to create a continuation of the conversation that was initiated in the interview situation.

I started with questions then the participant started the answering. I let the participant talk freely without me having any other questions in the middle of the conversation. The interview went in a natural way even though I used the interview guide. The interview was a structured conversation where there was a possibility of asking follow-up questions. I experienced a semi-structured interview positively even though I didn't have much experience with it. It was important to avoid imposing guidelines on the participants using voice or the tone. I was hoping to strengthen the validity of asking good questions in the interview. The information participants told me was my data, and it was important to get as much information as possible. All questions were relevant to the statement of the problem.

In the process, I had to conduct test interviews, and I could correct the interview guide. I did two test-interviews with my colleagues in advance. In this way I got test myself as interviewer and tried the recording equipment. I worked with the interview guide before and after test-interviews. It was useful for me to conduct test- interviews. In this way I got an experience of how an interview was going to be, and I became very familiar with the interview guide. I felt much safer as interviewer and had experience with the interview guide during the interview situation. I conducted one-on-one interviews as a conversation interview at participants' place in 2 days. I had contacted the school leaders on e-mail and phone in advance, and I told about the project. I chose to send information about the project and interview guide one day in advance, so the participants got a sense of openness about the project and "got to know" the interviewer. The interviews were recorded with the help of an app on mobile phone with microphone and recorder function. From experience from the test interview I made myself familiar with the technical equipment. It was an advantage of access to power, so you were not obstructed by trifles in the audio recording. According to Johnsen (2018) it is boring to discover such errors and to contact the participant again with questions about extra conversation. If it happens, the interviewer has to sit down and write what she or he remembers from the conversation. In such situations, the credibility or reliability of the interview may be affected.

3.4 Data collection

3.4.1 Participants

It is important to choose good sampling strategies in qualitative research. Dalen (2011) says that several qualitative research reports that use interviews in the process up until the selection of participants are often not enough investigated and emphasized. I want to describe and justify my choice of participants and say something about how the information is collected. According to Johnsen (2018), if the number of participants is too big, we often get into trouble with the depth of the data, and we can have problems with finances and time. If there are few individuals participating, it also has consequences for the analysis and for what conclusions we can draw. According to Dalen (2011) the choice of participants often requires concrete practical insight. This means that the participants must have current expertise with knowledge in the field of practice. I chose to ask six teachers, five of them had a lot of experience in the field and one was a newly qualified teacher. Three of the teachers worked at a primary school, three other teachers worked at another minor primary school.

The timeframe for a master's project has its limitations. It was a time-consuming process. Here I would like to talk about conducting interviews and processing the data I collected. I started by investigating and contacting several schools regarding participation in my research project. I talked about my project to colleagues and acquaintances who had some contacts in the field of practice and could give me some information. I contacted principals in good time who could have given permission to conduct interviews and ask teachers if they wanted to participate in the interview. I sent mail with information letter when everything was clarified. I was told that some of the relevant participants had not answered and there were other obstacles on the way. I understood that sometimes teachers did not have the capacity or time to participate. It took time for me to complete the interviews. I had to contact and send mail to another school. The principal responded immediately, and I was granted permission to conduct the interviews with three teachers who had a lot of experience in the field of practice. In total, I received six participants who would like to participate in my project. I am very grateful for that.

The starting point for my study was to investigate what criteria were evident in the teaching profession, and what criteria were embedded in professional development where the outcome was a positive teaching environment.

The main goal was to search for thoughts and experiences the participants had about the teaching as a profession and what criteria could contribute to the development of the profession. All my participants had experience of the phenomenon being studied. I experienced that I had secured a representative selection of participants based on my statement of the problem.

I have found that sampling strategy for phenomenological studies or criterion sampling (Creswell, 2013, p. 155) worked well in my project, when individuals studied represented people who have experienced the phenomenon I search for.

3.4.2 Information to participants

This project was reported to the Data Protection Office at NSD - Norwegian Center for Research Data (Appendix 3) and received approval. The Personal Data Law of 2001 states that all projects containing personal data and processed electronically must be reported. Participation in the project was voluntary and I used the consent form (Appendix 4). The participants were informed that the information should be treated confidentially and with anonymity. The participants had given a written informed consent. According to Kvale and Brinkmann (2009) participants in all research have their rights, and ethical assessments must follow all phases of the research process. This applies to how the participants are treated and how they are presented. The participants in this project were informed about voluntary participation and the possibility of withdrawing if desired. Before we started, I informed about the purpose of the research and we talked about the theme of the project. I wanted to establish a good relationship with the participants before the interview. I was open who I was and what the purpose of my project was.

According to Dalen (2011) when we approach research fields, we must secure permission before we seek out the participants. It is a prerequisite to be able to find out who can first and foremost open the gate to the practice field. I was very grateful to the principals who were 'door openers' to the project. It would be difficult to implement the project without them.

3.4.3 Interview guide

The interview guide is a series of questions that are based on my statement and which describes the topics and important concepts that I am looking for. I have focused on making questions in the interview guide that helps to get answers for my project. In addition, I made supportive questions so that it was easy to answer and possibly easier to deal with during an interview situation. It was important to me that the participants could experience the situation positively.

I used supportive questions as: what do you think, how do you understand, why do you do as you do (Appendix 2). I had emphasized some important criteria when preparing the questions in the interview guide as Kvale and Brinkmann (2009) recommended: 1) The questions should be clear and unambiguous, 2) there should be no specific knowledge required to answer, 3) there should be a room for the participants "somewhat untraditional beliefs", 4) the issues should not affect sensitive areas of the informants, and 5) the issues should reflect the informants' experiences. According to Johnsen (2018) the strategy in the research project must be able to provide immediate input, but where the interview guide nevertheless lays out basic guidelines for what the conversation must contain.

Through these questions I gained greater insight into the data material. I was hoping that when I went through the data again, it could become clear for me what the participants wanted to say, how they thought and understood the teaching profession and whether there were criteria I was looking for. I had added my interview guide to the attachments.

3.5 Data analysis and transcripts

I conducted the interviews within two days. The transcription started after all the interviews were completed. In retrospect, I realized that it was wise to spend time on follow-up questions to the interview guide before the interviews were completed. In this way I got the opportunity to get a clarification of answers to my questions.

I am not going to retell the transcriptions, there are tools for the interpretation of what was said in the interviews. The interviews are live conversations and exist in oral form, face to face in a living situation (Kvale & Brinkmann, 2009). In the transcripts, the interviews appear as written text.

