

Eila Burns

Tertiary Teachers with Dyslexia as Narrators of Their Professional Life and Identity



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of Their Professional Life and Identity

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Eila Burns

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UNIVERSITY OF JYVÄSKYLÄ

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Cover picture by John Court.

John Court is an artist with severe dyslexia, who graduated from Camberwell School of Art, London in 1994 and from Norwich School of Art and Design in 1997 with a 1st class Honours degree in Sculpture. John now lives and works in Lapland, close to the Arctic Circle.

"It is more meaningful to me to make a drawing, and understand its contents, than to copy down a word, and be totally perplexed by its structure and meaning"

- John Court

Artwork from 2007 photographed by Tuomo Ylinäjä

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ABSTRACT

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The overall purpose of the thesis is to shed light on and increase understanding of the professional lives of a small group of tertiary teachers with dyslexia. It aimed to explore these teachers' experiences and perceptions of dyslexia in employment contexts, and to offer an alternative voice for professional teacher identity negotiation with dyslexia while meeting the challenges set by the profession. In this study professional identity negotiation was understood within the social constructionist understanding of knowledge and considered in line with the theoretical concepts of resilience and self-efficacy. These were concepts that were also found to be utilized in managing uncertainties posed by dyslexia.

The methodological approach of narrative inquiry was applied with the priority given to the participants' storied experiences of dyslexia. The data consisted of narrative interviews, constructed by way of personal experience stories of nine tertiary teachers with dyslexia, and a research diary kept by the researcher during the time of the study. The analysis of the interview data was carried out by utilizing narrative and qualitative thematic analysis as well as two-dimensional content analysis.

The findings revealed that experiences of dyslexia contributed to these tertiary teachers' professional identity negotiation and a sense of self as a professional. The continuous negotiation process between themselves and their work environment entailed their professional identity being reconstructed in interaction with others. Despite their dyslexia the tertiary teachers showed competence and success in their current positions. This was achieved by internal processes resulting in heightened self-understanding, resilience and self-efficacy. That, as well as development of individual strategies appeared to be key to successful employment for the participants. Based on the findings it can be suggested that individuals with dyslexia can be successful employees contributing to the work environment with different set of skills. These contributions would be more effective in educational environments if all stakeholders cherish workforce diversity, thus, future investigations with educational managers and students would be encouraged.

Keywords: tertiary teacher, dyslexia, professional identity, professional experience, narrative inquiry

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Muurame 9.11.2014

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LIST OF ORIGINAL PAPERS

This study is based on the following original publication, which are referred to as "Articles" in the text and numbered with the Roman numerals I-III:

- Article I Burns, E. & Bell, S. 2010. Voices of teachers with dyslexia in Finnish and English further and higher educational settings. *Journal of Teachers and Teaching: theory and practice*, 16 (5) 529-543.
- Article II Burns, E. & Bell, S. 2011. Narrative construction of professional teacher identity of teachers with dyslexia. *Journal of Teaching and Teacher Education*, 27 (5), 952-960.
- Article III Burns, E., Poikkeus, A-M. & Aro, M. 2013. Resilience strategies employed by teachers with dyslexia working at tertiary education. *Journal of Teaching and Teacher Education*, 34, 77-85.

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1 INTRODUCTION

"I'm not going to go into a closet because of this [dyslexia]. Besides, it get's lonely in there".

These words from one of the interviewees adequately encapsulate the core of this thesis and indeed there should be no need for any teacher with dyslexia to hide, rather they should be proud of their insights.

1.1 Diversity within the teaching workforce

The concept of diversity is a timely and global topic in the field of education not only in terms of increasingly diverse student populations but also acknowledging the relative status quo of the teaching workforce. The homogeneity of Finnish teachers in vocational education and training (VET) is evident in that 53 % of VET teachers are female and 51.6 % of all VET teachers are over 50 years of age (Kumpulainen, 2013). Workforce diversity, typically referring to different national and ethnic backgrounds, age and gender, has become an essential asset in modern business operations, whereby a wide variety of skills, backgrounds, experiences and competences are utilized to improve companies' performance, and to satisfy global customer needs (Työ- ja elinkeinoministeriö, 2011). In their report on Improving the Quality of Teacher Education (2007) the European Commission has indicated that the composition of the teaching workforce needs to reflect the diversity of the society in which it operates. Diversifying the teacher workforce, however, has typically been considered only in terms of race, culture, gender and ethnicity, whereas very little attention has been paid to other types of workforce diversities, such as, (dis)abilities or sexual orientation. The few discussions that have taken place relating to teacher diversity in terms of (dis)abilities have brought forth contradictions. For example, in the UK the necessity of teacher trainees' increased literacy and numeracy standards (Macleod & Cebula, 2009; Riddick & English, 2006) has led to questioning

whether individuals with specific learning difficulties are suitable applicants for teaching positions (Singleton, 1999; O'Dwyer & Thorpe, 2013).

A pool of studies illustrate that the number of students with specific learning difficulties entering higher education has increased (Griffin & Pollak, 2009; Griffiths, 2012; Kunttu & Pesonen, 2013; Valle, Solis, Volpitta, & Connor, 2004). The latest statistics reveal that 5% of students in Finnish HE have a learning difficulty of which dyslexia has been notified as the most common condition (74%) among them (Kunttu & Pesonen, 2013). The Finnish statistics do not reveal the field of study these students have enrolled in but the recent study by Riddell and Weedon (2014) reported that HE students with a diagnosis of dyslexia most typically (17.6%) studied creative arts and design, and only 3.5% were enrolled in the field of education. Due to difficulties with diagnosis in adulthood and depending upon the definition and the criteria used, the estimates of prevalence of dyslexia vary from 4 to 9% (Landerl & Moll, 2010) up to 17.5% (Shaywitz & Shaywitz, 2005). If demonstrating the prevalence figures of adults with a diagnosis of dyslexia is challenging, even more so is to represent any statistical information on practising teachers with dyslexia. The UK-wide data on Higher Education Statistics Agency (HESA) on employees in higher education institutions (HEI) shows that 3.2% of all academic staff employed at HEIs in the academic year 2011-2012 were categorised as disabled, and majority of them (16.9%) had claimed to have a specific learning difficulty such as dyslexia, dyspraxia or ADHD. Unfortunately, such information is not available in Finland.

Education as a discipline is not only becoming more diverse, but teaching as a profession is becoming a more challenging, complex and intensive practice (Brante, 2009). Requirements for the teaching profession in the modern information society calls for teachers, not only to acquire new knowledge and skills, but also to develop them continuously to help their learners to obtain necessary competences for life-long learning (European Commission, 2007). The recommendations in the Key Competences in Europe for Lifelong Learners (Gordon et al. 2009) and the Investigation in Finnish Vocational Education and Training (VET) teachers' competences in 2010-2020 (Paaso & Korento, 2010), highlight communication skills in one's mother tongue as being a highly significant basic skill for teachers. Also, communication in foreign languages and the use of digital and virtual learning environments are typical requirements in teachers' work.

Considering the requirements set for teachers, it is not surprising that contradictory views and questions concerning the suitability of individuals with dyslexia in teaching have been raised. Dyslexia has typically been defined as unexpected difficulties in reading and writing in individuals who otherwise possess the necessary intelligence and motivation for literacy learning (Shaywitz & Shaywitz, 2005). Dyslexia is seen as a lifelong condition, and literacy weaknesses attached to it have shown to extend into adulthood and to workplaces (Leather, Hogh, Seiss & Everatt, 2011; Leinonen, Müller, Lepänen, Aro, Ahonen & Lyytinen, 2001). Dyslexic-type difficulties among adults are typically related to communicational difficulties and weaknesses in reading and writing

(Leather et al., 2011, Leinonen et al., 2001). They can lead to associated problems at work, such as problems in short-term memory (Leinonen et al., 2001), difficulties in coping with distractions and having to work harder in order to achieve to the same levels of performance as their non-dyslexic peers (Leather et al., 2011). On the one hand, whilst success in employment is not self-evident (Leather et al., 2011), many adults with dyslexia or other learning difficulties (LDs) can work effectively at the highest occupational levels (Reid, Came, & Price, 2008), including the teaching profession.

Attributes contributing to the employment success in adults with dyslexia consist of external factors as well as a number of internal resources (see Gerber, Ginsberg & Reiff, 1992; Goldberg, Higgins, Raskind & Herman, 2003), of which self-efficacy has been found to be a significant contributor for personal success (Leather et al., 2011). Adults with dyslexia obtaining high self-efficacy beliefs feel competent and satisfied with their job (Leather et al., 2011). The concept of self-efficacy has been defined by Bandura as individuals' beliefs about being capable of performing particular tasks successfully (Bandura, 1997), and therefore as a powerful determinant of job performance (Lunenbergh, 2011). Employees with high self-efficacy beliefs are likely to set high personal goals, and they tend to persist in their efforts when problems surface (Lunenbergh, 2011). Such teachers do not only experience success in work but they also show greater persistence and resilience (Beltman, Mansfield & Price, 2011), thus, both self-efficacy and resilience are needed to be successful in the teaching profession (Day, 2008; Gu & Day, 2013). Research literature seems to suggest that self-efficacy and resilience are mutually affective. Whilst, self-efficacy has been recognised as one of the characteristics of a resilient teacher (Tait, 2008; Day, 2008), it has also been suggested that teachers with high levels of personal efficacy possess strong resilience (Tschannen-Moran & Woolfolk Hoy, 2001). Although, conceptualisation of resilience has developed over the years and been varied between researchers (e.g. Garmezy, 1974, 1985 in Rutter, 2012; Luthar, Cicchetti, & Becker, 2000; Rutter, 1987 in Rutter, 2012), it has been subsequently shown not solely as a personal attribute, but rather a complex and multidimensional construct referring to individuals' positive adaptation in the presence of challenging situations (Beltman et al., 2011; Gu & Day, 2007, 2013; Mansfield, Beltman, Price & McConney, 2012; Rutter, 1990 in Rutter, 2012). Thus resilient teachers have been found to exercise determination and respond positively in difficult work situations (Gu & Day, 2007).

These internal resources i.e. self-efficacy and resilience have been found to be significant elements for teachers' professional identity negotiation (Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2012; Day, Stobart, Sammons, Kington, Gu, Smees et al., 2006). Employment is important for all individuals, not just in terms of gaining a status but also because workplaces offer influential contexts for professional identity negotiations (Billet 2007; Billet 2008; Ete-läpelto, 2008). For people with dyslexia, employment can offer experiences of success and a place to develop a positive sense of professional identity unless the work culture is affected by the history of cultural scepticism when disap-

proving views of dyslexia can undermine the development process (Gwernan-Jones, 2008). From this perspective, this thesis provides a platform for the voices of professional experiences of tertiary teachers with dyslexia to be heard, with a view to gaining a better understanding of this diverse group of professionals.

As a teacher educator in VET teacher education programmes, supporting all teacher trainees' professional identity development has always been significant for me. Over the years it has been my privilege to observe many teacher trainees with dyslexia and other learning difficulties (LDs) develop and flourish as teachers. It was therefore surprising to note the apparent lack of research and knowledge around adults' personal experiences of the effects of dyslexia in professional contexts. Even rarer is research that focuses on professional experiences of teachers or tertiary teachers with dyslexia. Consequently, there is an urgent need to raise awareness of the consequences of dyslexia in professional life, and to gain insights into the complex and, somewhat, controversial phenomena of being a teacher with dyslexia. This study therefore sought to offer such insights through narratives of the experiences of tertiary teachers with dyslexia as means of understanding their professional life and identity negotiation.

1.2 Aims of the study

The overall purpose of this research was to increase understanding of the professional lives of tertiary teachers with dyslexia. The study had two overarching aims; firstly, to explore tertiary teachers' experiences and perceptions of their dyslexia in an employment context, and, secondly, to gain insights into their professional identity negotiation. The practical aim was to achieve knowledge and information on how to better support professional identity development of teachers and teacher trainees with dyslexia and other LDs. To achieve these ends, the study comprises three empirical sub-studies with their own specific aims, research questions and qualitative thematic analysis methods (Braun & Clarke, 2006; Lieblich, Tuval-Mashiach & Zilber, 1998; Riessman, 2008). They utilized a narrative inquiry approach and drew on social constructionist thought, using the participants' own voices in terms of personal experience stories (Reissman, 2008; Squire, 2013) as a means of offering an alternative perspective of teaching professionals.

The first sub-study focused on the tertiary teachers' experiences of dyslexia in order to understand what professional life was like for these teachers. It described the manifestation and challenges of dyslexia as experienced by the interviewees in the practice of teaching. The second was centred on narrative identity negotiation, seeking to gain an understanding of teachers' professional identity negotiation through examining narrative resources and positioning. The last sub-study aimed to contribute to an understanding of how tertiary teachers with dyslexia develop and utilize a variety of resilience strategies helping them to succeed in their chosen field. The three sub-studies allowed a multi-perspective and a holistic understanding of tertiary teachers with dyslexia.

2 THEORETICAL PERSPECTIVES AND KEY CONCEPTS

This chapter will discuss the theoretical perspectives and concepts that were drawn upon to conceptualise this thesis. The conceptual elements discussed below frame my understanding of adult dyslexia, the negotiation of professional teacher identity which is considered to be embedded in the social constructionist perspective, and the concepts of resilience and self-efficacy as elements of identity negotiation. The first two appear as phenomena in all sub-studies, and the two latter concepts developed in the third sub-study.

2.1 Adult dyslexia in teaching context

Dyslexia is one of the diversities that has puzzled academics and other professionals for over a century (Nicolson & Fawcett, 2010). Still, a consensus regarding the most appropriate definition of dyslexia has continued to be elusive. This is particularly the case in adulthood as the primary indicators of literacy weakness are not as apparent as in children, typically due to compensating strategies that adults have developed over time (Leather et al., 2011). Over the decades different perspectives have been focused on the underlying cause of dyslexia. Currently, a widely acknowledged definition used by the International Dyslexia Association (IDA) (Lyon, Shaywitz, & Shaywitz, 2003) emphasizes the neurobiological origin of the condition, but also considers the associated, secondary difficulties that the underlying cause may lead to. As mentioned in the opening chapter, dyslexia has typically been defined as unexpected literacy difficulties in individuals who otherwise possess the necessary intelligence and motivation for literacy learning (Shaywitz & Shaywitz, 2005). In this research it is understood along with the IDA definition but also from a holistic point of view along with Cooper (2009) and Herrington and Hunter-Carsch (2001). Thus, dyslexia is seen as a difference rather than a deficit, opposing the traditional medical model of dyslexia. My understanding of dyslexia is to some extent in tune with the

social model of dyslexia, in that while individuals may have diversities it is the social context that determines whether or not diversity is perceived as disability. The holistic understanding of dyslexia also takes into consideration cultural and institutional contexts (Herrington & Hunter-Carsch, 2001) as well as individuals' strengths and weaknesses.

Research has shown that mathematical and reading difficulties affect individuals' transition to secondary education (Hakkarainen, Holopainen & Savolainen, 2013) and later occupational career choices. Young people with dyslexia tend to choose academically less demanding educational programmes than their peers in secondary education (Savolainen, Ahonen, Aro, Tolvanen, & Holopainen, 2008). Other studies indicate that adults with dyslexia are employed in lower skill positions than adults without disabilities (Stein, Blum & Barbaresi, 2011), and having lower rates of employment and lower earnings (Vogel, Murray, Wren, & Adelman, 2007). They have also been found to choose more practically oriented professions, for example, in the fields of caring and sales than their non-dyslexic peers who opted for professions in the field of science, administration or economics (Taylor & Walter, 2003). Modern information societies insist on high literacy skills, including ICT-literacy, as a fundamental part in many professions. The teaching profession is inundated with key competences related to literacy and communication skills (Gordon et al., 2009; Paaso & Korento, 2010), the areas in which dyslexia-related difficulties are most commonly manifested in adults (Leather et al., 2011; Leinonen et al., 2001).

