

# Justifying methodology –

*Using constructivist grounded theory to understand the lived experiences of early career teachers teaching students with diverse learning needs*

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# Overview

- The focus of my doctorate study is early career teachers (ECT) teaching students with diverse learning needs in general education classrooms.
- Evidence suggests ECTs experience challenge in managing the workload expectation of classroom teaching.
- Given the inclusive education expectations of Australian schools, ECTs are expected to effectively cater for the diverse learning needs of all students in their classroom.
- Using a constructivist grounded theory (CGT) methodology, the lived experiences of ECTs teaching students with diverse learning needs in general education classroom settings will be explored.

**My presentation will provide an overview of the use of CGT as a research methodology to explore this phenomenon.**

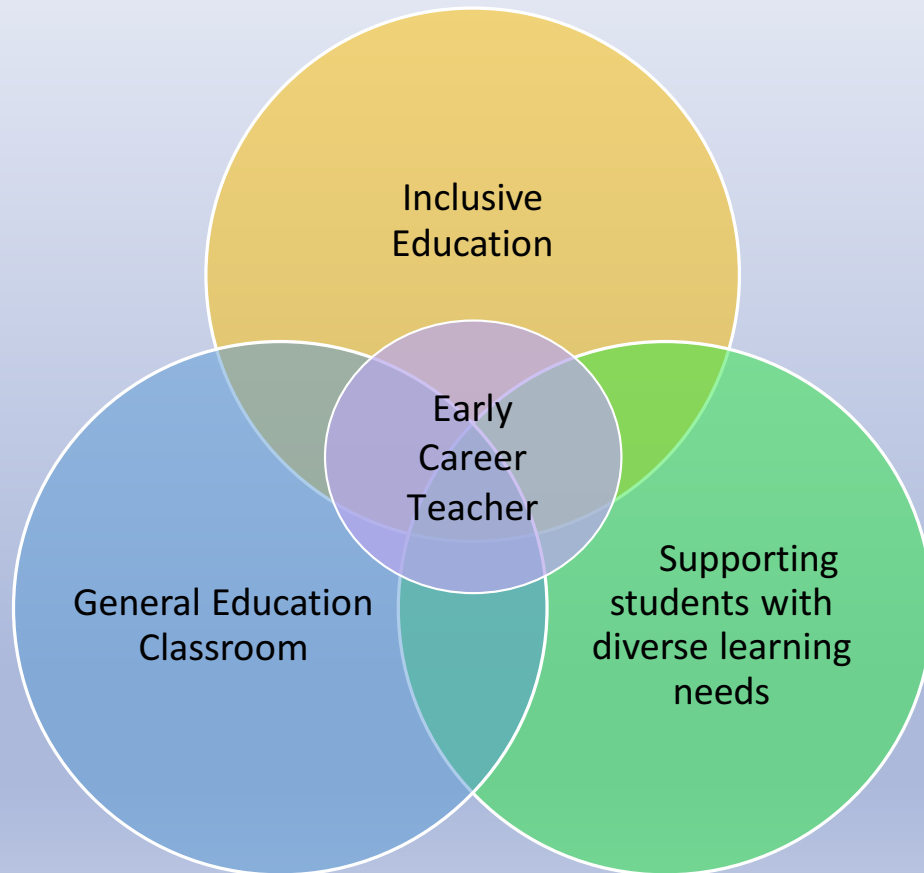
# Overview – Study focus



Early  
Career  
Teachers

The aim of my study is to theorise and better understand the lived experiences of early career teachers (ECTs) teaching students with diverse learning needs in general education classroom settings.