I did not focus on the transcription but entered dialogue with the text and create a kind of imaginary conversation with the interviewee about the meaning of the text. I wanted to clarify and elaborate on what was said in the interview.

Analyzing means telling. Analyzing means dividing something into pieces or elements. I did try to reconstruct what was told to me by the interviewees, so I got that to present phenomena I investigated.

I grounded the data analysis based on the interview questions. I had asked six teachers what criteria is evident in the teaching profession and are embedded in professional development where the outcome is a positive teaching environment. In my data analysis I went into the material with questions about what information is almost similar from the participants. Some coincident statements form a textual synthesis, while different statements reflect the width in the material (Johnsen, 2018, p. 208). I referred to the various sources by numbering them. Some of the participants received identical text, while others received a different text. I followed the structure used in the interview guide (Appendix 2). As Nilssen (2012) recommends, I wrote down everything I saw to get an overview of the material and a first insight. I read every word in the written material. As I read, I wrote words and concepts that said something about what I thought the data was about. I highlighted important information: words that repeated or sentences, keywords with highlighting. I did manual open coding and used NVivo. I was not looking for anything specific in the data material. It was a process informed by the theory, experiences, knowledge and thoughts I have done through the work on the project. Coding is the back and forth process with repeated readings of material (Nilssen, 2012). Coding is the first step in the process of reducing a large amount of material to a few categories that capture findings in the material. According to Nilssen (2012) open coding is the part of the analysis where the researcher puts codes or names of phenomena through an intense and careful review of the data material.

After this process, I was left with a large amount of codes. These codes must be grouped into categories in order the amount of data to be manageable. It happens through axial coding where categories are related to their subcategories so that the explanations of the phenomenon become more precise and complete (Nilssen, 2012, p. 79). Axial coding requires the researcher to have some categories.

In selective coding, the researcher looks for the core category and tries to relate it to other categories. The core category represents the main theme of the research.

3.6 Validation and reliability

According to Kvale and Brinkmann (2009) reliability shows the credibility of the research results. That is, whether research results can be reproduced at other times by other researchers, and whether participants in an interview would change their responses in an interview with another researcher. As a researcher, I tried to be cautious of leading questions and put aside my preconceived understanding of the phenomenon. Although I would like my results to have high reliability, I knew that too much focus on reliability can reduce thinking process and variety in the responses of the participants. It was important for me to be able to follow up my interview, improvise and follow up if something happened on the way.

Validity is defined as a statement's truth, accuracy and strength (Kvale & Brinkmann, 2009). I would like to find out to what extent my method examines the phenomenon that I want to know something about. According to Kvale and Brinkmann (2009) investigation's validity depends on 1) theory choice in relation to research questions, 2) choice of method from an ethical perspective: produced knowledge should not have harmful consequences for people, 3) the interviewee's credibility: there should be thorough questioning about the meaning of what is said and the control of the information, on the place, 4) validity in the transmission of interviews from oral to written form, 5) whether the questions in the interview text are valid and whether the interpretations are logical, 6) reflected assessment of what is relevant for study, 7) whether the report provides a valid description of the main findings in study.

The reliability of the project is taken care of by presenting documentation of data, methods and decisions taken during the research. I have documented relevant information in my attachments: information letter (Appendix 3), consent declaration (Appendix 4), receipt from NSD (Appendix 1), interview guide (Appendix 2).

I think that it is very important that the research project should be credible through the interpretation of the interview results, show correctness using others' statements and not acquire credit for others' statements.

3.7 Ethical issues

3.7.1 Confidentiality

I avoid talking about the participants in my project. I use the terms as a participant or interviewee. Scientists (Nilssen, 2012) avoid talking about they are “researching something”, and they prefer to say that they "research on" or "it is about" and link it to a context. It becomes artificial to talk about participants when it is the field of practice that is the analysis unit. It is more natural to say that "I research on " criteria than I do research on people.

I have chosen to present the results in such a way that it should not be possible to recognize anyone by citation. I have adjusted the oral language, and unclear phrases or hesitation are omitted. As a researcher, I had an ethical responsibility for the participant. A participant should not feel anything uncomfortable or experience anything as unpleasant during the interview. Information about third parties that the participants can regret afterwards can appear during the interview. That is why I did not have any questions of a sensitive nature. I found that the questions can initiate thought processes that can be experienced in different ways. I considered confidentiality based on consideration of possible harm and benefits the informants can have by participating in the research project.

3.7.2 The role of the researcher

According to Creswell (2013) qualitative research is based on some basic philosophical assumptions: 1) the multiple nature of reality, 2) the close relationship between researcher and the research, 3) the value-laden aspect of the study, 4) the personal approach in the presentation of the research and 5) the inductive research process. The first assumption is that there are many realities. Researchers and informants can perceive reality differently. Qualitative researchers want to grasp the research participants' perspective or perception of reality (Nilssen, 2012). The research can give us some answers, but not all answers.

The second assumption is close cooperation between the researcher and the participants. Researchers try to reduce distance between themselves and participants. According to Nilssen (2012) the epistemological assumption is that knowledge is constructed in the meeting between the researcher and the participants. Qualitative researcher's reality and knowledge is what is being constructed in the meeting between the researcher and participants.

The third premise, the value-added aspect is when the qualitative researcher recognizes both his subjectivity and brings a pre-understanding with him in study (Nilssen, 2012, p. 26). As a researcher, I bring an understanding with me into the study. According to Nilssen (2012) experiences, background, knowledge and the theoretical framework creates meaning and helps to understand the data material. Nilssen (2012) says that the researcher reports his own values, bias and biases in the same way as the value-added information from participants because the researcher recognizes the value-laden nature.

The fourth assumption, the personal approach, is of a rhetorical nature (Creswell, 2013). According to Nilssen (2012) researchers use personal and literary forms of expression as metaphors, narratives and first person: quotes and words from participants. The researcher's language is more based on definitions that have developed through the study, and rhetorical terms such as understanding, discovering, meaning, credibility and transferability are used (Nilssen, 2012, p. 26).

The latest assumption, the inductive research process, is about the researcher starting a qualitative study with some overall questions and pointing them as the process progresses (Nilssen, 2012). That is, as a researcher, I must be open to the unexpected. At the same time, as a researcher, I have limitations because of the human factor. Errors can occur, opportunities are lost, and personal bias affects and interferes. It is challenging that qualitative research does not have recipes or solid structure. It allows me to adapt to the unforeseen and change the direction of the project. In the search for meaning and understanding, misunderstandings or errors could arise, and it is completely independent of the participants' contribution to the project. With this, I take responsibility for analysis and try to get the interpretations to be logical and relevant to my study.

