INTERNATIONAL STUDIES IN WIDENING PARTICIPATION

Vol. 8 Iss. 1, pp. 59-70 ISSN 2203-8841 © 2021 The Author
Published by the Pathways and Academic Learning Support Centre and the Centre of Excellence for Equity in Higher Education, The University of Newcastle, Australia

RESEARCH PAPER

"You were always one to bring home the strays": A caring teacher's journey

Andrea Hogg*
CQUniversity, Australia

Research on caring teaching is not a new phenomenon. However, much of it relates to primary or secondary education levels, with only a small focus on the tertiary environment. This personal experience narrative follows the journey of a past secondary teacher whose teacher identity hinges on relationship building and a caring philosophy. Through a stressful period of burnout and personal introspection, the author then took a chance on following a different caring pathway within a regional university enabling course. This paper highlights commonalities and differences between being a caring teacher at the two levels of education, finding more commonalities than differences, and thereby opening up the potential for further research into the experiences of educators who have familiarity in both the schooling and higher education sectors.

Keywords: caring teacher; teacher identity; emotional labour; autoethnography; teacher burnout

Introduction

"You were always one to bring home the strays". This was the response from my father when I told my parents that I planned on undertaking some formal counselling study as part of my Masters in Education, referring to my empathetic and caring nature, even when I was a young child. As a child, I had several hospital stays, which led me to dream about becoming a nurse. During my later high school years, I realised that idea wasn't for me, and by the time I was to submit my Queensland Tertiary Admissions Centre (QTAC) application, I decided to study high school education.

This paper aims to describe my lived experience of my fulfilling secondary teaching days in the early part of my career as an educator, through to a period of burnout and stress leave, before embarking on a new pathway in my teaching journey by joining the lecturing team of a tertiary enabling course. As Crawley (2012) asserts: "my lived experience is interesting because my social location is likely shared by many others" (p. 16). The concept of emotional labour (Isenbarger & Zembylas, 2006; Crawford et al., 2018) and its connection to teacher burnout (Loonstra, Brouwers & Tomic, 2009) will be discussed. Drawing on the work of the caring teacher concept at both levels of education (Koster, 2011; Motta & Bennett, 2018; Seary & Willans, 2020; Walker & Gleaves, 2016; Wentzel, 1997), commonalities and differences in

*Email: andrea.hogg@ucareqld.com.au

being a caring teacher in the secondary and tertiary environments, as I experienced them, will be explored.

Methodology

The methodology used for this paper is autoethnography. According to Ellis and Adams (2014):

> Autoethnography refers to research, writing, stories, and methods that connect the autobiographical and personal to the cultural, social, and political. This approach considers personal experience as an important source of knowledge in and of itself, as well as a source of insight into cultural experience. (p. 254)

Pillay, Naicker and Pithouse-Morgan (2016) explain autoethnography as a 'self-reflexive research' methodology that "necessitates examining, questioning, and theorising the lived experiences and selves of researchers" (p. 2). They posit various subsets of autoethnography such as 'narrative inquiry' and 'self-study of practice'. Narrative inquiry, as explained by Hamilton, Smith and Worthington (2008), emphasise 'the study of experience as story', to reflect on and share experiences. "This methodology often appeals to teachers and teacher-educators who share and learn from one another through exchanges about knowledge, skills, practices, and evolving understandings" (Hamilton et al., 2008, p. 19). The autoethnography methodology is, therefore, an appropriate choice for a paper of this nature. Crawley (2012) describes three types of autoethnography: evocative, analytic and performance. This paper aims to be evocative, which is a common type of autoethnography, as "the work seeks to evoke the feeling of lived emotional experience from the reader" (Crawley, 2012, p. 7), while also being analytic by exploring and analysing my personal experience in order to contribute to knowledge about the caring teacher in secondary and tertiary education environments.