Dyslexia-related difficulties can lead to associated problems at work. For example, adults with dyslexia have been reported to have lower self-esteem than their non-dyslexic peers (Riddick, Sterling, Farmer, & Morgan, 1999), problems in short-term memory (Leinonen et al., 2001), difficulties in coping with distractions and having to work harder in order to achieve the same levels of performance as their non-dyslexic peers (Leather et al., 2011). At the same time the teaching profession has become increasingly complex and challenging, which is reflected in high rates of teacher attrition in some countries (Castro, Kelly & Shih, 2010; Mansfield et al., 2012), and a high degree of work-related stress (Brante, 2009). This has raised questions whether individuals with dyslexia are suitable applicants for teaching (Singleton, 1999; O'Dwyer & Thorpe, 2013)

In contrast, research confirms that people with dyslexia have been found to be highly successful and effective at the highest occupational levels, including in the teaching profession (Logan, 2009; Reid, Came, & Price, 2008; West, 2010 in Leather et al., 2011). Previous studies on the experiences of teacher trainees' from Canada, UK and US (Duquette, 2000; Glazzard & Dale, 2013; Griffiths, 2011; Macleod & Cebula, 2009; Morgan & Rooney, 1997; Riddell & Weedon, 2013; Riddick, 2003) as well as of those practicing teachers with dyslexia (Ferri, Connor, Solis, Valle & Volpitta, 2005; Ferri, Keefe & Gregg, 2001; O'Dwyer & Thorpe, 2013; Riddick, 2003; Valle et al., 2004; Vogel et al., 2007; Vogel & Sharoni, 2011) confirm their existence. How then do tertiary teachers

with dyslexia perceive themselves as teachers and negotiate their professional identities?

2.2 Professional teacher identity

Exploring the professional identity negotiation through the social constructionist lens offers an understanding that identity is continually negotiated and constructed in interactions with others and involvement in social and cultural activities (Beijaard, Meijer & Verloop, 2004). Teachers' sense of identity is affected by what is valued within their society and culture thus, accepting a discourse of dyslexia necessitates teachers to renegotiate their identity as a competent practitioner.

Discussions about professional identity have become particularly prominent in professions relating to human-centred and creative work (Eteläpelto, 2007). During the last decade, the nature of teachers' professional identity has emerged as a significant area of research. In studies on teacher identity, the self has been seen as a socially negotiated process (Watson, 2006; Søreide, 2006), and being continuously reconstructed and renegotiated through daily practices and interactions (Beijaard et al., 2004). It has been defined as a constellation of teachers' perceptions of themselves as teachers (Beijaard et al., 2004; Lasky, 2005), being a shared yet differentiated perspective of a professional identity (Canrinus et al., 2011), and the component associated with their professional status as a teacher (Gee, 2001). Agreeing with Hjørne and Säljö (2004) that the subsequent affirmation of a particular professional identity can be achieved through a process of negotiation with significant others, a socio-cultural context and a professional context within which one finds oneself. The notion of multiple sub-identities allows individuals to embrace different professional identities where the concept of diversity is present (Smith-Chandler, 2011).

A number of studies focusing on VET teachers' professional identity negotiation also highlight the importance of balancing the occupational identities with their teacher identities (Fejes & Köpsén 2014; Köpsén, 2014) as well as acknowledging professional agency (Vähäsantanen, 2013). In addition, professional identity negotiation has been conceptualized as a learning process and, thus, connected to workplace learning (e.g. Tynjälä, 2008) suggesting that such activities transform employees' identities (Billet, 2008; Eteläpelto, 2008; Vähäsantanen, 2013).

Work and workplaces offer influential contexts for professional identity construction (Billet 2008; Eteläpelto, 2008). Social suggestions (i.e. organizational conditions) offered in workplaces can either help or hinder professional identity negotiations. For individuals with dyslexia, workplaces can on the one hand offer arenas to develop a positive sense of professional identity or on the other proffer dismissive and negative cultural attitudes of dyslexia that may undermine the whole process (Gwernan-Jones, 2010). Individuals with dyslexia who have found the 'niche' i.e. an area in employment where they feel success-

ful, support the development of positive self-perceptions (Gwernan-Jones, 2010). Interestingly, schools have been found to be both not necessarily safe places for teachers with LD (Ferri et al., 2005), and providing a good employment context for educators with LD (Vogel et al., 2007). Thus, the emphasis is on the importance of the supportive culture of educational organisations that values and understands all kinds of diversity.

In addition to these contextual factors, personal elements are important in understanding the concept of professional identity. Professional identities have been understood to be essential for teachers' motivation, self-efficacy, commitment and job satisfaction (Canrinus, Helms-Lorenz, Beijaar, Buitink & Hofman 2012; Day et al., 2006). In addition, teachers' perceptions of their beliefs, values, practices and intellectual and moral obligations as teachers (Little & Bartlett, 2002) as well as their personal life history (Estola, 2003; Lamote & Engles, 2010) and their future expectations and prospects about the kind of professionals they would like to be (Beijaard et al., 2004; Kelchtermans, 2009) are fundamental for teacher identity. The development of teacher identity has been reported to be a highly individual process (Lahtinen & Nevgi, 2014). Reflections of one's pedagogical decisions and practices can be difficult for some teacher trainees (Nevgi, 2012). Beijaard and his associates (2004) have highlighted four common features that are essential for teachers' professional identity. It is not understood as a stable entity. Rather it is a dynamic process of interpretation and reinterpretation of experiences, a view that offers teachers with dyslexia a way to reassess possible negative experiences caused by dyslexia and renegotiate their professional identity in a more positive way. Professional identity implies both a context and a person, thus, tertiary teachers with dyslexia, within limits of the context, may to some extent develop their own teaching cultures. Teachers' professional identity consists of sub-identities of which some can be seen comprising the core of the identity, while others may be more peripheral. This is an essential feature in terms of considering teachers with dyslexia as it suggests that their professional identities can be incorporated with experiences brought about by dyslexia. Thus, in some instances their identity may be more inclined toward dyslexic identity and in others more towards teacher identity, still being more or less in harmony with one another. And finally, the process of professional identity negotiation requires teachers' active involvement, which in the context of teachers with dyslexia would involve taking control over their decisions and commitments. Overall then, professional identity is not something teachers have but something they use in order to make sense of who they are as teachers (Beijaard et al., 2004). Working as a tertiary teacher with dyslexia means developing a professional identity and committing oneself to on-going renegotiation of one's professional identity, a process in which resilience and self-efficacy play an extensive role.

2.3 Resilience and self-efficacy as pillars of professional identity

Resilience and self-efficacy have been recognised as theoretical concepts influencing not only teachers' professional identities, motivation, and occupational commitment (Canrinus et al., 2012; Day et al., 2006; Gu & Day, 2007, 2013), but also the development of identity (Burden, 2005) and self-esteem (Glazzard & Dale, 2013) of individuals with dyslexia. The theoretical concepts of resilience and self-efficacy are used in this study to explicate tertiary teachers' capacity to sustain their professional identity and manage uncertainties posed by dyslexia in their work.

Although, resilience and self-efficacy are closely related concepts they differ in the ways in which they impact actions. Self-efficacy is a future-oriented belief about individuals' levels of competence which they are expected to display in certain situations (Bandura, 1997), thus highly efficacious individuals are proactive, whereas highly resilient individuals are reactive to demanding situations (Tait, 2008). *Resilience* as a theoretical concept has been studied in the field of developmental psychology and psychiatry for decades, as an effort to understand and describe positive development of children and youths otherwise considered to be high-risk due to their exposure to, for example, abuse and trauma (Garmezy, 1974 in Rutter 2012; Rutter, 1987 in Rutter 2012). Studies on resilience have also focused on identifying personal traits and protective factors to investigate how such factors may contribute to positive outcomes (Luthar, Cicchetti & Becker, 2000). Thus, typically, resilience has been defined by coping adaptively with stressors, and understood as an ability to resist and bounce back from adversity (Gu & Day, 2007). These early studies focused on personal qualities, however, later research suggests that resilience is not solely a personal attribute, nor an innate or fixed quality. Rather it is a complex construct resulting from a dynamic relationship between risk and protective factors (Beltman, et al. 2011) that can be learned and acquired (Higgins, 1994 in Gu & Day, 2013). Furthermore, it involves psychological, behavioural and cognitive functioning as well as emotional regulation (Luthar & Brown, 2007), and interactions with events in the environment. These advances in understanding the nature of resilience have contributed to the conceptualisation of teacher resilience.

Relatively recently, researchers in the field of education have begun to pay more attention to the concept of resilience. Such research has helped to examine the attitudes and behaviours of teachers who remain in the profession despite experiencing challenges (Gu & Day, 2007, 2013), to better understand teachers' identity development (e.g. Kirk & Wall, 2010), job satisfaction and motivation (Brunetti, 2006), teachers' burnout and stress (e.g. Howard & Johnson, 2004), career decision-making (e.g. Tait, 2008) and effectiveness and commitment in teaching (e.g. Day, 2008; Gu & Day, 2007, 2013). Resilient teachers have been found to be responding positively in stressful work environments, demonstrating using effective strategies (Castro et al., 2010), and deriving deeper satisfaction in their work (Gu & Day, 2007; Hong, 2012; Howard & Johnson, 2004).

Thus, this research suggests that possessing the characteristics of resilient individuals, teachers with dyslexia are more likely to persevere in adverse situations.

Although a range of descriptions of *teacher resilience* can be found in the literature (Beltman et al., 2011), a considerable body of research on teacher resilience supports the notion of resilience as a complex, multidimensional, idiosyncratic, and developmental construct, which involves dynamic processes that are the result of interaction over time between a person and the environment (Beltman et al., 2011; Day & Gu, 2014; Mansfield et al., 2012). Furthermore, researchers seem to agree that resilience is evident in how teachers respond to adverse situations (Beltman et al., 2011; Mansfield et al., 2012), and both protective and risk factors (individual and contextual) as well as particular personal characteristics (personal strengths) play a role in the resilience building process. Mansfield and her associates (2012) conceptualised teacher resilience in a four dimensional framework of profession-related, emotional, motivational and social dimensions of resilience, in order to better understand its multidimensional and complex nature.

Similarly, Gu and Day (2007, 2013) suggest that resilience is influenced by personal circumstances as well as work-based situational and environmental components wherein different levels of internal and external factors influence teachers' resilience building process. They have recently (Day & Gu, 2014) conceptualised teacher resilience as consisting of three distinctive characteristics: context specific, role specific and more than 'bouncing back' quickly. Thus, it is not only an individual asset, rather a relational concept, a capacity that arises within interactions between people in organisational contexts, and seen as teachers' capacity to maintain their commitment and educational purposes in their everyday work (Day & Gu, 2014). In light of this, resilience of teachers with dyslexia is not only their personal character, rather it is a multidimensional construct that evolves over time (Gu & Day, 2007, 2013; Mansfield et al., 2012). They practice active agency by employing specific strategies to build and develop resilience in challenging work-based contexts. The complex, idiosyncratic and inter-woven nature of resilience is reflected in the range of personal and contextual attributes that contribute to tertiary teachers' resilience.

As described earlier, the concept of self-efficacy is closely related to resilience and connected to teachers' professional identity development as well as teacher's perseverance and resilience in the face of work challenges. Self-efficacy is grounded in the theoretical framework of social-cognitive theory of human behaviour introduced by Bandura in the 1970s. He defined *self-efficacy* as individuals' beliefs in their capabilities to organize and perform certain tasks successfully (Bandura, 1977). Self-efficacy theory is well suited to explain practices, adaptation and decisions of tertiary teachers with dyslexia within their multiple and complex employment contexts. The theory highlights that self-efficacy beliefs influence teachers' thought patterns and emotions that further enable actions to pursue goals and persist in the face of adversity (Bandura, 1997). Some researchers defining teacher self-efficacy focus on teachers' per-

ceived ability affecting students outcomes (e.g. De la Torre Cruz & Casanova Arias, 2007), whilst others concentrate on efficacy expectations, extending it to consider the contexts in which teachers work (e.g. Tschannen-Moran & Woolfolk Hoy, 2001, 2007). A comprehensive model of teacher self-efficacy has been developed by Tschannen-Moran and her associates (1998) who define it as “the teacher’s belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context” (Tschannen-Moran, Hoy & Hoy, 1998, 233). In their integrated model, teacher efficacy is referred to as both teachers’ self-perception of their teaching competence and their beliefs about the task requirements in certain teaching situations.

In the present study the concept of *teacher self-efficacy* is utilised to describe the tertiary teachers’ perceptions of their competencies and success in teaching situations as depicted in their narrations. Tertiary teachers’ self-efficacy beliefs are related to goals they set, efforts they invest in teaching and managing new, challenging tasks, as well as their level of resilience and persistence in the face of adversity (Tschannen-Moran & Woolfolk Hoy, 2007). Self-efficacy has been indicated, along with job satisfaction, as being a crucial element of success among adults with LD (Leather et al., 2011; Madaus, Ruban, Foley & McGuire, 2003). Leather and associates (2011) reported that adults who explained having high levels of self-efficacy and job satisfaction were also those who utilized more effective planning skills and metacognition, which led to fewer cognitive failures and subsequent feelings of competency in their job (i.e. high self-efficacy) (Leather et al., 2011).

The sustainment of self-efficacy is a central element and a life-long process in teachers’ professional development. Bandura postulated that self-efficacy is not a fixed ability, rather it is generative capability in which cognitive, social, emotional and behavioural elements are involved to regulate human functioning (Bandura, 1997). Thus, it is a future-oriented belief about teachers’ expected demonstration of a level of competence in a given situation (Tschannen-Moran & Woolfolk Hoy, 2001). According to Bandura (1997), external elements, environments, and actual abilities do not have a direct effect on individuals’ performance. Rather, they are filtered through the beliefs about one’s capabilities to perform at designated levels. In other words, Bandura’s key argument is that individuals’ motivation, affective state and actions are based more on what they believe they can do than on what is objectively true (Bandura, 1997). Thus, a sense of capability of the teachers with dyslexia influences their perception, motivation, and performance (Bandura, 1997).

Bandura (1997) introduced four principal sources to enhance the development of high teacher self-efficacy: past performance, vicarious experiences, verbal persuasion, and physiological and affective states. The most influential of these sources is past teaching experiences. In the context of teachers with dyslexia this aspect has a great importance on the development of their professional identity. When teachers with dyslexia experience being successful in teaching situations it subsequently proves that they are competent teachers, and

their interpretations of the results of these situations are likely to raise their self-efficacy. "Successes build a robust belief in one's personal efficacy", as Bandura (1997, 80) noted. However, Bandura (1997) reminds readers that easy successes are not desired, some setbacks and difficulties are beneficial in teaching to understand that success requires sustained effort.

Two other important sources of self-efficacy are the vicarious experiences that tertiary teachers with dyslexia obtain as a result from observing the successes of other teachers, and the verbal persuasions that they receive from colleagues and management. Thus, the existence of good role models, such as the participants in the current study, is particularly important when instilling confidence in others with dyslexia in their teaching career. The importance of constructive feedback is particularly significant to teachers with dyslexia as negative appraisals by significant others (i.e. colleagues, management) can weaken self-efficacy beliefs far more easily than positive encouragement can strengthen them (Burden, 2005). Finally, Bandura argues that emotional cues dictate self-efficacy. When teachers are judging their capabilities over certain tasks, they rely partly on somatic information conveyed by physiological (e.g. a pounding heart, feeling flushed, sweaty palms) and emotional states (e.g. enthusiasm, anxiety) (Bandura, 1997, 106). This would suggest that, even though, some teachers are professionally well-qualified they may not be successful in the profession if their personal inhibiting emotional factors come into play. On the other hand, teachers such as the ones with dyslexia in this study, who may appear to have limits in certain areas but have a strong sense of self-efficacy, are more likely to see the academic tasks set them as challenges that can be mastered rather than threats to be avoided. Self-efficacy plays a crucial role in tertiary teachers' practices and behaviours, as well as their perceptions of competencies in employment contexts.