4. DATA REPRESENTATION

I want to start the data analysis based on the interview questions. I had asked six teachers what criteria was evident in the teaching profession and were embedded in professional development where the outcome was a positive teaching environment. In my data analysis I looked for the material about what is almost similar information from the participants. I referred to the various sources in the analysis section. Some of the participants had an identical text, while others had a different text. I want to follow the structure used in the interview guide. I want to get a neat presentation of the study's findings, analyze and evaluate the findings.

As Nilssen (2012) recommends, I wrote down everything I saw to get an overview of the material and a first understanding of the research problem and central phenomenon in the study. I read every word and utterance in the written material. As I read, I wrote words and concepts that said something about what I thought the data was about. I highlighted important information: words that repeat or sentences, keywords with highlighting. I did manual open coding and used Nvivo. I was not looking for anything specific in the data material. It was a process informed by the theory, experiences, knowledge and thoughts I have done through the work on the project. Coding is the back and forth process with repeated readings of material (Nilssen, 2012). Coding is the first step in the process of reducing a large amount of material to a few categories that capture findings in the material. According to Nilssen (2012) open coding is the part of the analysis where the researcher puts codes or phenomena and utterances through an intense and careful review of the data material. After this process, the researcher is left with a large amount of codes. These codes must be grouped into categories so that the amount of data is manageable. It happens through axial coding where categories are related to their subcategories so that the explanations of the phenomenon become more precise and complete (Nilssen, 2012, p. 79). Axial coding requires the researcher to have some categories. In selective coding, the researcher looks for the core category and try to relate it to other categories. The core category represents the main theme of the research.

4.1 Representing the participants

The participants were accommodating, they were open to being interviewed. The participants were open to sharing with me what the teaching profession was about. The interviewees were aware that the practice they were accustomed to was not the only proper way to do it. Early in the process of collecting data, I felt that participants were recognized people. I will explain what it means further in the project.

I have made a good distance between the quotes in order to make the analysis more readable and to be able to make comparisons or to capture any differences between participants. I did this to take care of confidentiality and ethical guidelines in this project.

I had six participants, and all are women. Five of the participants are experienced teachers with up to 40 years of experience as a teacher. One participant is a beginning teacher who has her first year of experience as a teacher. The participants have different geographical affiliations. Three of them work at a small elementary and middle school and three others work at a larger elementary and middle school.

4.2 Criteria in the teaching profession and as a part of teacher training

The statement of the problem in my study was to find out which criteria is evident in the teaching profession and are embedded in professional development where the outcome is a positive teaching environment. I wanted to get hold of the subjective meaning and understanding which criteria were important for teachers and which criteria are embedded in professional development where the outcome was a positive teaching environment.

I would like to present my findings based on the problem for the project. I retell quotes from the interviews, reproduce the content from the data material in my own words. I want to gain a good insight into the data material from the participants' side and point to perceptions of criteria in the teaching profession.

I want to elaborate on the categories of criteria, the teaching as a profession, professional development and a positive teaching environment. I support myself to current theory where it is relevant. This means that this is the analysis part and presentation of the participants' subjective perceptions and perspectives. The quotes below were taken from three of participants. They described what criteria were important to them as teachers.

There are many things: a positive student view, to see the individual. Teachers must be positive in relation to pupil views and the individual. Everyone should contribute something. Class leadership is important. I enjoy working as a teacher and enjoy working with kids. Conscious of teacher role.

It is genuine. Teachers love kids, they wish them well. Teacher wants kids to learn as much as possible and have a good school life. There are more and more job teachers must do: take care of kids, raise children and learn. For example, children had good manners from home before. Today, it is the teacher's job. There is much more things to keep in mind as well as divorces between parents and other social challenges.

A teacher should have a lot of understanding, be able to observe kids and be a safe adult for children. A profession where we work with young people, teachers need to update themselves, develop themselves, no days are alike (variation in work). Teachers get involved in the progression of the kids, the development of the kids and see what they are learning and what they master. The profession has received less status and a lot of demands, less resources, less money and less time. Teachers must be very creative to have good teaching without having the good finances and resources for it.

The participants said it was important to see the students. My impression that the participants mentioned it several times, in different contexts. According to Nilssen (2012) experience develops or has significance if the teacher shows consideration for the individual's needs and interests. The participants also come up with such proposals for content in teacher training. "Seeing the Students" is related to the methods of teaching, ethical and moral standards teachers practice and positive student vision. A positive student view or a recognized student view can be a core category in selective coding and represent the main theme of the research if I was focused on what the participants talk about most.

I was looking for all the codes that told me how the participants defined their situation, what was important to them and how they saw their own role. The questions like *what* and *how* were important in this context. *What* would make the participants to share their thoughts with me, while *how* would make the participants to share their experiences. This initiated a process of reflections. I continued to investigate whether the criteria the participants talked about were clear to them. What they thought of themselves as professional practitioners and how they experienced the profession. Then the participants shared with the following:

Good general knowledge of things, a culture communicator, a good class leader, a good caregiver, you must have social knowledge about parents and children, know how to convey the knowledge. There is much up to me. There are no criteria for achieving and becoming a good teacher. The school lacks facilitation for development for teachers.

We lack a lot of criteria for teachers. Has no clear framework for profession. Do not have clearly defined tasks. Teachers are responsible for the students, convey knowledge, wash desks, carry out garbage. Teachers can't fix everything, must pass some cases on. We have bound and unbound working hours. We are early on as employees to receive further education.

A teacher must be up-to-date and solution oriented. Teacher must have a good attitude, be a good model for their students, creative, understanding and observant. Teacher must see each one. Teachers must be able to talk to kids and be fair. School leaders decide whether you are given priority and get an offer for further education. It is possible to take further education in my workplace as long as there is something that is relevant to the profession, and the school needs that competence.

According to Kvale and Brinkmann (2009), the interview should include a thorough questioning of the meaning of what is said and continuous control of the information. This was done to ensure validity of the research project. I felt occasionally as if I was playing a role of "the devil's lawyer over my own findings" (Kvale & Brinkmann, 2009, p. 254). Based on that, the participants confirmed what emerged first "to see the student" and explained well what this entailed to be a good role model, be observant, understanding, creative and so on.