The telling of a story is powerful and allows for a different, deeper connection to the message. In deciding on the methodology, I read many other autoethnographies to gain an understanding of the method and the different styles that have been previously employed. I found the narrative style of Gilbert's (2008) paper on performing academic motherhood engaging and evocative, as was Alsup's (2005) introductory chapter on teacher identity. As a model for the analytical style, Fuller's (2018) paper on supporting care leavers was helpful to see how a more traditional structure was used with the autoethnography methodology. I particularly drew inspiration from Alsup's (2005) style of threading the literature throughout the narrative she had to share. For my story, such a style is appropriate in order to distinguish the two different environments in which my story unfolds.

The early days: Shaping the caring teacher identity

Once I was out in the workforce, I realised secondary teaching was my passion. I thought, this is it, this is all I want to do with my life. I felt fulfilled to be able to help shape and mould teenagers into fulfilling their dreams in whatever small way I could. My teaching philosophy was underpinned by the importance of relationships—if the relationship between myself as teacher and the students wasn't there, the learning would be diminished. Some teachers ascribe to the 'don't smile until Easter' school of thought. I couldn't have done that if I tried. To me, humour and being human is vital.

Pianta and Allen (2008, cited in Brinkworth et al., 2018) argue, particularly at secondary school level, "positive relationships with adults are perhaps the single most important ingredient in promoting positive youth development" (p. 24). For some students, building relationships is very

important as they may lack other meaningful adult relationships outside of their parents. Kesner (2000) states "perhaps there is no other nonfamilial adult that is more significant in a child's life than his or her teacher" (p. 134).

There are multiple studies that investigate and describe the importance of a quality, caring relationship between teacher and student. A strong teacher-student relationship impacts student attitude, academic behaviour and learning, argues Meyers (2009). Similarly, Furrer and Skinner's (2003) study, focused on middle school students, concluded that "children's sense of relatedness plays an important role in their academic motivation and performance" (p. 158). When students feel supported and valued by teachers, motivation and attitude towards classwork is increased, argues Wentzel (1997). However, it is not only academic motivation and success that is improved. The quality of a student-teacher relationship can also be linked to children's social development (Kesner, 2000).

The idea of belonging and the need to feel we belong is also linked to good teacher-student relations. Baumeister and Leary (1995) argue that "a need to belong is a fundamental human motivation" (p. 497). They define a need to belong as "a need to form and maintain at least a minimum quantity of interpersonal relationships, [which] is innately prepared (and hence nearly universal) among human beings" (Baumeister & Leary, 1995, p. 499). These authors use Maslow's Hierarchy of Needs theory, and Bowlby's Attachment theory to further demonstrate this idea. In Maslow's Hierarchy of Needs, belonging is in the middle of the hierarchy, and must be met before esteem and self-actualisation needs can be satisfied. Bowlby's Attachment theory "posited the need to form and maintain relationships" (Baumeister & Leary, 1995, p. 497).

Connected to this notion is the theory of the caring teacher. Walker and Gleaves (2016) list the characteristics of caring teachers as teachers who "listen to students, show empathy, support students, actively support students' learning, give students appropriate and meaningful praise, have high expectations of work and behaviour, and finally, show an active concern in students' personal lives" (p. 66). In a study by Wentzel (1997), students described caring teachers as "demonstrating democratic interaction styles, developing expectations for student behaviour in light of individual differences, modelling a 'caring' attitude toward their own work, and providing constructive feedback" (pp. 415-416).

However, caring doesn't mean ignoring poor behaviour, or not having high expectations of the students. If I had ignored poor behaviour or set low expectations, I wouldn't have been myself, I wouldn't have been *authentic*. Being authentic is important in the classroom, as 'being fake' is easily spotted by students. "The integration of the personal self with the professional self" (Alsup, 2005, p. 4) is an important aspect of developing a teacher identity. Sachs (2005, cited in Beauchamp & Thomas, 2009) argues that teacher identity is central to the profession, and allows teachers:

> to construct their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society. Importantly, teacher identity is not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of that experience. (p. 178)

And so, in constructing my teacher identity, I drew on my caring nature, along with my dedicated work ethic and organisational skills, in how I approached my work as a teacher. As part of that caring nature, comes the natural inclination for me to develop relationships with students. Sometimes these relationships become quite strong, and students feel safe to share very personal

information that they may not share with others.