3 RESEARCH QUESTIONS

The overall purpose of this study was to achieve a deeper understanding of the professional lives of tertiary teachers with dyslexia by investigating their personal experiences. The research task focused on exploring the tertiary teachers' experiences and perceptions of their dyslexia in an employment context, and to gain insights into their professional identity negotiation. Based on the two aims mentioned previously and to gain a more holistic understanding of this phenomenon the following overarching research questions were formulated:

1. How do tertiary teachers' experiences and perceptions of their dyslexia relate to the way they work and view themselves as teachers?
2. Which aspects of tertiary teachers' narration can be identified as being intertwined with their professional teacher identity negotiation?

The two study aims; to explore tertiary teachers' experiences and perceptions of their dyslexia in employment, and to gain insights into their professional teacher identity negotiation were studied through both research questions. These questions were answered on the basis of three empirical sub-studies (reported in the attached articles). The first article, *Voices of teachers with dyslexia in Finnish and English further and higher educational settings* (Article I), described the teachers' self-reported accounts on how they feel about being a tertiary teacher with dyslexia. The article examined their experiences of manifestation and challenges of dyslexia in the practice of teaching. As an initial article of the entire research project, it was descriptive in nature, laying the foundation for the subsequent research and analyses.

The second article, *Narrative construction of professional teacher identity of teachers with dyslexia* (Article II), sought to gain an understanding of these teachers' professional identity negotiation through examining narrative resources and positioning. The third article aimed to contribute to an understanding of how tertiary teachers with dyslexia develop and show resilience in practice of their profession. The paper entitled, *Resilience strategies employed by teachers with*

dyslexia working at tertiary education (Article III), discussed the variety of resilience strategies that the teachers developed and exhibited in work contexts.

This research is positioned within the field of narrative research and embedded in social constructivism, which aims to explore and understand individuals' experiences by approaching an individual from the inside through their narratives. Drawing on social constructionist thought and hybrid of personal experience stories (Squire, 2013), the teachers' own storied voices were used as a means to create understanding of dyslexia in professional context. This study offers a unique view by enlightening insights and understanding of professional lives of tertiary teacher with dyslexia within a current educational environment. It explores the ways tertiary teachers with dyslexia use narratives to describe their professional teacher identity negotiation and experiences of being an educational professional in order to fulfil the tasks set for tertiary teachers. In common with some other researchers, such as Riessman (2008), the terms "story" and "narrative" will be used interchangeably in writing.

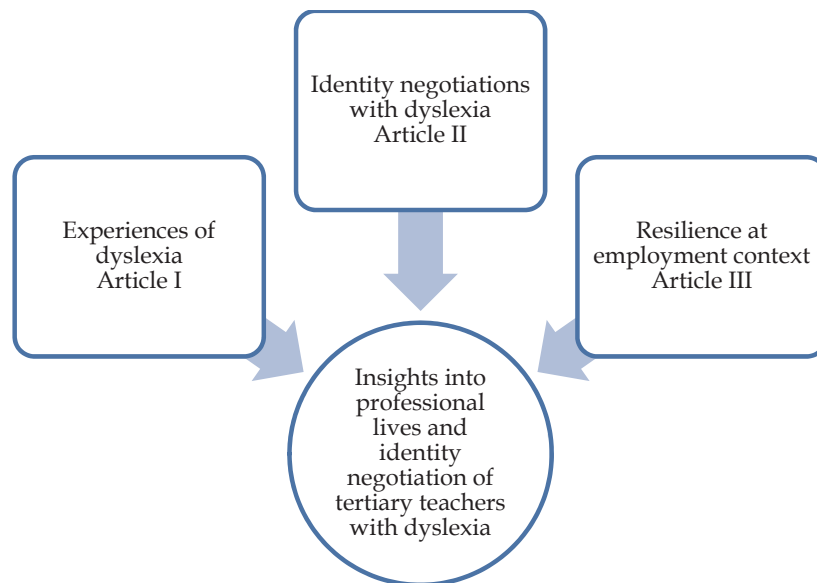


FIGURE 1 The correspondence between the overall research task and the articles

4 METHODOLOGICAL APPROACHES

This section will introduce the methodological choices and practices, as well as epistemological and ontological understandings drawn upon in this study. The general methodological framework of the study is notably grounded in narrative inquiry, which is first described in the following subsection. The subsequent sections will depict the context of this study as well as data collection and data analyses methods utilized. At the end of the section, a description of how ethical issues have been dealt with throughout the research process can be found.

4.1 A narrative inquiry

Since emerging on the qualitative research field, narrative inquiry has grown dramatically over the last three decades. Subsequently, a “narrative turn” has occurred in human sciences infiltrating most of the social disciplines (Spector-Mersel, 2010). Narrative inquiry (or narrative research, a term used by some researchers (see Clandinin, 2007), has been defined as a complex, multilevel and interdisciplinary field of inquiry equipped with the richness of approaches and theoretical understanding (Riessman, 2008; Squire, Andrews & Tamboukou, 2013). Narrative inquiry is characterised by diversity. It constitutes a broad framework within which various approaches, theoretical orientation and analysis practices coexist (Spector-Mersel, 2010). The use of narrative inquiry has been introduced across disciplines as a holistic approach to adequately address issues such as complexity, multiplicity of perspectives and human centeredness which traditional empirical research methods do not sufficiently engage with (Webster & Mertova, 2007). Although there are many ways to conceptualize narrative inquiry, its most defining feature is that it is the study of experience as it is lived (Clandinin, 2007). It is a method aimed at understanding and making meaning of experiences, and seen as a way of understanding and inquiring into experience through “collaboration between researcher and participants, over

time, in a place or series of places, and in social interaction with milieus" (Clandinin & Connelly, 2000, 20). In narrative inquiry experiences are attended through these three commonplaces of, temporality, sociality, and place (Clandinin & Rosiek, 2007). Referring to the past, present and future of events as well as simultaneous personal (e.g. feelings, hopes) and social (e.g. the environment, people) conditions and centrality of place (e.g. where events happen) (Clandinin & Rosiek, 2007). It is a burgeoning field of research recapitulating varieties of diverse approaches which will all quintessentially encapsulate the recitation of narrated stories of individuals lives (Chase, 2005). Narrative inquiry has been criticised for its vagueness around and blurred conceptions of the core of narrative inquiry (Spector-Mersel, 2010). Due to this it can run into a number of problems relating to analysis and interpretation of the data as well as incoherent representations of experiences (Squire, 2013). Thus, recent research has moved towards seeing incoherence as an essential part of the narrative materials with which it deals (Hyvärinen, Hydén, Saarenheimo & Tamboukou, 2010).

The term narrative inquiry is understood in this study as reflecting that of Clandinin and Connelly (2000) in that narrative is both the phenomena and the method, and it is the study of experiences as they are lived (Clandinin & Rosiek, 2007). Thus, this study is experience rather than event-centred narrative inquiry (Squire, 2013), assuming that tertiary teachers' internal accounts of the phenomena, their feelings and events, are given external expression by narratives offering a holistic and multifaceted point of view to investigate this phenomenon. The term narrative is regarded as "a distinct form of discourse" (Chase, 2005, 656) which constructs an understanding of lived experiences. The term narrative will be used in the same way that has been given by Riessman and Speedy to mean, as "extended accounts of lives in context that develop over the course of a single or multiple interviews" (Riessman & Speedy, 2007, 430). Also, in line with some other researchers, such as Riessman (2008), the terms "story" and "narrative" will be employed interchangeably in this thesis.

Narrative inquiry is prominent in the field of education (Elbaz-Luwish, 2007). The understanding of narrative research and its contribution to educational research has evolved over the years to examine a wide array of themes and concepts, amongst others, from teacher identity and the lives of teachers (e.g. Søreide, 2006; Watson, 2006) to perspectives of diversity and multiculturalism in educational contexts (e.g. Elbaz-Luwisch, 2004; Milner, 2008; Phillion, 2002). These studies have investigated questions related to how teachers construct themselves and their teacher identities and how these processes are shaped by the environment. They have also explored how immigrant teachers tell their stories of becoming teachers in a new environment which have further led to considering and questioning arrangements for teaching and learning in the host culture. Narrative inquiry has also been utilized recently in studies relating to adults with dyslexia, for example, Gwernan-Jones' (2010) doctoral studies on how adults make sense of their difficulties with reading and writing and their process of developing more positive self-perceptions and coping strategies. Some other narrative inquirers have wished to expand understand-

ing about individuals who have experienced special circumstances, such as abusive marriage (Hydén, 1999), or experiences of individuals with disabilities of obstacles and facilitators to inclusion in work (Smith-Chandler, 2011). Riessman (2008) further points out that whilst depicting stories about difficult times experienced in one's life contains emotions, it also creates order, allowing searches for meaning and enabling connection with others. Thus, narrative inquiry in the current study offered a holistic possibility to explore and understand tertiary teachers' lived experiences (Clandinin & Rosiek, 2007) of the impacts of their dyslexia in a professional employment context, and the ways they negotiate professional teacher identity using spoken language as a device.

Narrative research has been perceived to be belonging to the social constructionist understanding of knowledge, although it also has realist and post-modern strands (Riessman, 2008), which has caused disagreements between scholars and practitioners on its origins and ways to conduct analysis. Typically, social constructivists see knowledge construction as a shared rather than an individual experience (Burr, 2004). This perspective has an impact on this study, as it is intricately involved in theories of the development and reconstruction of professional identity, and as I will be involved in establishing current ways the participants make sense of being tertiary teachers with dyslexia. Although narrative epistemology shares underlying assumptions with the constructivist paradigm, it also highlights the understanding of the circumstances in which stories are produced: the narrator's current situation, spheres of contexts and the notion that no story is exhaustive (Spector-Mersel, 2010). Construction of individuals' stories is linked to their personal experiences of the world. Thus, narrative inquiry is not aiming to produce one generalised truth, but rather, aligned with the social constructionist perspective, it examines socially constructed 'realities' based on participants' experiences over time in particular contexts and in engagements with others.

Epistemologically it is understood that stories always reflect the narrator's situational and contextual elements. By telling stories humans create their reality but at the same time they adopt stories from the social and cultural environment which they are involved in. Thus, this study's epistemological assumptions are related to social constructionism that suggests knowledge is being socially constructed and negotiated in an interactional process, which is embedded in a particular time, location and relationships (Hänninen, 2010; Riessman, 2008). The knowledge produced in narrative interviews is often understood as partial, intentional and subjective (Riessman, 2008; Spector-Mersel, 2010). Leading to an assumption of knowledge that in interviews some elements are not recalled accurately or some elements of the accounts are enriched with new details or some are omitted (Lieblich et al., 1998). Acknowledging that a narrative is not simply a factual report of events; rather it is an account expressing one point of view that tries to invite others to enter the perspectives of the narrator (Riessman, 2008).

Ontology of the narrative inquiry exploits both the constructivist and poststructuralist paradigms, suggesting a subjective and relativist reality (a variety of realities

exist) that are invented by narratives (Spector-Mersel, 2010). Leaning on the social constructionist assumption, it is widely suggested that language and its usage do not only describe reality, but produce and create it through telling others (Heikkinen, 2010; Spector-Mersel, 2010). By telling stories humans impart meaning to themselves and the world, thus a narrative reality is multifaceted, fluid and structured (Spector-Mersel, 2010). Ontologically humans are seen as active agents who construct their own versions of reality in interaction and through telling others (Elliot, 2005), thus differently constructed, interpreted and conceptualized realities exist (Heikkinen, 2010; Patton, 2002). This leads to the understanding that some elements, such as the organizational structures that the tertiary teachers were relating to in their narratives, exist also without language. The methodological choices that have been made in this current study, as described above, have also been reflected in the data gathering and analysing methods.

4.2 Context and participants

In keeping with narrative inquiry, that human beings can be only understood in terms of “temporal context, spatial context and the context of other people” (Clandinin & Connelly, 2000, 32), the context of this study included educational organisations from the field of VET and HE education in both Finland and England. The existing collaborative research partnership with an English colleague offered me an arena to investigate, to a certain extent, a controversial and intricate individual educational issue in two different cultural environments. The process of finding and selecting participants for this qualitative study was complicated, thus, participants were searched for in both countries. In common with other qualitative research, the aim was to find information rich cases which could be studied in depth. In order to achieve this aim a purposive sampling strategy (Patton, 2002) was implemented to select information-rich participants in order to illuminate the research aims. Selection criteria stipulated that the participants were required to volunteer to take part in the study, and be willing to talk and share their experiences about the sensitive phenomenon. Additionally, the participants were required to have been diagnosed as having dyslexia, and currently hold a teaching position in tertiary education. Tertiary education was defined as including vocational education and training colleges (VET) and higher educational (HE) establishments (universities and universities of applied sciences).

The recruitment of suitable participants began at the end of 2007 both in Finland and in England. This was not a simple task due to the relatively small population of tertiary teachers falling into the selection criteria, and the sensitivity of the topic, which had high personal significance for teachers. The investigation necessitated adherence to clearly thought out ethical guidelines. Particular care was taken when approaching the participants to ask them to participate in this research. The Finnish participants were found and contact made in two different ways. Firstly, in 2008 four potential participants were approached by a Finnish fellow professional

known to them previously, who briefly explained the purpose of the research. The participants were then asked to contact me for further details and to register their willingness to participate in the study, resulting in three tertiary teachers making contact and agreeing to share their stories. Secondly, as news of the current study spread through the tertiary teaching community, in 2009 a further two volunteers contacted me directly and wished to be included in the study. These were followed by a further teacher similarly contacting me in 2010. This voluntary willingness to participate in sharing one's experience in this divisive topic was considered a positive and encouraging sign of its importance. I collected the interview data from the Finnish tertiary teachers in the first group in 2008, and from the latter in 2009 and 2010.

In England similar ethical principles were observed as three tertiary teachers were approached and interviewed by the English fellow researcher, who was known to the English interviewees. Data used from England were collected from an opportunist sample of adults with dyslexia. They comprised, in part, two transcriptions of interviews collected from interviews carried out as part of a parallel study of a group of adults with dyslexia who were no longer taking part in formal education (Bell, 2010). These two tertiary teachers were approached again and one extra interview was carried out in order to elucidate the format used in the Finnish study. Additional English data were obtained in an interview with a university lecturer with dyslexia, using the same narrative interview schedule as in Finland.

Ultimately nine teachers, five male and four female of whom six were from Finland and three from England, volunteered to share their experiences as tertiary teachers with dyslexia. The Finnish teachers (three male and three female) participating in the study obtained qualified teacher status as well as the highest possible professional qualification relevant to their own specialist field. Those qualifications ranged from bachelor's and master's level degrees to doctorates. The types of organizations and the disciplines of teaching which the Finnish participants represented were varied. Two taught at a VET college, one in the field of art and design and the other in building and construction; three lectured at a university of applied sciences representing media and journalism, business and administration, and adult education; and one participant lectured at a university in the field of information technology. The participants' age ranged from mid 30s to late 50s reflecting various lengths of teaching experience, the shortest of which was 3.5 and the longest over 30 years.

Similarly, the English teachers (two male, one female) had qualifications from their professional fields as well as their VET teaching qualifications, and the one participant representing higher education had obtained an appropriate master's degree. Two of the participants taught in VET colleges in the following disciplines: the female participant in hair and beauty and one of the male participants in building and construction. The other English male participant lectured at a university in the field of adult education. Like their Finnish peers, the English participants' age ranged from late 30s to late 40s reflecting different lengths of teaching experience, which at the time of the interview was from less than a

year to almost 20 years. All participants, both in Finland and England, have been diagnosed with dyslexia in adulthood.