Already at the beginning of the interviews, teachers knew well what and how they should be responsible for and what tasks the profession was about. The participants lacked the criteria for teacher profession. They wished it was established and recognized for all parties in the school system. I tried to find connections if the criteria were discussed in the teacher training of the participants, and whether they could compare the understanding of teacher profession during the training and now, after many years with the profession's experience. The participants came up with what they thought and what they are experiencing now:

Something else. It wasn't about dissemination of knowledge or a classroom with students, a practice shock, contact with parents. Finding your own path within class leadership, contacting "school-home", taking care of the student in the best possible way: socially and academically.

Much care today, lots of conflict resolution. Conversations with students about social things, bullying, harassment, teasing, use of language. I work a lot with school subjects, subject goals and what can be done better within the subject. In teaching training, there were a lot of didactics and exciting practice.

The teaching profession is about seeing each student. This means to take a time to see each student, knowing as much as possible about the student, knowing how the student develops at school, who the student likes to be in, knowing what the student does in his spare time and how the teacher should relate to the student.

It is about creating people of the future. Teaching students who can help in society. The teaching profession is a lot about raising students. I got practice shock when I realized what the profession was about: raising a student. Teachers should make kids sit still, listen to, teach them to wash and dry their hands, when they were at the bathroom. Teacher was to clean the floor, clean the bags I want to teach.

It was too little practice during training, a lot of theory. I learned about the profession on my own and got it tested and failed. I got practice shock or «backwards». I worked as an assistant of a teacher before I started working as a teacher. I think it's valuable.

Teacher should weigh and measure knowledge of students and use national tests. Knowledge in math, English and so on shall be measured. Art and music is not a priority, and it is a bit stupid because some kids love art and are not so fond of math. It can also be good to measure knowledge because teachers know what the students need to practice with and whether something was missing on the road. I hope that there will be a school for the students who are not so strong in science. Not all students can become economists, doctors and so on. When I took teacher's training, we had curriculum and had to use the local environment, we were to work in teams and would work together.

I looked for several categories that have high frequency and are mentioned in different contexts. The participants reflected whether teachers should experience the status of professional practitioners, have facilitated working hours and opportunities for updating as in other professions practice. Tone Saevi (2015) in article «Learning and Pedagogic Relations» writes about the relationship between adult and child: teacher controls and master the child educational achievements and psychological-educational progress and must do it well. Jerry Robicheau, Ph.D. (Lecture February 8, 2017) raises the question is teaching a profession and if there are some criteria for defining a profession. This question has been debated for years by for example Carr, Fenner, Gluchmanova (Robicheau, 2017).

Robicheau (2017) mentions that professionals elevate the well-being of their clients above that of self-interest, and teachers will recognize that the «service» provided such as education appear to constitute human necessities. Robicheau (2017) raises again the question if teachers hold to an ethical standard as other professions do. Robicheau (2017) concludes that 1) there are standards teachers follow and includes ethics; 2) teachers see their colleagues as peers 3) teachers exercise judgment in the performance of occupational tasks and follows relevant professional standards.

In addition, I had asked participants if the criteria were discussed and if not, wanted them to be discussed. I also got reflections on it:

Children are not alike. Teachers must update on each young person. Important criteria are to have students in focus. That is to be able to see what students need. It is difficult to make a list of criteria for teachers, but there should be a list. Guidance is important. Teachers must be professional, that means teachers cannot take challenges from work with them home and continue to work on issues at home. For example, students who are afflicted with different things. It must be a professional way of working with it: dialogue with parents, dialogue with colleagues. Teachers need to solve such issues at school and help students as well as possible.

I had a lot of didactics at the teacher training. I worked a lot with case tasks. I made suggestions for cases and familiarized myself with difficult situations with parents or students. Much focus on authoritative class leadership, control and relationships. Teacher must be a strict but good adult. I worked as a teacher substitute many years. I have gained experiences such as relationships with students and planning of teaching. I was prepared to experience a practice shock. I wish it was 2 years theory and 2 years practice at teacher training. When you start working as a teacher you start all over again, it doesn't matter how good you were at the teacher's school. The most difficult thing about the job as a teacher is all that is to be documented, mapping, teacher plans, meetings and conversations. I had to learn it. I feel like I'm not doing things right.

I would like to mention for the reader that some of the quotes I use are from different stages of the coding process. In my project I did manual open coding and used Nvivo. I condensed transcripts and tried to find the essence of them. In this way, several important codes and categories came up.

4.3 The professional development

I continued to find out if the criteria I looked for were part of the professional development of the interview participants. It was important for me to investigate what participants thought would be a good professional development as a teacher and how they experienced their own professional development. The participants answered the following:

When you teach in primary school, it is so important to get to know about class leadership and collaborate between school and home. It is very important, and there should be much more offers on courses. When you teach in secondary school, it is still important, but then the academic skills needed. So, you need the professional skills to be updated. So, I would like to have an update of being a teacher, what it entails and professional skills. There is so little offer, maybe every second year. So, you have to be very active yourself, sign up for courses. It is also difficult to be a 100% teacher as well. The school has to relate to this.

For example, I can talk about the development that I am doing now. I take further education in didactics, mathematics. It is very aimed directly at teaching students. Something that should be in teachers' training. I think about it all the time, when I'm at the seminars. I should have had this before; we should have learned about it before. It seems to me that it is tremendous to learn it now. Everybody should learn about it. It is very student oriented. For my own part, I feel that I am building my own expertise. After all, I learn, get a lot of it. Of course, that's how it goes. Because then there is a despair for mathematics where you learn how students learn, how to help students to understand it, not an algorithm, but you teach them what is behind them, and they often come to an algorithm or learn it. Strengthening understanding, that's what we are looking for as teachers. Don't just copy something of what we're doing now.

The participants see how important it is to be able to update, participate in professional development and get an offer for it. They are also clear about class leadership, cooperation with parents and the academic development of the students. Several of the participants reflect on the understanding, learning strategies of the students and the importance of the teaching. Being a good teacher is mentioned several times by the participants and seems to be one of the main categories.

Wivestad (2013) writes about paideia which is a human and social ideal for the future generation to become good people and build a good society. Substantive paideia could mean both raising and upbringing or formation, can therefore be translated as upbringing, character education and culture. Understanding that word forms the basis for the word's "pedagogy" and "pedagogy" (Wivestad, 2013). According to Wivestad (2013, p. 217) based on the principle of "never Auschwitz again " and "never 22 July again" that we in the upbringing should give priority to moral education, a formation of character and attitudes. Wivestad (2013) says that the intention is not to know what good education and teaching are, but to become good educators and teachers. Wivestad (2013) continues that educational wisdom and judgment will help us see each new situation, and we can find out which attitudes are relevant to the new situation. This helps to get a good overview of knowledge, skills, details we need to facilitate what is good for the individual student, adult and community.

