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REFLECTIONS ON THE IHEART PROGRAMME BY DIFFERENT STAKEHOLDERS: Self-confidence, Mental Wellbeing and Resilience

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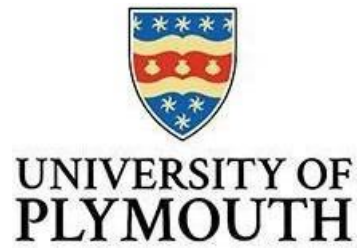
REFLECTIONS ON THE IHEART PROGRAMME BY DIFFERENT

STAKEHOLDERS:

Self-confidence, Mental Wellbeing and Resilience

by

GULSAH SELIN TUMKAYA

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Author's Declaration

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ABSTRACT

Gulsah Selin TUMKAYA

REFLECTIONS ON THE IHEART PROGRAMME BY DIFFERENT STAKEHOLDERS

Self-confidence, Mental wellbeing and Resilience

To promote social justice and educational equity for all students, teachers are given a significant place in international policy and literature as essential agents of change. Training teachers for inclusive practices necessitates building their self-confidence to increase their understanding of how they may use their resources to support children and adolescents, as well as boost their self-confidence. Teachers' resilience to overcome difficulties may also have a crucial role in increasing the effectiveness of inclusive practices. This is because, despite agreement about the benefits of inclusive education, the number of teachers leaving their jobs increases daily. The aim of the project, therefore, was to support student teachers to bring to light their innate resilience and mental wellbeing and increase their self-confidence while working in schools and early year's settings using the Iheart Project of Plymouth University experience. The Iheart Project was designed as a 10-week course. Student teachers in the first and second years of study at Plymouth Institute of Education participated voluntarily in the programme. This research was conducted using mixed methods and is focused particularly on students specialising in teaching children with special educational needs. Data were initially collected by using existing standardised scales namely Teacher Efficacy for Inclusive Practice and Warwick–Edinburgh Mental Wellbeing. Besides the scales, researcher diaries, feedback forms, Iheart website documents and interviews with key individuals involved in developing and participating in the programme were also used. Findings suggest that caution should be exercised when considering programmes designed from a particular ontological and pedagogical standpoint, but the interactive activities and some of the techniques used in the Iheart Project can nonetheless be useful to increase student teachers' self-confidence and mental wellbeing in the school environment. It is anticipated that aspects of the training that student teachers received within the Iheart Project are likely to make a positive contribution to their professional lives as they develop effective inclusive practices in mainstream settings.

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List of Abbreviations in Alphabetical Order

ABA: Applied Behaviour Analysis
ASD: Autism Spectrum Disorder
EC: Efficacy in collaboration (EC)
ECTs: Early Career Teachers
EII: Efficacy to use inclusive instruction
ELLI: Effective Lifelong Learning Inventory
EMB: Efficacy in managing behaviour
ITE: Initial Teacher Education
PIoE: Plymouth Institute of Education
SEAL: Social and emotional aspects of learning
SEN: Special Educational Needs
SLT: Senior Leadership Team
TEIP: The Teacher Efficacy for Inclusive Practices
UDL: University Design for Learning
UNESCO: The United Nations Educational, Scientific and Cultural Organisation
Y1:   Year 1
Y2:   Year 2
WEMWBS: The Warwick-Edinburgh Mental Wellbeing Scale

CHAPTER 1: INTRODUCTION

Chapter one provides an overview of the thesis, the problem statement, the background, and the aim of the study as well as research questions and study objectives. According to Headteacher Update (2023), it was recorded that 39,930 teachers left teaching for reasons other than retirement in the last academic year between 2021 and 2022. To address this issue, it is crucial to enhance the self-confidence and mental wellbeing of student teachers before they transition into qualified teachers in inclusive environments. This can potentially lead to a reduction in the attrition rate among teachers. The Iheart Project aimed to investigate the multi-faceted impact of wellbeing and resilience on participants which include student teachers, providing solutions to mitigate misunderstandings, and promote mutual appreciation of cultural differences among school students, researchers and Iheart facilitators. In this study, 'school student' refers to an individual actively engaged in the process of receiving statutory education, while 'student teacher' denotes an individual undergoing training and education to become a teacher. The term 'student teacher' is also commonly used to describe someone gaining practical experience in teaching, under the guidance of more experienced teachers and/or university tutors. It is also noteworthy that the term 'project' is employed to characterise the implementation of the Iheart Programme by Mrs. Liz Taplin at the University of Plymouth (UoP). The term 'programme' was used for what has been developed by Mrs. Terry Rubenstein and the Iheart deliverers, while the term 'study' was utilised to describe the research conducted and reported in this thesis.

The philosophy of wellbeing and resilience forms the basis of the Iheart Programme. This study seeks to investigate whether and to what extent the participation of student teachers in the Iheart Project contributes to the improvement of their self-confidence and mental wellbeing. Consequenty, this investigation may provide insight into how these enhancements could positively impact the wellbeing and resilience of school students within inclusive education environments.

For this reason, teaching placements might be a crucial element that fosters confidence, and real-world experiences that allow teacher students to understand the tensions of balancing workload, wellbeing, and professional competencies (Hamaidi *et al.*, 2014; Leshem & Bar-Hama, 2008; Muyengwa & Bukaliya, 2015; Saima Iqbal, 2021). Effective teaching hinges on educators possessing the knowledge and skills to support students' learning and it has been argued that student teachers gain this valuable experience through classroom teaching in schools (Bhatt, 2021; Kyriacou, 2001). Teaching placements are diverse and significant, providing a wide array of topics and approaches for analysis (Caires, Almeida & Vieira, 2012; Korthagen, 2010). Nevertheless, the challenge of integrating theory and professional practice in teacher education programmes persists, with a noted gap between theoretical understanding and classroom reality (Hascher, Cocard & Moser, 2004). In other words, the underlying assumption of this study is that teaching placements serve as an important component in the development of self-confidence, real-world experiences, and professional competencies for student teachers.

Despite the recognised importance of these placements, difficulties remain in effectively integrating theoretical knowledge with practical classroom realities, resulting in a noticeable gap. This study is grounded on a critical awareness of the implications of this gap for teachers' wellbeing. Identifying and resolving these challenges is important to increase the effectiveness of teacher education programmes and ultimately equip educators with the necessary skills to facilitate optimal learning experiences for their students. This disparity has prompted a heightened emphasis on the necessity for increased oversight in initial teacher education (ITE) programmes (Grudnoff, 2011; Jones, Smith & Cohen, 2017). It demonstrated the paramount emphasis on bridging the theory-practice divide in teacher preparation (Adonious, 2013), recognising teachers as essential agents of change in the pursuit of social justice and educational equality (Florian, Young & Rouse, 2010; Giaimo-Ballard & Hyatt, 2012; Villegas & Lucas, 2002; Zeichner, 2009). Change agents are people capable of effectively modifying the way organisations function.

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In the sphere of education, there is a growing recognition of the importance of teachers serving as change agents, playing a crucial role in the smooth operation of schools and the enhancement of self-improvement within the educational system (Brown, White & Kelly, 2021). Teachers acting as change agents can have a substantial impact, particularly when it comes to facilitating the successful implementation of inclusive practices for school students with varying needs in inclusive educational environments. A study pointed out that inclusive practices in education are a vital component of ensuring that all students, regardless of their background, abilities, or needs, have equitable access to quality education (Woodcock & Hardy, 2023).

These practices aim to create an environment where every student feels welcome, and supported, and can thrive in their learning journey. Inclusive education promotes diversity and values all students' unique strengths and challenges. One important aspect of inclusive practices is the belief in the potential of every student to succeed and the creation of a supportive, accepting, and respectful learning environment. For this to be provided by the teachers, self-confidence might play an important role in this context. Teachers are more likely to embrace diversity, adapt their teaching methods to accommodate diverse learning styles and needs, and foster an inclusive and accepting classroom atmosphere. Self-confidence can empower teachers to address the individual needs of their students, making necessary adjustments to their teaching strategies, and thus ensuring that all students can excel (Woodcock & Hardy, 2023). A study by demonstrated that teachers with higher self-confidence were more likely to engage in inclusive practices and create an inclusive classroom environment. Another study has highlighted that teacher preparation programmes need to include strategies for enhancing self-confidence to better equip teachers for implementing inclusive practices successfully (Jones *et al.*, 2020). Teacher preparation, therefore, especially concerning inclusive practices, necessitates a strong emphasis on enhancing self-confidence. It has been argued (Norman & Hyland, 2003) that strengthening teachers' professional knowledge and skills significantly boosts teachers' self-confidence, impacting their wellbeing and engagement in the learning process.

As highlighted in a review of teacher education in Scotland, self-confidence is vital for teachers to address underachievement and the impact of social disadvantage (Donaldson, 2011). By fostering self-confidence in teachers, they might be better equipped and motivated to create inclusive learning environments, ultimately benefiting all students, regardless of their individual needs and backgrounds. There is also a relationship between self-confidence and self-efficacy. The construct of self-efficacy refers to an individual's belief in his or her capability "to organise and execute the course of action required to manage prospective situations" (Bandura, 1997, p. 2). It is a person's confidence in their competence. In an educational setting, teacher self-efficacy relates to a teacher's belief in their ability to facilitate student learning, manage classroom behaviours, and overcome obstacles in the teaching and learning process (Bray-Clark & Bates, 2003). Research has found that teachers with higher levels of wellbeing were more likely to report higher self-efficacy (Collie *et al.*, 2016). When teachers believe in their ability to make a positive impact on students' learning, they are more likely to experience a sense of accomplishment, which contributes to their overall wellbeing. The past few decades have witnessed an increased interest in wellbeing, primarily propelled by innovative perspectives in economics and psychology. Additionally, contributions from fields like development studies and sociology have further fuelled this interest.

The absence of a universally accepted definition for wellbeing has led to a lack of consensus on how to evaluate it. Consequently, various studies have adopted different approaches to measuring wellbeing, incorporating diverse variables and contributing to the complexity of the assessment (McLellan & Steward, 2015). Wellbeing is defined by (Diener *et al.*, 1999) as a multifaceted concept that encompasses an individual's overall mental, emotional, and physical health and happiness. It includes aspects such as life satisfaction, positive emotions, resilience, and a sense of fulfilment. A positive emotional state and a sense of fulfilment can boost a teacher's belief in their capacity to make a difference in the classroom. In this context, self-confidence might become even more critical for teachers working with students with special educational needs (SEN) in inclusive settings (Diener *et al.*, 1999). In my personal experiences during an internship focusing on special education inclusion in Istanbul, I observed students with diverse special needs, revealing the challenges faced by student teachers regarding inclusive practices. I

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recognised that some student teachers may perceive themselves as inadequate in terms of their self-efficacy while working with school students with diverse needs. Furthermore, my personal experiences during an internship in Istanbul, backed by literature, reinforce this argument. According to (Marzano & Marzano, 2003), teachers might often encounter school students with a wide range of behavioural needs and, when these needs are not met, this may contribute to classroom disruption and significantly impact the learning environment. For this reason, he suggested that effective classroom management is crucial for creating an accommodating learning atmosphere.

Addressing these behaviours, therefore, is significant for creating a positive learning environment. Besides that, teachers are also coping with large class sizes. Large class sizes can strain a teacher's ability to provide individualised attention to each student. Research by (Blatchford, Bassett & Brown, 2011) highlighted the impact of class size on classroom engagement. It stressed the importance of exploring effective strategies for managing large classes, which is a common issue in many educational settings. Additionally, a lack of effective communication and resources might also play a significant role in creating efficient communication between teachers, students, and parents. For this reason, adequate resources and support are necessary to facilitate effective teaching. Finally, school leaders might also play a significant role in shaping the work environment for teachers. The research has revealed how leadership influences student learning. Teachers often cope with external pressures from leadership, which can impact their classroom management (Leithwood *et al.*, 2004). Considering these factors, it can be said that effectively addressing challenges in education. For example, managing behaviour, handling class sizes, enhancing communication, ensuring adequate resources, and incorporating individualised teaching, are essential for fostering effective teaching and learning environments. These challenges necessitate evidence-based strategies and support systems to help teachers navigate the complexities of their roles and promote positive outcomes for students.

Many student teachers face difficulties in managing students with challenging behaviour, often due to insufficient training on effective strategies (Mintz *et al.,* 2020). The educational landscape is further complicated by the pressures of national

tests, league tables, and school inspections, making it increasingly difficult to cater to the diverse needs of students, particularly with growing class sizes. After their first year of teaching, research indicated that teachers' self-efficacy perceptions often decrease, hindering their ability to meet the needs of students exhibiting challenging behaviour (Mintz *et al.,* 2020). Dealing with challenging behaviour in educational settings is a multifaceted issue that requires thoughtful strategies. Numerous studies and academic papers emphasised the significance of teacher preparedness in dealing with challenging behaviour (Baker, 2017; Brown, Myers & Collins, 2021; Kuriloff *et al.*, 2019). These sources highlight that it is not merely a matter of being academically qualified or having a teaching certificate; teachers need ongoing professional development and support. As teachers become more experienced and learn from their interactions with students, their level of preparedness improves over time. At this point in my internship experience in Istanbul, where I worked with students with different needs in a special education classroom, the research in the literature supports the importance of teacher preparedness. Student teachers often grapple with feelings of inadequacy when confronted with challenging behaviour in inclusive settings. These novices may lack the practical skills and emotional resilience needed to navigate complex classroom dynamics (Morgan *et al.*, 2022).

On the other hand, it might be important to note that while preparedness can be significant, it can be also essential to acknowledge the individualised needs of student teachers who are just beginning their careers. Research, therefore, underlines the importance of individualised approaches to teacher training, recognising that student teachers' preparedness needs can vary widely based on their teaching context, student population, and personal characteristics (Hudson *et al.*, 2020). For this reason, the role of comprehensive training programmes might play an important role in dealing with this issue. It is, however, important to note that one-size-fits-all solutions might fail to account for the various challenges that teachers face in diverse, inclusive classrooms. This issue, therefore, can be achieved through comprehensive training programmes and robust support systems. These training programmes might equip student teachers with evidence-based practices and strategies for addressing challenging behaviour (Fairbanks, Simonsen & Sugai, 2008). This is because comprehensive training programmes may go beyond traditional pedagogical training, providing student teachers with knowledge

and skills to effectively implement relational approaches. It indicated that student teachers who receive comprehensive training exhibit improved classroom management skills, leading to a reduction in disruptive behaviours among students (Fairbanks, Simonsen & Sugai, 2008). This reduction not only helps to enhance the learning environment but also might foster positive teacher-student relationships, promoting overall wellbeing. Support systems might play a crucial role in nurturing relational approaches. The research found that teachers with access to ongoing support, mentoring, and resources reported increased self-efficacy in managing challenging behaviours (Sanetti *et al.*, 2014).