4.3 Data and data collection

In narrative inquiry, empirical data can consist of different types of stories including spoken and written personal, collective or autobiographical stories (Clandinin & Connelly, 2000). One of the most prevalent tools in narrative research is interview where the interviewer invites the participants to recount their experiences (Squire, 2013). As the focus in this research was to approach professional experiences of tertiary teachers with dyslexia, narratives of experience were utilized as they are centred on the human element of representation, reconstitution and expression of experience, articulated sequentially to denote elements of change (Squire, 2013). Narrative interviews were used in order to enrich understanding of how the participants describe their professional lives and attend to the nature that constitutes their professional identity negotiation. The main data for this study were gathered through narrative interviews with nine tertiary teachers with dyslexia. In each of the three sub-studies the number of participants varies due to expanding interest in Finland and my research partner being unavailable for a particular period. The interviews were conducted in line with the schools of thought of narrative approaches and social constructionist view, using open-ended, narrative interview technique. Additional data was collected in the form of a research diary that offered the researcher a valuable resource for critical reflections during the entire research process.

Prior to having made any practical arrangements for the interviews, I considered the topics for discussion, which were based on previous studies and literature on teachers with LD (Ferri et al., 2001, 2005; Riddick, 2003; Valle et al., 2004; Vogel et al., 2007; Vogel & Sharoni, 2011) and professional identity (Beijaard et al., 2004). The topics were considered in such a way that the tertiary teachers had an opportunity to talk about their professional experiences related to dyslexia as openly as possible, and relating to the principles in the narrative inquiry where the narrator is at the centre, being an active agent inseparable from the phenomenon studied (Spector-Mersel, 2010). Although, the participants were encouraged to “tell their stories in their own way” (Clandinin & Connelly 2000, 111) I realized, after a pre-interview interview with a teacher with dyslexia, that some aid questions were needed to keep the focus of the study. Thus, some prompt questions were formulated as a means to encourage and aid the participants to tell their stories (Chase, 2005). When the time for the interview was agreed, the participants were sent the topics to be discussed in order to allow them a lot of time to prepare themselves for the interview that indeed appeared to be one of the crucial elements for the participants in this study. They were asked to consider their previous educational experiences; explain their career path into teaching; describe their feelings, attitudes, beliefs on

teaching, and illustrate their experiences about dealing with the practical aspects of their profession.

At the beginning of the every interview each teacher was encouraged to ask any questions about aspects of the research that they might find concerning. Prior to formally signing the consent forms (see Appendix 1), each participant's willingness to have the interview recorded was confirmed and some time was spent revisiting the ethical considerations. The interviews were started by facilitating a positive and supportive environment for storytelling. Some interviewees indicated at the beginning of the interview that they should not be distracted (ask questions) during their narration, rather questions should be asked at the end when they had finished their stories. Some others required little prompting before they shared their experiences and waited to be prompted with comments and question. Some interviewees had prepared written notes about their experiences, although these had not been requested, and some others presented examples of their lesson plans, which they were keen to share along with the verbal stories.

The empirical data for this study were collected in Finland in England through narrative interviews each of which took place in private locations selected by the participants. Practical arrangements were discussed with the fellow researcher in England and it was agreed that they would conduct the interviews in England following the same interview structure used in Finland. Consequently, all three English participants were interviewed in 2008 by the English fellow researcher. It was also agreed that the interview data from England (digital recordings) would be sent to me to check that the agreed structure was followed, and for transcription and data analysis. All digital interview recordings were transferred and subsequently transcribed in English. The data from England was utilized in sub-studies one and two, whereas sub-study three consisted only of Finnish data which will be discussed later. As mentioned earlier, the interviewees were asked to talk about their experiences as teachers with dyslexia, and were encouraged to express their thoughts as openly as possible. The interviews did not have pre-established time limits but continued until the interviewees felt they had said everything they wanted to say. The lengthy interviews, conducted in interviewees' mother tongue, lasted from an hour and a half to over two hours, making the overall duration of all the interviews thirteen and half hours, and were digitally recorded and transcribed verbatim for analysis. The overall length of the transcribed interview material was 153 pages (A4, single spaced).

4.4 Data analyses

The data of this narrative inquiry were stories produced during the narrative interviews and some other additional data (written notes, examples of lesson plans) that the participants had created, thus, the core of the data analysis centred on stories told by the tertiary teachers with dyslexia. There are a number of

ways to analyse narrative data in order to elaborate and interpret a phenomenon under examination (Reissman, 2008; Spector-Mersel, 2010). Along with the analysis of the stories, the interpretation of them is a crucial part of narrative methodology. In this research, following the social constructionist thoughts of knowledge, a multidimensional analytical approach was chosen, in terms of narrative analysis (as a way to read the data), and thematic analyses in order to enlighten the phenomenon to be studied from different perspectives. In the current study interest was placed on tertiary teachers' experiences and perceptions about their dyslexia in employment contexts, thus along with the nature of the narrative inquiry I was trying to get inside these teachers' life through their stories in order to understand their professional experiences. As the tertiary teachers' stories were composed over time in relation with people and situations in particular places (applying the three commonplaces of temporality, sociality, and place as introduced by Clandinin & Connelly, 2000), a holistic strategy (Spector-Mersel, 2010) in terms of narrative analysis was applied to interpret the stories.

Narrative analysis, as a way of reading the data (Hyvärinen, 1998) offered the possibility of viewing and reading the tertiary teachers' told experiences with a broader perspective. Their stories about professional life as a teacher with dyslexia were treated as a whole unit (Reissman, 2008; Spector-Mersel, 2010), thus, this holistic method was the first interpretive lens applied in all sub-studies. It offered the researcher an opportunity to pay attention to how various contexts (e.g. earlier school history, teacher training) had influenced the teachers' stories (Reissman, 2008), and a way of understanding the phenomenon under examination over time, its changes, continuities and trajectories (Elliott, Holland & Thomson, 2008). In narrative analysis the focus of interpretation can regard either the form or the content of the story, but sometimes the combination of them is utilized to gain a deeper understanding of the story (Lieblich et al., 1998; Spector-Mersel, 2010). In this study, the attention of analysis was focused on the content of the stories, on what was said rather than on how it was said. Thus, narrative analysis was considered in the sub-studies one (Article I) and three (Article III) as a way of reading the narrative data (Hyvärinen, 1998). However, as there is no one way to read (i.e. to analyse) the data other analysis approaches were also utilized.

In the current study thematic analysis methods were utilized in the first (thematic narrative analysis by Reissman, 2008) and in the third sub-study (thematic analysis by Braun and Clarke, 2006). Due to their flexibility and applicability to a wide range of theoretical and epistemological approaches (Braun & Clark, 2006) thematic analysis is a useful tool for offering a rich and detailed account of data. Generally, thematic analysis is a method for indentifying, analysing and reporting themes across data items. The concept of theme is defined by King and Horrocks (2010, 150) as: "recurrent and distinctive features of participants' accounts, characterising particular perceptions and /or experiences which the researcher sees as relevant to the research question." Themes in this inquiry pertain to patterned, recurring responses of meaning which were ex-

tracted horizontally to adequately reflect the data, following an inductive approach whereby the identified themes were linked to the data itself (Braun & Clarke, 2006) rather than being driven by theory. The analysis of sub-studies one and three are described first as they both utilized thematic analysis methods.

In the first sub-study (Article I) the data of six interviews (three from Finland and three from England) was analysed in accordance with the thematic narrative analysis method (Riessman, 2008) due to its suitability to a wide range of narrative data and applicability to stories developed in interviews. At the centre of the thematic narrative analysis were the tertiary teachers' voices, their told episodes and situations of their feelings and the manifestation of dyslexia in the work context. In conducting the analysis the teachers' stories were kept as a whole and each interview was dealt with singularly isolating and arranging relevant episodes i.e. in which teachers expressed their feelings and the manifestation of dyslexia into a chronological order. Once this had been achieved, the underlying assumptions in teachers' accounts were identified and named (Riessman, 2008). Then the themes were reviewed and defined to illustrate general patterns of the stories. Attention was paid to the content 'what' was said rather than 'how' or 'to whom', reporting the experiences rather than the aspects of 'the telling' (Riessman, 2008). Due to the nature of the inductiveness and the semantic level of identifying the themes in the analysis, patterns were merely focused on what the participants had said rather than searching for meaning. The researchers used digital and internet technologies in order for the English researcher to verify the accuracy of the transcriptions and to contribute her own experience of working in a different teaching milieu to enrich the interpretation of the teachers' narratives.

The third sub-study (Article III) addressed tertiary teachers' resilience and strategies they developed and utilized in professional contexts. In this study I focused only on Finnish teachers as additional data collection was possible in 2010 due to increased interest in the study, and also because my fellow English researcher was not available for additional data collection in England. In order to identify the individual strategies the participants had adopted, the data of six interviews was analysed in line with the qualitative data-driven thematic analysis method by Braun and Clarke (2006). In the initial phase of the analysis it was essential to become familiar with the interview data. This was a time-consuming process as the transcriptions were read and re-read several times and their accuracy against the recorded interviews was checked. Secondly, the transcriptions were initially coded into accounts where teachers relayed instances of adverse situations or problems they had faced at work and how they had dealt with these situations. The situations related to work commitments that typically required writing skills (e.g., reports, students' feedback, minutes of meetings, instructions, emails, writing on a board, written lesson plans), and reading skills (e.g. assignments, letters, reports, text books, articles). Other circumstances were face to face interactions (e.g., teaching and training sessions, presentations, meetings, negotiations, discussions, assessment discussions, in-

ternational work commitments) and online teaching activities. Accounts of resources used by the teachers in their narratives included aspects of personal strengths and qualities, self-efficacy talk and capacity to rebound in different working contexts. The initial codes were drawn into a thematic map in order to discover and name any emerging themes, which were discussed and reviewed with the co-authors and finally, the themes that emerged from the data were further examined and redefined into four groups.

In the second sub-study (Article II) the data analysis of eight interviews (three from England and five from Finland) focused on trying to understand how the tertiary teachers construct their understanding of themselves as teachers with dyslexia by using narrative positioning. As this sub-study was interested in the process of positioning in narratives, in addition to narrative inquiry, positioning theory (Harré & van Lagenhove, 1999) was selected in order to offer the researchers suitable means to analyse and understand the construction of teacher identity as a narrative and discursive process. In order to investigate the accessible subject positions produced by the tertiary teachers as resources to understand teacher identity construction as a process of narrative positioning, the analysis methods for narrative research introduced by Lieblich et al. (1998) were utilized. Lieblich and her associates have distinguished that one of the uses of narrative data is for exploratory purposes. This is useful in investigations when not much is known about a particular topic as was the case in this second sub-study. Lieblich et al. (1998) offered two analytical dimensions for analyzing and interpreting life stories and other narrative materials: holistic versus categorical and content versus form. The holistic dimension approaches stories as whole entities and interprets the sections of it in relation to other parts of the narrative. This approach is preferred when the aim is to explore the person's development as a whole, such as one's development to the current position. The categorical dimension first dissects the story and then collects different sections or words belonging to certain categories from the entire story or other stories produced by a number of narrators. The categorical approach is useful when the focus is on studying any phenomena shared by the group of people. The 'content versus form' dimension offers tools to focus on either the explicit or implicit content of an account, or purely on the form of the text. Therefore, both the structure of the plot and the choice of words and metaphors are important (Lieblich et al. 1998).

In order to better understand the negotiation of the professional teacher identity of the tertiary teachers with dyslexia, the analysis of the data applied both the holistic dimensions and the categorical-content approach. The first phase utilized the categorical-content approach where the transcribed interviews were analysed in order to identify a number of different subject positions. This was achieved by reading the transcriptions several times and focusing on the teachers' descriptions of their experiences at work and their explanations of what it means to be a teacher with dyslexia. As a result of this phase of the analysis an exhaustive list of emerging subject positions was formulated. The list was further examined to note the most frequent subject positions the teach-

ers made. In the second phase of the analysis the holistic-form approach was employed when the list of identified subject positions was used to analyse how the teachers used these in their narratives as resources in constructing professional teacher identities. This was achieved by focusing on what they said and the references they made to these subject positions in their narratives. Thus, analysis concentrated on how they placed themselves in certain positions. And thirdly, possible professional teacher identities constructed in this process of positioning were identified. This phase of the analytical process took a holistic-content approach by looking for identity constructions from the transcribed interviews as a whole, combining this with the analyses from the first phase. In other words, when teachers used the subject positions in their narratives, giving themselves different positions, they also constructed possible professional teacher identities. Table 1 (pp. 37) offers an overview of the data and data analysis methods used in each sub-study.

TABLE 1 Research questions, data and analysis methods used in the sub-studies

Sub-studies	Research questions	Data and participants	Data analysis
Voices about experiences of dyslexia Article I	What do teachers narrate about the ways in which dyslexia is manifested in the practice of teaching, and what challenges it presents? How do tertiary teachers describe about how they feel about being a teacher with dyslexia?	Narrative interviews with six tertiary teachers (three in England and three in Finland) in 2008	Thematic narrative analysis (Riessman, 2008) Narrative analysis as a way of reading the material
Identity negotiations with dyslexia Article II	What kinds of narrative resources can be identified in interviews when teachers revealed their experiences of what it is like to be a teacher with dyslexia? How are the identified narrative resources utilised in the narrative construction of teacher identity?	Narrative interviews with eight tertiary teachers (three in England in 2008 and five in Finland in 2008-2009)	Two dimensional content analysis: holistic and the categorical dimensions (Lieblich et al. 1998)
Resilience at employment context Article III	What kinds of strategies do tertiary teachers with dyslexia employ to overcome challenging situations at work? How are the strategies and resources utilized in resilience building?	Narrative interviews with six Finnish tertiary teachers in 2008-2010	Thematic analysis (Braun & Clarke, 2006) Narrative analysis as a way of reading the material

4.5 Ethical issues

Several ethical issues need to be considered when dealing with individuals' narrated experiences that are highly personal (Hyvärinen, 2008; Hänninen, 2010; Reissman, 2008). The current study necessitated adherence to clearly thought out ethical guidelines as it was dealing with sensitive experiences related by the tertiary teachers with dyslexia. During the narrative interviews, the teachers elucidated sensitive information about their life and work with a diversity that had high personal significance for them. Ethical considerations were of prime importance throughout the inquiry.

As mentioned before, particular care was taken when searching for potential individuals to participate in research on a controversial educational issue. Discussions were held with the English fellow researcher about the ethics and agreement reached that the same ethical principles will be followed in Finland and England. In both countries potential participants were first approached by a professional known to them previously who briefly explained the purpose of the research and were asked to contact me as the lead researcher, if they felt they wanted to participate in the study. Once contact had been established each respondent was sent a short written summary explaining in detail and in terms meaningful to them what the research was about and explained the ethical principles of voluntariness and self-determination.

In accordance with the ethical practice for qualitative research, informed consent (Atkins & Wallace, 2012) from the participants with dyslexia was obtained before data collection. They were informed that participation in the study was voluntary, and that their anonymity and confidentiality were ensured throughout the process. By accepting the participation they gave permission to use the interview data in articles, presentations and this thesis (Kvale & Brinkmann, 2009; Tracy, 2010). The consent information (Appendix 1) was given both orally and in a written proforma that they were asked to sign before the interview. They were also encouraged to ask any supplementary questions relating to the study and informed that they could withdraw from the interview at any time if they so wished, resulting in any data from their interview being void. Prior to starting each interview, the participants were reminded of the ethical principles, and issues relating to analysing, reporting and publishing the findings were explained. The respondents in both Finland and England were informed that the interview material will only be used for this research.