4.4 To preserve a positive teaching environment

I wanted to find out if there are criteria embedded in professional development where the outcome is a positive teaching environment. What expectations and wishes the participants have and how do they experience their professional development as teachers. It was exciting for me to compare the different perspectives of the participants in relation to the expectations they had before. The participants say the following:

A positive teaching environment. It is, of course, that you have the culture to help each other, to ask each other and have time for it, be concerned. There are a lot of things on my mind. I have wanted to get a course, buy books and ... a little disappointed, indeed. Such kind as clothes and different equipment as ... ski, clothes, bike, skates. After all, it is stated in the curricula that you must arrange for skis, skates, etc. Then you must. I would like to have such things at work. For in other professions, it is never a question of what a course cost, indeed. If you are going to be certified for something on a truck, then you get a course in it. Are you going to be certified to teach students to read, count or anything ...? Why don't we get a course then?

I don't know if I can say that I think much about it. I want to get a lot of updates in computers and how I can teach that to the students. I try to be active and get some updates. Otherwise, I think many things that are important in school, I have been teaching many years. Maybe computers, the students are very fast with computers and I want to learn about it too. I might think more about such things today than I did before. For me to see that we as teachers, we do not get so much academic update. There is a few of it. In other professions, they have to attend courses. For us, there is a lot to ourselves. I think a lot about today that it should not have been like that. But the course offers have been poor.

The participants compare with other professions and the possibilities of professional development for other professional practitioners. They also think about having the opportunity to specialize since it is required by the curricula and there are many competence goals for the students. The participants think of teaching methods in computer programs and digitization and want upgrade so that they can teach it to the students. The participants mention some frustrations both among teachers and students in connection with the new digital tool. This is because it does not work permanently, lacks updates in methods and models. The participants mention, among other things, bad offers within updates on such things. I am critical to that and would like to find explanations in the pedagogical research literature.

There are interesting onto-epistemological meanings of educational events and pedagogic - phenomenological life world research about these kinds of reflections. Education means learning in today's knowledge society. Saevi (2015) tells that education has become a rationalized, measurable, politicized phenomenon: 1) Education has to do with the economy and business than with the lives of children today 2) Evidence-oriented learning has become the fallback device of the professional teacher. Old educational terms are replaced with specialized and instrumentally charged terms. This means that children's abilities are measured by their ability to succeed in the modern market 3) Then methods and models are made for effecting children's learning achievements. According to Saevi (2015) children should be understood as unique human beings. Saevi (2015) writes that testing is often standardized, and the results of the tests are then compared to a particular norm. Relations between child and adult are the basis for research on better learning methods and on ways of identifying children's potential and limitations.

Saevi (2015) means that relations between child and adult control and manage children's learning. Saevi (2015) shows that matters of life are about helping the child to grow up in and to humanness and not about learning or mastering skills. She reflects on our understanding of education and learning. Saevi (2015) reminds us about understanding of education as pedagogy: 1) theories of education focus on morality 2) theories of education refer to the interaction between human beings 3) education has to do with the necessary tension between authority and freedom in the asymmetric relationship between adult and child. I would like to reflect on this discourse and try to explain that the most important concern for the adult or teacher is to be attentive to the child's life and its existential meaning.

Last question in the interview guide was about the criteria the participants talked about, were they embedded in professional development where the outcome was a positive teaching environment. Here I was hoping that the interviewees could imagine if they were treated as professionals and could share their thoughts with me about what they could do as a result of it. I got reflections on this:

I have always used the courses I received in my teaching. I have taken the subjects I needed. The course in computers, short exchanges, and I use it right away in my teaching. All that I have taken of subjects, I have used directly in my teaching. But I think and there is much else going on within students' social skills. It's something we need courses in. And afterwards we can have discussions at school. What is the way for this school? I wish we had that. Incredibly important that we get it discussed and reflect and find out what is important in our job and what makes it important for the pupils and how to preserve it.

At least for me, I think, yes. Talking about professional development, we have the responsibility ourselves, I think, to keep you updated and to be interested. We have time to familiarize ourselves with things, but, of course, it is never enough time. There are a lot of meetings, there are other things to do. I am very happy with collaboration with Udir that the municipalities now must give an opportunity to teachers to take further education. I think this is a very good offer. Otherwise, there is not much professional development right now. The municipality is doing now, within science. We participate in action periods, where we work with and present and try out different methods and models within science.

I think it is good that we are a bit pressed to do it. Then it is done, otherwise it can get away. If I understand you right. Then I use that I can use and see and consider myself in light of what the other teachers do. Maybe I think completely wrong or maybe I can try it out, and I can contact other teachers and ask to get some more ideas, if something was unclear. So, I know who they are, then it's easier to contact other teachers then and ask how they teach.

The participants mentioned a responsibility for their own updating, they talked about good cooperation and discussions with colleagues, wanted to get better understanding and meaning of future education. It was about autonomy for teachers. Jerry Robicheau, Ph.D. (Lecture February 8, 2017) started the discussion on the ethics and moral imperative of teaching. He applies to theory in ethics and finds that teachers should be free to satisfy their needs if they increase human welfare. Teachers should encourage students to engage in open conversations and dialogue and openness of different subjects within the parameters of professional ethical standards. Robicheau (2017) made a conclusion on teacher's ethics and the moral imperative: 1) ethics is a foundation that is built from a teacher's belief system: from religious beliefs or social construct, 2) It is important to accept that a teacher is a member of a «profession» and holds to an professional ethical standard, 3) professional ethics play out in the classroom and teachers ethical obligations and moral imperative. This goal is to teach students good citizenship.

The participants showed good reflective skills and great involvement in the interviews. They were aware of the important role they played in society as teachers. No doubt there was a great potential in developing the teaching profession with such skills. The interviewees mentioned, among other things, lack of time and other tasks that have nothing to do with teaching, mastering or responsibility within the teaching profession.

I hope that there will be arrangements and opportunities for this profession group in the future to ensure better quality and good time for the most important task of all: to be a good teacher for children and youth. To capture the essence of analysis in my qualitative study, I visualize findings as comprising interconnected circles. As shown in figure 1, there is a movement in circles of qualitative data. These circles include perspectives of time, criteria in teaching profession and development and findings in my study.