These support systems offer practical guidance and emotional reassurance, enhancing student teachers' abilities to build and maintain positive relationships with school students. Relational approaches, including trust, empathy, and effective communication, are integral to managing challenging behaviour. This research highlighted comprehensive training and support systems that enable teachers to integrate these approaches into their teaching practices, creating an environment where school students feel heard, understood, and respected. As a result, school students are more likely to experience positive behavioural outcomes and academic success. By equipping teachers with the necessary knowledge and skills, these programmes contribute to improved classroom management and the development of positive teacher-student relationships. This, in turn, might enhance student wellbeing, and academic success, and reduce the reliance on disciplinary measures, ultimately fostering a more inclusive and effective educational environment. To provide an effective inclusive practice, the interplay between teacher self-efficacy, training pedagogy, and the wellbeing of student teachers might play an important role. Bandura's seminal study on self-efficacy (Bandura, 1997), and the comprehensive review by (Tschannen-Moran & Hoy, 2001) established a foundational understanding of how a teacher's belief in their ability to affect positive change influences their wellbeing and instructional practices. The pedagogy of effective teacher education explored and further emphasised the importance of preparing teachers to meet challenges such as managing behaviour, addressing large class sizes, and meeting the diverse needs of school students (Darling-Hammond, Hyler & Gardner, 2017; Ingersoll, Merrill & May, 2012). Thus, by equipping teachers with the necessary skills and strategies, educational

interventions are intended to positively impact teachers' wellbeing by contributing not only to increased self-efficacy but also to a sense of professional competence.

For this reason, (Berg *et al.*, 2023) stated the interchangeable relationship between teacher self-efficacy and wellbeing, highlighting that improvement in one domain positively influence the other. Studies conducted by (Bandura, 1997; Darling-Hammond, Hyler & Gardner, 2017; Ingersoll, Merrill & May, 2012; Tschannen-Moran & Hoy, 2001) laid the foundation for understanding the impact of a teacher's belief in their capacity to create positive change on their own wellbeing and teaching practices. The framework of the Iheart Project could be described as incorporating components of Universal Design for Learning (UDL) principles. This potential integration is suggested by diverse tools of expression and emphasis on the internalisation of teachings through tangible experiences for student teachers. As endorsed by UDL, the Iheart Programme encouraged participants, including student teachers, to express their understanding in personalised and flexible ways through a variety of activities and materials such as snow globes, play dough, balloons, and Jenga. Participating in the Iheart Project may, therefore, lead student teachers to gain insight into their wellbeing and resilience. This awareness may be particularly important in the inclusive classroom setting, where teachers often face challenges related to a variety of student needs and behaviours.

1.1.   Purpose of the Study

The purpose of this study was to explore the experiences of the Iheart Project by examining how it affected the student teachers, school students, the researcher**s**, and Iheart facilitators involved. The aim of the Iheart Project was that student teachers would enhance their self-confidence and mental wellbeing while working with individuals with special needs in an inclusive school environment. If student teachers' self-confidence and wellbeing increase, this might impact the wellbeing and resilience of school students in the same environment. Additionally, in that way, student teachers may also feel more confident in supporting children to enhance their wellbeing and resilience. It was hoped that this could lead to a more inclusive practice within classrooms. The interactive activities and various techniques included in the Iheart Project were devised to promote and achieve these goals.

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1.2. Research Objectives

- To gain a deeper understanding of the ontological assumptions underpinning the design and implementation of the Iheart Programme.
- To explore the perspectives of student teachers, the researcher, the university lecturer, and the founder of the Iheart concerning the experiences of the Iheart Programme.
- To consider the potential effects of the Iheart Project on student teachers to enhance their self-confidence and overall wellbeing while engaging in inclusive practice.

1.3. Research Questions

RQ 1: How do different stakeholders reflect on their experiences of taking part in the Iheart Project?

RQ 2: What claims of change in self-confidence, resilience, and mental wellbeing are shared about the Iheart Project?

RQ 3: How does the design of the Iheart Project encourage this learning concerning the underlying assumptions of the origins and the content of the programme itself?

1.4. Summary of the Introduction

By exploring the impact of the Iheart Project on student teachers, school students, the researcher and the university lecturer, the research aimed to understand its multi-faceted effects on participants' thinking, practices, and understanding. The research objectives included gaining a deeper understanding of different ontological assumptions and implementation of the Iheart Project, exploring stakeholders' perspectives, and investigating potential effects on student teachers. The research questions explored stakeholders' reflections on their experiences in the Iheart Project, claims of change in self-confidence, resilience, and mental wellbeing, and the design of the project facilitating this learning. Briefly, this chapter has already highlighted the significance of teachers' self-confidence and mental wellbeing in contributing to effective inclusive practices and the wellbeing of student teachers. Consequently, it has emphasised the crucial role that teacher training programmes can play in fostering inclusive practices within educational settings.

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Moving forward, the literature chapter will introduce the framework of inclusive practices and examine the role of teachers in successful implementation. It will discuss challenges in inclusive settings, provide an overview of the Iheart Programme's content and purpose, and explore the examination of student teachers' self-confidence and mental wellbeing concerning inclusive practices. Next, the Introducing the Iheart Programme chapter will explore the motivation behind the researcher's involvement in the Iheart Project, the theoretical framework underpinning it, and the origins and differentiation of the Three Principles of Psychotherapy. This chapter – and subsequent chapters - will incorporate elements from my research diaries to help to share the experience of taking part in an Iheart programme, shedding light on the process of integrating self-confidence into inclusive practices and gaining insights into the research process. Theses extracst will appear in boxes within the text but are avavivle in fill in the Appendix. Additionally, this chapter 3 aims to analyse the impact of the Iheart intervention programme on fostering positive mental wellbeing outcomes in the professional lives of student teachers.

CHAPTER 2: INCLUSION, WELLBEING, AND EDUCATION: A REVIEW OF THE LITERATURE

This section explores the multifaceted realm of inclusion, wellbeing, and education on a global scale. Throughout this section, several critical aspects that form the foundation for fostering a more inclusive and equitable world were investigated. These aspects include the navigation of sustainable inclusion goals and the pursuit of high-quality education from an international perspective.

It also highlighted the development of efficacy, self-confidence, and mental wellbeing in inclusive settings as well as the significance of teacher training programmes for inclusive practices, and the transformative role of inclusive pedagogy as a response to the challenges that teachers might confront in their professional lives. Each of these facets might contribute to a comprehensive understanding of how we can work together to create a world where every individual, regardless of their background, enjoys the benefits of inclusion, wellbeing, and high-quality education.

2.1. International Perspectives on Inclusion and Wellbeing

In the world of teacher education, the wellbeing of student teachers is a crucial but often overlooked aspect, as highlighted by (Swain & Redding, 2022). Despite receiving some training in inclusive education, student teachers grapple with challenges in implementing inclusive practices due to the neglect of these principles by school organisations and political requirements (DeLuca, 2012; O'Neill, Bourke & Kearney, 2009; Sosu, Mtika & Colucci-Gray, 2010). This creates a pressing need to address these challenges by prioritising the mental wellbeing and self-confidence of student teachers, as advocated by (Smith & Lawrence, 2019). While programmes like THRIVE show potential in supporting emotional wellbeing among school students, it is important to extend such benefits to student teachers as well. THRIVE, grounded in contemporary models of child development, not only aids children but also offers a strategic approach for teachers to understand and respond to the diverse needs of their students (Thrive Approach, 2024). Incorporating such

wellbeing programmes into teacher education has the potential to contribute significantly to the realisation of effective inclusive practices.

However, challenges persist during Initial Teacher Training (ITT), where emotional stress and concerns about mental wellbeing among student teachers are significant hurdles (Brookhart & Freeman, 1992; Corcoran & O'Flaherty, 2022; Evelein, Korthagen & Brekelmans, 2008). Many well-known projects like THRIVE have their origins in different academic disciplines, which points to the importance of considering underpinning ontological and epistemological assumptions, including views on wellbeing (Burnette *et al.*, 2013).

Fixed teaching perspectives have been associated with detrimental wellbeing measures, emphasising the need to integrate mental wellbeing considerations within teacher education. Teacher wellbeing is not only crucial for individual educators but also for creating a stable and conducive learning environment. Inclusive education, identified as a key aspect of effective teaching practices, requires modifications to curriculum and pedagogical strategies (Lambe & Bones, 2007). The critique of practices such as categorising students based on aptitude highlights the need for a paradigm shift toward teaching methodologies that address individual differences without stigmatising Special Educational Needs (SEN) (Florian & Black-Hawkins, 2011). The historical perspective on inclusive education is explained in the Salamanca Statement, a landmark document emerging from the 1994 World Conference on Special Needs Education. This statement challenged the prevailing notion of segregating children with special educational needs, advocating for their inclusion in mainstream education systems (Ainscow, Slee & Best, 2019). However, despite its significant influence over the past 30 years, challenges and debates persist, particularly concerning the relationship between special needs education and inclusive education (Florian & Graham, 2014).

Special education, developed to address diverse barriers to learning, is criticised for potentially perpetuating exclusion by existing at the margins of the educational system (Florian, Black-Hawkins & Rouse, 2016). Reassessing and redesigning the education system is proposed to accommodate diverse needs effectively while still centring around established outcomes (Ainscow, Slee & Best, 2019). The call to challenge prevailing "bell-curve thinking" underlines the need for

extending inclusive practices universally, reducing reliance on differentiation for specific student groups (Allan, 2007). Global initiatives like the OECD Strength through Diversity project give importance to the need for adaptability in educational systems to cater to diverse requirements. The project emphasises a conceptual framework rooted in resilience, integrating theories of distributive justice, self-worth, and identity as essential components of inclusivity (Cerna *et al.*, 2021). The OECD's "Equity and Inclusion in Education: Finding Strength through Diversity" report offers a comprehensive framework for examining diversity, equity, and inclusion in education, reflecting the growing concern among policymakers (Cerna *et al.*, 2021).

In conclusion, addressing the multifaceted challenges in inclusive education requires a holistic approach that encompasses the wellbeing of student teachers, the adoption of inclusive pedagogies, and a critical examination of historical and current practices.Prioritising mental wellbeing and self-confidence in student teachers, integrating successful wellbeing programmes, and redefining teacher education to align with inclusive principles are essential steps. The historical influence of the Salamanca Statement should guide contemporary discourses, emphasising the broader societal transformation inherent in inclusive education.

Moreover, global initiatives like the OECD project provide frameworks that highlight the importance of adaptability and resilience in creating equitable and inclusive education systems. A paradigm shift toward collaborative and transformative research approaches is crucial to ensure that research endeavours authentically contribute to the progression of inclusive education and the establishment of fair and equitable societies.

2.2. The Development of Self-Efficacy, Self-Confidence and Wellbeing in Inclusive Settings

Bandura, (1999) stated that mastery experiences are important for self-efficacy in teaching. According to Bandura, this provides the basis for understanding the complex dynamics between self-efficacy, burnout, persistence, and attitudes toward educational participation. In parallel, the research conducted revealed that increased self-efficacy among teachers regarding inclusion (Fives, Hamman & Olivarez, 2007)

practices reduced teachers' burnout levels and positively affected their retention rates in maintaining their profession.

On the other hand, it is worth questioning whether this particular emphasis on engagement may inadvertently ignore other important factors that contribute significantly to burnout in the teaching profession. Recognising Bandura's model as a cornerstone for educators is important given its role in promoting self-control, effective workload management, and overcoming challenges, especially in the pursuit of inclusive practices.

Despite this, it is important to note that the existing literature on teachers' self-efficacy beliefs regarding differentiated instruction remains quite limited (Gaitas & Alves Martins, 2017; Nicolae, 2014; Whitley *et al.*, 2019). Studies conducted by (Moè, 2016; Pendergast, Garvis & Keogh, 2011; Zee & Koomen, 2016) found that there is a consistency between teachers' high self-efficacy and their willingness to practise their profession, especially in the early stages of their careers.

The central role of teachers' self-efficacy in inclusive practices as stated by (Schwarzer & Hallum, 2008; Soodak & Podell, 1993; Vieluf, Kunter & Van de Vijver, 2013; Whitley *et al.*, 2019) teachers with high self-efficacy support inclusive education more and advocate for the different needs of students. On the contrary, studies have revealed that teachers with low self-efficacy are at risk of burnout in their profession (Li, 2023). Burnout, which is common across different educational contexts, results from factors that extend beyond inclusive classroom management. Stressors such as workload, insufficient resources, administrative pressures, and personal difficulties are important factors that cause burnout. Therefore, focusing exclusively on inclusion may end up simplifying the multifaceted nature of the topic.

For this reason, it is important to look at the issue more comprehensively. In this vein, studies by (Jennings & Greenberg, 2009; Johnson *et al.*, 2005) investigated the broader impact of teachers' wellbeing on school students' wellbeing and classroom management.

The investigation revealed the effectiveness of interventions that address teachers' mental wellbeing, emphasise the interconnectedness of psychological functioning, and include self-confidence and self-efficacy in establishing meaningful

connections with students (Melchior *et al.*, 2007). The international discourse on inclusion and wellbeing as defined by (UNESCO, 2017) has brought to the surface the complexity of these concepts. Challenges that prevent these from happening, such as socioeconomic inequalities, cultural norms, and political imbalances, stress the need for a human rights-based approach, multilateral cooperation, intersectionality, and sustainability to promote global inclusion and wellbeing. Despite efforts to increase inclusive practices, challenges remain, as studies by (De Luca & Escoto, 2012; O'Neill, Bourke & Kearney, 2009; Sosu, Mtika & Colucci-Gray, 2010) demonstrated. Difficulties in aligning school organisations, policies, and inclusive education principles leave teachers feeling inadequate to meet a diverse classroom need, which negatively impacts their mental wellbeing. In this context, studies conducted by (Collie, Shapka & Perry, 2012; Duckworth, Quinn & Seligman, 2009) stated the importance of comprehensively addressing these complex challenges in studies to improve teachers' understanding of mental wellbeing.

2.3. Reimagining Teacher Training Programmes to Foster Effective Inclusive Practices

Teacher training programmes are often considered as essential for fostering inclusive practices in educational settings. Yet, upon closer examination, it becomes apparent that these programmes exhibit significant limitations, necessitating a comprehensive revision to better cater to the diverse needs of learners today (Loreman, Deppeler & Harvey, 2005). One critical area that demands attention is the understanding of diverse student needs. They stressed the necessity for these programmes to undergo a profound shift, providing deeper and more comprehensive training that encompasses a broad spectrum of considerations, including cultural, linguistic, socio-economic, and neurodiverse factors (Loreman, Deppeler & Harvey, 2005). Inclusive education heavily relies on versatile pedagogical strategies. The research has revealed the importance of equipping teachers with evidence-based instructional methods that cater to diverse learning needs (Chao *et al.*, 2017). Practical guidance and ongoing support are crucial in implementing these strategies effectively in real classroom settings. Another significant aspect often overlooked is the systemic barriers hindering inclusive practices. Slee (2020) argued the need to

incorporate modules addressing policy analysis, resource allocation, and strategies to counter institutional biases within teacher training programmes. Educators require practical tools to navigate and challenge these systemic barriers effectively.The rapidly progressing educational landscape necessitates continuous professional development for teachers (De Vroey, Symeonidou & Watkins, 2019).

The importance of ongoing training, mentoring, and communities of practice to ensure that teachers remain updated and responsive to emerging needs in their teaching environments. Furthermore, fostering collaborative and reflective practices among teachers is crucial. It has been suggested that integrating collaborative learning environments and opportunities for teachers to critically reflect on their teaching practices. This approach cultivates a culture of shared expertise and continuous improvement (Florian, 2021). In conclusion, the literature suggests that there is a strong case for considering a significant transformation of teacher training programmes to enhance the effectiveness of inclusive practices. This transformation might include a deeper understanding of diverse needs, supporting teacher wellbeing, the incorporation of adaptable pedagogical approaches, addressing systemic barriers, facilitating ongoing professional development, and encouraging collaborative and reflective practices. It is through these comprehensive changes that these programmes can better equip teachers to establish genuinely inclusive learning environments that meet the diverse needs of all school students.