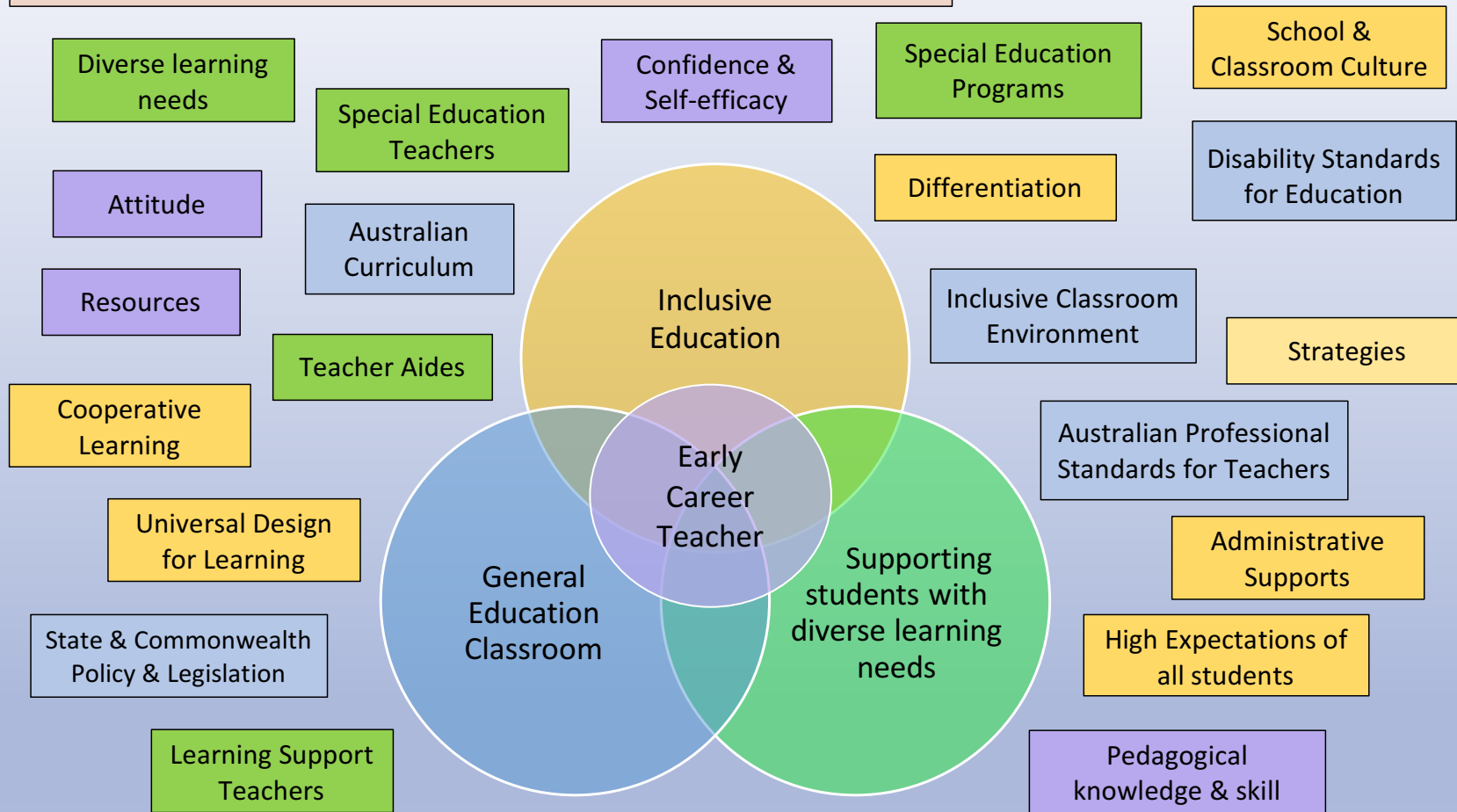
# Overview – Study Context



## **Diverse learning needs**

- Students with disability
- Aboriginal & Torres Strait Islander
- English as a Second Language or Dialect (EALD)
- Gifted & talented
- Behavioural challenges
- Cultural
- Socioeconomic
- LGBTI