My first instance of this sharing was in my third year of teaching. A student whom I had been teaching since I began my teaching career, came to me before school one day. They started off the conversation talking about the current assignment, and then the tone changed, and they told me that they had tried to cut themselves the previous night. My heart was racing, and my mind froze for a second, but before I knew it, I was comforting them and calmly asking questions about what could be done to help. After they left, I walked back into the staffroom and broke down. I was all of 24 years old, and a student had just divulged that they wanted to end their life.

A couple of years later, and another one of my students was in obvious, but quiet, distress for some time. I would quietly ask them how they were that day, with a usual reply of 'ok'. At the end of one class, they hung back, and approached me. They disclosed that they were a victim of sexual abuse. Again, my heart was racing, but my training on child safety kicked in, and I calmly explained that I would not be able to keep this to myself but would need to pass this on to our Deputy to get the appropriate support for the student. The student reacted to this calmly, understanding my requirement of reporting what they had disclosed. In the months following this discussion before they left school, the student seemed more relaxed and happier. However, their school work was a little behind, understandably, and I was able to support them by offering additional time and resources to enable them to catch up and demonstrate their knowledge in formal assessment to the best of their ability.

As very traumatic experiences for the students who reached out, these two events in particular were also quite emotionally draining for me, even though they were short interactions. "Teachers are constantly challenged … to deal with visible [or] invisible pain and powerlessness" (Zembylas, 2003, p. 122). The emotional work of teaching whilst important can also take its toll, as argued by Isenbarger and Zembylas (2006):

> Taking the time to listen to students' problems or worries, giving advice or guidance to them, and showing warmth and love are all examples of emotional work in teaching. Thus, emotional work is clearly one of the ways caring is built in relationships between teachers and students. Emotional work involves many emotional costs, and is often invisible, unacknowledged, or devalued. (p. 123)

Another student whom I'd taught from the beginning of my career had a penchant for making trouble and was a bit of a cheeky larrikin. In Year 12, the student was almost expelled, but instead was put 'on contract' for a period of time. Their parents were ropable and threatened to remove them from the school anyway. I sat the student down and asked what was happening, and they shared how scared they were at the prospect of not finishing school with their friends, and how they weren't sure how to make it through an upcoming camp for the cohort. We worked together on strategies to help. When they finished the year, they wrote me a long letter, thanking me for "playing a fundamental position" in keeping them in school, and for being "one of the biggest shoulders I have had".

A couple of years later, another student was having difficulties at home. This was spilling into the classroom, as these situations often do. They would often share with me what had been happening, and one day, they received a phone call from their parent while at school. There was a fight over the phone, and then this continued when the student arrived home that afternoon. In the end, the student was kicked out of home by their parent, in Year 12, just before major assessments were due. As this student was comfortable with me, and I was their teacher for

multiple subjects, I was heavily involved in organising academic and housing supports during this time and supported them closely until the end of the school year.

In another year, there were three different students with whom I had close relationships and who would chat with me often about various ongoing issues in their personal lives. This particular year, I had just started a Masters of Education. It was during this year, that I realised just how often my ad hoc 'counselling' of students had been happening, and so I decided to include a couple of counselling units to my studies. It was at this point, that my father commented on how I was always bringing in the strays.

Feedback – makes it all worthwhile

Over many years, these and other students responded to me in the way of written messages and cards, either when they left my class or when they finished schooling. Some of these messages focused on my friendly nature, for example:

> *Though you've only been our teacher a relatively short time, I feel I've gotten to know you so well. You treat us as your friends, and I'm so grateful for all you've done for us.*
>
> *You are such a warm, bubbly and kind person and you serve so much happiness in your life. Please continue to be the person you are. I hope your next home class appreciates your genuine and caring personality.*
>
> *I recall numerous occasions around the school where I have run into you, and you were more than willing to stop and have a chat, or at least smile and say hi! It is these things that helped to brighten my day!*

Other comments from students thanked me for challenging them and teaching them:

> *Thank you so much for being a great teacher. I have enjoyed each lesson that much more thanks to you. You have always helped me to achieve the best of my ability and continuously challenge myself.*
>
> *You have always been very supportive when we don't understand something. Your friendly and excitable nature in the classroom has always encouraged me to do work.*

Others focused on my encouragement and support for them:

> *Thank-you in believing in me.*
>
> *Thank you for always being there to help me and for being someone I could look to for guidance.*
>
> *The year I have had, and the years many others have had in your home class will not be forgotten and you have helped us to become the people we are. I know future homeclasses will all think the same and be as touched by you because the person you are demands these thoughts.*

Parents also sent letters of thanks:

> *Thank you for being such a wonderful teacher and a special friend to [R, N & E]. They will always remember you as being part of a special time in their life.*
>
> *We greatly appreciated your continued patience, faith, support and friendship throughout [D's] school life. Without you, he would not of made it and completed his Year 12. Thank you again! Continue to be the special lady you are.*

These many messages of feedback and thanks helped me feel fulfilled in my teaching vocation. I often pinned these cards around my desk and referred to them when I was having a hard day as a reminder of why I enjoyed teaching.

Burnout: Is teaching still for me?

Fast forward about four years, and I was starting to feel burnt out. Loonstra et al. (2009) state that "burnout emerges out of the experience of meaninglessness" and that it "can be seen as a special form of existential vacuum, or as a deficit of fulfilment, which entails a loss of interest, a lack of initiative, and emotional exhaustion" (p. 753). I was over-worked and felt under-appreciated. I'd lost that passion for teaching that I thought I'd always have. I had always felt that teaching was what I was meant to do, my 'calling' so to speak. Instead, I felt a sense of 'meaninglessness', as described by Loonstra et al. (2009), as what I thought was my life's purpose didn't seem to be right anymore. Loonstra et al. (2009) argue that "existential fulfilment is understood as the life-purpose that aims at doing full justice to the nature of human existence" and that "people need to believe that they are significant in the larger scene of things" (p. 753). At this point, I was questioning this life-purpose and my significance in the 'larger scene of things'.

Looking back, there were a number of factors for this feeling of burnout; some within my control, others external. One was my inability to fully switch off from work, instead responding to emails at all hours and on the weekends. I had the emails on 'push' notifications on my phone, and so I was alerted to anything new and would often deal with it right then. Externally, I felt pressure to be doing this; to be 'on top' of the goings-on in my department and the wider school. At the same time, many additional tasks seemed to be thrust upon my colleagues and I, often with short timeframes and little guidance or assistance.

While not an exclusive phenomenon to education, over my years of teaching, the workload grew and intensified. "When employees face an increase in workload, including completing more tasks or taking on extra roles and thus 'doing more' on a day-to-day basis, this may be defined as 'work intensification'" (Lawrence, Loi & Gudex, 2019, p. 189). According to Freeman (2014, cited in Fitzgerald et al., 2019), "International comparative research indicates that Australian public school teachers work some of the longest weekly hours among Organisation for Economic Co-operation and Development (OECD) countries" (p. 614). The Australian Council for Educational Research's (ACER) Staff in Australia's Schools 2013 survey found that the average weekly working hours for teachers increased from the same survey in 2010 (McKenzie et al., 2014). Research suggests that much of this increased workload involves non-teaching related tasks, those that are of more of an administrative nature rather than planning and delivering lessons (Fitzgerald et al., 2014). Lawrence et al. (2019) argue that a "high perceived organisational support virtually neutralises the effects of work intensification on burnout" (p. 196), something that I felt was lacking.