Before analysing the collected data all the interviews were transcribed in their corresponding mother language (in Finnish and in English) allowing the participants in both countries the possibility to check and talk about the transcript of their own interview. A narrative inquiry has been referred to as producing data and being similar to 'opening a Pandora's box' (Elliot, 2005), thus, the analyses and reporting of the findings were realized in a manner that secured the anonymity and confidentiality of the interviewed tertiary teachers. The aim was to ensure this study would not cause any harm to the tertiary

teachers but also to follow suggestions by Lieblich et al. (1998) who urged narrative inquirers to move beyond the institutional narrative of “do no harm” by learning an attitude of empathic listening, and by not being judgmental as the participants’ stories were attended to. In order to protect the anonymity and unidentifiability, the tertiary teachers in the sub-studies all have pseudonyms, and only the country and the field of the organization (i.e. VET or HE) they worked in were identified. The tertiary teachers were given the opportunity to read the articles before dissemination, although none of them availed themselves of this opportunity. They were more interested in reading the published version.

Although the interviews brought up sensitive issues and occasioned emotional reactions for some of the tertiary teachers, later through email contacts with me, evaluated that the interview experiences were positive. They felt that the research (on the experiences of teachers with dyslexia in professional context) was worthwhile contributing, and they enjoyed the opportunity of talking at length about their professional experiences to someone who was interested in them. Also, following publication of the articles and when presenting the findings in international and national conferences, I was approached by some individuals who divulged having dyslexia themselves and being empowered by hearing others’ experiences.

5 OVERVIEW OF THE FINDINGS OF THE SUB-STUDIES

The tertiary teachers' experiences and perceptions of manifestations of their dyslexia in professional contexts and their influence on the negotiation of teacher identity were explored through three empirical sub-studies (see Articles I-III). In the following subsections (5.1- 5.3) an overview will be presented of the main findings of each sub-study.

5.1 Voices of teachers with dyslexia in Finnish and English further and higher educational settings (Article I)

This article aimed to establish some initial information and shed light onto an almost unknown group of educational professionals, namely teachers with dyslexia. It aimed to hear their voices and to learn about their stories in order to understand what life at work was like for these teachers. The main questions addressed in this sub-study concerned the teachers' accounts of their experiences of the manifestations of dyslexia at work, as well as their feelings of being a teacher with dyslexia at tertiary education. This was done by utilizing data gained through interviews with tertiary teachers with dyslexia working in Finland (three teachers) and in England (three teachers). They represented vocational and educational training (VET) and higher educational organizations (HE).

In this article the notion of invisible disability (Shaywitz, 2005), and the questions raised about the suitability of individuals with dyslexia for careers in school-based teaching (Riddick & English, 2006), were acknowledged as a starting point in understanding the participants' experiences of the manifestations of dyslexia and challenges faced within professional contexts. As a hidden disability, dyslexia is seen as a lifelong condition affecting individuals' professional lives with varied significance. Although, at the societal level, in both countries the legal requirements enforce organizations and educational establishments to

re-evaluate their attitude and practices towards diversity, dyslexia is generally poorly understood by employers in Finland and England. And, at the individual level, those with dyslexia or other hidden disabilities still feel embarrassed and unwilling to disclose their disability in the workplace for fear of becoming victims of discrimination.

The findings based on the thematic narrative analysis in investigating the tertiary teachers' experiences of the manifestations of dyslexia at work revealed three emerging themes. The first theme *awareness and disclosure* indicated that the formal recognition of individual dyslexic-type difficulties functioned as a source of relief for the teachers. At an individual level, the formality and objectivity of the diagnosis was emancipating. It expunged feelings of uncertainty of the teachers' cognitive abilities providing them with an explanation that their difficulties were not linked to intelligence. This understanding performed as an initial step towards heightened self-awareness and subsequent disclosure at work. The tertiary teachers in both countries explained their willingness to disclose their condition to their students in the hope of providing them with help and support. However, disclosure to educational management was treated with caution.

The second theme *difficulties in the practice of teaching* highlighted the fact that despite the individual strengths, the tertiary teachers had experienced challenges in some work situations. These situations related not only to certain tasks that required accurate and often quick phonological processing and sequencing skills but also social encounters. Particularly, the Finnish tertiary teachers experienced that other staff members' attitude, particularly ignorance, towards them was difficult to cope with emotionally.

The third theme labelled as *how it feels to be a teacher with dyslexia* denoted that although, the teachers felt to some extent being challenged by the working environment, they also felt dyslexia to be an advantage; a tool for them at work. It had offered them additional sensitivity to recognise, empathise and help students that have difficulties with their studies.

To sum up, the findings of this sub-study demonstrated that in order to work successfully as a teacher with dyslexia individuals are not only required to recognise and accept their difficulties, but also to identify their own strengths and weaknesses. This inner awareness of one's abilities enabled the teachers to manipulate working environments to better meet their needs. It also offered aspects to view dyslexia not as an individual's deficit, but as a consciously employed tool for teaching. The cultural differences related to experiences of dyslexic-type difficulties were negligible but a few barriers were noticed in some professional communities. Some organizations failed to support the teachers due to prejudiced views and stereotypical expectations of people with dyslexia held by the non-dyslexic members of staff. The findings suggested that individuals with dyslexia can offer an important source of expertise from which the whole educational working organization could potentially benefit. During the initial phase of the research this sub-study raised a number of questions particularly relating to issues of professional identity negotiations of teachers with

diversity that necessitated additional attention in forthcoming studies. Thus, the next sub-study focused on exploring how narrative positions could be used to understand the negotiation of professional identity of teachers with dyslexia.

5.2 Narrative construction of professional teacher identity of teachers with dyslexia (Article II)

The main purpose of the second article was to seek an understanding of how professional teacher identity of tertiary teachers with dyslexia can be narrative-ly constructed and understood. This sub-study emphasized identifying narrative resources the participants used to describe and represent themselves as teachers, and how these were utilized in the construction of professional teacher identity. The understanding for these issues was sought by examining different subject positions in the narratives of eight tertiary teachers with dyslexia of whom three worked in English and five in Finnish tertiary education organizations. The construction of professional teacher identity as a narrative and discursive process was provided by combining narrative analysis introduced by Lieblich et al. (1998) with the selected theoretical framework of narrative research and positioning theory.

The main point of departure for the analysis was the teachers' personal experiences and the language they used to position themselves. The analysis of the teachers' subject positions showed that they each made reference to a multitude of highly similar subject positions to each other in describing their understanding of themselves as educational professionals. Further analysis indicated that three of the subject positions were most frequently mentioned, and, thus, were the bases for the constructed professional teacher identities. The three most prominent identities, although flexible constellations and subject to reconstruction, to emerge from the data were: the sensitive and empathetic teacher, the teacher capitalising on personal strengths and the perseverant and proactive teacher.

The emerged professional identities seem to have been shaped by and closely linked to the way in which the participants experienced their own dyslexia. The notion of disclosure displayed a high importance in all the professional identity constructions. In some instances the teachers did not only position themselves as professionals, as teachers, but also as dyslexics portrayed by their own difficulties. The disclosure, although potentially having a major influence on a teacher's professional identity, was done in order to show empathy and sensitivity towards their students and as an example of reframing the difficulties in a more positive manner. *The sensitive and empathetic teacher* construction signified that the tertiary teachers' own experiences of educational barriers functioned as an advantage in understanding students who had difficulties. The teachers wanted to help and challenge their students in order for them to

achieve their potential by conveying a different form of teaching to the one they had experienced themselves.

The teachers' professional identities relied heavily on recognising and mastering their strengths. The teachers did not position themselves with only one element of strength, rather a mixture of different abilities was employed. The tertiary teachers' experiences of dyslexia influenced their pedagogical approaches in that they had chosen educational establishments and fields of expertise where they could succeed and their own skills could be optimized. Also their professional careers before entering teaching emphasized their professional identity. In some cases the identity construction of *the teacher capitalising on personal strengths* was further supported by employers who were particularly looking for teachers who had excellent and proven practical skills, and dyslexia was not a barrier.

The perseverant and proactive professional teacher identity portrayed the tertiary teachers as willing to improve their own teaching practices and to be determined, and perhaps also compelled, to be persistent in order to accomplish the tasks imposed on them as educators. They developed their own methods and techniques to overcome the difficulties and to enhance their ability to perform as expected by their teaching community.

To conclude, this sub-study demonstrated that the narratively constructed professional identities by the tertiary teachers with dyslexia are closely linked to their own perceptions and, in this study, lengthy experiences of dyslexia. The data showed that the participants' process of becoming a tertiary teacher included a long and varied study history and, for the majority of them, experiences in other professions before entering teaching. It was assumed that their professional identities were created incrementally; collecting successful experiences gradually in both work and education before entering teaching. The data signified that the continuous negotiation, construction and reconstruction of professional identities offered a way for these teachers to overcome the possible feelings of personal inadequacy in teaching and to empower themselves. The emphasis on this sub-study was on the participants' perceptions on negotiation of their professional identity, thus, a gap emerged in terms of understanding the elements of managing and displaying competence in the work contexts. Thus, the next sub-study sought to examine practices of resilience employed by the tertiary teachers.

5.3 Resilience strategies employed by teachers with dyslexia working at tertiary education (Article III)

In order to investigate tertiary teachers' experiences on managing a myriad of professional responsibilities, the concept of teacher resilience was chosen as the focal issue for analysis. The main aim of this third sub-study was to understand how tertiary teachers with dyslexia practice resilience strategies in work con-

texts and how those strategies might be associated with the practicalities of their profession. Resilience was understood as a multidimensional and socially created construct (Gu & Day, 2007; Mansfield et al., 2012,) a process, whereby teachers practice active agency by employing specific strategies to build and develop resilience in challenging social contexts. The findings of the interviews with six Finnish tertiary teachers with dyslexia revealed four set of resilience strategies being employed: task-related strategies, strategies for personalizing work contexts, social support networks, and nurturing self-esteem and self-efficacy.

The teachers employed *task-related strategies* in professional tasks that required cognitive functions, and information processing and management skills. The strategies utilized consisted of a variety of multisensory practices of which the most commonly employed were a range of visualization techniques, mnemonics (strategies to prompt memorization), and planning and organization strategies, in particular, devoting extra time to complete tasks. The teachers used these strategies as natural and ordinary parts of their own work practices.

The awareness of their own limitations related to dyslexic-type difficulties as well as strengths played a role when the interviewed teachers employed *strategies for personalizing work contexts*. They chose to work on tasks (e.g. practical work or discussions) and use student-centred teaching methods where they could utilize their natural strengths and minimize situations where their shortcomings would be evident. Strategies for personalizing work contexts also included the modification in external working environment, for example, in terms of asking for a specific area where to work or IT technology to support them.

Social support networks represented strategies that the tertiary teachers employed to enhance their professional performance and resilience through their social connections. These informal social networks had many functions. They were used as a help seeking and/or a support requesting strategy, and, in general, an important source of assistance in managing challenges in work contexts. The teachers perceived achieving ample opportunities for social support that were likely to contribute to their observations that despite the challenges they felt fully integrated into their working communities.

In exercising *nurturing self-esteem and self-efficacy* resilience strategies the teachers addressed the emotional aspects of work related issues. They portrayed themselves as competent teachers within their current work contexts. Despite the perceived professional competence, the teachers occasionally felt overwhelmed at work and in those instances particularly the strategies to support self-esteem and self-efficacy were applied. In general, the teachers depicted a great deal of positive self-efficacy talk and perceived themselves as perseverant and determined professionals within their current work contexts that further supported their sense of professional success.

This sub-study indicated that the development and employment of individual resilience strategies appeared to be a key to successful employment for a tertiary teacher with dyslexia. The displayed strategies with regard to information management and processing, utilization of social networks, and affec-

tive elements of resilience, seemed to be more significant and relevant to the participants than experience gained through the length of their service. The development of the strategies, however, did not happen immediately. It called for intimate knowledge about their individual abilities and disabilities, patience and introspection, active sustainment and reinforcement over time. In addition to being highly individual, the strategies were inter-woven with contextual factors from the teachers work settings and task demands. Thus, the disposition of strategies was interpreted as resulting from the interaction between the teachers' recognized strengths and their current external working environment. This interconnectedness raised the question of should the tertiary teachers' work contexts change, would they initially fail to practice similar qualities of resilience. Nevertheless, the data indicated that the employed resilience strategies contributed positively to the perceptions of the tertiary teachers' self-efficacy, and commitment to work as educational professionals.

6 GENERAL DISCUSSION

The main aim of this thesis was to gain an increased awareness and a deeper understanding of tertiary teachers' professional experiences and perceptions of their dyslexia related to their employment, and their professional identity negotiation. In this section the findings of the empirical sub-studies in relation to the overarching research questions will be discussed. This will be begin with a description of the experiences and perceptions of dyslexia on employment, followed by the teachers' perceptions of negotiating professional teacher identity.

6.1 Individual experiences connected to environmental responses

The first overarching research question addressed in this thesis focused on how tertiary teachers' experiences and perceptions of their dyslexia relate to the way they work and view themselves as teachers. One of the primary findings to emerge from this study was that interplay between internal experiences of dyslexia and external employment expectations in the field of teaching is a complex issue. The tertiary teachers perceived their dyslexia influencing their professional practices in a number of ways on personal, emotional and social levels, and providing them with both advantages and disadvantages. Concurrently, the findings appeared to a certain extent contradictory as the tertiary teachers experienced challenges at work attributable to their dyslexia (Articles I, II, III), but also perceived their dyslexia as a consciously employed tool for their teaching rather than a hindrance (Articles I, II). These individual experiences, however, were strongly influenced by the responses from the employment environment.

A number of studies that have illustrated learning difficulties having impacts on individuals' employment context, for example, Madaus et al. (2003) referred to a number of studies in which 80-90% of the respondents indicated their LD having impact on their work. Also, studies on adults with dyslexia have indicated dyslexia-related weaknesses persisting into adulthood, and hav-

ing an effect on efficiency at work (Leather et al., 2011; Moody, 2009; Reid, 2009). Previous studies have found certain tasks, particularly those requiring a degree of sequencing and accuracy, to be stressful for adults with dyslexia (Reid, 2009). Interestingly, however, a study on occupation choices of adults with dyslexia by Taylor and Walter (2003) noted that individuals with dyslexia were likely to be involved in people-oriented professions. Nevertheless, teachers' work consists of a number of tasks that require accuracy such as reading reports quickly, reporting and recalling what was said at meetings and writing short memoranda. Similarly, the tertiary teachers in the current study experienced one of the major disadvantages of manifestation of their dyslexia relating to tasks that required information management and processing skills, which often led to difficulties with time management. These findings are in line with studies on experiences of teacher trainees with LD on their placements (Duquette, 2000; Glazzard & Dales 2012; Griffiths, 2011; Morgan & Rooney, 1997; Riddell & Weedon, 2013) that have reported students having dyslexia related difficulties particularly in relation to literacy skills, organisation, memory and oral communication, and requiring increased preparation time. Based on the research literature and the findings of the current study, it can be postulated that in the teaching profession failure to complete these tasks may result in frustration, anger or embarrassment, and can cause ongoing stress and mismatch between teachers' capacity and their employer's expectations. This is shown, for example, in recently born discussions in England in the Further Education (FE) sector about the need to support teaching staff with learning difficulties to meet increased literacy and numeracy standards (O'Dwyer & Thorpe, 2013).