2.4. Inclusive Pedagogy as a Response to the Challenges

In the pursuit of inclusive education, teachers encounter challenges that necessitate a transformative mindset. The growth mindset theory, articulated by (Dweck, 1986; Dweck, 2006) posited a positive link between adopting a growth teaching approach and experiencing positive emotions (Salili, Chiu & Hong, 2001). Student teachers benefit significantly, as a growth mentality shapes their interpretation of teaching experiences, turning challenges into valuable learning opportunities (Burnette *et al.*, 2013).

This mindset fosters sentiments of optimism and enhances teachers' respect for their profession, motivating them to passionately develop teaching techniques

(Blackwell, Trzesniewski & Dweck, 2007). The World Declaration on Education for All emphasised child-centred strategies and adaptable systems for diverse needs (Ainscow & César, 2006). Positive attitudes toward inclusion among teachers lead to professional growth and job satisfaction, benefiting both teachers and students (Sharma, Forlin & Loreman, 2008). Multicultural experiences and internships during student teaching contribute to the development of inclusive attitudes early in teachers' careers (Alghazo, Dodeen & Algaryouti, 2003). While teacher education programmes stress the importance of preparing student teachers for inclusive practices (Ainscow & César, 2006), familiarity with diverse learning theories, such as the Universal Design for Learning (UDL), is crucial for enhancing professional competence (Evmenova, 2018). UDL, rooted in principles of embracing diversity, aims to provide multiple options for learning, fostering an inclusive learning environment (Rose & Meyer, 2002).

On the other hand, the application of UDL may inadvertently lead to a reduced curriculum for specific students, raising concerns about its impact on diverse learning needs (Lambe & Bones, 2007). Inclusive education faces challenges rooted in traditional practices, such as categorising students based on aptitude (Allday, Neilsen-Gatti & Hudson, 2013). To effectively cater to the needs of all children, curriculum modifications are essential (Ainscow & César, 2006).

Schools should offer courses accommodating students with a wide range of skills and interests, enhancing teachers' competence in responding to diverse needs within inclusive classrooms. Positive approaches towards inclusive practices benefit both teachers and students, leading to professional growth and job satisfaction (Ainscow & César, 2006). Teachers' positive attitudes towards inclusion play a crucial role in developing and adapting strategies to meet the needs of all students (Sharma, Forlin & Loreman, 2008). They serve as role models, fostering positive attitudes among colleagues, educators, parents, and students (Hehir *et al.*, 2016). Teacher attitudes are instrumental in determining the success or failure of inclusion (Alghazo, Dodeen & Algaryouti, 2003). Therefore, cultivating inclusive attitudes early in their careers is essential for student teachers, who gain knowledge through multicultural experiences and internships (Alghazo, Dodeen, and Algaryouti, 2003). Teacher education programmes in the UK prioritise preparing student teachers for

inclusive practices (Ainscow & César, 2006). Familiarity with learning theories like UDL is emphasised, aligning with the global shift towards inclusive education (CAST, 2018). However, research indicates that despite positive attitudes towards inclusive education, student teachers feel the need for changes in policy implementation and increased government emphasis (Swain & Redding, 2022). The term Universal Design for Learning (UDL) originated at the Center for Applied Specialty Technology (CAST) (CAST, 2018).

Pioneered in response to the reauthorisation of the Individuals with Disabilities Education Act (IDEA) in 1997, UDL principles were formulated to address the challenges faced by students with disabilities in general education classrooms (Knoblauch, 1998). Embracing diversity, UDL leverages technology to enhance learning experiences by providing multiple options for students (Rose & Meyer, 2002). However, challenges persist in translating UDL into consistent and effective practice across educational settings. Novice teachers face difficulties dealing with diversity and often experience uncertainty in understanding inclusive education as a teaching principle (DeLuca, 2012; O'Neill, Bourke & Kearney, 2009; Sosu, Mtika & Colucci-Gray, 2010). While the commitment to inclusive education is evident in a comprehensive legal framework, including the Equality Act 2010 and Children and Families Act 2014, challenges exist in translating legal guidelines into consistent practices (Department for Education, 2014). Critics argue that the broad scope of the law lacks specificity in addressing the unique challenges faced by individuals with SEND. In conclusion, despite the positive trajectory towards inclusive education, challenges persist in translating theoretical frameworks into effective classroom practices. Ongoing research and policy refinement are important to ensure that inclusive education leads to improvements.

2.5. Empowering Inclusive Education: A Journey of Challenges, Hope and Strategies

In the context of inclusive education, it is crucial for teachers to prioritise the competencies of school students rather than focusing on their shortcomings, as this is essential for developing effective inclusive pedagogy. The conventional methods of categorising students based on assessments of their academic or social needs,

particularly emphasising the impact of social factors on academic performance, have predominantly relied on ability-centred perspectives of inclusion. These approaches have been extensively utilised in Initial Teacher Education (ITE) programmes as well as within schools (Gavish, 2017; Robinson & Goodey, 2018). Various strategies have been implemented to address achievement gaps, some of which are considered more "inclusive" than others. The notion of inclusive education for all learners demonstrated the need for teachers to establish educational environments that foster dynamic teaching and learning processes. Consequently, a shift from the conventional 'one-size-fits-all' model to individualised teaching and learning serves as a foundational step toward achieving educational equity (Lindner & Schwab, 2020). It becomes necessary to assess the advancements in differentiated and individualised teaching practices within inclusive classrooms, taking into account factors such as collaboration and teamwork, instructional methods, organisational strategies, and social/emotional/behavioural approaches (Finkelstein, Sharma & Furlonger, 2021). Nevertheless, the implementation of these practices necessitates a specific setting characterised by the effective and flexible utilisation of resources, adaptability in curriculum, teacher competencies, and knowledge, and a comprehensive understanding of inclusive education as an opportunity for a positive educational experience for each student (Lindner & Schwab, 2020).

Considering all this, it was observed that the positive attitudes of student teachers towards inclusive education despite the difficulties they encountered during my internship journey. It renewed my hope that they showed a strong desire to provide services that would benefit students with special needs. Although I encountered some negative experiences, I felt very motivated to support student teachers to be more prepared for inclusive education. To achieve this goal, I focused on writing my thesis on teachers' perceptions of self-efficacy regarding inclusive education at Queen University Belfast in Northern Ireland. I aimed to support effective inclusive practices in school settings by contributing to increasing student teachers' self-efficacy and mental wellbeing.

Taking one step closer to achieving my goal, I started my doctorate at the University of Plymouth, where I continued my study on student teachers' self-confidence, wellbeing, and resilience regarding inclusive practices. A literature

review conducted during my master's degree revealed a positive relationship between teachers' self-efficacy, inclusive teaching, teacher-student collaboration, and classroom management behaviours. This buttresses the point that teachers could improve their self-confidence and mental wellbeing through inclusive practices. Therefore, it is important that both teachers and students feel safe, and that inclusive pedagogy and necessary support are provided to all students, regardless of their special educational needs.

2.6. Summary of the Literature Review

The literature review revealed a comprehensive exploration of the complex interplay between inclusion, wellbeing, and education on a global scale. The key components emphasised the need for understanding as part of a wider intention to promote a fairer and more balanced world. In this analysis, particular emphasis was placed on defining sustainable participation goals and the pursuit of universally accessible, high-quality education. This review has addressed not only the theoretical aspects but also the practical measures required to achieve these goals at the international level. Additionally, the literature has highlighted the importance of developing and nurturing core qualities such as competence, self-confidence, and psychological wellbeing in inclusive environments. These aspects were identified as important aspects in enabling individuals to thrive and contribute meaningfully to society. The most important point that this literature review reveals is the critical role attributed to teacher preparation programmes in supporting and implementing inclusive practices. These programmes have been identified as important channels for fostering an inclusive education ecosystem that embraces diversity and equips teachers to tackle the multifaceted challenges prevalent in contemporary education. The transformative potential inherent in inclusive pedagogy might offer a promising framework for finding solutions to the pressing problems of our time. By integrating diverse perspectives and accommodating individual differences, inclusive pedagogy can respond to the complex needs of students in today's diverse educational environment.

CHAPTER 3: INTRODUCING THE IHEART PROJECT

In this section, the content and purpose of the Iheart Project and the theoretical framework that distinguishes Iheart from other psychotherapeutic interventions are discussed in detail.

3.1. Why Iheart?

Due to my interest in teachers' self-confidence and self-efficacy, I was allowed to participate in Iheart, a programme that focuses on activities and active learning. Initially, this programme primarily operated in school settings with school-aged students, facilitated by Iheart instructors, aiming to help them discover their "inherent resilience". The University of Plymouth in Southwest England intended to extend the programme to student teachers, incorporating it as part of their curriculum. This extension had two main objectives: to enhance the self-confidence and wellbeing of the student teachers themselves while they worked in schools and to equip them with tools to support the wellbeing of their students in the classroom. The Iheart Project spanned 10 weeks, consisting of two-hour sessions led by Mrs. Taplin, a university lecturer. The programme introduced various aspects related to mental wellbeing, classroom activities, and educational materials to achieve its goals. Through the Iheart Programme, student teachers' state of wellbeing and resilience could be enhanced, contributing to effective inclusive education practices. To better understand the effect of Iheart on wellbeing and endurance, the theoretical framework of Iheart and its relationship with the Three Principles will be explained in the next section.

3.2. Theoretical Framework of the Iheart Project: The Three Principles

The Iheart Programme is based on the Three Principles, which were originally introduced by Sydney Banks in 1973 (Kelley, Pransky & Lambert, 2017). Banks, born in Scotland in 1931, was initially working in the welding business to make a living. After a transformative insight, Banks quit his job and moved with his family to

Salt Spring Island, where his life-changing experience occurred (Pransky, Pransky & Donovan, 2015).

After my introduction to the Iheart Programme, I gained insights into the Three Principles through reading "Paradigm: A History of the Three Principles Shift" (Pransky, Pransky & Donovan, 2015). According to these authors, the story began with a small group of people gathering around Banks in Salt Spring to learn about his vision of life. Over time, Banks' wisdom spread widely, leading mental wellbeing professionals to refer to the Three Principles that he had discovered. Banks asserted that the three fundamental Principles embraced by human beings are the Divine Mind, Divine Consciousness, and Divine Thought. He aimed to share his epiphany moment of wellbeing and resilience that he believed to be innate with the public, including psychologists in various fields. Banks believed that the Three Principles could provide vitality by reminding people of their true nature. Consequently, individuals could become part of this transformative experience by learning about the Three Principles.

Banks inspired numerous communities to explore their inner wisdom and unlock their mental wellbeing (Pransky, Pransky & Donovan, 2015). Initially, I found it challenging to internalise the concepts of the Three Principles as they seemed abstract. However, through in-depth research, I gradually gained an understanding of these principles. Firstly, I researched the relationship between sensation and thought. This is because it has been a core point of philosophical and psychological inquiry, challenging scholars to recognise whether our thoughts emerge in a complex way or are independently intertwined with our sensory experiences. Traditional views, embodied by the sensory processing model advocated by (Dewey, 1896; James, 1890), highlighted sensation as the basis of cognitive architecture, providing raw data for the construction of mental realities. Perception, an important outcome of sensory processing, serves as a bridge between sensation and thought, confirming the empiricist tradition's belief in the profound influence of experience on cognition. Philosopher (Locke, 2014) concept of the mind as a "tabula rasa" aligns with this perspective and emphasises the role of sensory encounters in shaping knowledge. In this framework, thoughts are perceived as complex constructions derived from the synthesis of sensory information, as illuminated by neuroscientific studies. Damasio's

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study deliberated on the interconnectedness of sensation and cognitive functions, highlighting the significant role of emotions. (Zimmerman,1996). Emotions, which arise from sensory processing, were identified as crucial elements in the intricate relationship between decision-making and rational thought. Conversely, Banks introduced a contrasting perspective through his Three Principles model (Pransky, Pransky & Donovan, 2015). Banks proposed the existence of the Universal Mind, a life force, and creative intelligence opposing the traditional emphasis on sensation as the foundation of cognition.

In Banks' view, the Universal Mind serves as an inbuilt source of mental wellbeing and resilience, challenging the conventional narrative surrounding the role of sensation in shaping our cognitive architecture. It might be important to note that the concept of the "universal mind" parallels Jung's collective unconscious archetype, proposing a shared consciousness transcending individual experiences (Hauke, 2013). This idea, deeply rooted in philosophical, spiritual, and psychological discourses, warrants deeper critical consideration. While resembling Jung's concept, the universal mind suggests a broader cosmic consciousness. Scientifically proving or disproving its existence poses serious challenges to what could be seen as the elusive nature of divine consciousness and the lack of a universally accepted definition. The concept intersects with faith perspectives, introducing tensions between subjective faith and objective scientific inquiry. This complexity indicates the challenge of establishing a universally accepted understanding of the universal mind, necessitating an approach that recognises both its potential and the difficulties in validating or refuting its existence (Atmaspacher, 2014; Hauke, 2013). It falls outside the purview of this thesis to engage at length with the metaphysical and scientific debates concerned with Banks' worldview, but it is worth noting the broader ontological preoccupations of his perspective within the discussion of the Iheart Project; not as an endorsement of these views per se, but as an acknowledgement that a unique and personal ontology guides its precepts. Besides the universal mind, Banks also identified the term "Thought" to highlight the process of thinking rather than focusing on the content of individual thoughts. Adding a layer of complexity, Banks introduced the concept of Consciousness, describing it as the way individuals use their physical senses to transform thoughts into a psychological experience.

In Banks' model, thoughts became generators of experience, creating mental images that merge with consciousness, feeling like authentic, sensory experiences. Banks' interconnected view of the Three Principles challenges the notion that our psychological lives are solely formed from external influences. Instead, he proposes that thoughts, powered by the Universal Mind, are made to feel real by consciousness, suggesting an internal, interconnected dynamic that shapes our experiences from the inside out (Pransky, Pransky & Donovan, 2015). As a result, drawing from Banks' teachings, it becomes evident that our thoughts act as experience generators, allowing us to create mental images that shape our perception of the external world. Our perception, rooted in the outside world, is indeed influenced by our thoughts, shaping the meanings we attach to people, objects, and events. Human perception, therefore, is not solely rooted in external stimuli; rather, it is a dynamic interplay between our thoughts and the outside world. This perspective emphasises the autonomy of thought in influencing our emotional responses, reinforcing the idea that events themselves are neutral, and it is our thoughts that assign them to be positively or negatively significant. In this light, no external circumstances can influence our mood unless we permit it, highlighting the profound impact of our thoughts in navigating the cognitive landscape. Consequently, the interplay between sensation and thought is linked at the core of our cognitive processes. While traditional views underline the external influence of sensation on cognition, Banks's Three Principles model reveals an internal, interconnected dynamic. For this purpose, the differentiation between the three principles, cognitive and other psychotherapies is examined below. This discussion aimed to highlight the different aspects of Iheart that set it apart from traditional perspectives on wellbeing.