Then, one day, it all came to a head which led to me breaking down in the staffroom, and I ended up taking a week off with stress leave. I had received a formal letter in my pigeonhole from the

Principal asking why I hadn't attended a recent annual event held on a weekend, stating that this was an expectation, and as such this was going on my formal employment record. I had been to this event every year for the past 11 years except for this one and one other; for both of which I had submitted apologies prior to the event. I felt like I had been slapped in the face. At this point, I was regularly working up to 80 hours per week, and not attending work functions was unusual for me. This workplace had been my heart and soul for almost 14 years, one where I had given my absolute best at all times. The tone and formality of the letter from the Principal felt rude, cold, dismissive and unsupportive. I was physically shaking and just broke down in tears. My colleagues in the staffroom rallied and helped me pick up the pieces. Those people are the reason I didn't resign on the spot. As requested in the letter, I sent an email to the Principal explaining why I wasn't at the meeting, including the fact that I had submitted an apology to the organiser prior. I also requested that since I had submitted apologies prior to the event, that this inaccurate letter be taken off my formal employment record. I received a one-word response back from the Principal: "Thanks".

Returning from stress leave was hard. Not long after I returned, I ended up having another week of stress leave, and at this point I decided to step down from my additional responsibility position and 'go back' to being a classroom teacher only. After returning from a previously planned time of long service leave, things were a little easier, but soon after, my husband accepted a new job located many hours away, which meant that I would be leaving the school at the end of the year. I decided then that I would take a break from work when we first moved. After a few months, having spent time reflecting, I was asked to undertake a part-time contract at a school. I decided to take this opportunity, as I wanted to see what it was like to be back in the classroom but in a different workplace. Was my lack of passion and motivation for teaching completely lost, or was that just connected to the previous place?

Being back in the high school classroom was only just ok. It felt comfortable in many ways, I think because the subjects I was teaching were very familiar and required little challenge on my behalf. However, I knew that I was looking for something more; a new challenge on some level, one where I felt a greater sense of my skills and talents being appreciated, and one where I would feel I could implement stronger work/life boundaries. While being back in the classroom, I knew I still cared about the students in front of me, but it wasn't the same anymore. It wasn't enough.

Moving on

During this time back in the classroom, I accepted a job offer from Central Queensland University (CQUniversity) to join the lecturing team for their enabling course Skills for Tertiary Entrance Preparatory Studies (STEPS). An enabling course "prepares the student to enter a course (typically an undergraduate degree) by providing them with requisite academic skills" (Pitman et al., 2016, p. 16). Shah and Whannell (2017) state that these courses "are aimed at widening the educational opportunities for certain under-represented groups of students" (p. 52). As such, the people who enrol in them are often in need of good support and caring teaching to help them achieve their goal of attending university despite them often having a lack of confidence in their academic ability and limited or no sense of belonging in higher education.

As in any enabling program, students come from varied backgrounds and experiences. According to Crawford et al. (2018), enabling programs "generally attract students from under-represented and equity groups" (p. 24), for example, those of a mature-age, people from low socio-economic backgrounds, with medical conditions or a disability, and those who've experienced disadvantage or interruption in their education, among other things. This complexity was reflected in the students that I met from the beginning. It was unsurprising, therefore, to

have students with a range of confidence levels and attitudes towards their studies. Some of the students hadn't studied for years and felt a little daunted at what was ahead of them. As Crawford et al. (2018) state, enabling students come with "little understanding of the university environment, and with a wide scope of learning needs" (p. 24). Due to these factors, enabling programs are usually approached differently to traditional university courses in undergraduate programs. Bennett et al.'s (2016) investigation of enabling pedagogies at the University of Newcastle found that "embracing students' experiences and 'learning alongside' them is critical" (p. 24) within the enabling space. Overall:

> Enabling pedagogies are concerned with: developing epistemic access through connecting new with existing knowledge; how these new discipline based knowledges are performed and assessed; and making explicit the underlying approaches and principles involved (often left within the hidden curriculum in the educational mainstream). (Bennett et al., 2016, p. 59)

On reflection, I could ask myself, "why did I take the enabling job?" Part of my teaching philosophy was that I always wanted to see students succeed, no matter what their pathway was. Therefore, after seeing many students feel like failures in high school, taking such a job meant that I could be involved in the enabling space which allows them to rediscover themselves, grow in confidence and achieve their educational goals. As Motta and Bennett (2018) found: "enabling education cares about the whole person … [this gives] hope that dreams can and do come true; hope that education can produce a fairer, more just and humane society" (p. 637).