Despite the perceived personal and emotional difficulties, the findings revealed that the tertiary teachers in this study perceived their dyslexia as an advantage; a tool to be utilized at work. In their own practices this was evidenced, for example, as they depicted their lessons plans in visual format, or utilized the features of the learning environment to trigger their memory during a teaching session (Article III). Dyslexia provided them with unique insights and experiences that helped them to relate to students in an exceptional way. The tertiary teachers' own experiences of dyslexia functioned as the basis for their teaching philosophies and methods that focused on enhancing their students' learning and encouraging students to learn from their mistakes. Their insight awareness into dyslexia enabled them to develop and use alternate and more inclusive strategies to support learning. The findings are concurrent with a few studies on teachers with LD conducted in Israel (Vogel & Sharoni, 2011), in the USA (Ferri et al., 2001, 2005; Valle et al., 2004; Vogel et al., 2007) and in the UK (Riddick, 2003) that discovered that teachers emphasised the positive impact of their LD, and viewed their disability as an asset. Teachers and teacher trainees with LD have been considered as having had an increased ability to help students and develop more inclusive teaching methods (Duquette, 2000; Ferri et al., 2001; Ferri et al., 2005; Glazzard & Dales, 2012; Riddick, 2003; Vogel & Sharoni, 2011). Coming to terms with a learning difficulty or being able to utilize it as a tool for teaching (Article I, III) or in professional identity negotiation (Article II) the ter-

tiary teachers in the current study needed to reframe their difficulties in a constructive manner and identify not only their weaknesses but, in particular, their strengths. Utilizing one's strengths in an employment context has been found to be one of the keys for adults with dyslexia in order to be highly successful and effective at the highest occupational levels (Reid et al., 2008). For example, enhanced oral communication skills and an ability to delegate have been mentioned as essential tools for success in business for individuals with dyslexia (Logan, 2009).

The findings of all sub-studies (Articles I, II and III) indicated that despite their dyslexic-type difficulties the tertiary teachers perceived themselves as being motivated, successful and competent teachers in their current employment. Their conception of their own competence supports the findings of studies on teacher trainees with LD in that they have been reported having had a strong sense of teacher identity and self-image as a confident teacher during their practical school placements (Duquette, 2000; Glazzard & Dales, 2012). Similarly, the practising Israeli teachers with LD in the study by Vogel and Sharoni (2011) viewed themselves as being successful and competent, despite having expressed some feelings of fragility. The teachers with LD in Riddick's (2003) study had been reported as having feelings of fear of being 'found out', thus they first gained experience and became known as competent teachers by others, before they were able to feel competent themselves.

Indeed, teacher competencies, quality of teachers, and quality teaching have become one of the major discussion topics in the field of education in Europe. Quality of teaching and learning has been recognised as one the key objective in the European Strategic Framework for Education and Training 2020 (European Commission/EACEA/Eurydice, 2013) emphasising that high quality teaching and learning systems are required throughout education and training. A European level working group has developed recommendations for eight key competences that are necessary for successful functioning in the modern knowledge societies (Gordon et al., 2009). Some of the competences are primarily cognitive and measurable, but the others are underpinned by transversal competences, for example, critical thinking, creativity, problem solving, and the constructive management of feelings. In the current study (Articles I, II) the tertiary teachers' perceptions of being a competent professional related to their descriptions of feelings (transversal competences) as they described themselves as empathetic and sensitive towards their learners as well as being perseverant practitioners. The teachers divulged their dyslexia offering them a unique insight awareness of diversity which enabled them to develop understanding for a variety of students but, in particular, they were compassionate in supporting students with learning difficulties. Thus, they regarded being able to relate to the experiences encountered by these students, and making them, in that sense, more able teachers than their non-dyslexic peers. These results support the findings of studies on personal experiences of teacher trainees as well as practicing teachers with LD which have confirmed that learning difficulties have been understood to be contributing to their sense of teacher identity. Their LD had giv-

en them a sense of empathy, enhanced sympathy and understanding for pupils who have difficulties in learning (Duquette, 2000; Morgan & Rooney, 1997; Riddick, 2003; Vogel & Sharoni, 2011) as well as shaped them into caring and supportive teachers (Glazzard & Dales, 2012). Sutherland, Howard and Markauskaite (2010) noted that while teachers' professional competence is formally recognised with accreditation, the notion of being a teacher is socially legitimised through teachers' interaction with others. It is in these social processes teachers' perceptions of themselves are important. It seems that these interactions with students were important for the tertiary teachers with dyslexia as they, in common with the other teachers with LD in the investigations mentioned above, had entered teaching with the hope that they would be able to offer their own students more satisfying educational experiences than they had had, and to show a contrast with the type of teachers they had experienced (i.e. those that humiliate).

In the current study, the perceptions of work as educational professionals as experienced by the tertiary teachers were closely linked to the issue of self-disclosure. Within the holistic understanding of dyslexia (Herrington & Hunter-Carsch, 2001) organizational values and social contexts influence how dyslexia is viewed within the organization, which, on the other hand, affects individual's perceptions. In particular, in the context of invisible diversity, disclosure plays an important role in how an educational organization reacts to an individual teacher with dyslexia. Disclosure of one's difficulties is a very personal issue that can have major influences on a teacher's professional identity. The findings indicated that disclosure was treated with caution, the tertiary teachers considered carefully to whom, where and when to disclose. Possibly this was due to the reality that disclosure is sensitive in any employment context, but perhaps even more so in the teaching profession, which still harbours the myth of omniscient teachers. None of the tertiary teachers in the current study had any difficulties in disclosing dyslexia to students but telling employers was a different matter. Most of them disclosed their diversity to management after they had established themselves as professionals in their employment context. However, two of the teachers indicated that they are not going to disclose their dyslexia to their management at all, and only two of them talked about their condition in the job interviews (Article I). These results support the findings of other studies on teachers with LD who discovered that disclosure is a crucial element in the course of teachers' professional lives (Ferri et al., 2001, 2005; Riddick, 2003; Valle et al., 2004; Vogel et al., 2007; Vogel & Sharoni, 2011). The decision whether to disclose or not seemed to be an ongoing struggle and viewed as a highly personal process affecting teachers' sense of self. Research literature also indicated that practicing teachers typically disclosed their LD to their students to motivate them to succeed but they needed to prove their own worth and competence before disclosing their LD to colleagues or the management (Riddick, 2003; Vogel & Sharoni, 2011).

Other studies on disclosure of LD in the workplace (e.g. Gerber & Price, 2008; Madaus et al., 2003), indicated that large percentages (85 to 95%) of re-

spondents did not disclose their dyslexia or other LDs to their employers or colleagues. Also, a study into nurses with dyslexia (McCandless & Sandreson-Mann, 2006 in Pollak, 2009) discovered that 50% of the nurses never disclosed dyslexia to their colleagues. Common reasons for nondisclosure included fear of losing their job, being discriminated against and fear of negative impacts on relationships with other staff members (Gerber & Price, 2008; Madaus et al., 2003). Research further suggests that prospective applicants with dyslexia for teacher education did not declare their learning difficulty due to the fear of being discriminated against (Griffiths, 2011; Macleod & Cebula, 2009; Riddick, 2003). On the other hand, once accepted into a university some students were comfortable enough to disclose their learning difficulties in order to receive reasonable adjustments. In contrast, the same students remained reluctant to disclose their dyslexia at schools during placements (Riddell & Weedon, 2013). Similar findings were reported in studies by Griffiths (2011) and Riddick (2003) in which teacher trainees were very cautious about revealing their LDs, and were found to be carefully weighing up the advantages and disadvantage over disclosure prior to their work placements. According to the research mentioned above, the reasons for the uncertainty to disclose seemed to stem from dismissive attitudes not only of teachers in placement schools (Griffiths, 2011; Riddick, 2003), but also of some university lecturers who had openly questioned whether people with disabilities can be deemed 'fit to practice' in the field of education (Riddell & Weedon, 2013). Teacher trainees were generally afraid of being viewed negatively and stigmatised (Griffiths, 2011), as the idea of disability being stigmatic according to Riddell and Weedon (2013) still persisted and was an unattractive identity to accept.

Although the current study focused on individual teachers' experiences and perspectives of dyslexia, they are not separated from their work environment. Organizations in the field of education are legally bound in Finland and in England to accommodate employees with diversities and where necessary offer reasonable adjustments (Yhdenvertaisuuslaki, 21/2004; Equality Act, 2010). According to this legislation, employers are required to be vigilant and aware of all disabilities and to ensure that an action plan for reasonable adjustments is implemented. In the case of invisible difficulties it is the responsibility of individuals, as it was in the case of these tertiary teachers with dyslexia, to discuss with their employer the need for any adjustments to be made. One major issue requiring adjustment, noted in the current study (Articles I, II, III), was the tertiary teachers' requirement for extra time to complete certain tasks. However, the findings did not reveal whether such adjustments were offered or not, and whether employers would, in the first place, be able to offer such accommodation to some but not all teachers. This leads to the concept of workforce diversity and its analysis of individual and organizational levels, which suggests that to achieve diversity within a teaching workforce both levels need to be considered and a common understanding to be reached. Diversity management in educational organizations should focus on creating a work environment where similarities and differences of individuals are valued, and ensuring

that all employees can reach their potential and, thus, contribute to the aims of the organization.

To conclude, whilst the effects of dyslexia are perceived at personal, social and emotional levels they were closely connected to employment environments. The complex and tight connection of the effects of dyslexia between individual teachers' experiences and environmental responses have an effect on one another. The emphasis of the teachers in any employment context should be on elements of empowerment and enablement rather than difficulties.

6.2 Resources for professional identity negotiation

The second overarching question concentrated on identifying resources in the narration that were intertwined with professional teacher identity negotiation. The findings of the current study indicated the negotiation of the tertiary teachers' professional identities being a complex process that was tightly connected to the professional and socio cultural contexts in which they worked. Professional identity negotiation appeared as a continuous and fluctuating process in which the teachers' internal processing played a major role, but which was also influenced by contextual and situational factors. These teachers' professional identity was shaped by their own history of dyslexia, thus, the notion of dyslexia was negotiated and renegotiated within their professional identities.

Notions of self-awareness; metacognitive awareness and a deep self-understanding of their dyslexia (Article I), were some of the key elements in the tertiary teachers' professional identity negotiation. To achieve such a deep self-awareness and to utilize it in employment context (Article II, III), however, required comprehensive individual internal processing and time. The results suggested that getting a diagnosis, although its formality and objectivity removed an erroneous and damaging internalisation of unintelligence or laziness, was not enough, rather it functioned as a step to create room for a deeper self-understanding (i.e. understanding the nature of their dyslexic-difficulties and skills they had). The importance of self-awareness is demonstrated by Pollak (2005) and Grant (2009) who have highlighted that a deeper understanding of individual strengths and weaknesses have resulted in better performance, which in turn has led to increased self-esteem. The concept of increased self-awareness is also closely linked to the notion of positive reframing introduced by Gerber, Reiff and Ginsberg (1996) which has been found to be a crucial element for adults with learning difficulties in becoming successful in their careers. Positive reframing is a dynamic process, consisting of various stages, in which individuals continually confront strengths and weaknesses and adjust accordingly. Correspondingly, Leather et al. (2011) found metacognitive awareness contributing to the success of people with dyslexia, in the function of enabling individuals to improve their performance which further contributed to higher self-efficacy. Leather and her associates (2011) referred metacognitive awareness as 'knowledge of self and an understanding of task performance,

which will involve self-understanding of the way one processes information, how best to learn and work, and knowledge of strengths and weakness, as well as analysis and planning, monitoring, and reflection' (p. 335). The results indicated that the tertiary teachers had developed such metacognitive awareness; they had identified their strengths and weaknesses and entered into the fields of teaching where they could succeed, where their strengths and skills could be optimized. They had positively reframed their dyslexia and were consciously able to utilize it in their employment (Article I). These findings support a number of other studies that have demonstrated that people who develop positive self-perceptions related to being an individual with dyslexia support their general well-being and employment outcomes (Armstrong & Humphrey, 2009; Burden, 2005; Gerber et al., 1992; Gerber et al., 1996; Hellendoorn & Ruijsse-naars, 2000; Ingesson, 2007; McNulty, 2003; Pollak, 2005).

The tertiary teachers' perceptions of their competence and sense of success were connected to self-efficacy beliefs (Article II, III). The construct of self-efficacy developed by Bandura (1977) within the social cognitive theory can offer some explanations for their experiences. Teacher self-efficacy refers to teachers' beliefs in their capabilities to manage and implement actions that are required to successfully accomplish certain teaching tasks (Tschannen-Moran et al., 1998). Thus, it is a belief about the level of competence teachers are expected to display in a certain situation but it also relates to teachers' performance and outcomes they achieve (Tschannen-Moran & Woolfolk Hoy, 2007). In assessing their capabilities, these teachers made judgements of the requirements of anticipated teaching situations and an assessment of their own teaching competence in relation to these tasks (Tschannen-Moran & Woolfolk Hoy, 2007). An assessment and beliefs of task requirements include a variety of factors (Tschannen-Moran & Woolfolk Hoy, 2007) of which, in the case of teachers with dyslexia, related to aspects such as the availability of resources (e.g. technical resources), conditions of the working space (e.g. quiet room, familiar classroom) and collegial support (e.g. spelling checked by a colleague). Judgements of personal teaching competences, which are based on an assessment of teachers' internal resources and constraints (Tschannen-Moran & Woolfolk Hoy, 2007), were carefully considered by the tertiary teachers in the current study in the process of evaluating their strengths and weaknesses. Results clearly indicated that these teachers perceived themselves competent in their current positions and exhibited positive self-efficacy beliefs. These self-perceptions of competence in teaching are affected by four different sources (mastery experiences, vicarious experiences, verbal persuasion, and physiological arousal) as has been identified by Bandura, though, he has suggested that mastery experiences have the most powerful influence on teachers' self-efficacy (Bandura, 1997). Based on the findings of the current study and the understanding of self-efficacy theory, it can be assumed that in actual teaching situations (i.e. mastery experiences) the tertiary teachers with dyslexia gained information about how their strengths and weaknesses play out in managing, instructing and evaluating a group of students.

Thus, they perceived their teaching performances as successful which further contributed to their positive self-efficacy.

As self-efficacy is a motivational construct based on self-perception of competence rather than actual level of competence (Tschannen-Moran & Woolfolk Hoy, 2007), the tertiary teachers' self-perceived levels of competence could have been either higher or lower than an external assessment would have noted. Bandura (1997) has suggested that it is beneficial for teachers to slightly overestimate their actual skills as their motivation to persist in the face of challenges will help them to make most of their capabilities in their possession. However, he has also proposed that self-efficacy beliefs are context-specific rather than a generalized expectancy (Bandura, 1997). Reflecting this notion to the findings of the current study indicated that the tertiary teachers perceived themselves competent in their current positions, but might have perceived themselves quite inefficacious in another employment contexts. As self-efficacy beliefs can become self-fulfilling prophesies, validating beliefs of capability or of incapacity (Tschannen-Moran & Woolfolk Hoy, 2007), positive self-efficacy beliefs are particularly important for tertiary teachers with dyslexia. It has been suggested that fulfilling the role of a teacher enhances the self-efficacy beliefs, strengthens the sense of self, and avoids embarrassment (Bandura, 1997), and those with higher levels of self-efficacy feel more competent and effective.

The recent conceptualizations of teacher identity by Akkerman and Meijer (2011) describe identity being characterised by ongoing process of construction, and the multiplicity and the social nature of identity. Social networks along with supportive and collegial environments, as discovered in the current study, were identified as being particularly important in nurturing the development of professional identity of the tertiary teachers with dyslexia (Article II), and also enhancing their resilience and professional performance (Article III). Effective social relationships have been argued by Bandura (1997) even contributing more to career success than general occupational skills. Social persuasions as a source efficacy (Bandura, 1997) such as general discussions with colleagues or receiving feedback from management have been found to be contributing to successful work performance. Judgements and recognition by the 'significant others' (Luthar & Brown, 2007) of teachers effectiveness in their roles have found to be influencing on teachers' resilience (Day, Sammons, Stobart, Kington & Gu, 2007; Day & Gu, 2010). The social networks utilized by the tertiary teachers seemed to offer a boost in their self-efficacy that further initiated them to develop resilience strategies and to try harder to succeed. Research literature has signified that self-efficacy and resilience create a symbiosis. Self-efficacy has been recognised as one of the characteristics of a resilient teacher (Tait, 2008; Day, 2008), and, on the other hand, it has been suggested that teachers with high levels of personal efficacy possess strong resilience (Tschannen-Moran & Woolfolk Hoy, 2001). Also Gu and Day (2013) have highlighted that for teachers to be resilient and effective they need a strong and enduring sense of self-efficacy. It has been discovered that beginning teachers enhance their resilience by cultivating productive relationships with colleagues who understand the

complexity of the profession and are able to offer insights for dealing with a variety of teaching situations (Tait, 2008). Similarly, the social networks created by the tertiary teachers with dyslexia were utilized in a number of ways to assist in managing challenges in their employment contexts. On the other hand, Bandura (1997) has notified that social persuasions may counter setbacks, and therefore lower self-efficacy and resilience. Results indicated that some of the tertiary teachers experienced colleagues' ignorance and negative talk about individuals with dyslexia being distressing (Article I), issues that they needed to address, for example, by utilizing their individual resilience strategies.