Researcher assumptions – Pressures & influences for early career teachers

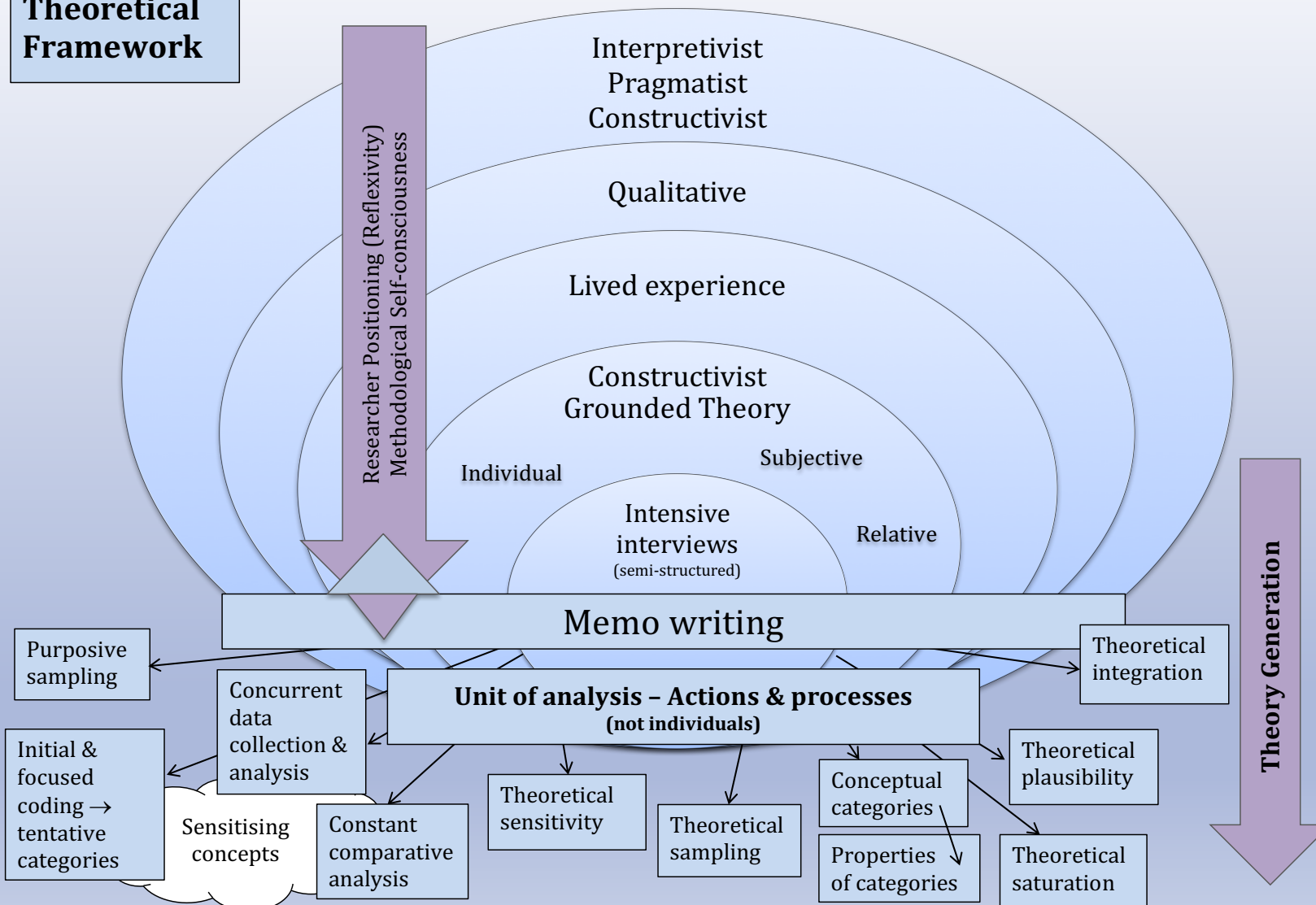


'Grand Tour' interview opener: *Tell me about (your experience) teaching students with diverse learning needs.*

# Constructivist Grounded Theory

- Qualitative research methodology, philosophically underpinned by *Interpretivism, Constructivism & Pragmatism*.
- Views “research as constructed” and acknowledges “subjectivity and the researcher’s involvement in the construction and interpretation of the data” (Charmaz, 2014, p. 13).
- Values subjectivity, multiple perspectives, a fluid and indeterminate reality, and problem solving (Charmaz, 2014).
- A framework for ascertaining, understanding, and theorising on lived experiences through identifying patterns, trends and generalisations of this experience (Birks & Mills, 2015).
- Uses an inductive process to generate and analyse data with the ultimate goal of theory generation.

**Theoretical Framework**



# Essential methods in grounded theory

- **Constant comparative analysis** - concurrent data collection & analysis.
- **Theoretical sampling** - “the process of identifying and pursuing clues that arise during analysis” (Birks & Mills, 2015, p. 68).
- Theoretical sampling & constant comparative analysis guide future data collection in order to obtain relevant data needed to inform **theory generation** (Charmaz, 2014).
- **Memo writing** – “informal analytical notes” provides opportunity for, and prompts the researcher to be reflexive and “actively engaged” throughout the whole of the research process (Charmaz, 2014, p.162).