Along with the need for a new challenge, I also envisaged that a number of the aspects of secondary teacher life would be different, if not missing, in the tertiary environment. For example, the additional pressures from parents, and the ever-changing external landscape of governmental demands, from both State and Federal levels (for example, NAPLAN, Australian Curriculum, Professional Standards for Teachers, VET in Schools, Queensland Certification of Education). So, much of the day in a secondary environment was also in classrooms, and many different ones at that, whereas I could envisage the tertiary environment being less emotionally draining with less classes to connect with and to care for. I also had already implemented some boundaries with work and personal time, and I felt that this could be continued and even strengthened.

Upon starting with the STEPS team, some aspects were familiar but I was also challenged to learn a few new ways of doing things. Content-wise, I was teaching computing skills, and having taught in this area for many years at high school, I felt very confident with this. The challenges came with the change in level of educational institution. Having a variety of ages in the classroom was one major difference that I couldn't envisage before I was actually in the teaching space, and the varying level of skill was much more prominent than at high school. What wasn't different, however, was the need to be caring of the students. If students feel like they belong, this "can play a key role in helping students engage in their learning" (Hellmundt & Baker, 2017, p. 26) and I was conscious that my caring was a way to help them feel like they belonged. As argued by Seary and Willans (2020):

> caring teachers affect the environment in which students in enabling courses … learn and are integral to student satisfaction and success. Caring teachers create learning environments in which students who may be hampered by past negative educational experiences are given 'safe opportunities' to debunk deficit notions about themselves as learners. (p. 19)

The emotional work or labour I felt in the high school environment was still here in the enabling environment. As Crawford et al. (2018) state "teaching the diverse and vulnerable enabling cohort requires constant, tentative care" (p. 26), and while this need to be caring again could have been an anxiety-point for me as a result of my burnout experience, after my short time at the other school and still feeling a level of care towards those students, it was one that didn't concern me. Fortunately, the emotional labour felt different here, less draining. This might be due to the fact that I had less students to care for. In high school I could have seven or eight classes in my workload; compared to my time in the enabling space where I only had one face-to-face class and one online group; which was approximately the equivalent of three high school classes. After having had so many young individuals to care for, there was a significant decrease in the emotional labour demands on me.

At high school, there was more explicit expectation that pastoral care is part of the job, compared to the tertiary environment generally. However, Koster's (2011) study on emotional labour in undergraduate gender studies argues that "emotional labour is an invisible, unacknowledged and unrewarded part of the lecturer's job that has to be self-managed" (p. 70). While the enabling education area is somewhat different to the undergraduate classroom, due to the nature and focus of the courses and the students, studies on emotional labour and pastoral care in enabling education by Seary and Willans (2020) and Motta and Bennett (2018) agree that Koster's argument about the invisibility of this work is also common in this area of higher education. All three studies also acknowledge that pastoral care and the associated emotional labour is often devalued as a feminine practice in the heavily masculine environment of higher education (Koster, 2011; Motta & Bennett, 2018; Seary & Willans, 2020).

Another similarity in the enabling role to my high school teaching days was the need to be authentic. As part of their investigation into caring pedagogies, an educator participant in Motta and Bennett's (2018) study highlighted the importance of being authentic with enabling students:

> they'll pick up very quickly on whether you're authentic and, you know, they're very forgiving. If they can see that you're passionate and you care about your teaching, you care…about their success, then students can be quite forgiving if you make the odd mistake. (p. 640)

My approach to being authentic as a secondary teacher was therefore just as relevant in the tertiary environment. My teacher identity as the caring teacher, as one who valued the importance of student-teacher relationships, therefore did not require much adaptation to the enabling education environment. For me, it felt natural, as Motta and Bennett (2018, p. 642) suggest, to take the "time to create the conditions where students feel welcomed, safe and able to contribute"; an important facet of the practice of caring enabling educators.