3.3. Distinction between the Three Principles and Cognitive and Other Psychotherapies

The distinction between traditional forms of psychotherapy and Three Principles Psychotherapy centres on their divergent views on negative emotions and problems. Traditional therapies treat these negative experiences as tangible phenomena necessitating therapy for resolution, whereas Three Principles Therapy considers

negative feelings and experiences as illusions generated by an individual's power of thought (Kelley, Pransky & Lambert, 2013). Despite viewing these phenomena as illusions, the power of consciousness in Three Principles Therapy causes them to feel real. Principle-based therapists aim to help clients gain insight into their thoughts, facilitating independent problem-solving through heightened self-awareness and promoting a clearer and calmer state of mind (Kelley, Pransky & Lambert, 2013). This approach distinguishes itself from both Cognitive and Gestalt therapy, despite sharing some elements.

Cognitive therapy, while emphasising the impact of thoughts on behaviour and advocating for changing thinking patterns, differs from Three Principles Therapy. Cognitive therapy focuses on the content of thoughts, whereas Three Principles Therapy highlights the act of thinking itself as foundational to existence. Examining the critical correlation between acceptance and reality creation, Mr. Banks argues that individuals shape their reality through their thoughts. While this aligns with a subjective or constructivist ontology, critical realism introduces the idea of an objective reality beyond individual interpretations, creating potential tensions (Bhaskar & O'Connor, 1989; Granovetter, 1985; Williams, 2003).

Mr. Banks' perspective suggests a subjective approach, whereas critical realism emphasises the interaction between external elements and internal structures. The effectiveness of Mr Banks' argument relies on individuals accepting the idea that thoughts shape their reality and influence resilience. Critical realism adds depth by acknowledging social and structural influences, emphasising the centrality of participation and acceptance of innate resilience. While both perspectives highlight individual agency and the role of thoughts in shaping experiences, potential oppositions arise when critical realism challenges the concept of creating full reality, revealing external factors that influence the resulting reality (Halcón, Robertson & Monsen, 2010; Kelley, 2011; Lacey, Banerjee & Lester, 2023; Sedgeman & Sarwari, 2006). The Iheart Programme, based on the Three Principles, aimed to enhance self-confidence and mental wellbeing, demonstrating positive outcomes in empirical studies.

The Iheart Programme founded by Mrs. Terry Rubenstein, combined the Three Principles with experiential learning to promote understanding and personal

development. Aligned with constructivist theories, the project introduces tensions between a fixed-ontological position inherent in the Three Principles and the dynamic, developing views of reality proposed by constructivism (McWilliams, 2016). Constructivism suggests that learners actively construct knowledge through experiences and reflection, contrasting with a fixed ontology's static and predetermined understanding of reality.

The integration of constructivist learning theories with the Three Principles introduces complexity, and tensions, which arise when considering the compatibility of a fixed ontological stance with the variable and dynamic nature of knowledge construction in constructivist theories (Gemignani, 2003; Liu & Matthews, 2005). Different educators and theorists may hold varying perspectives on this issue, illustrating the need for careful consideration and investigation into the dynamic interaction between Iheart's pedagogical constructivism and fixed ontology.

3.4. The Iheart Programme

Considering the intention of the Iheart, it could be said that Mrs. Terry Rubenstein's journey led her to the Three Principles, which formed the foundation of the Iheart Programme. These principles encompass the universal mind, consciousness, and thought, representing formless energy, self-awareness, and the power of creating one's reality. Inspired by her own experiences, Mrs. Rubenstein recognised the significance of focusing on young people's wellbeing from an early age, ultimately leading to the establishment of the Iheart organisation. Examining the Iheart Project, its intentions, and its applicability to teacher education and inclusive practices reflection reveals a complex landscape with both promising potential and critical challenges. The programme's exploration of innate wellbeing and resilience addresses important aspects of emotional development and pedagogy. According to Iheart's framework, our "inherent state" is wellbeing, which represents our true nature and defines us at the core of our being.

Wellbeing remains when we let go of unnecessary thinking. It is a universal aspect, accessible to every individual as an innate quality. These qualities enable us to heal from challenges, grow as individuals, acquire knowledge, and flourish in life. This is because wellbeing is not limited to specific individuals but is universally

accessible to everyone. The original Iheart Programme, initiated by Mrs. Terry Rubenstein, was designed to reveal the wellbeing and resilience that is believed to be innate in learners. Through the website and the 10-week programme, the programme sets out its teachings about how to create a more accessible and emotionally balanced learning environment. This Iheart Programme was adapted for student teachers, and later by Mrs. Liz Taplin for student teachers at the University of Plymouth. In the table below an outline of the contents of the 10-week Iheart Project is shown.

Table 1: Iheart Project, Plymouth Institute of Education

Session 1: What is Iheart and why it is helpful?
Session 2: Intelligence System
Session 3: Our wellbeing resides within.
Session 4: Where do our feelings come from? Why does it matter?
Session 5: Exploring the Inseparable connection between thought and feeling
Session 6: What happens when we overlook thought? What causes us stress?
Session 7: Separate Realities
Session 8: Dissolving the Barriers to Learning and Motivation
Session 9: Making Sense of Worry, Stress and Anxiety
Session 10: Optional Session

Within the Iheart Programme, interactive activities were designed to facilitate active learning with student teachers. These aimed to help student teachers internalise Iheart's concepts of innate wellbeing and resilience, aligning with the programme's single reality ontological approach. These activities also align with the concept of Universal Learning Design (please refer to 2.4. section for more details). Examples of such activities can be seen in Sessions 5, 7, and 8 (please see Table 1 for details). Starting with Session 5, this session focused on *'Exploring the Inseparable Connection between Thought and Feeling'* (please refer to Appendix 17, Session 5 for more details) and highlights how our thoughts impact our feelings and

perceptions of reality. It cautions against adopting a victim mentality, where external circumstances are blamed for emotions and outcomes. Instead, it suggests that thoughts not only are influenced by experiences but also shape our understanding of reality. Each individual constructs their own reality based on memories, feelings, beliefs, and knowledge. Thoughts and feelings are interconnected, influencing each other and leading to actions that reflect internal states. Overall, this section emphasises the importance of taking responsibility for thoughts and emotions in shaping our lives, just as Michael Neill, who adopted the Three Principles, said, *"We are not afraid of what we are afraid of; we are afraid of what we think."*

To further illustrate this quotation, in this session, Mrs. Taplin showed us an informative video related to the session and then asked us to create a scenario regarding the inseparable unity of thoughts and feelings in the mind. I had created the following scenario:

"I have a student in class named Jonny. He has destructive behaviours. Some people think he is a very naughty boy and he does not engage. He is a little distracted, and that worries me. I am always worried that he will annoy other children, run out of class, be rude to someone, or throw things away. I am not good enough to deal with it. I am also worried that my colleagues will think badly of me. I am, therefore, regretting that I wish he did not come to the lesson tomorrow."

In this example, I looked at the issue as Selin, a participant in the Iheart Programme. I had faced challenges as an SEN teacher in managing classroom behaviour and increasing my self-confidence. This scenario revealed the need to shift perspective, take responsibility for my emotions, and focusing on solutions rather than dwelling on negative feelings. I recognised the importance of seeking support from colleagues, implementing school policies, and focusing on personal growth to effectively address school students' behaviour issues. In that case, a proactive approach was needed to navigate challenges in an inclusive environment, emphasising self-awareness, resilience, and a solution-oriented mindset.

After Session 5, we discussed the topic of *'Separate Realities'* in Session 7 (please refer to Appendix 17, Session 7 for more details). Based on the feedback forms we collected from student teachers and the discussions I had with them, I observed that they felt that had benefited significantly from this session. I

approached the activities in this session from the perspectives of both Iheart participant and researcher Selin.

In the first activity, participants filled out thought bubbles regarding a football match involving home and away teams. Despite the away team initially seeming the likely winner with a score of 2-1 and 18 minutes left, perspectives varied widely. Participants reflected on differing viewpoints, such as the away team celebrating their lead and the home team feeling pressured by time constraints. The activity highlighted how even individuals supporting the same team could have contrasting thoughts about the match, emphasising the subjectivity of perception. After the event, I observed that even though everyone watched the same football match, fans of the same team had different thoughts about the match. This interaction showed me, as researcher Selin, that we all interpret events, situations, or individuals differently because our realities are unique to each of us. For example, Iheart's single reality ontological approach contrasts with student teachers constructing their own realities through a constructivist approach in educational settings.

After the football event, I approached the topic from the perspective of participant Selin and then as a one-time SEN teacher. I reflected on the idea of individuals having separate realities within a working environment. During my special education internship in Turkey, a notable disagreement arose with a colleague concerning the appropriate disciplinary measures for students with special needs. Her stance advocated penalising such students with measures aligned to their physical needs, including deprivation of fundamental necessities like water and food, if they exhibited inappropriate behaviour in the classroom. Conversely, I firmly believed in upholding basic human rights, emphasising that no student should face punitive actions related to their physiological requirements. This disparity in viewpoints caused noticeable tension within the classroom environment, necessitating a swift resolution to maintain harmony and consistency in managing student behaviour.

Consequently, we endeavoured to find a middle ground and adopt a unified approach towards addressing student conduct. Ultimately, my colleague pledged to adopt a more sensitive stance on this matter, acknowledging the importance of understanding diverse perspectives and the physical needs of students with special

needs. Throughout my four-days-a-week observation during the internship period, I observed a positive shift in her attitude, as she demonstrated better empathy and consideration for the welfare of school students, thus fostering a more supportive and inclusive educational environment.

This experience led me to ponder my own separate realities as a student. I remembered being quiet in literature classes, often misunderstood by a teacher who assumed I disliked the subject. In fact, I was interested in Social Sciences and Humanities such as geography, history and literacy, but I could not always attend classes. The reason for this was that my self-confidence was a little low at that time because I thought that if I could not answer the question the subject teacher asked me correctly, I would be ridiculed by my peers.

This discrepancy highlighted the individual nature of perceptions of reality. I realised that everyone's reality is unique, shaped by personal experiences and perceptions. This recognition of the diversity in reality perception underlines the necessity of inclusion in educational settings. By acknowledging and respecting the different perspectives shaped by personal experiences, educators can create environments where all students feel valued and understood. Inclusive practices, therefore, might not only promote empathy and understanding but also cultivate resilience and foster mutual respect among students from various backgrounds. Thus, prioritising inclusion in education can foster stronger connections, wellbeing, and enhances learning outcomes by embracing the richness of diverse perspectives.

The topic of the Session 8 was 'Dissolving the Barriers to Learning and Motivation', as referenced in Appendix 17: Session 8. During this session, aimed at overcoming obstacles to learning and motivation, an interactive exercise named "Bringing a Big Idea" was carried out, prompting exploration into inquiries concerning intelligence, the equality of intelligence across individuals, motivational drivers, and factors contributing to demotivation. Subsequently, Mrs. Taplin explained the theories of learning propounded by seminal scholars such as Gardner, Piaget, and Vygotsky, examining the inherent essence of the learning process. In my capacity as an Iheart participant identified as Selin, I engaged in reflective contemplation after the learning theories discussion. Specifically, I dwelled upon queries concerning the occasional failure of innate learning processes and the origins of motivational deficits

in select individuals. I posit that such challenges often derive from self-doubt, characterised by sentiments of inadequacy.

I also tried to look at the topic from the perspective of a special education teacher by asking the following question:

'As educators, how should we approach the task of awakening the learning potential of a student with severe autism spectrum disorder?' My experience in mainstream schools has underlined the belief that each child possesses the capacity to learn, thereby requiring diverse teaching approaches tailored to those facing learning obstacles.'

We explored several learning theories, starting with Piaget's Cognitive Development Theory, which outlines stages of mental development from infancy to adulthood, emphasising children's interaction with their environment to learn. Vygotsky's Socio-cultural Theory and Bandura's Social Learning Theory highlighted the role of social interactions, culture, and observation in learning. Bruner and Vygotsky underlined the importance of a supportive social environment to facilitate learning, in contrast to Watson's belief in innate intelligence. Each scientist's approach to learning theories differs, yet understanding these theories is crucial for educators seeking to implement different teaching approaches that cater for students' diverse learning needs in school environments. This situation indicates that scientists focusing on learning theories such as Piaget, Vygotsky, and Bandura held different perspectives from their separate realities, which needs to be acknowledged. Student teachers, therefore, could consider the seventh session within the Iheart Programme, entitled "Separate Realities," to gain more information about these scientists who have divergent views on learning.

Briefly, the link between self-confidence and the mental wellbeing of student teachers, as explored in this writing, is deeply intertwined and affected their experiences within the Iheart Programme and their understanding of various psychological concepts. Through interactive activities in the Iheart Programme, student teachers were encouraged to internalise concepts related to innate wellbeing and resilience.

These activities aim to help them to understand, though not neccesaslity to align with, the programme's single realist position, by taking part in activities shaped by Universal Learning Design principles. By engaging in sessions that explore the

inseparable connection between thought and feeling, student teachers could learn to recognise the impact of their thoughts on their emotions and perceptions of reality. They were encouraged to take responsibility for their thoughts and emotions, fostering greater self-awareness and resilience.

The scenario described above, where SEN teachers grappled with challenges in managing classroom behaviour and increasing self-confidence, highlights the importance of addressing emotional concerns. Additionally, discussions on separate realities and dissolving barriers to learning and motivation further contributed to student teachers' understanding of diverse perspectives and the importance of empathy, understanding, and effective communication in educational settings. By acknowledging and respecting diverse realities and perspectives, student teachers can build stronger connections, foster resilience, promote mental wellbeing, and enhance their teaching practices for students' diverse learning needs. Overall, as can be seen above, the Iheart Programme would seem to adhere to most aspects of the Universal Design of Learning (UDL) such as self-awareness, reflective practice, collaborative support, positive mindset, and mindfulness; but this will be explored in Chapter 7 on Findings from Learners' Experiences (please see in section 7.4). Findings from Iheart Deliverers' Narratives in Chapter 6 also explain key aspects of the Iheart Programme by exploring the journey of Mrs Terry Rubenstein. This chapter also explores the programme's foci, emphasising the examination of innate wellbeing and resilience in the context of emotional development.

The narratives of programme development shared by the originators in Section 6.1 acknowledge the complex phenomena facing the programme, highlighting the critical challenges inherent in influencing teacher education and inclusive practices. Having examined the philosophical basis of the Iheart Programme and highlighting its core concept that "innate wellbeing" can be achieved by individuals through the release of unhelpful thinking habits, in the next section, a more comprehensive examination of the context and intentions of the Iheart Programme as identified in the website discussed.