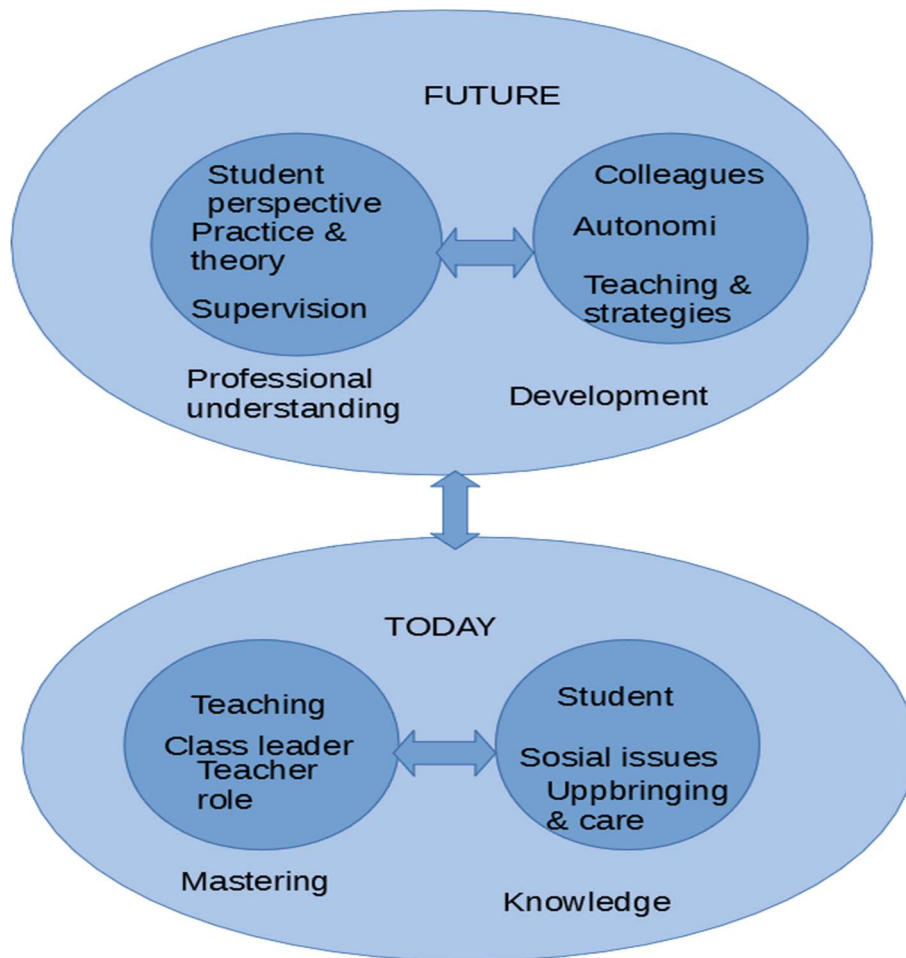


Figure 1. Visual Diagram of Analysis Findings

Now I have discussed the theoretical, methodical part and presentation of findings. I made my decisions, explaining why I made different choices and how I went to discover the findings. I felt that I had to make these choices in order to answer my statement of the problem. I have tried to go into depth and present the study thoroughly. My results and findings were the basis for the analysis that I would like to summarize in the next chapter.

5. SUMMARY

The goal of this task was to investigate a phenomenon. Having studied this phenomenon in depth, I have made exciting discoveries. Qualitative methodology with phenomenological approach gave me the opportunity to find some answers on my statement of the problem: *What criteria is evident in the teaching profession and are embedded in professional development where the outcome is a positive teaching environment?*

By focusing on a positive teaching environment and professional development among teachers, I focused on criteria in the teaching as a profession. Topic is relevant in society through many discussions about the teaching, and if it is a profession with criteria and ethical standards. Through relevant theory I have been confirmed this earlier in the project. I was given the opportunity to investigate what the people I interviewed thought the criteria in the teaching profession were and what criteria are embedded in professional development where the outcome is a positive teaching environment. Here I would like to tell what extent I got an answer on the statement of the problem. My task has not been to determine whether my findings are true or valid, but that I had given a valid description of the main findings in my study.

The participants had different perspectives on criteria in the teaching profession, and I think that many people could recognize such perspectives from the discourse about teaching profession. I wanted to present findings that were important to notice and that responded to my statement of the problem. The interviewees described what they think about the criteria in the teaching profession and whether they experience the criteria in teacher profession are clear for them. Common with all the participants and the most important thing for the teacher was to see the student, have a good relationship with the student, be a caring adult for the student and have a positive student view. Here it was also mentioned upbringing and care. I choose to interpret these categories as knowledge about the student and social knowledge.

Other findings were about teaching, new methods and models, clear class leadership and teacher role. These could be related to the mastering of teaching as a profession. There were some challenges according to the participants: to get the opportunity to update and adapted working hours to update themselves within these categories.

Within professional development, related practices, evidence-based theory and guidance were important, especially for teacher training. The participants found that they benefited from taking further education, gaining access to supervision, mentoring, collaborating with colleagues and having discussions in the colleague group and with other teachers from other schools.

Another finding was criteria that were embedded in professional development and what should be done to ensure a positive teaching environment. The participants referred to responsibility for their own updating, differentiation in teaching and culture to help others. The interviewees wanted to put in place the tools: new tools, teacher funds and become more professional in the classroom. Then it was possible to develop a positive teaching environment. The working days were perceived as frustrating without access to the tools. Such detailed reflections indicated autonomy, and that the participants had developed a good understanding of the profession's identity, ethical standards and professional thinking.

6. CONCLUSION

The conclusion is a place to show my ability to criticize. My research has strong and weak sides. I have drawn partial conclusions in my study. It is time to conclude the entire project. I will summarize and discuss my results considering academic literature and the theory I have presented in the literature review. With thesis *Development of teaching as a profession*, I choose to have an extra focus on the criteria that affect the development of teaching as a profession.

The teachers are a professional group with clear ethical values. To teach children and young people means to contribute to a positive development of the students.

In this thesis, I tried to reflect on possible criteria that could develop teaching as a profession and help teachers with deeper understanding of professional development. I summarize the theme based on a critical look with hope that there will be a deeper understanding of professionalism in teaching and teaching as a profession in school and in society. My conclusions can point to the consequences of the study for the school.