At times I do wonder how my previous burnout has affected me as an educator. There is no doubt that there have been impacts emotionally and psychologically. I protect myself more carefully now, particularly with my workload. On occasion I have caught myself being a little more suspicious about issues with students, then stopping to think more reflectively and evenly. I perceive this as an internal protective mechanism, even though I would argue that the emotional labour of caring for the students only contributed to my burnout in a small way. What hasn't changed though is my continued dedication to the task of educating my students determinedly. Despite the disillusionment I had experienced as a secondary teacher, my passion for education has been constant, and a 'light at the end of the tunnel' during the pain and anxiety of my burnout and stress leave.

Conclusion

This paper has explored the concepts of caring teaching and teacher burnout in both secondary and tertiary environments by using my personal narrative of my journey in educational environments to date. From my experience in both educational environments, the need to be both caring and authentic has been present, despite the devaluing and invisibility of care work at the tertiary level. Paired with this need to be caring is the emotional labour that such caring involves. The impact of this emotional labour, as I found it, was less in the tertiary environment than the secondary environment due to the smaller number of students in my care, and also the different external regulations and expectations. After my burnout experience, being back in an educational environment and having a need to be caring to another group of students could have been the wrong decision. However, my passion for education remains, albeit in a different form and with the inclusion of self-care boundaries. In conclusion, an avenue for future research derived from this paper could involve investigating the journey of other enabling educators who have come from a secondary, or primary, education background and others who have come from a non-educational background, as a means of comparing and contrasting the caring teacher concept and the associated experiences of emotional labour.

References

Alsup, J. (2005). *Teacher identity discourses: Negotiating personal and professional spaces*. New York: Routledge.

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin, 117*(3), 497-529.

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education, 39*(2)*,* 175-189. https://doi.org/10.1080/03057640902902252

Bennett, A., Motta, S. C., Hamilton, E., Burgess, C., Relf, B., Gray, K., Leroy-Dyer, S., & Albright, J. (2016). Enabling pedagogies: A participatory conceptual mapping of practices at the University of Newcastle, Australia. University of Newcastle, Australia. Retrieved from https://nova.newcastle.edu.au/vital/access/manager/Repository/uon:32947

Brinkworth, M. E., McIntyre, J., Juraschek, A. D., & Gehlbach, H. (2018). Teacher-student relationships: The positive and negatives of assessing both perspectives. *Journal of Applied Developmental Psychology, 55,* 24-38. https://doi.org/10.1016/j.appdev.2017.09.002

Crawford, N., Olds, A., Lisciandro, J., Jaceglav, M., Westacott, M., & Osenieks, L. (2018). Emotional labour demands in enabling education: A qualitative exploration of the unique challenges and protective factors. *Student Success, 9*(1), 23-33. https://doi.org/10.5204/ssj.v9i1.430

Crawley, S. L. (2012). Autoethnography as feminist self-interview. In J. F. Gubrium, J. A. Holstein, A. B. Marvasti, & K. D. McKinney (Eds.), *The SAGE handbook of interview research: The complexity of the craft* (2nd ed., pp. 143-160). Thousand Oaks, CA: SAGE.

Ellis, C., & Adams, T. E. (2014). The purposes, practice, and principles of autoethnographic research. In Patricia Leavy (Ed.), *The Oxford Handbook of Qualitative Research*. Oxford: Oxford University Press.

Fitzgerald, S., McGrath-Champ, S., Stacey, M., Wilson, R., & Gavin, M. (2019). Intensification of teachers' work under devolution: A 'tsunami' of paperwork. *Journal*