3.4.1. Context and Intentions of Iheart Website

The Iheart website serves as a digital canvas, hosting the aspirations and positive impacts of the programme on school students and the quotations from the teachers. Screenshots from the Iheart website are used below to illustrate the purpose, providing a visual narrative to complement the documented analyses that have been derived from diverse schools, catering for students aged 10 to 18 years. Below are screenshots of different pages that present an overview of the learning content of the Iheart Programme and the intentions behind the Iheart website. It begins with the fundamental belief that resilience is an "inherent quality" (Iheart, 2024). The accompanying screenshots showcase the objectives of the Iheart website and highlight its claims to have beneficial effects on school students (see in Iheart website). These insights were gathered through case studies conducted by Iheart representatives, with students between the ages of 10 and 18 who had participated in the Iheart Programme. In essence, the text outlines the core principles and positive outcomes of the Iheart initiative as reported from real-world educational settings.
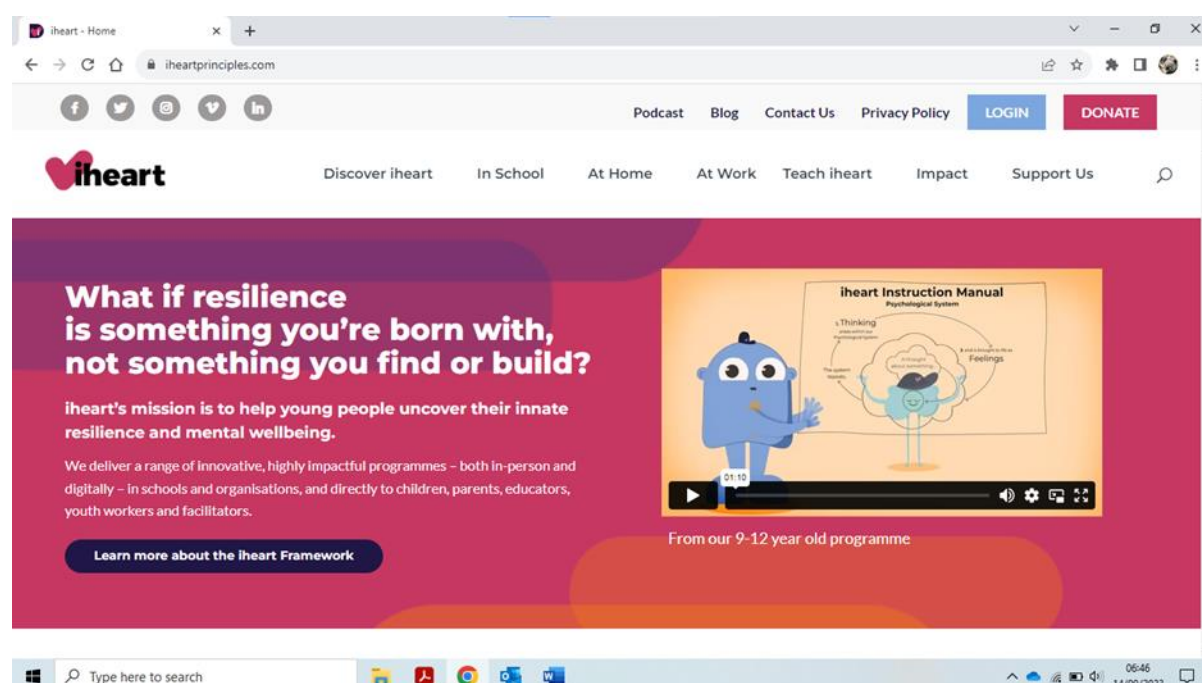
Figure 1: Learning Design and Iheart Intention 1

Firstly, the statement "What if resilience is something you are born with, and not something you find or build?" suggests a thought-provoking approach to resilience, challenging the common belief that resilience can be developed through experiences and personal growth. The critical aspect here, however, is the emphasis on uncovering innate resilience, which can be seen as a departure from traditional approaches that focus on teaching resilience as a learned skill (Iheart, 2024).
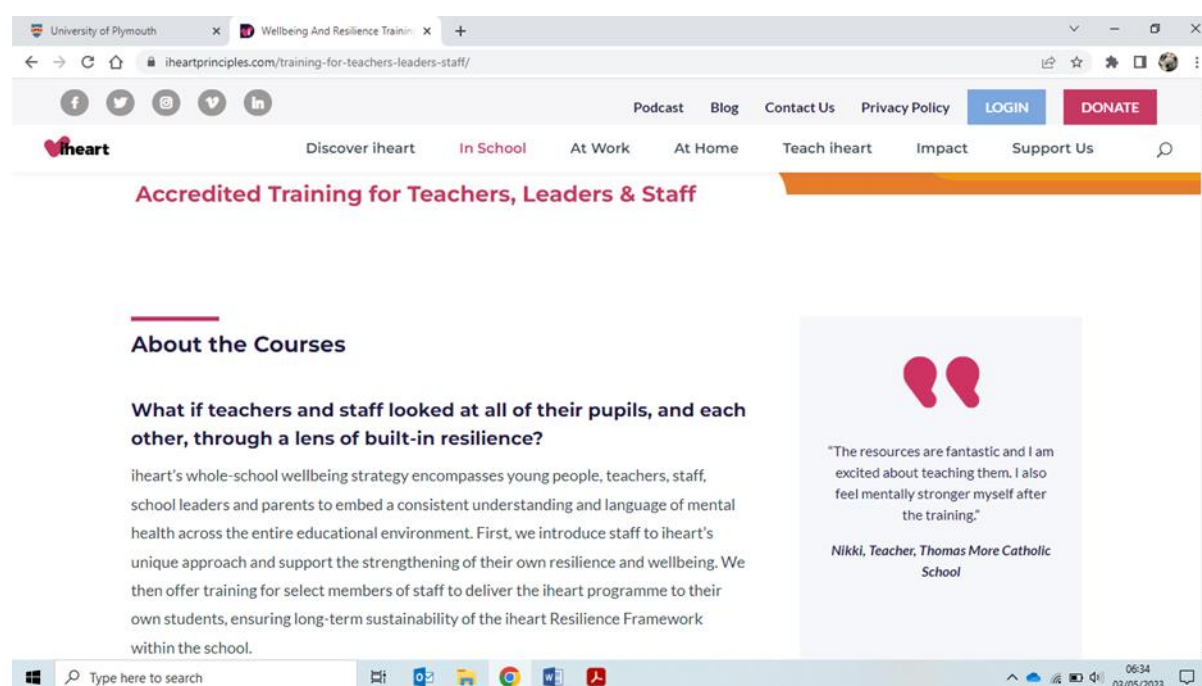
Figure 2: Learning Design and Iheart Intention 2

The idea of viewing both students and staff through a lens of built-in resilience could be seen as offering a refreshing perspective in the realm of education. It suggests a proactive approach to recognising and nurturing the "inherent strengths and capacities of everyone" within the school community. There is, however, a lack of empirical validation and it is important to note that it is all presented as positive, without critical comments. For this reason, it is essential to establish a balance between the potential benefits and the need for diversity in approaches, considering the complex and individual nature of mental wellbeing. Programmes like Iheart should incorporate ongoing feedback, adaptability, and an understanding of various

factors that contribute to the mental wellbeing of young people. It would be beneficial for the website to provide information on the programme's limitations and potential considerations for diverse learners.
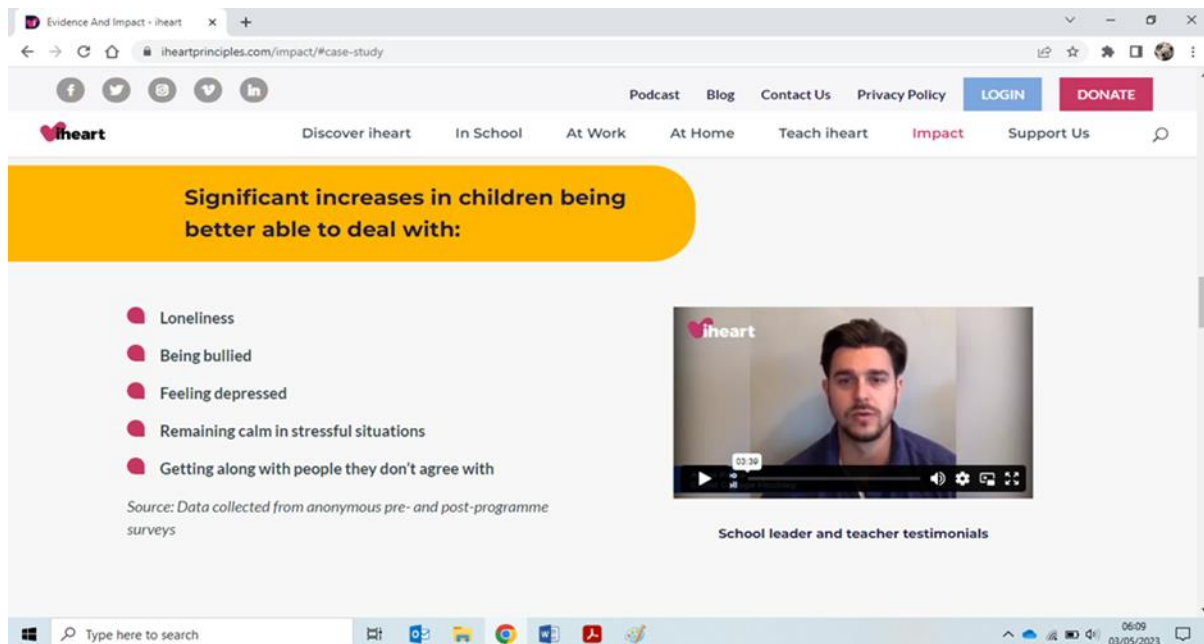
Figure 3: Iheart Website Case Study 1

Secondly, the claim of significant increases in children's ability to deal with issues such as loneliness, bullying, depression, remaining calm in stressful situations, and getting along with people they do not agree with is a positive development, suggesting potential improvements in children's emotional and social wellbeing. However, while the statements give the sources, these are not independently verifiable; it is vital to provide empirical evidence and reputable sources to substantiate such claims, especially when discussing the wellbeing of children. Moreover, the term "significant increases" raises questions about what baseline is being used for comparison and what time frame is considered. Without these specifics, it is difficult to assess the magnitude of the improvements.
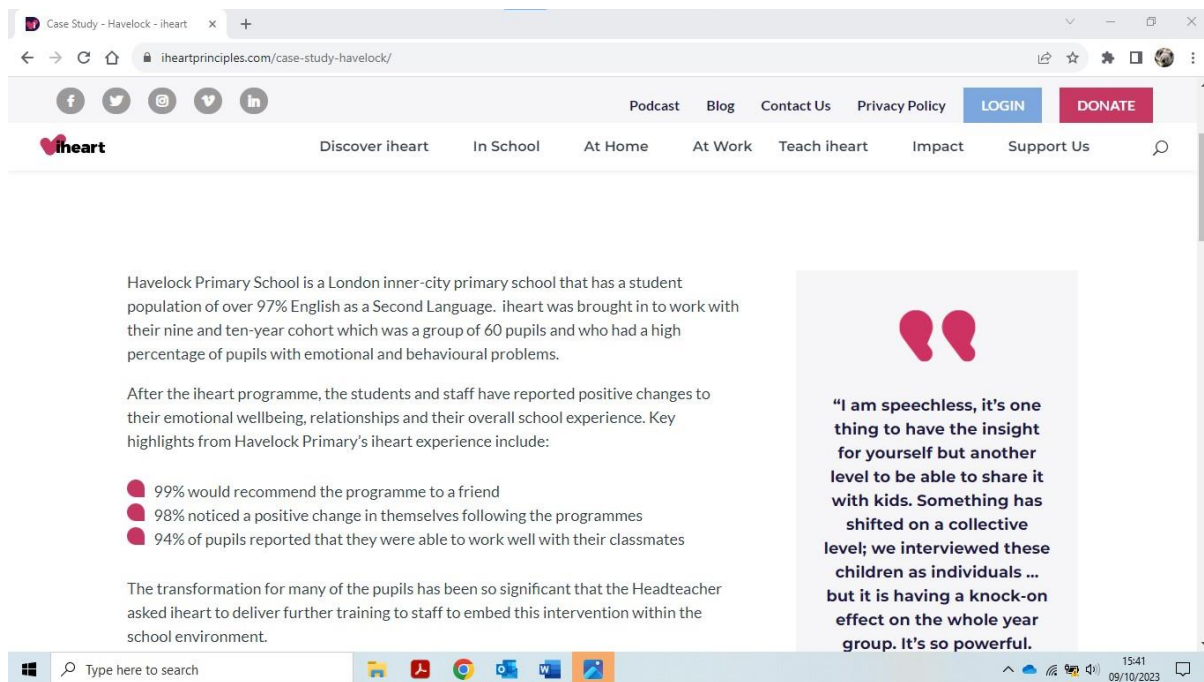
Figure 4: Iheart Website Case Study 2

Thirdly, the reported success of the Iheart Programme at Havelock Primary School, particularly among a cohort of nine and ten-year-old students with a high percentage of emotional and behavioural problems, appears to be a positive development. On the other hand, a critical examination is necessary to better understand the significance and implications of these reported outcomes. The statistics provided are predominantly self-reported and qualitative, lacking precise quantitative measures. Additionally, the absence of a control group or comparison data makes it challenging to attribute the reported improvements solely to the Iheart Programme. External factors change in the school environment, or other interventions may also have contributed to the observed positive changes. Without a robust research design, establishing a causal relationship between the programme and the reported outcomes becomes challenging.

The use of terms like 'causality' and 'control group' in the language employed here reflects a positivist perspective, but the data presented do not offer the required rigour that such an approach suggests. It is important to be explicit that I was able to acknowledge this perspective, and recognise its significance; however, I was not strictly bound to it in this study (please see 4.1.2). Furthermore, the qualitative

feedback from the Headteacher suggests a positive "knock-on effect" on the whole year group, which is promising. Nonetheless, to draw robust conclusions about the programme's scalability and long-term impact, the visitor to the website would need to access information about comprehensive follow-up assessments over time. Although the high recommendation rate and perceived positive changes in students are encouraging, they may not offer a comprehensive assessment of the Iheart Programme's effectiveness. However, it is noteworthy to emphasise the value of obtaining information about a specific school, like the "Havelock Primary School." This testimony might not only provide anecdotal evidence but also anchor the Iheart Programme to a verifiable location in the real world.
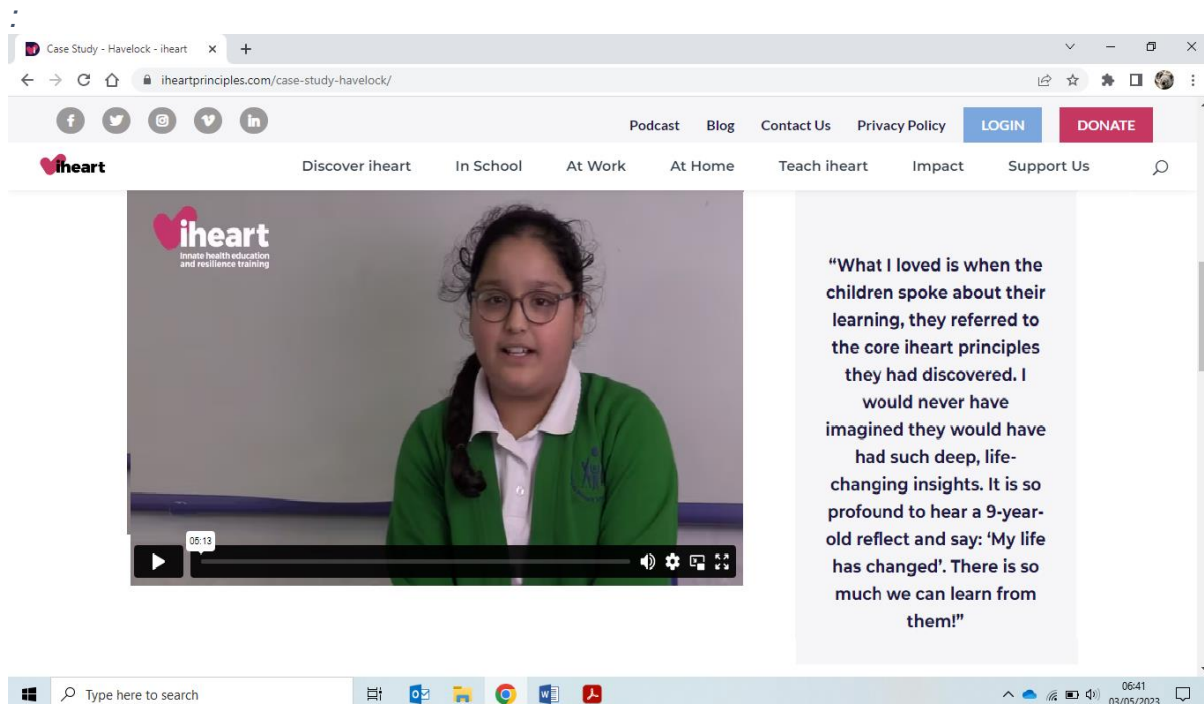
Figure 5: Iheart Website Case Study 2.1

Besides that, the enthusiasm and appreciation of children's profound insights into their learning and personal growth are valuable. However, while it is uplifting to hear that young children have been able to grasp and apply core principles from an educational programme, the statement lacks specific details regarding the nature of these insights. Without a clear description of the principles and the depth of

understanding demonstrated by the children, it is challenging to assess the extent to which their lives have genuinely changed. Furthermore, this statement may unintentionally simplify the complexity of personal development and learning. It is important to remember that personal growth and transformative experiences can vary greatly between individuals, even within a particular age group. It often takes time, repetition, and real-world application for such experiences to fully emerge. Taking these factors into consideration, some UDL principles assisting students by accommodating their diverse learning variations are clearly in evidence.By recognising and addressing individual differences, these principles of UDL might help create an inclusive and supportive learning environment around Iheart. This approach can allow for personalised learning experiences, fostering increased engagement, understanding, and overall academic success among students with varying learning needs.