The goal of my master's project is to find phenomenon that describes criteria which is evident in the teaching profession and are embedded in professional development where the outcome is a positive teaching environment. The statement of the problem has been clarified and classified into various research questions. This is how many other categories are delimited and focus is on targeted issues. The study's summary contributes to increased knowledge of teaching profession and how it can be developed and create a positive teaching environment through the responses of six teachers. The summary has an innovative touch where different discoveries and different structures come in that provide teaching as a profession.

The participants stated that cooperation with colleagues was very important criteria in the development of teaching profession. It was very positive feedback from all participants, but they mentioned that it could be better. The participants did not want many meetings with their colleagues, but time to discuss and time to find good solutions with their colleagues. Busy working days and lack of time were an obstacle for cooperation with colleagues. The participants were open to opportunities and wanted better organization of working hours and tasks.

The findings show that the students are most important for a beginning teacher as well as for experienced teachers. All the participants mention a criterion in teaching profession, it is to be able to see the student and facilitate this student. Teacher should appear as a safe, structured adult with open mind and desire to accept this student. Here, some of the participants mentioned that it is important to build up knowledge and develop adapted training because that kind of knowledge is lacking in school.

All the participants experienced the first year they started to teach as extremely demanding. The reason for this is lack of experience, lack of structure with supervisors and mentors, and no systematic procedures for teaching assignment. It is important that more than one individual beginning teacher who understands such challenges. The municipality and school leaders, the school's collaborators, teacher educators and colleagues should be united in developing new collaborative processes and new ways of organizing it.

The results of the study show that there is a connection between teaching, variation in work tasks and professional development of teachers. This is further elaborated by the participants who explain that mastering new methods and new ways of teaching was motivating to vary their teaching. Teachers wanted to offer courses in such methods and defined these as important criteria in the professional development.

The participants had different responses in which subjects and areas they could develop their teaching. This was dependent on how many years they taught: a teacher who taught for 40 years could envision new technologies, while the beginning teacher was going to learn more about class leadership and gain more knowledge about a student. During the interview situation, many of the participants started thinking and reflecting on their own role as a teacher. Through the master's project I have learned that the participants have a deep understanding of teaching and important criteria in profession. The participants master both advanced academic language and very comprehensively and easily language.

The new findings for me were that the informants stated that there was a direct connection between mastering teaching and mastering the students, as the consequence of that I think is the connection between a positive teaching environment for teachers and a positive learning environment for students. Within important criteria for teaching profession, the participants mentioned students' social skills.

According to participants, school lacked expertise in strategies that can prevent bullying, teasing, conflicts between the students. Cooperation with parents was also mentioned as a challenging task for teachers. There is no answer or recipe for such strategies and collaboration. Several participants with experience in field find that raising children became a task for teachers. Raising a child is one of the most demanding and contradictory tasks according to the theories I used earlier in my thesis.

The participants talked about the necessary skills to be able to practice as a teacher and mastering teaching situations. Teachers wanted to decide for themselves what competencies are needed to cope with new challenges: the professional competence of the future, students' social skills, raising of children. Teachers mentioned the state's education program for teachers which had positive and negative sides. I think that it is interesting, and the teacher's autonomy can be the goal for future research.

6.1. Implications

I have made many choices through the writing process. It required new solutions and changes. Some choices I could do something about, while others were completely independent of my powers. The master's project has its limitations: time and economy. I would like to have more time for the project due to the process being time-consuming, depending on the necessary documentation, permits and human factor. I could ask teachers from secondary school and high school to participate in my study in addition to elementary and middle school teachers in order to be able to generalize even better.

Such an example may also be a selection of participants. I would like to interview individuals with different gender dissemination to get a more comprehensive study. The data I collected is based on six participants, and I do not have the opportunity to generalize it to all professionals in field. Having interpreted and analysed the data, I see that I could think deeper through the connection between academic literature and analysis. I was able to tweak details in the interview guide and create better instructions, phrase and negotiate questions. I find that the data was comprehensive anyway and sufficiently wide to shed light on the statement of the problem in the project. In the beginning I was overwhelmed by the amount of time needed to collect qualitative data and analysis. In retrospect, I learned a lot in this process and gained some experiences.

6.2. Recommendations

My research has contributed to giving me a deeper understanding of teacher profession and professional development. The results from the research project corresponds to some of my own experiences. In the beginning, I was unsure whether it is a topic that can be well answered because I had an understanding that might have its traces in analysis and discussion. At the same time the prior knowledge helped me understand the field of research. Through the participants and academic literature, I got a new perspective and new thoughts. The study could be relevant for reading for anyone who has an interest in pedagogy and the pedagogical field.

Another area for research that could be interesting is teaching and adapted training. What does it mean for teacher to be able to see the student and experience the process in collaboration with the student on the way to a deeper social and academic understanding? Which teaching strategies are important in the relationship between teacher and student?

Eventually, I hope that teachers will be met with more understanding and more positive attitudes as other recognized professions. This is possible if we gain more knowledge within the teaching profession and criteria within the profession. The results and research theory I use in my thesis showed that if teachers experience mastering and a positive teaching environment, it is often transmitted to the students, who will also be motivated and create a positive learning environment for each other.

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APPENDIX

1. Evaluation from NSD

NSD Personvern

18.01.2019 09:20

The submitted message form with reference code 639390 has now been evaluated by NSD.

The following evaluation is given:

It is our assessment that the processing of personal data in the project will be in accordance with the privacy legislation as long as it is implemented in accordance with what is documented in the message form with attachments on 18.01.2019. The processing of personal data can start.

REPORT CHANGES

If the processing of personal data changes, it may be necessary to report this to NSD by updating the message form. On our website we inform about which changes must be reported. Wait for answers before making changes.

TYPE OF INFORMATION AND DURATION

The project will process general categories of personal data until 15.05.2019.

LEGAL BASIS

The project will obtain the consent of the data subjects for the processing of personal data. Our assessment is that the project provides for consent in accordance with the requirements Article 4 and 7 in that there is a voluntary, specific, informed and unambiguous confirmation that can be documented and which the data subject can withdraw. The legal basis for the processing of personal data will thus be the data subject's consent, no. 6 no. 1 letter a.

PRIVACY POLICIES

NSD considers that the planned processing of personal data will follow the principles of the Privacy Regulation on: - legality, fairness and transparency (Article 5.1 a), by the data subjects receiving satisfactory information and consent to the processing - purpose limitation (Art. 5.1 b), by that personal information is collected for specific, explicitly stated and justified purposes, and not processed for new, incompatible purposes - data minimization (Article 5.1c), by only processing information that is adequate, relevant and necessary for the purpose of the project - storage restriction (Article 5.1 (e), in that the personal data are not stored longer than necessary to fulfill the purpose.