**Data Collection & Analysis**

Iterative nature of data collection & analysis

Participant interviews  
Coding / Constant Comparative Analysis  
(other relevant data sources considered)

Codes - Categories - Concepts

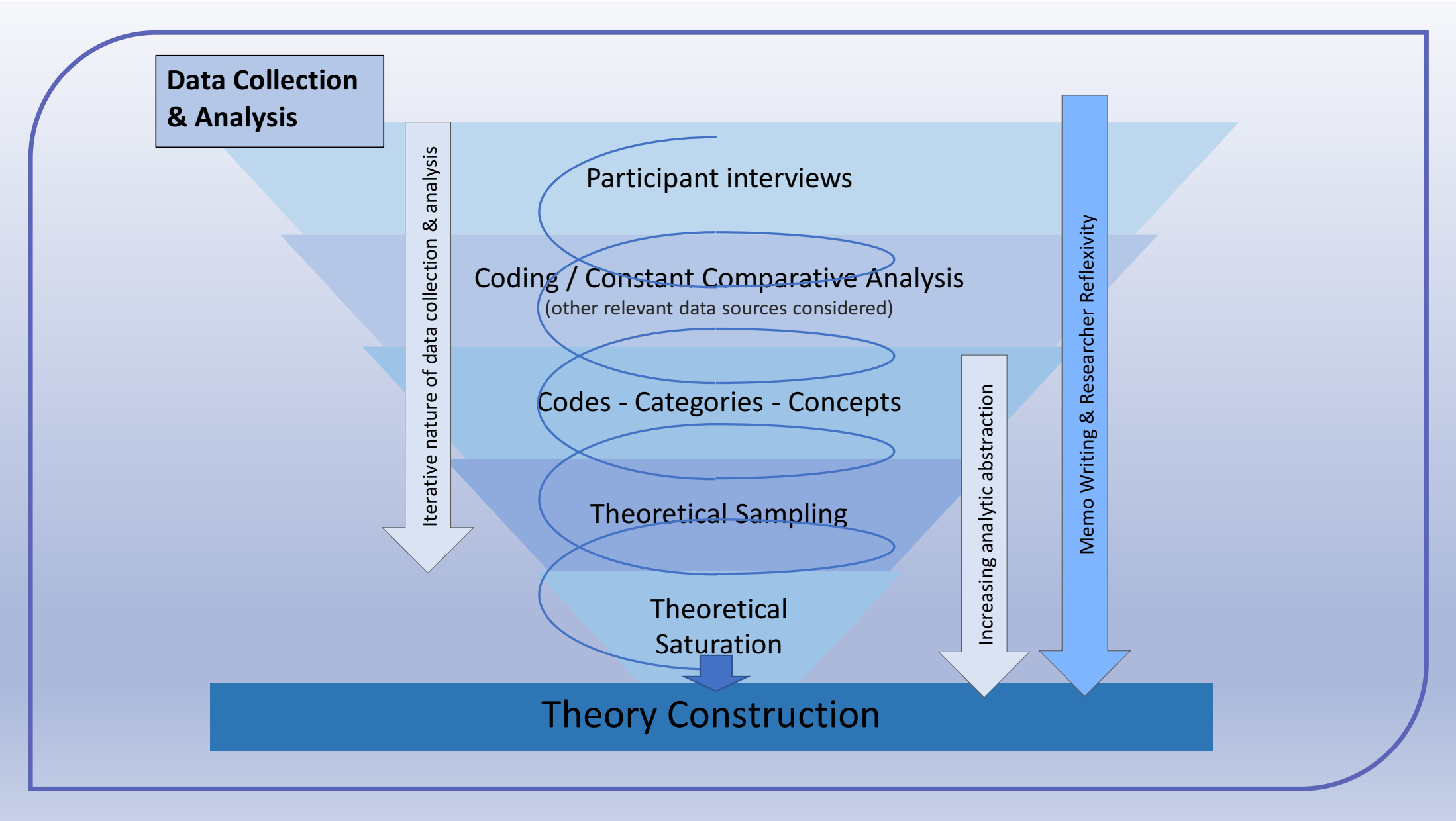
Theoretical Sampling

Theoretical Saturation

Increasing analytic abstraction

Memo Writing & Researcher Reflexivity

**Theory Construction**



# Theorising from the data...

Early  
Career  
Teachers

The aim of my study is to theorise and better understand the lived experiences of early career teachers (ECTs) teaching students with diverse learning needs in general education classroom settings.

CGT methodology & methods encourage & support collection, analysis, & theorisation **grounded** in teacher voice, experience, & perspective in regard to teaching students with diverse learning needs in general education classrooms.

# References

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