3.4.2. Self-Reflection on Iheart as a Training Programme

This passage reflects my participation as a participant-observer in the Iheart Project, and it contains my own opinions regarding the Iheart Programme. Narratives specific to my reflections on participation in the programme are indicated throughout the thesis. An example of this is provided in the section below, presented in the box below:

The Iheart Programme provided me with the opportunity to keep a diary during the 10-week sessions with four different groups. Equipped with animations, videos, summary slides, self-reflections, group activities, and discussions, the programme offered a comprehensive learning experience (Iheart, 2022). Through my involvement in the project, I was particularly intrigued by the concept of an invisible intelligence system and its impact on wellbeing. This realisation had a profound effect on my self-efficacy and mental wellbeing. It made me question how I perceived myself as a special education teacher and whether I possessed the necessary skills to handle challenging behaviours in the school environment. Recognising that our intelligence system is innate and never disappears, I began to explore these questions further. The insights gained from the Iheart teachings prompted me to reconsider my perspective on myself, ultimately leading to positive changes in my outlook. My participation in the Iheart Project challenged my

previous understanding of wellbeing and resilience. Before joining the programme, I attributed wellbeing and resilience mostly to external factors.

Although I acknowledged the influence of internal motivations, life perspectives, and personality traits on wellbeing, the significance of external factors remained prominent in my worldview.

Nevertheless, the Iheart teachings encouraged me to re-evaluate the concept of wellbeing. Reflecting on my happiest childhood memories, I noticed that true happiness was not solely derived from external sources or meeting societal expectations. Instead, it could be found within me, independent of material possessions or societal norms. The Iheart Project also allowed me to explore the connection between Iheart teachings and learning theories. As a special education teacher, with limited experience working with children with special needs in an inclusive setting, I had a problem with coming to terms with my strengths. The lack of experience caused me to feel inadequate and anxious about my future as an educator.

On the other hand, the understanding of the invisible intelligence system provided by the Iheart Programme instilled a sense of liberation within me. I began to recognise my strength and potential as a special education teacher, fostering greater self-confidence in my ability to work with students with special needs.

Additionally, exploring the relationship between Iheart and other learning theories, such as multiple intelligence theory and 21st-century skills, further enhanced my self-efficacy. The reason is that, in today's modern world, applying innovative and creative teaching methods in classrooms and organisations has become essential.

Many organisations, such as the Iheart Programme, focus on improving the self-confidence and mental wellbeing of children and young people, motivating them to learn and fostering better relationships with their parents, friends and loved ones (Iheart, 2022).

3.4.3. Adaptation of Iheart by Plymouth Institute of Education

The section discusses the adaptation of the Iheart Programme from its original focus on children and young adults to being utilised as a training programme for student teachers at the Plymouth Institute of Education (PIoE). Mrs. Taplin, as a university lecturer, played a key role in guiding the Iheart Project, implementing activities aimed at fostering mental wellbeing and resilience among student teachers.

Below, I have included an additional excerpt from my research diaries that features personal reflections on the advantages of the Iheart Programme, as displayed in the box below.

The Iheart Programme was initially designed for children and young adults but was later adapted as a training programme for student teachers at the Plymouth Institute of Education. Under the guidance of Mrs. Taplin, a university lecturer, the Iheart Project implemented various activities, materials, and techniques to enhance the mental wellbeing and resilience of student teachers.

Before each session, student teachers watched videos that provided preliminary information related to the learning outcomes of the session. These videos covered topics such as the interconnections of thoughts and emotions, learning theories, separate realities, and invisible intelligence systems. After watching the videos, the student teachers engaged in hands-on activities using materials such as play dough, snow globes, Jenga, balloons, and gravity. These activities were designed to bring the abstract concepts from the videos to life. Student teachers worked in groups, collaborating with their peers, and taking on different roles during the activities. Following each activity, discussion sessions were held, providing an opportunity for student teachers to share and exchange knowledge with Mrs. Taplin and their peers. As a result of this collaborative environment, student teachers developed skills to engage in classroom activities with their peers. The Iheart Programme primarily focused on training student teachers, whereas it also included techniques to enhance teachers' self-confidence and mental strength when working with students with diverse needs in the future. For example, when faced with negative thoughts triggered by an event, the programme highlighted the importance of stepping back and examining the situation more deeply before reacting or reaching a conclusion. Another technique highlighted the transient nature of negative emotions, teaching individuals to recognise that they are just passing thoughts. By applying these techniques, teachers can cultivate a clear and calm mind, leading to a sense of peace and happiness. In comparison to other resilience programmes for young people, wellbeing is considered "innate" and not dependent on external factors in the Iheart Programme. Thus, rather than relying on external circumstances for happiness, students can learn to look within themselves.

This shift in perspective empowers individuals to take responsibility for their own lives and avoid falling into a victim mentality. It is crucial to recognise that happiness should not be solely attributed to external conditions. The Iheart Programme encourages individuals to understand the power of their thoughts and their ability to shape their wellbeing. By consciously changing negative thoughts into positive ones, individuals can foster resilience and contribute to their happiness. In conclusion, the Iheart Programme, along with other mental wellbeing and resilience programmes, plays a vital role in enhancing self-efficacy, self-confidence, and the ability to overcome challenges among young people. The programme's teachings promote a shift in perspective, emphasising that wellbeing is "inherent" within individuals. By recognising the power of their thoughts and understanding their innate intelligence system, individuals can cultivate resilience, wisdom, inner peace, love, and wellbeing. This perspective aligns with the notion that true contentment can be achieved independently of external factors, allowing individuals to find happiness within them.

3.5. Summary of Introducing Iheart

In this chapter, the content, and purpose of the Iheart Programme were examined in depth and a review of its implementation in Plymouth Institute of Education was presented. The discussion revolved around several key issues, including the rationale behind choosing Iheart; the theoretical framework guiding the Iheart Project along with the Three Principles, and how this framework differs from cognitive and other psychotherapies; the integration of the Iheart Programme with the Universal Design for Learning (UDL), and its use as an educational programme. Self-reflection on the Iheart is also discussed. To set the stage for a comprehensive investigation of the motivations and goals behind the implementation of the Iheart Project, this chapter begins by addressing the fundamental question: "Why Iheart?" The theoretical framework of the project is then explained, and the guiding principles outlined in the Three Principles are set out. These principles form the basis for understanding the philosophy and approach underlying the Iheart Project.

A significant portion of the chapter is devoted to distinguishing the Iheart Project from cognitive therapy and other psychotherapies. This comparative analysis sheds light on Iheart's different perspectives on the field of wellbeing.

Additionally, in this section, the integration of the Iheart Programme with Universal Learning Design (UDL) is investigated, with particular consideration of the

Iheart website. This discussion considers the adaptability and inclusivity of the Iheart approach, highlighting that it can be integrated into broader educational frameworks that meet a variety of learning needs.

Finally, my evaluation regarding the Iheart Programme was also shared. This self-reflective aspect can be examined in the context of the programme's effectiveness, its role in promoting personal development and encouraging further research into a deeper understanding of the principles underpinning Iheart.

CHAPTER 4: METHODOLOGY

In this chapter, the axiological, ontological, and epistemological position of the researcher and the research design and participants are discussed.

4.1. Research Position

4.1.1. Accepting Multiple Perspectives and Valuing Inclusion

Biesta has explored the ontology, axiology, and praxeology of education by investigating the fundamental nature (ontology), intended objectives (axiology), and implications of these considerations for optimising daily teaching practices. He discerns a dichotomy between those who view education as a process governed by causal relationships and those who perceive it as a human phenomenon centred on communication, meaning making, and interpretation (Biesta, 2015). The philosophical concept of "Axiology," coined by Paul Lapie, intricately weaves values into this narrative, encompassing critical analyses of truth, benefits, goodness, beauty, right conduct, and obligation (Hart, 1971). The interplay among axiology, ontology, and epistemology constructs a philosophical framework, addressing fundamental inquiries about existence, knowledge, and values. Axiology, particularly, assumes distinct orientations, with positivism valuing objectivity and neutrality, interpretivism acknowledging the role of values and subjectivity, and critical realism valuing empirical investigation while recognising the influence of values. This underlines the complex relationship between ontology, epistemology, and axiology in shaping philosophical perspectives and guiding research methodologies.

Before explaining my own ontological and epistemological stance and my journey towards mixed methods, I would like to briefly assess my axiological position as a researcher, as these values inform my methodological outlook. My ontological perspective is grounded in the belief that acknowledging the diversity of human experiences and understanding the connections within our lives is significant for creating a more empathetic and inclusive world. The way I perceive education is inseparable from my thoughts about what is ethical and inclusive. To foster a more inclusive society, raising social awareness and gaining support from all stakeholders

for an inclusive education system are crucial (Slee, 2011). Examining the main elements for promoting a more inclusive and equitable world involves incorporating sustainable development goals, particularly in education, inclusion, and advancing high-quality education globally. According to UNESCO's commitment to inclusive education (UNESCO, 2017), these considerations are integral to shaping a comprehensive strategy for fostering a more equitable and inclusive global society. The correlation between wellbeing and the advocacy of inclusive education emphasises the importance of embracing diverse perspectives. Individuals who feel included and valued tend to report higher levels of life satisfaction and happiness. The connection between a sense of belonging, meaningful participation, and wellbeing emphasised the importance of multiple perspectives to shed light on complex research topics (Madeson, 2017). To better understand the connection between multiple perspectives, mixed methods are emerging in research methodologies as an approach to complex phenomena by combining qualitative and quantitative data.

The path I have followed from positivism to critical realism signifies a transformative journey that has influenced my use of mixed methods research practice, developing through the examination of research methodologies in education. The researcher's initial inquiry into their ontology, exploring the essence or structure of the social world, serves as the cornerstone for all research efforts. Ontological perspectives span a spectrum from realism to constructivism, aligning with a positivist or realist orientation. Realism posits a singular, objective reality independent of individual perceptions, emphasising the presence of an objective reality comprehensible through empirical research and scientific methodologies. This orientation, focusing on quantitative approaches, prioritises measurable data and objectivity in scientific research to attain precise insights into educational phenomena (Coe *et al.*, 2021). In contrast, constructivism suggests that reality is neither objective nor singular, acknowledging the construction of multiple realities by individuals. The constructivist approach embraces subjectivity, recognising the impact of personal experiences and contextual complexities on diverse educational realities. The foundational disparities between constructivism and realism emanate from their different ontological and epistemological underpinnings, shaping their distinct outlooks on reality and understanding of how knowledge about that reality is created.

Realism asserts a belief in an external, objective reality attached to empirical exploration, while constructivism highlights subjective and contextual factors influencing individual interpretations and realities (Coe *et al.*, 2021). These ontological and epistemological distinctions significantly influence research methodologies, leading to diverse approaches and interpretations within the field of educational research.

4.1.2. A Critical Analysis of a Research Journey

Accepting different perspectives becomes essential in the pursuit of a compassionate world, contributing to a broader understanding of complex issues and promoting fair decision-making processes. As I reflected on these differences, I realised to what extent different epistemological perspectives have influenced my academic journey. This awareness aligns with the principles of interpretivism, which focuses on understanding human experiences in social contexts (Creswell & Plano Clark, 2011). Initially adopting a positivist stance, influenced by the scientific paradigm, I adopted objectivity and empirical observations. This aligned with quantitative aspects of mixed-method research, utilising tools like TEIP and Warwick-Edinburgh Mental Wellbeing questionnaires to measure self-efficacy and mental wellbeing in student teachers concerning inclusion practices. Still, encountering the limitations of positivism in addressing complex social phenomena led me toward an epistemological shift embracing interpretivism. This transition enabled me to value subjectivity and explore the depth of human experiences. Qualitative methods, such as interviews, researcher diaries, and analysis of Iheart website, became essential in capturing experiences and making interpretations to go beyond the quantitative data. The importance of multiple perspectives emerged in the Iheart Project, where exposure to different perspectives benefited both student teachers and school students. Research by (Hong & Page, 2004) supported the idea that different viewpoints enhance problem-solving and innovation, while (Phillips & Gully, 2015) highlighted their positive impact on organisational performance. Within mixed-method research, the transition to interpretivism enriched my exploration of inclusive education.

It facilitated a more comprehensive understanding of factors influencing self-efficacy and mental wellbeing among student teachers, enhancing the trustworthiness and applicability of the findings. The progression of research methodologies often mirrors philosophical shifts, and this is reflected in my onto-epistemological journey from a positivist to an interpretivist stance. This shift towards interpretivism is consistent with my valuing of inclusive education and the acceptance of multiple perspectives. Inclusive education, recognised as valuing diverse realities, emerges as a cornerstone for providing wellbeing. This is because the interconnectedness of lives highlights the importance of fostering an inclusive world (UNESCO, 2017).

4.1.2.1. Positivism: Embracing Objectivity and Empiricism

Positivism is grounded in the principles of objectivity, empirical observations, and the quest for knowledge that can be generalised. It posits that the world is external and independent of human perception, aiming to uncover universal laws through rigorous hypothesis testing and quantitative methods. It has the potential to be valuable in generating knowledge through controlled experiments and survey research, allowing for replicable findings and clear causality. Its emphasis on empirical processes aligns well with the quantitative aspects of mixed-method research, which require statistical analysis and validation of results. For this reason, embracing objectivity and empiricism, I tried to maintain a degree of detachment from the subject, minimising the risk of biases influencing the research process (Creswell & Plano Clark, 2011). Initially, my study was therefore based on externally validated scales, TEIP and Warwick-Edinburgh Mental Wellbeing, to reliably measure student teachers' self-efficacy perceptions and mental wellbeing regarding inclusion practices.