THE RIGHTS REGISTERED

As long as the data subjects can be identified in the data material, they will have the following rights: transparency (Art. 12), information (Art. 13), access (Art. 15), correction (Art. 16), deletion (Art. 17), limitation (Art. 18), notification (Article 19), data portability (Art. 20). If you use a data processor in the project, the processing must meet the requirements for using a data processor, cf. Art. 28 and 29. NSD considers that the information on the processing of personal data that the data subjects will receive meets the statutory requirements for form and content, cf. 12.1 and Art. 13. We remind you that if a registrar contacts his or her rights, the person responsible for the processing of personal data is obliged to respond within one month.

FOLLOW YOUR INSTITUTION GUIDELINES

NSD assumes that the processing of personal data meets the requirements of the Privacy Regulation on correctness (Article 5.1 d), integrity and confidentiality (Art. 5.1 f) and security (Art. 32). In order to ensure that the requirements are met, you must follow internal guidelines and / or consult with the care provider.

FOLLOW-UP OF THE PROJECT

NSD will follow up on the planned closure to clarify whether the processing of personal data has ended.

Good luck with the project!

Tel. Privacy services: 55 58 21 17 (key 1)

2. Interview guide

Research question	Participants questions	Supplementary questions to the participants
What criteria is evident in the teaching profession and are embedded in professional development where the outcome is a positive teaching environment?	As a teacher, what criteria are important to ensure that teaching is viewed as a profession?	What do you think characterizes the teaching profession?
		How do you experience the teaching as a profession?
	Are these criteria evident to you? In what way are they evident?	What kind of criteria you think teachers would use as professionals?
		How do you experience the offer in development as a teacher at your workplace?

Research question	Participants questions	Supplementary questions to the participants
What criteria is evident in the teaching profession and are embedded in professional development where the outcome is a positive teaching environment?	What kind of discussion of these criteria was included in your training as teacher?	What do you think the teaching profession is about?
		Can you say a little about what you thought the teaching profession was about when you went to the school?
	How were they discussed, and if they were not do you wish they had been?	Can you say a little about what you learned about the teaching as a profession?
		Can you tell something about how you started to work as a teacher?

Research question	Participants questions	Supplementary questions to the participants
What criteria is evident in the teaching profession and are embedded in professional development where the outcome is a positive teaching environment?	When you participate in professional development how do you use the criteria as a part of the development?	Can you say a little about what you learned about the teaching as a profession?
		Can you say a little about how you experience your professional development as a teacher?
	How might the teaching ensure that there is a positive teaching environment?	What do you want / expect from the offer of professional development for you as a teacher?
		Can you say anything about how you experienced the professional development offer for you as a teacher in relation to the expectations you had?
	If the criteria you suggested are included in professional development will that ensure a positive environment for teachers?	How would you describe the offer of professional development as a teacher?
		When you are taken care of as a professional - can you say a little about what you did as a result of it?

3. Information to participants about the project

Do you want to participate in the research project.

” Development of the teaching profession as a profession ”?

This is a question for you if you can to participate in a research project where the purpose is to examine which criteria in the teaching profession are part of professional development that safeguards a positive learning environment. In this letter I give you information about the goals of the project and what participation will involve for you.

Purpose

The purpose of this master's thesis is to examine the teachers' experiences of the profession of teacher as a profession. I want to examine what is crucial for the professional development of the teaching profession, and what is needed for a positive development of teacher profession.

Who is responsible for the research project?

Nord University Department Nesna is responsible for the project.

Why do you get questions about participating?

I would like to ask 6 teachers distributed as follows:

- 5 teachers with experience in the field
- 1 new graduate teacher

Since you are a teacher with experience / new graduate you will be asked to participate.

What does it mean for you to attend?

If you want to participate in the project, you must participate in an interview. I will take contact with you and send questions to the interview and information about the survey in advance. I will conduct the interview. The answers are recorded with notes and sound recordings and will be deleted after the master's thesis has been delivered. Only I have access to the answers. The whole process takes about 30 minutes and will be completed at school. I hope you choose to participate in the project.

Volunteering is optional

It is voluntary to participate in the project. If you choose to participate, you can withdraw your consent at any time without giving any reason.

Your privacy - how we store and use your information

I just want to use the information from you for the purposes I have mentioned in this letter.

I process the information confidentially and in accordance with the Privacy Policy. It is only me, Viktoria Larsen, who will see the answers in the survey. It is not possible to track the answers to each participant. It's important to emphasize that I have no use of knowing what each one has answered, but it's all the answers together that are important. No information is given on either name, school name or other factors that can be traced back to each teacher.

What happens to your information when we finish the research project?

The project is scheduled to end on 15th of May 2019, and after that we will delete all the data in the survey.

Your rights

As long as you can be identified in the data material, you are entitled to:

- an overview of what personal data is registered about you,
- to correct personal information about you
- to delete personal information about you
- to get a copy of your personal information (data portability), and
- to send a complaint to your privacy representative or data protection agency regarding the processing of your personal information.

What gives us the right to process personal information about you?

We process information about you based on your consent.

On behalf of the North University, Nesna Department and Student Viktoria Larsen, NSD - Norwegian Centre for Research Data AS has considered that the processing of personal data in this project is in accordance with the privacy policy.

Where can I find out more about the project?

If you have questions about the study, please contact:

· North University, Nesna at professor Oddbjørn Knutsen, phone or e-mail:
oddbjorn.knutsen@nord.no · Student Viktoria Larsen, phone or e-mail:
viktoria.larsen@student.nord.no · NSD - Norwegian Centre for Research Data AS, by email
(personvernombudet@nsd.no) or phone: 55 58 21 17.

With best regards

Viktoria Larsen

4. Consent Statement

The survey will be conducted during January / February 2019.

Hope you agree so I can do this survey. Your participation means a lot for the survey to be as credible as possible.

Hope you fill out the form and take it with me when we are going to have the interview.

You can also send the form electronically, either by e-mail or as a picture in a multimedia message.

Name: **Date:** / - 2019

Signature:

I have received and understood information about the project: Development of the teaching profession as a profession and have had the opportunity to ask questions. I agree to participate in an interview.

I agree that my information will be processed until the project is completed, approx. 15th of May 2019