The findings revealed that the development of individual strategies appeared to be a key to successful employment for the participants to deal with the number of situations they were faced with in employment contexts (Article I, III). These findings are in line with a number of other investigations that have documented adults with dyslexia being able to develop ingenious strategies to overcome their difficulties (Everatt, Steffert & Smythe, 1999; Gerber et al., 1992; Goldberg et al., 2003; Hellendoorn & Ruijsenaars, 2000; Logan, 2009; McNulty, 2003; Paananen, 2006). In keeping with other published research on practicing teachers with LDs (Ferri et al., 2001; Riddick, 2003; Vogel et al., 2007; Vogel & Sharoni, 2011), compensatory strategies have been confirmed to be of utmost importance for teachers with LD to be successful in their work. Some researchers have even suggested that the creation and development of compensatory strategies to solve everyday problems is a sign of creativeness, flexibility and innovation (Everatt et al., 1999). In the current study, the development of strategies by the tertiary teachers was related to resilience and, thus, enabled them to fulfil the work requirements expected of them. A notion that supports Castro et al. (2009) who viewed resilience as a process of adaptation in where individuals are regarded as active agents who employed strategies to overcome adversities faced in their environment. For the tertiary teachers resilience appeared not only a strategy to manage difficulties, but also a capacity to thrive in their daily work despite adversities their dyslexia brought along. The complex, idiosyncratic and inter-woven nature of resilience was reflected in the range of personal and contextual attributes that contributed to their resilience. This supports the conception of teacher resilience by Day and Gu (2014) who understood it to be more than a capacity to survive in extremely adverse circumstances. Rather they postulated resilience to be everyday ability in order to for teachers to function in typical work environments and manage the uncertainties that are inherent in a teaching profession. Research literature has conceptualised resilience as a complex, multidimensional, idiosyncratic and developmental construct, involving dynamic processes of interaction over time between person and environment (Beltman et al., 2011; Day & Gu, 2014; Gu & Day, 2013; Mansfield et al., 2012). Resilience, however, is neither a stable construct nor an innate state. Rather it involves psychological, behavioural and cognitive (academically or professionally) functioning (Gu & Day, 2013) as well as emotional regulation (Mansfield et al., 2012) within a range of personal, relational and organisational settings. Therefore, it would be difficult to estimate, if the tertiary teachers' per-

sonal lives or working conditions would change, whether they would be able to display resilience in these new conditions or not. On the other hand, the findings indicated the participants to be determined and persistent (Article II) in enhancing their abilities to perform successfully in their working community. Beltman et al. (2011) noted that experiencing success in work builds teachers' self-efficacy which again leads to greater persistence and resilience. As resilience is so tightly connected to self-efficacy it can be assumed as Tschannen-Moran et al. (1998) have suggested that in the event of contextual changes teachers need to develop strategies to cope with those changes. They further suggested that during the implementation of such strategies teachers' efficacy beliefs may initially be lowered but then rebound to higher level when strategies have been found to be effective. The results of the current study revealed that the development of resilience strategies called for time, patience, introspection and active sustainment considering the contextual and situational factors of work settings and task demands.

6.3 Gaining understanding

Much can be learned from listening to the tertiary teachers' experiences about their dyslexia within employment contexts to help us enhance our understanding of this group of professionals. The voices of the participants that were heard in this study underscore the notion that individuals with dyslexia can be valuable employees; those in this study indicated having a variety of skills and competencies, and showed no indication of being any less competent in their current positions than their non-dyslexic colleagues. However, to achieve such content professional status appeared to be a complex and fluctuating process involving deep and highly individual internal processing of their dyslexia as well as continuous negotiation of professional identity, and their positions in an external work environment. This necessitated the teachers undergoing complicated internal processes from recognition and acceptance to reframing their condition in order to achieve the depth of understanding of themselves. Heightened self-awareness (i.e. self-understanding) comprising not only awareness of individual abilities and constraints but also one's psychological resources (i.e. self-efficacy, resilience) were found to be the requirements for the tertiary teachers in order to endure in the profession. These elements, heightened self-awareness, resilience and strong self-efficacy formed a close relationship in which one affects the other, and were closely connected to the contextual and situational aspects of the teachers' work.

This study suggested that both teachers and environment are required to constantly negotiate and renegotiate their relationship based on the context of the work. Although the teachers' internal processes appeared to be highly individual, complex and time consuming, they were continuous and influenced by responses from the work environment. Subsequently the tertiary teachers' decisions concerning disclosure were highly personal processes, subject to a multi-

tude of ongoing factors in the work environment. The environment's reactions to their disclosure directly influenced their internal processing and often lead to re-doing the processes all over again. This is reflected among members of staff in that there are many who do not feel safe to disclose their dyslexia due to a sense of prejudice among their peers (Kiziewicz & Biggs, 2007). This indicates that invisible diversities in terms of learning difficulties are still not fully understood and acknowledged in the work environment. Educational organizations that uphold discourses of LDs forged by medical conceptualisation, framing dyslexia as a personal deficit, might lead teachers to feel vulnerable and remain undisclosed. Whereas discourses of equality and valuing diversities would support a more open and understanding working culture.

The current study indicated resilience strategies appearing to be a key to successful employment for the tertiary teachers with dyslexia to deal with the number of situations they are faced with in employment contexts. Those strategies were highly individual requiring active sustainment as they need to live with the time and requirements of work tasks. Any changes in their work tasks or in the working environment necessitated the teachers redeveloping their strategies, and this can lead to contradiction because change is arguably the best word to describe the modern field of education. Still Riddick (2003) argued that individuals with dyslexia should not be automatically barred from teaching, rather it would more important to consider whether they have effective strategies at their disposal. The tertiary teachers in the current study had found positions in the field of teaching in which a match between the demands of the job and their individual skills and abilities were made. Thus, supporting the concept of goodness of fit in which being in the right job enables individuals with dyslexia to utilize their strengths and circumvent weaknesses (Gerber et al., 1992).

This study revealed that while the development of strategies is crucial, the negotiation of professional identity and a sense of self as a professional are equally paramount. Dyslexia needed to be negotiated and re-negotiated as a part of the teachers' professional identity, which subsequently required constant reconstructing in interaction with others. The processes of reconstruction and re-negotiation of professional identities offered a way for the tertiary teachers to empower themselves and overcome the feeling of personal inadequacy in teaching.

6.4 Evaluation of the study

In qualitative research where knowledge is understood to be subjective, socially constructed and partially incomplete (Riessman, 2008), and where each narrative contains "multiple truths", which are etched in the construction made by the interpreter (Josselson, 2007, 551), the concepts of validity, reliability and generalisability, are not appropriate verification standards in narrative inquiry (Heikkinen, 2010; Tracy, 2010). The knowledge produced in such research is not even expected to relate to reality outside the interviews objectively at all (Heik-

kinen, 2010). In narrative inquiry the distinction between fact and fiction can be muddled (Clandinin & Connelly, 2000), thus the main criterion for the trustworthiness and quality of the research is not to convince the readers that the data and findings correspond to reality nor to assess how many factors have influenced the construction of data and findings (Burr, 2004). A central tenet in this thesis is that the experience of dyslexia is unique and as such cannot be generalised to the wider community of adults with dyslexia. However, the concept of transferability (Lincoln & Cuba, 1985; Tracy, 2010) meaning that although the findings of the sample are not thought to represent the entire population, they can be applicable to other settings, is more useful in narrative research (Riessman, 2008). It cannot be assumed that all teachers with dyslexia in Finland or in England would share similar stories about their employment experiences, however, teachers' work in general and the universal nature of dyslexia remain similar. Hence, these findings might function as an instigator to think about individual and organisational situations.

Qualitative researchers are left to address the issues of trustworthiness and quality of their research by looking at the coherence and cohesion of the overall research process (Lincoln & Cuba, 1985; Tracy, 2010), which has tried to be accomplished in previous sections by describing methodological as well as epistemological and ontological assumptions. Furthermore, triangulation that can be implemented through methods, data sources, theory, and the researchers themselves (Patton, 2002) should add to the quality and credibility in this narrative research. Researcher triangulation was utilised in all sub-studies, and in sub-studies one and two a combination of data and researcher triangulation was applied in terms of comparing and checking the data. Methodological triangulation was also applied in mainly analysing the same source of data, making use of narrative analysis (as a way of reading the data) and thematic analysis (in sub-studies one and three), and two dimensional content analysis (in sub-study two). In addition, discussions were held with the co-authors during the implementation of the sub-studies. They provided the lead researcher with useful feedback that can be seen as enhancing the quality of the articles. Also the interviewed tertiary teachers had an opportunity to give feedback and to check interpretation of the data. Critical reflections throughout the research process were managed by keeping a research diary that offered a mirror to analyse one's experiences as an emerging researcher.

The current study enhances understanding of professional experiences of the tertiary teachers with dyslexia. The research was designed to give voice to a marginalised group of teaching professionals and to 'hear' alternative stories related to dyslexia in the workplace. Whilst it is useful to study individual's perspectives about the effects of dyslexia at work, no attention has been paid to others' opinions, such as those of managers, colleagues or students of how they view dyslexia affecting the teachers' work and performance. Such data would offer a more complete picture of the phenomenon. Data collection through interviews revealed the interviewees' experiences, opinions and ideas about work-related topics and reasons for their choices and actions, which would not

be possible to examine, for example, by observations. It could be suggested that the interpretation of the narrative data was deeper when it was possible to reflect on their reasons and explanations of the choices they had made earlier in life and at work. However, the fact that the data were gathered in two different countries by two researchers can be seen as either a weakness or strength of this study. This offered the researchers the possibility to obtain data from two different cultural contexts, and to reflect on it and the findings, thus, utilize researcher triangulation (Patton, 2002). On the other hand, as an 'outsider' to the English participants the lead researcher was not able to meet them face to face, which can be considered a limitation of the study. In addition, an alternative data gathering method, such as observing, could have offered different perspectives to view practices of a teacher with dyslexia by obtaining information on the participants' actions in authentic situations. Combining, for example, an ethnographic framework with the interviews would have offered the possibility of becoming more familiar with the participants and their particular context through prolonged engagement. In terms of methodology, narrative inquiry is often cited as a subjective approach, wherein participants are frequently moved by socially constructed meaning, which may have influenced the stories they chose to tell. To counter this, rapport was built at the outset of the interviews and aligned with Clandinin and Connelly's (2000, 181) statement that "every response is valid to some degree and contains the seed of an important event". Alternatively, selecting narrative inquiry can be said to be a strength of this study as an approach for gathering different stories from teachers and as such challenge prior research and the myth of the omniscient teaching profession.

Although this research was not intended to be generalised to a wider population, the dearth of voices of teachers with dyslexia is cited as a limitation. The inclusion of more participants and from other fields of education than tertiary education would possibly have produced a stronger stance. Alternately, if it is understood that the participants' narratives are offering us something about the cultural framework within which they make sense of their professional lives, then a small sample of individuals may produce evidence that can provide an understanding of the intersubjective meanings shared by the others alike (Elliot, 2005). Although, it is possible to state that these tertiary teachers were able to report in depth about their work and professional stance with dyslexia in this specific situation, they might be seen as a group who stand out as exceptions in terms of having achieved a high status and being active and enthusiastic to narrate their experiences and thus be seen as weakness of this study.

6.5 Implications and future possibilities

The current study enlightened our understanding of dyslexia as a universal phenomenon influencing adults' lives regardless of country or culture. By listening to the voices of practising tertiary teachers with dyslexia, this study con-

tributes to the pool of studies on adult dyslexia, in particular, those of employment situations and the small number of studies conducted on teachers with learning difficulties. At the same time, it widens the understanding of workforce diversity that has mainly focused on clearly visible diversities (such as race, age, gender). Organizations should move away from attempting to change the individual not the system. As individuals with dyslexia are everywhere, educational institutions should encourage their staff members with dyslexia to come out and be recognised in order to better utilize their skills and experience in helping students who struggle.

True inclusion of individuals with diversities such as with learning difficulties within work communities should be more than a phrase. Rather it should be seen as a process that encompasses the work environment at large and is based on acceptance of those with learning difficulties as capable of contributing to their organizations. Educational organizations should be more aware and prepared to meet the needs not only of students but also of members of staff with learning difficulties to enhance the wellbeing of the whole school community. Whilst the number of students with dyslexia increases in tertiary education, and inevitably in teacher education, it would be interesting to investigate teacher trainees' experiences of the impact of their dyslexia during the teacher education, and their views on how the teacher education programmes could be developed.

Teachers with dyslexia such as the ones in this study, who have insights into dyslexia as well as attitudes and commitment to the profession, could offer valuable contributions in supporting the professional development of students with LD. By means of positioning individuals with dyslexia as experts over their professional experiences, could play an important role in enhancing academic, social and emotional outcomes of students and teacher trainees with LDs. Teachers with dyslexia can offer an example of discovering self-understanding that can lead students with LDs to discover their own strengths and empower them to develop appropriate strategies to deal with challenges during studies and at work. Beyond demonstrating personal examples, teachers with dyslexia can provide for students and the whole educational community an opportunity to learn about and appreciate diversity. Work communities would have the possibility to learn that everyone, including individuals with learning difficulties can and should contribute to the benefit of all. Professor Gosling (2007), having dyslexia himself, states that especially academic staff with dyslexia should not try and hide their condition, rather they should take pride in it. Whilst it is clear that achieving success in the teaching profession as an individual with dyslexia is neither self-evident nor possible for all, the participants highlighted personal strategies including resilience, self-efficacy and intrinsic motivation as qualities they have employed to procure success. Further research into attitudes of educational managers and students towards practicing teachers with dyslexia would help to shed more light on the awareness of dyslexia.

While it has been noticed that teachers are particularly vulnerable to stress, anxiety and depression, understanding the importance and sustainability of resilience and self-efficacy over the course of teachers' professional lives has become an important concept in the teaching profession. Resilience, in particular, has been considered to be a resource that can assist teachers in sustaining their wellbeing, commitment and work effectiveness. Whilst resilience is understood not as an innate quality, rather a capacity that can be socially constructed and developed, study programmes and resources could be developed to nurture resilience as well as self-efficacy during teacher training in order to better support all teachers in their chosen profession.

6.6 Concluding remarks

During the years spent working on this topic; writing articles and finally compiling this thesis, my perceptions of adults with dyslexia have changed a lot. By investigating the professional experiences of the tertiary teachers with dyslexia and have their voices heard, I have realised that individuals with dyslexia are not broken. They do not need fixing instead it is the attitudes and structures of our working environments that need adjusting. The teachers in this study did not want their dyslexia to go away, it had made them the individuals they are. They embraced their dyslexia and focused on the positive aspects of it. Thus, they did not consider themselves as disabled, although they had accepted the official label.

The development of deep self-awareness and resilience as a process of understanding not only one's difficulties but also one's strategies to conquer them, serves a model for all students. Teachers with dyslexia or other LDs can demonstrate to their students that no one is perfect, rather they can emphasize that everyone holds the key to deal with their difficulties by learning more about themselves.