4.1.2.2. Exploring Quasi-Experimental Control Design and My Onto-Epistemological Journey

At the beginning, I was therefore conducting a quasi-experimental study in an educational setting, aiming to closely monitor the influence of the Iheart Project on the mental wellbeing and resilience of student teachers. The concept of a quasi-

experiment holds significance as an empirical intervention study that assesses the causal impact of an intervention without employing random assignment. Quasi-experimental control designs emerge as vital tools for probing causal relationships when strict control of a true experiment is challenging. This becomes particularly relevant when ethical, logistical, or practical constraints impede the random assignment of participants. Addressing potential confounding variables requires rigorous study design and advanced statistical methodologies to ensure a solid causal relationship between treatment and effects and establish comparable groups before introducing interventions (Campbell, 1966). I aligned with the opportunity to conduct a quasi-experimental study within a real-world context, observing the effects of the Iheart Programme on student teachers' wellbeing and resilience. Strategies for achieving comparability within quasi-experimental designs enhance the credibility of causal inferences, even within the constraints of real-world limitations. I therefore administered the Teacher Efficacy for Inclusive Practices and Warwick-Edinburgh Mental Wellbeing Scales to 14 SEN student teachers before and after their participation in the Iheart Project. However, statistical analysis showed there was not a significant difference in self-confidence and mental wellbeing related to orientation practices within the Iheart Project. For this reason, I changed to an exploratory case study research design to examine in more depth the stakeholders' views on Iheart's approaches regarding innate self-confidence and mental wellbeing.

4.1.2.3. Interpretivism: Embracing Subjectivity and Meaning

As I engaged more deeply in the research process, I confronted the limitations associated with a positivist approach, particularly in the examination of intricate social phenomena. The positivist phase of the study on the Iheart Programme was based on quantitative data. The SPSS data obtained revealed that there was no statistically significant difference in the test scores. Nevertheless, my transition to qualitative interviews through interviews with student teachers revealed critical limitations. The mixed methods approach provided a more comprehensive understanding by revealing other factors that influence student self-confidence, wellbeing, and resilience. This shift challenged the initial positivist conclusion and emphasised the importance of balancing quantitative and qualitative data. The data I

obtained as a result of the interviews I conducted with student teachers and the feedback forms I collected showed that factors such as policy recommendations, various evaluation methods and the importance of participation in teacher training on holistic education may play an important role. This demonstrated that mixed methods research can be useful in comprehensively evaluating programme effectiveness and addressing complex issues beyond quantitative measurements. Thus, the epistemological shift towards interpretivism was triggered, emphasising subjectivity, and understanding human experiences within their social contexts. Interpretivism perceives reality as constructed through the meanings individuals assign to their experiences (Creswell & Plano Clark, 2018). Qualitative methods, such as interviews, observations, and content analysis, are preferred in interpretivism to capture the richness of human experiences and the nuances of their interpretations.

By embracing interpretivism, the researcher can complement quantitative findings with qualitative insights, providing a more holistic understanding of the research problem. The use of mixed methods allows for the exploration of the "why" and "how" behind the numerical data, strengthening the validity and applicability of the findings. I, therefore, interviewed student teachers, and Iheart Programme deliverers, to investigate the factors affecting the data I obtained with quantitative data in more depth. In addition to these, I kept researcher diaries and analysed student-teacher feedback forms and documents outlining school students' experiences in depth.

4.1.2.4. Critical Realism: Embracing Complexity and Contextual Realities

In this section, I will focus on my epistemological journey in terms of embracing complexity and contextual realities. As my mixed method research progressed, I confronted the limitations of interpretivism, which may sometimes struggle to offer a deeper understanding of the underlying structures that influence human behaviour. The transition to critical realism took place, acknowledging the existence of multiple realities and their underlying mechanisms (Maxwell, 2012). Critical realism recognises that social phenomena are influenced by both observable empirical patterns and the underlying generative mechanisms, which may not always be immediately apparent. In this sense, the move to critical realism was perceived as

more authentic and relatable because it enables a nuanced approach to complexity, contextualises phenomena, considers emergent properties, addresses the social construction of reality, aligns with qualitative inquiry, and acknowledges ontological pluralism. This shift in epistemology allowed for a more genuine exploration of the multifaceted nature of the realities under investigation.

Critical realism's incorporation into mixed-method research also allows the researcher to examine not only the surface-level patterns but also the underlying social structures and mechanisms that drive these patterns. This epistemological position helps to bridge the gap between positivism and interpretivism, providing a more comprehensive understanding of complex phenomena. By employing mixed methods, the researcher can triangulate data, validating findings across multiple dimensions and further enhancing the credibility of the research. The blending of these epistemological stances allowed me to harness the strengths of both quantitative and qualitative methods, producing a more comprehensive and insightful investigation into multifaceted research problems. To provide a tangible illustration, I maintained researcher diaries based on my personal experiences during the sessions and activities of the Iheart Programme. Through these diaries, I internalise my emotions and reflections on each session in which I engage with student teachers. These interactions had a profound impact on me as an Iheart participant observer, as they prompted me to question my existing knowledge, value judgments, and deeply held beliefs, which I had always taken for granted as true. I came to realise that the truth is not always readily apparent. This realisation led me to believe that we, as human beings, should avoid urgently jumping to conclusions about events, situations, and concepts. Through a critical realist perspective, I evaluated the teachings of the Iheart Project in light of my cultural, social, and historical background. Before my involvement in Iheart, I had grown up in a culture that emphasised spreading positive feelings such as wellbeing, love, and finding joy in life's simple pleasures. These ideas had been instilled in me by my family and close social circle, and I had unquestioningly accepted them as absolute truths. For me, happiness was often associated with basic pleasures like walking in the park, by the sea, indulging in a chocolate bar, or receiving a warm hug. I also believed that spreading happiness to others would lead to an increase in happiness overall. Consequently, when I experienced moments of sadness or depression, I preferred

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not to burden others with my feelings. Nonetheless, participating in the Iheart course provided me with a unique opportunity to question the nature of human qualities such as wellbeing and happiness. Over the 10-week duration of the Iheart Programme, concepts like wellbeing, love, compassion, wisdom, gratitude, and peace started to take on new meaning through my critical thinking. Throughout my life, my happiness, feelings of love and overall wellbeing have been contingent on external factors and the teachings of those closest to me, which I had assumed to be constant truths. But I began to wonder: could there be other realities, perspectives, and truths? As a result, I embraced the notion of relative truth, understanding that different individuals and cultures may perceive and interpret these concepts differently, rather than adhering to fixed and unchangeable truths. Subsequently, I adopted a more analytical approach to these concepts, attempting to discard any preconceived notions and schemas. I had previously held certain views regarding wellbeing and other human qualities.My motive for this shift in perspective stemmed from the recognition that our understanding of a phenomenon is subject to change, and the knowledge we possess can be uncertain or fallible. Entities exist independently of our perceptions and comprehension, and our minds construct information about them. However, this construction of knowledge can sometimes lead to misunderstandings or erroneous theories, resulting in our understanding of the world being transitive (Haigh *et al.*, 2019). I, therefore, believed that I needed to embark on a quest to understand the essence of knowledge, which I deemed achievable through the application of critical thinking. This encouraged me to question the purported universal reality about innate wellbeing, as espoused within the framework of the Iheart Project. During the 10-week coursework, I underwent a process of acquiring knowledge concerning the doctrines of the Iheart Project that were imparted to me both as a participant and a researcher. Subsequently, I discerningly assessed these teachings, realising that while I concurred with certain aspects, numerous aspects left me contemplative and unconvinced. Engaging in my epistemological journey, I grappled with the notion that the reality presented to me did not align with my initial perception. Driven by this internal quandary, my pursuit of understanding the nature of knowledge persisted until the culmination of the Iheart Project.

4.2. Research Design

4.2.1. The Effects of the COVID-19 Pandemic on My Research Process

Understanding the impact of the Iheart Programme on student teachers' wellbeing and self-efficacy within inclusive education settings during the COVID-19 pandemic has been a complex endeavour shaped by critical realist perspectives. Critical realists advocate for interpretative approaches that explore language, human perception, motivation, and underlying social structures (Bhaskar & O'Connor, 1989; Granovetter, 1985; Williams, 2003). This ontological standpoint underpins a research journey that has grappled with fundamental questions about the nature of reality and how we come to know about reality, guiding the entire process (Denzin & Lincoln, 2018).

Initially, the research was intended to observe how student teachers, trained through the Iheart Programme, applied its principles in integrated classrooms with students with special educational needs (SEN). Alavi, Afshari-Mofrad, and Baradaran (2021) also stated a significant correlation between teachers' self-efficacy and psychological wellbeing, particularly noting that higher self-efficacy levels correlated with improved psychological wellbeing, it underlined the importance, as a researcher, of analysing Iheart's impact on student teachers' self-efficacy and wellbeing through classroom observation. However, due to the pandemic, this was not feasible. Instead, a combination of quantitative and qualitative methods was employed, guided by critical realism, focusing on exploratory case studies to understand the potential impact of COVID-19 on student teachers' wellbeing and resilience within the Iheart Programme. The pandemic's challenges, including limitations on conducting classroom observations and interviews, led to a shift in data collection methods. Utilising documentation from the Iheart website and later conducting interviews by Zoom with student teachers provided insights into participants' experiences, both before and during the pandemic. The interviews revealed diverse coping mechanisms employed by student teachers, such as mindfulness practices and positive reframing techniques, highlighting their resilience and adaptive strategies (Son *et al.,* 2020; Güntekin & Basım, 2020). The experiences gathered during the pandemic, including rapid adaptation to online teaching and learning, overcoming challenges, and adopting coping mechanisms,

have contributed significantly to understanding wellbeing practices and effective teaching in inclusive environments (Nambiar, 2020; Pishghadam *et al.,* 2021). These insights, framed within the principles of innate wellbeing and resilience, shed further light on both the challenges faced and potential positive outcomes arising from student teachers' experiences during COVID-19 (Hodges *et al.,* 2020). The researcher's journey therefore exemplifies a transition from positivism to interpretivism and critical realism, emphasising the importance of mixed methods and an exploratory case study approach, instead of a the planned before-after investigation of Iheart as an intervention.

While acknowledging the limitations of exploratory case studies, transparency in methodology and the incorporation of diverse data sources enhance the value and depth of this kind of research (Denzin & Lincoln, 2018). Therefore, it is essential to outline the key components necessary in qualitative studies to minimise these limitations below. Finally, adapting the research design and methodology was crucial to navigating the complexities and restrictions introduced by the pandemic.

4.2.2. Diagrams of Research Design

The research design and process reshaped post-COVID due to the emergence of the pandemic restrictions are represented in Figures 6 and 7 below.

PILOT STUDY

Director of Study and second supervisor

Researcher

Mrs Liz Taplin (Iheart deliverer)

MAIN STUDY

PARTICIPANTS

Student Teachers
YEAR 1
N= 100

Student Teachers
YEAR 2
N= 8

DISTRIBUTION 1:
N= 100 YEAR 1 Student Teachers (10 week Iheart Programme)

DISTRIBUTION 2:
N= 8 YEAR 2 Student Teachers (4 week Iheart Programme)

Implementation of TEIP and WEMWBS Pre- PostTests for Student Teachers specialising in SEN
N= 14 YEAR 1

QULITATIVE DATA COLLECTION TOOLS

Classroom Observation
N= 108

Researcher's Diaries

Feedback Forms
N= 108

DATA ANALYSIS

Wilcoxon Signed-Rank Test
N= 14 YEAR 1 Student Teacher

Narrative Analysis

Auto-ethnography

The Gap During COVID-19 (2020/SPRING)

Figure 6. Research Design and Process Before COVID-19 (2019 Autumn/2020 Spring)

Figure 6: Research Design and Process before COVID-19 (2019 autumn/2020 spring)

RESEARCH DESIGN

Case Studies

Personal Narratives

Researcher

Learners' Experiences

Iheart Deliverers' Reflections

Student Teachers
N= 4 Year 1
N= 2 Year 2

School Students

Mrs Liz Taplin
(A Lecturer at
Plymouth University)

Mrs Terry Rubenstein
(Iheart Programme
Founder)

Iheart
Website

A High School
Student
N= 1

Online Interview
N=1

Online Interview
N=1

DATA ANALYSIS

Content Analysis

Nvivo

Thematic Analysis

Figure 7. Research Design and Process After COVID-19 (2020 Autumn/2022)

Figure 7: Research Design and Process after COVID-19 (2020 autumn/2022)

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Detailed explanations of the four separate methodological strands outlined in the diagrams are given below.

4.2.2.1. Two Kinds of Case Studies

In this study, as shown in the diagrams above, two different kinds of case studies were utilised under the umbrella of learners' experiences. The first case study was conducted with Y1 and Y2 student teachers in PIoE. The other kind of case study consisted of illustrative case studies displayed on the website to demonstrate the contributions that the Iheart Programme can make to school students.

4.2.2.2. My Personal Reflection

It can be said that I positioned myself as a researcher of somewhere between the learners' experiences and the Iheart deliverers. I collected personal narratives gathered through researcher journals and infused with auto-ethnographic traces in my own case, and online interviews conducted via Zoom with Iheart deliverers.

4.2.2.3. Iheart Deliverers' Reflections

Mrs. Terry Rubenstein and Mrs. Liz Taplin, who are Iheart deliverers, expressed their reflections on the emergence story and content of the Iheart Programme through online interviews conducted via Zoom.

4.2.2.4. Data Analysis

Feedback forms collected from 100 student teachers prior to COVID-19 were analysed using content analysis through NVivo. Subsequently, thematic analysis was employed to analyse online interviews conducted with student teachers and a high school student, as well as examination of the Iheart website.

4.3. Components that Indicate Quality in Qualitative Studies

4.3.1 Trustworthiness

Trustworthiness in qualitative research provides an alternative viewpoint compared to objectivity, internal validity, external validity, and reliability, typically generalised in quantitative research. 'It involves a set of criteria proposed by specific scholars to assess the quality of qualitative research' (Bryman, 2016, p.701). The concept of trustworthiness revolves around establishing the authenticity of qualitative research and considers factors like reliability, dependability, transferability, and confirmability (Guba & Lincoln, 1994). These criteria form the basis for demonstrating the strength and reliability of research findings. In this research, I have analysed and employed the fundamental principles of trustworthiness to evaluate different facets of the study.

4.3.2 Credibility

Credibility involves establishing harmony between participants' expressions and the researcher's interpretations to obtain believable findings (Given, 2008; Guba & Lincoln, 1994). Strategies like participant feedback and the involvement of expert colleagues were used to ensure credibility in data analysis and interpretation. Dependability, akin to reliability in quantitative research, focuses on the logical, traceable, and documented process of inquiry (Guba & Lincoln, 1994; Schwandt, 2014). Translation played a vital role in enhancing dependability by preventing language misinterpretations, and various checks were implemented to ensure translation accuracy. Overall, both credibility and dependability were crucial aspects considered in this study to produce reliable research outcomes.

4.3.3 Dependability

Dependability in qualitative research bears a resemblance to reliability in quantitative research. Schwandt (2014) defined it as "the process of the enquiry and the inquirer's responsibility for ensuring that the process of the enquiry is logical, traceable, and documented" (p. 258). This concept revolves around evaluating whether the study's findings are consistent and would yield similar results if the

research were replicated under the same or similar circumstances with different participants. In the context of this research, the methodology chapter provides a comprehensive account of how the study was conducted and analysed, enabling readers to comprehend the approach taken and the data interpretation By doing so, the research promotes transparency, rigour, and accountability, thereby enhancing the dependability of its results.