of Industrial Relations, 61(5), 613-636. https://doi.org/10.1177/0022185618801396
Fuller, E. (2018). Live, learn grow: An autoethnographic examination of the 'navigator' role supporting care leavers at an Australian university. *International Studies in Widening Participation, 5*(1), 51-64. https://novaojs.newcastle.edu.au/ceehe/index.php/iswp/article/view/92/109
Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Education Psychology, 95*(1), 148-162. https://doi.org/10.1037/0022-0663.95.1.148
Gilbert, J. (2008). Why I feel guilty all the time: Performing academic motherhood. *Women's Studies in Communication, 31*(2), 203-208. https://doi.org/10.1080/07491409.2008.10162533
Hamilton, M. L., Smith, L., & Worthington, K. (2008). Fitting the methodology with the research: An exploration of narrative, self-study and auto-ethnography. *Studying Teacher Education, 4*(1), 17-28. https://doi.org/10.1080/17425960801976321
Hellmundt, S., & Baker, D. (2017). Encouraging engagement in enabling programs: The students' perspective. *Student Success, 8*(1), 25-33. https://doi.org/10.5204/ssj.v8i1.357
Isenbarger, L., & Zembylas, M. (2006). The emotional labour of caring in teaching. *Teaching and Teacher Education, 22,* 120-134. https://doi.org/10.1016/j.tate.2005.07.002
Kesner, J. E. (2000). Teacher characteristics and the quality of child-teacher relationships. *Journal of School Psychology, 28*(2), 133-149.
Koster, S. (2011). The self-managed heart: teaching gender and doing emotional labour in a higher education institution. *Pedagogy, Culture & Society, 19*(1), 61-77, https://doi.org/10.1080/14681366.2011.548988
Lawrence, D. F., Loi, N. M., & Gudex, B. W. (2019). Understanding the relationship between work intensification and burnout in secondary teachers. *Teachers and Teaching, 25*(2), 189-199. https://doi.org/10.1080/13540602.2018.1544551
Loonstra, B., Brouwers, A., & Tomic, W. (2009). Feelings of existential fulfilment and burnout among secondary school teachers. *Teaching and Teacher Education, 25,* 752-757. https://doi.org/10.1016/j.tate.2009.01.002
McKenzie, P., Weldon, P., Rowley, G., Murphy, M., & McMillan, J. (2014). *Staff in Australia's schools 2013: Main report on the survey.* Melbourne: Australian Council for Educational Research.
Meyers, S. A. (2009). Do your students care whether you care about them? *College Teaching, 57*(4), 205-210. https://doi.org/10.1080/87567550903218620
Motta, S. C., & Bennett, A. (2018). Pedagogies of care, care-full epistemological practice and 'other' caring subjectivities in enabling education. *Teaching in Higher Education, 23*(5), 631-646. https://doi.org/10.1080/13562517.2018.1465911
Pillay, D., Naicker, I., & Pithouse-Morgan, K. (2016). Writing academic autoethnographies. In D. Pillay, I. Naicker & K. Pithouse-Morgan (Eds.), *Academic autoethnographies: Inside teaching in higher education*, pp. 1-17. Rotterdam: Sense Publishers.
Pitman, T., Trinidad, S., Devlin, M., Harvey, A., Brett, M., & McKay, J. (2016). Pathways to higher education: The efficacy of enabling and sub-bachelor pathways for disadvantaged students. National Centre for Student Equity in Higher Education, Australia. Retrieved from https://www.ncsehe.edu.au/wp-content/uploads/2018/06/37_NCSEHE_TimPitmanSueTrinidad_Accessible_PDF.pdf
Seary, K., & Willans, J. (2020). Pastoral care and the caring teacher –Value adding to enabling education. *Student Success, 11*(1), 12-21. https://doi.org/10.5204/ssj.v11i1.1456
Shah, M., & Whannell, R. (2017). Open access enabling courses: Risking academic standards or meeting equity aspirations. *Perspectives: Policy and Practice in Higher Education, 21*(2-3), 51-62. https://doi.org/10.1080/13603108.2016.1203370

Walker, C., & Gleaves, A. (2016). Constructing the caring higher education teacher: A theoretical framework. *Teaching and Teacher Education, 54,* 65-76. https://doi.org/10.1016/j.tate.2015.11.013

Wentzel, K. (1997). Student motivation in middle school: The role of perceived pedagogical caring. *Journal of Educational Psychology, 89*(3), 411-419.

Zembylas, M. (2003). Caring for teacher emotion: Reflections on teacher self-development. *Studies in Philosophy and Education, 22,* 103-125.