Based on their personal experiences, not only can these teachers help students to identify the source of the difficulties but they can also suggest strategies for coping with them. Teachers with dyslexia want to be equal and active members of the work community. They do not need others to feel sorry for them, but want to be appreciated for their abilities and to be able to utilize their strengths and build on them by creating a more innovative and accepting working environment. In this regard, the readers are left with the apt words of one of the interviewees:

"I've been and still am supported by my family and friends and that's really important for me. They have accepted my dyslexia and the kind of person it has made me. My work team is great and I feel that I'm as integrated as everybody else".

YHTEENVETO

Toisen ja korkea-asteen opettajat, joilla on dysleksia, ammatillisten kokemustensa ja identiteettinsä kertojina

Tämän tutkimuksen tavoitteena on syventää ymmärrystä ja lisätä tietämystä toisella ja korkea-asteella toimivista opettajista, joilla itsellään on lukemis- ja kirjoittamisvaikeus eli dysleksia. Tätä tutkitaan tarkastelemalla näiden opettajien kokemuksia dysleksian vaikutuksesta heidän työhönsä ja ammatilliseen identiteettineuvotteluunsa.

Työelämän monimuotoisuus käsitteenä ja ilmiönä on 2000-luvun kuluessa tullut osaksi työelämäkeskustelua ja siitä on muodostunut sekä kansainvälisen että kansallisen tutkimuksen kohde. Opettajakunnan monimuotoisuustutkimus sen sijaan on kaikkialla vähäistä. Opettajakunnan monimuotoisuutta on tyypillisesti tarkasteltu sukupuolisen tasa-arvon, ikäjohtamisen ja etnisten vähemmistöjen näkökulmasta, sen näkymättömät osa-alueet kuten esimerkiksi oppimisvaikeudet tai seksuaalinen suuntautuneisuus ovat jääneet lähes huomioidematta. Tutkimuksia opettajista, joilla on oppimisvaikeus, on tehty maailmalla vain muutamia, ja Suomesta tämä tutkimus puuttuu täysin. Opettajien oppimisvaikeudet ovat herättäneet ristiriitaista keskustelua muun muassa Englannissa, jossa on nostettu esiin kysymys, ovatko henkilöt, joilla on oppimisvaikeus, esimerkiksi dysleksia, sopivia opettajan ammattiin (Singleton, 1999; O'Dwyer & Thorpe, 2013).

Keskustelua ovat virittäneet erityisesti näkemykset ristiriidasta opettajien osaamisvaatimusten ja dysleksian tuomien ongelmien välillä. Kaikkien koulutusasteiden opettajilta vaaditaan monenlaista osaamista, muun muassa elinikäisen oppimisen avaintaitoja kuten sujuvaa viestintää äidinkielellä ja vieraalla kielellä, sekä näiden taitojen opettamista. Molemmat avaintaidot sisältävät muun muassa lukemisen ja oikeinkirjoittamisen, jotka ovat yhteydessä dysleksiasta johtuviin vaikeuksiin. Dysleksia on määritelty erityiseksi oppimisvaikeudeksi, joka on alkuperältään neurobiologinen ja johon liittyy primaarisia eli varsinaisia ja sekundaarisia ilmenemisperiteitä (Lyon, Shaywitz & Shaywitz, 2003). Määritelmä viittaa henkilöihin, joilla on vaikeuksia lukemisessa ja kirjoittamisessa. Näiden vaikeuksien taustalla ei kuitenkaan ole lahjakkuuden ja kognitiivisten kykyjen puuttuminen kyseisten taitojen oppimiseen (Shaywitz & Shaywitz, 2005). Dysleksiaan liittyvät primäärit ongelmat voivat johtaa muihin työelämässä esiintyviin vaikeuksiin, esimerkiksi lyhytkestoisen muistin ongelmiin tai vaikeuksiin sopeutua työssä tapahtuviin muutoksiin (Leather et al., 2011). Toisaalta tutkimukset aikuisista, joilla on dysleksia, ovat osoittaneet, että he voivat työskennellä menestyksellisesti monissa ammateissa, mukaan lukien opettajan työn (Reid et al., 2008). Onkin kiinnostavaa ja ajankohtaista tarkastella tällaista ristiriitaista tilannetta ja erityisesti sitä, miten opettajat, joilla itsellään on dysleksia, kokevat siitä aiheutuvien haasteiden vaikutuksen heidän työhönsä. Tämä tutkimus valottaa ymmärrystä tästä lähes laiminlyödyistä ammattikunnasta.

Tutkimus nojautuu sosiokonstruktivistiseen lähestymistapaan, jossa korostuu tiedon sosiaalinen konstruointi. Tämän lähestymistavan kehyksessä pääkäsitteiksi muodostuivat opettajan ammatillinen identiteetti, sopeutumiskyky (resilienssi) ja minäpystyvyys (self-efficacy). Näin ollen opettajien ammatillinen identiteetti on jatkuvasti neuvoteltavissa, siihen kietoutuvat ymmärrys omasta dysleksiasta, työyhteisön sosiaaliset ja kulttuuriset käytänteet sekä yksilölliset ja työyhteisön resurssit. Resilienssi ja minäpystyvyys ymmärrettiin tässä tutkimuksessa opettajien sisäisiksi resursseiksi ja tukipilareiksi, joilla tuettiin ammatillista identiteettineuvottelua ja hallittiin dysleksian työhön tuomaa epävarmuutta.

Tämä tutkimus muodostuu kolmesta osatutkimuksesta, joista kukin on julkaistu kansainvälisessä tieteellisessä julkaisuissa, sekä teorian, metodit ja tulokset kokoavasta ja niistä keskusteleavasta yhteenvedosta. Tutkimuksen lähestymistapa on narratiivinen. Tutkimuksen empiirinen aineisto koostuu narratiivisista haastatteluista. Niihin osallistui yhdeksän toisen ja korkea-asteen opettajaa, joilla itsellään on dysleksia. Haastattelut toteutettiin vuosien 2008 - 2010 aikana Suomessa ja Englannissa. Lisäksi tutkimuksessa on hyödynnetty tutkimuspäiväkirjaa tuolta ajalta, jolloin työskentelin tutkimuksen parissa. Haastateltavien työelämää ja ammatillista identiteettiä käsittelevää kokemukset kertymää on analysoitu aineistolähtöisesti käyttäen laadullisia narratiivisia analysointimenetelmiä (Lieblich et al., 1998; Riessman, 2008), ja lisäksi sovellettiin temaattista analyysia (Braun & Clarke, 2006).

Tutkimuksen pääkysymykset olivat seuraavat:

1. Miten toisen ja korkea-asteen opettajien omat kokemukset dysleksiasta heijastuivat heidän työhönsä ja näkemykseensä itsestä opettajana?
2. Millaisia ammatilliseen identiteettineuvotteluun liittyviä tekijöitä opettajien kerronnassa on tunnistettavissa?

Tutkimus osoitti, että dysleksia vaikutti monin eri tavoin opettajien työhön, sen käytänteisiin ja haastateltavien käsitykseen itsestä opettajana. Opettajien henkilökohtaiset kokemukset dysleksian vaikutuksesta itseen ja työhön sekä toisaalta työyhteisön vaatimusodotukset ja suhtautuminen näihin opettajiin muodostivat monimutkaisen sidoksen, jossa kumpikin osatekijä vaikutti toinen toisiinsa. Opettajat myönsivät dysleksian aiheuttavan useita haasteita omaan työhönsä. Haasteita toivat työtehtävät, joissa vaadittiin nopeaa tiedon käsittelyä ja sen prosessointia. Näiden tehtävien suorittaminen johti edelleen lisääntyneeseen ajankäytön tarpeeseen. Tulokset eivät kuitenkaan paljasta, tarjosivatko opettajien työyhteisöt heille ylimääräistä aikaresurssia eli yhdenvertaisuuslain mukaista positiivisista erityiskohtelua tai pyysivätkö he sitä.

Omasta vaikeudesta kertominen työyhteisössä oli opettajille erittäin arkaluonteinen ja henkilökohtainen asia. Vaikeuksien esilletuomisella tai siitä vaikenemisella oli vaikutusta opettajien näkemykseen itsestään opetusalan ammat-

tilaisena. Päätökset avoimuudesta eli dysleksian paljastamisesta tai sen salaamisesta osoittautuivat olevan jatkuvan tilannearvion kohteena ja ne olivat yhteydessä työyhteisön suhtautumiseen moninaisuuteen. Haastatellut opettajat harkitsivat tarkoin dysleksian paljastamista kollegoille ja oppilaitoksen johdolle, sen sijaan kertomista opiskelijoille he pitivät yhtenä ohjauksen ja avun antamisen keinona. Dysleksiasta johtuvista vaikeuksista huolimatta haastatellut opettajat kokivat olevansa päteviä ja motivoituneita, mutta myös empaattisia ja sensitiivisiä opetusalan ammattilaisia nykyisissä työtehtävissään. He kokivat dysleksian olevan heille etu, eräänlainen työväline opettajan tehtäviin. Opettajien henkilökohtaiset kokemukset dysleksiasta tarjosivat heille ainutlaatuisen mahdollisuuden ymmärtää ja tukea opiskelijoita, joilla oli jokin oppimisvaikeus.

Opettajien ammatillinen identiteettineuvottelu ilmeni jatkuvana ja muuntuvana prosessina, johon vaikuttivat sekä yksilölliset että työyhteisön näkökulmat. Dysleksialla oli merkittävä vaikutus opettajien ammatilliseen identiteettiin. Identiteettineuvottelussa merkittävää oli oman dysleksiaprofiilin syvälinen tietämys ja ymmärrys. Siinä määriteltiin opettajien dysleksiasta johtuvat henkilökohtaiset heikkoudet ja vahvuudet. Opettajat työskentelivät sellaisilla koulutusaloilla (esim. ammatilliset alat) ja tekivät sellaisia ammatillisia valintoja (esim. opetusmenetelmät), joissa heidän vahvuutensa pääsivät esille. Dysleksia oli tietoisesti neuvoteltu osaksi opettajien omaa ammatillista identiteettiä ja sitä hyödynnettiin tarkoituksellisesti omissa työtehtävissä.

Tutkimustulokset kuvasivat myös opettajien minäpystyvyysuskomusten ja sopeutumiskyvyn (resilienssin) olevan keskeisiä näkökulmia ammatillisessa identiteettineuvottelussa. Minäpystyvyysteorian mukaisesti haastatetuilla opettajilla oli vahva käsitys omista kyvyistään ja taidoistaan selviytyä annetuista tehtävistä menestyksellisesti. Opettajien minäpystyvyysuskomukset vaikuttivat heidän työskentelymotivaatioonsa, tunnetiloihin ja resilienssiin saavuttaa työlle asetutut tavoitteet dysleksian tuomista vaikeuksista huolimatta. Positiiviset minäpystyvyysuskomukset vaikuttivat siihen, että haastatellut opettajat kokivat itsensä kompetentteina ja menestyvinä opetusalan ammattilaisina. Näihin käsitteisiin kietoutui vahvasti myös opettajien sopeutumiskyky (resilienssi). Se ymmärrettiin tässä tutkimuksessa moniulotteisena, dynaamisena ja omaleimaisena konseptina, joka muodostui yksilön ja ympäristön välisessä vuorovaikutusprosessissa.

Yksi keskeisistä tekijöistä opettajan työssä menestymiselle olivat opettajien kehittämät erilaiset resilienssistrategiat. Näitä strategioita hyödynnettiin monipuolisesti työyhteisöstä nousevin haasteiden ratkaisemiseen. Resilienssin ylläpitäminen ja strategioiden kehittäminen vaativat kuitenkin opettajilta runsaasti aikaa, jatkuvaa itsetutkiskelua ja aktiivista päivittämistä. Niiden tuli olla ajassa eläviä.

Tutkimustulosten pohjalta voidaan johtopäätöksenä todeta, että henkilöt, joilla on dysleksia, voivat olla ansiokkaita ja menestyviä työntekijöitä. He voivat tuoda mukanaan erilaisia, moniulotteisia kykyjä ja taitoja työyhteisöön. Opettajan ammatissa toimiminen ei kuitenkaan ole itsestäänselvyys henkilöille, joilla

on dysleksia. Opettajan ammatillinen identiteetti, joka on höystetty erilaisuudella, oppimisvaikeudella, tulisi ymmärtää teoreettisesti monivaiheisena ja –muotoisena ilmiönä. Se vaatii syvää erilaisuuden henkilökohtaista prosessointia sekä yksilön että työympäristön välistä neuvottelua työtehtävistä. Tulosten pohjalta voidaan ehdottaa, että niiden opettajien kohdalla, joilla on dysleksia, ammatillisen identiteettineuvottelun tukemisessa tulisi huomioida sekä yksilölliset näkökulmat että myös työyhteisön merkitys. Käytännön johtopäätöksenä voi todeta, että opettajien jaksamisen ja ammatillisen kehittymisen tueksi tulee kiinnittää huomiota minäpystyvyyden ja resilienssin merkitykseen ja niiden ylläpitämiseen.

Tuloksiin nojautuen näyttää aiheelliselta kysyä, tulisiko koulutusorganisaatioissa kiinnittää enemmän huomiota moninaisuuden johtamiseen, jotta sekä opiskelijoiden että työntekijöiden erilaiset kyvyt ja taidot saataisiin hyödynnettyä. Tämä antaa aihetta jatkotutkimuksille, joissa voitaisiin erilaista metodista tutkimustapaa hyödyntäen selvittää koulutusorganisaation hallinnon ja opiskelijoiden näkökulmia moninaisuuteen.

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APPENDICES

Appendix 1: Consent form

Thank you for agreeing to participate in this PhD research that is supervised by the University of Jyväskylä in Finland. This form outlines the purposes of the study and provides a description of your involvement and rights as a participant.

What is the purpose of the research?

The main aim of this research is to increase understanding and awareness of teachers with dyslexia as well as methods and copying strategies they use. Furthermore, it explores the professional identity development of those teachers and tries to find out how teacher training institutions could best support the development of professional identity of teachers with dyslexia

What do I have to do?

Agreeing to take part in this research means that you are willing to be interviewed by the researcher allow the interview to be videotaped/audio taped

What will happen to the information I give?

Any information you provide is confidential. Your real name will not be used at any point of information collection or in any written materials. Information that could lead to the identification of any individual will be disclosed in any reports on the research. No identifiable personal data will be published or shared with any other organisation. An analysis of the information will form part of my doctoral dissertation and will be published in academic journals. You are welcome to see a copy of the articles prior to publication.

What if I wish to withdraw?

Your participation is entirely voluntary and you can withdraw at any time you wish, without giving a reason. However, if you withdraw I would reserve the right to include any information that you give prior to leaving the study.

Who are the researchers?

The research is conducted by me, Eila Burns, from the Jyväskylä University of Applied Sciences, except in the UK where the interviews will be conducted by xxxxxx xxxx from xxxxxxxx University.

Contact information

If you would like further information about the study please do not hesitate to contact me at the following:

Eila Burns email: xxxxxxxxx

Tel xxxxxxxx or xxxxxxxx

Consent Form, Ethical Agreement
By Eila Burns, MEd

I confirm that I have read and understood the information sheet for the above study. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason.

Name

Date

Signature

ORIGINAL PAPERS

I

VOICES OF TEACHERS WITH DYSLEXIA IN FINNISH AND ENGLISH FURTHER AND HIGHER EDUCATIONAL SETTINGS

by

Eila Burns & Sheena Bell, 2010

Journal of Teachers and Teaching: theory and practice, 16,5, 529-543.

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II

NARRATIVE CONSTRUCTION OF PROFESSIONAL TEACHER IDENTITY OF TEACHERS WITH DYSLEXIA

by

Eila Burns & Sheena Bell, 2011

Journal of Teaching and Teacher Education 27, 5, 952-960

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III

RESILIENCE STRATEGIES EMPLOYED BY TEACHERS WITH DYSLEXIA WORKING AT TERTIARY EDUCATION

by

Eila Burns, Anna-Maija Poikkeus & Mikko Aro, 2013

Journal of Teaching and Teacher Education 34, 77-85

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