4.3.4 Transferability

Transferability is an important aspect of qualitative research, allowing researchers to assess the extent to which their findings can be applied to different contexts. According to Given (2008), transferability refers to the belief that research findings can be relevant and applicable to similar or different situations. In the realm of qualitative research, transferability aligns with the concept of external validity in quantitative research, as proposed by (Guba & Lincoln, 1994).

In this study, I aimed to meet the requirements of transferability by focusing on representational generalisation, which hinges on two main aspects: the accuracy of data generation and analysis, and the representativeness of the participants (Ritchie *et al.*, 2013). To ensure accuracy in data collection and analysis, I employed three qualitative methods and adhered to rigorous processes, as detailed above. Additionally, the study provided a comprehensive description of the participants and the UK context. This rich description enables readers to understand the similarities between their circumstances and the research context, facilitating the application of the findings (Gibbs, 2018). On the other hand, despite its inherent limitations, the exploratory case study approach offered me numerous advantages.

Firstly, it allowed me to conduct a comprehensive exploration of the research topic, enabling an in-depth analysis of both quantitative and qualitative data. By employing standardised scales such as TEIP and WEMWBS, the exploratory case study provided me with a valuable perspective on the statistical results *(Tellis, 1997).*Moreover, through direct observation and detailed case analyses, the case study method offered me insights into the underlying processes and outcomes of the phenomena under investigation. This approach enables a holistic understanding of

the subject matter *(Tellis, 1997).* Secondly, the exploratory case study methodology proved beneficial in unravelling the intricacies of the data within a specific context. Particularly, in the context of the Iheart Project, an exploratory case study design allowed me to examine how student teachers, as well as the researcher herself, experienced the activities and their impact on self-confidence and mental wellbeing. Furthermore, conducting preliminary fieldwork through a pilot study before formulating research questions and hypotheses was facilitated by the case study method. This systematic approach aids researchers in establishing a solid framework for their study (McDonough, 1997; Yin, 1984)

4.4. Participants

The study was conducted with 100 Y1, and 4 Y2 student teachers studying at the University of Plymouth Institute in Education. Additionally, interviews were conducted with Mrs. Liz Taplin and Mrs. Terry Rubenstein, who served as Iheart Programme facilitators. Furthermore, an interview was conducted with a high school student from Scotland who participated in the Iheart Programme. Finally, the Iheart website was analysed through case studies of school students who had participated in Iheart the Programme.

4.5. Summary of the Methodology

In this study, the primary aim was to collect insights from the experiences of student teachers, the researcher, and a university lecturer participating in the Iheart Project, with a particular focus on inclusive practices, mental wellbeing and self-confidence. Employing a mixed-methods approach that incorporated both quantitative and qualitative data, the research followed a sequential exploratory design. This methodology section sets out my transformative journey marking a shift from positivism to interpretivism. Additionally, the selected research design and associated key components of qualitative studies were explained.

CHAPTER 5: RESEARCH METHODS

In this chapter, I discussed data collection tools utilised in my research, the rationale behind their selection, the significance of participant samples, the implementation of the Iheart Programme, and its integration with data gathering, ethics, data management, and data analysis. While discussing the data tools I used in my research, I will describe these in an orderly manner. Initially, during the research, I administered TEIP and (WEMWBS) Scales to 14 student teachers specialising in Inclusion and Special Needs Education. Subsequently, I observed the content of the 10-week Iheart Programme conducted by Mrs. Taplin and kept a researcher diary by observing the content and the interaction of student teachers with the programme. Additionally, after each session, I collected feedback forms filled out by student teachers regarding the Iheart teachings. I referred to case studies conducted with school students on the Iheart website. Finally, I interviewed various stakeholders involved in Iheart from different standpoints.

5.1. Rationale behind Selecting Data Collection Methods and Instruments

My first step involved carrying out surveys for this study. Surveys are known ways to provide a structured approach to gathering information, opinions, and attitudes on various issues (Babbie, 2020). Before the start of the Iheart Programme, two surveys were conducted to reveal Teacher Efficacy for Inclusive Practice (TEIP) and Warwick Edinburgh Mental Wellbeing Scale (WEMWBS) with student teachers.

The aim was to understand the student teachers' self-efficacy perception and wellbeing related to inclusive practices before participating in the Iheart Programme. This approach, utilising the TEIP and Warwick-Edinburgh Surveys, was consistent with my then confidence in the importance of quantitative data and their contribution to evidence-based decision-making. Secondly, I started making observations of student teachers in the classroom as part of the Iheart Programme.

Thus, I was aiming to gain a comprehensive understanding of the Iheart sessions and activities. The observations in the classroom were conducted using the Event Sample Classroom Observation Sheet and Narrative Description methods.

Detailed notes were taken during these observations, and the researcher-maintained diaries specifically focused on the Iheart sessions, approaching the subject from the perspective of a special education teacher. I picked the observation method in my research since it helped me to involve the systematic and objective scrutiny of phenomena or behaviour in the framework of the Iheart Programme's natural settings. By immersing themselves in the research environment, I was able to capture non-verbal cues, contextual details, and emergent patterns that may not be apparent through other data collection methods. In this sense, observation provided me with a holistic perspective of the research context, complementing other data sources such as interviews and surveys (Creswell, 2014).

This approach provided an opportunity to highlight the impact of the sessions' activities on the development of student teachers' self-efficacy and wellbeing, thereby establishing a connection between the enhancement of their self-confidence and the implementation of inclusive practices. Furthermore, online interviews were conducted with student teachers, Mrs. Taplin, the university lecturer, and Mrs. Rubenstein, the programme founder. Finally, to support the school student case studies, an interview was conducted with a high school student. The purpose of these interviews was to explore deeply the teachings of Iheart and explore the factors that influence participants' wellbeing and self-confidence.

I chose interviews as they offered a direct means of gathering information and enabled me to engage with individuals who possess relevant knowledge or experiences. By conducting semi-structured interviews, I was able to explore specific research questions, engage with respondents' perspectives, and uncover insights. Interviews helped me to provide a platform for participants to articulate their thoughts, beliefs, and experiences, offering rich qualitative data that contribute to a comprehensive understanding of the research topic (Rubin & Rubin, 2011). Besides that, feedback forms were collected from student teachers about their experiences in the Iheart Project. Feedback forms serve as structured instruments for collecting data from a larger sample of participants. These forms typically include standardised questions or rating scales, enabling researchers to collect quantitative data that can be analysed statistically. Feedback forms offered me scalability and allowed me to gather data from a larger number of respondents efficiently.

They provided me with a way to identify patterns, themes, trends, or correlations within the data, enhancing the generalisability of research findings related to the wellbeing and self-confidence of student teachers in their daily and professional lives (Babbie, 2020). I would say that interviews, observation, and feedback forms data tools played integral roles in my research process. Interviews provided a platform for participants to share their perspectives, while observation allowed me to capture contextual details and non-verbal cues. Feedback forms offered an efficient approach to data collection from a large number of students. By employing these methods in a complementary manner, I aimed to enhance the trustworthiness of the findings of my research.

5.2. Data Collection Methods

5.2.1. Surveys

The TEIP Scale and the Warwick-Edinburgh Mental Wellbeing Scale were applied to the participants both before and at the end of the Iheart Project to examine the self-efficacy perception and wellbeing of student teachers specialising in Inclusive and Special Needs Education. The following sections provide detailed explanations of these surveys.

5.2.1.1. Teacher Efficacy for Inclusive Practice (TEIP) Scale

The Teacher Efficacy for Inclusive Practice Scale (TEIP Scale) were introduced by (Sharma *et al.,* 2012) as a crucial tool for evaluating teachers' perceived efficacy in implementing inclusive practices within educational contexts. These scales developed consist of three distinct subscales that collectively assess teachers' beliefs regarding their capabilities.

Firstly, Instructional Efficacy (IE) measures teachers' confidence in tailoring instruction to meet the diverse learning needs of students in inclusive classrooms. It encompasses elements such as adapting teaching methods, addressing varying needs effectively, and fostering positive learning outcomes for all students.

Secondly, Behavioural Efficacy (BE) focuses on teachers' ability to manage classroom behaviour, promote cooperation among students, and create a positive and inclusive classroom environment. Items within this subscale explore teachers' beliefs in their capacity to establish a supportive climate conducive to learning.

Thirdly, Coping Efficacy (CE) examines teachers' beliefs regarding their ability to manage challenges and obstacles specific to inclusive practices. It includes aspects such as handling stress, managing workload, seeking support, and maintaining a resilient and positive mind-set in challenging circumstances. The TEIP scales have been extensively used in research endeavours aimed at assessing teachers' perceptions of their efficacy in inclusive education. Through the application of these scales, researchers have explored the intricate relationship between teacher efficacy and various educational outcomes, including student achievement, classroom climate, and teacher wellbeing (Park *et al.,* 2016).

In this research, the TEIP Scale was administered to 14 student teachers specialising in Inclusion and Special Needs Education before commencing the Iheart sessions on the programme's first day. This was done to assess the student teachers' self-efficacy perception in inclusive practices before the Iheart Project. Subsequently, after the programme, the TEIP post-scale was administered to the same study group consisting of 14 first-year student teachers specialising in Inclusive Education.

5.2.1.2. Warwick–Edinburgh Mental Wellbeing (WEMWBS) Scale

The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) is a widely used tool for measuring mental wellbeing in adults. It was developed in 2016 collaboratively by researchers from the University of Warwick and the University of Edinburgh in the United Kingdom. The scale was designed to facilitate the monitoring of mental wellbeing within the general population and the assessment of projects, programmes, and policies aimed at advancing mental wellbeing. This scale was chosen for this research due to its extensive usage on both national and international levels for monitoring projects/programmes and investigating the factors influencing mental wellbeing (Koushede *et al.*, 2019). The WEMWBS is a 14-item

scale with five response categories, designed to yield a single score ranging from 14 to 70. All items are worded positively and encompass both the emotional and functional aspects of mental wellbeing, thus making the concept easily understandable. The WEMWBS Scale was also administered to 14 student teachers specialising in Inclusion and Special Needs Education. This was conducted before the initiation of the Iheart sessions on both the project's inaugural and concluding days.

5.2.2. Observations

Participant observation is a research method that involves observing and participating in activities to gain knowledge about the behaviours of the population being studied in their natural environment (Dewalt & DeWalt, 2002). The observation method was chosen to collect first-hand live data and gain a deeper understanding of social situations. It helps in constructing sampling and interviewing criteria (Cohen, Manion & Morrison, 2007). In this study, the author conducted participant observation in classrooms consisting of Y1 and Y2 student teachers during the Iheart Project. They also took part in additional sessions to gain further insight. Notes were taken using observation sheets and narrative descriptions, focusing on the effects of Iheart sessions on the author as a special education teacher.

5.2.3. Researcher Diaries

There are several reasons why I chose to use a diary as a research tool. Firstly, from a methodological perspective, diaries are valuable for data collection as they are written contemporaneously or near the events being recorded (Alaszewski, 2006). This ensures that the information gathered is timely and accurate.

Secondly, diaries help to mitigate memory errors, thus contributing to the trustworthiness of the data collected. Finally, diaries provide a natural account of an individual's behaviour in social situations. Given these factors, I considered them and decided to maintain diaries during my classroom engagements, wherein I would reflect upon the various activities and Iheart sessions conducted within the class. The act of writing in a diary is considered an opportunity for introspection and self-

analysis; it allows the writer to externalise their ideas and thoughts, which in turn stimulates change in their practices and beliefs. Through the narratives and self-dialogues present in their journals, I was able to express and reflect upon their knowledge before internalising new information and ideas (Golombek* & Johnson, 2004; Johnson, Onwuegbuzie & Turner, 2007). While narrative research through journal writing offers valuable insight into reflective practices, researchers and practitioners should approach the method with an awareness of its limitations. Combining journal writing with other forms of research and triangulating data from a variety of sources can contribute to a more comprehensive understanding of the phenomenon being researched.

5.2.4. Using Existing Data: Feedback Forms

To collect feedback, Mrs. Taplin, the Iheart facilitator, distributed anonymous feedback forms to the student teachers after each session of the programme. The feedback forms consisted of four main questions, which were as follows:

- ●Did you like something or agree with it?

- ●Did you not like something or disagree with it?

- ●Did you learn something new or have an insight?

- ●Do you have a question?

I collected feedback forms completed by 100 Y1 student teachers enrolled at the University of Plymouth, who were divided into four groups for the Iheart sessions. I also actively participated in four-week Iheart sessions with a group of Y2 student teachers in March 2021. These sessions were organised as an additional classroom activity to gain further insight into the teachings of the Iheart Project. The Y2 student teachers who participated in these sessions were receiving specialised training in Mathematics, Science, and Special Educational Needs (SEN) Education. This group comprised four student teachers enrolled in the Education programme at the University of Plymouth. The feedback forms were analysed using the NVivo software tool (see Section 5.6.4). NVivo, widely used qualitative data analysis software, is especially important for researchers interested in ethnographic studies.

However, despite the acknowledged advantages of Nvivo, a critical evaluation is necessary to reveal both its strengths and limitations. NVivo facilitates the analysis process by coding and organising comprehensive qualitative data sets (Jackson, Bazeley & Bazeley, 2019). This provides researchers with an effective tool to become more involved with complex data sets. Additionally, NVivo significantly contributes to a nuanced understanding of cultural phenomena and increases the depth of analysis by giving researchers the opportunity to discern patterns, themes, and connections within ethnographic data (Gibbs, 2014; Silverman & Marvasti, 2008). The central platform offered by NVivo facilitates collaboration between researchers and enhances the collective interpretation of ethnographic findings for a more comprehensive understanding of research results (Lewins & Silver, 2014; Richards & Richards, 1994). On the other hand, NVivo's user-friendliness could potentially lead to overconfidence and ignore hands-on interaction with the data (Lee, 1991; Seale, 1999). This raises questions about the depth of the researcher's involvement in the analytical process. Concerns expressed by ethnographic researchers highlight the perceived rigidity of NVivo, with predetermined coding structures and categorical frameworks placing potential limitations on the flexibility necessary for ethnographic research (Coffey & Atkinson, 1996; Seidel *et al.,* 1996). Additionally, NVivo's initial learning curve may be a deterrent, particularly for researchers without prior experience in qualitative data analysis and may present a potential barrier to widespread adoption of the software in certain research settings (Bryman, 2016; Kelle, 2006).

In conclusion, while NVivo offers significant advantages in terms of efficiency and data management, the concerns raised by ethnographic researchers regarding its potential restrictiveness cannot be underestimated. It is vital to strike a delicate balance between structured analysis and the dynamic nature of ethnography. Researchers are encouraged to approach the use of NVivo with an understanding eye, recognising its potential benefits while adapting to the unique demands of ethnographic research.

5.2.5 Interviews

Semi-structured interviews were selected as another research method for this study, offering several advantages to the researcher. The widespread use of semi-

structured interviews in the social sciences highlights their significance (Bradford & Cullen, 2012). This approach allowed me to obtain a comprehensive view of the subject and explore several individual experiences (Flick, 2022). The interview schedule serves as a guide, facilitating the exploration of specific topics, while also allowing for the emergence of other relevant themes during the interview, fostering a "flowing conversation" (Rubin & Rubin, 2011). By employing semi-structured interviews in this research, I was able to investigate participants' perspectives on the Iheart Project in greater depth, rearrange interview questions as necessary, and engage in meaningful discussions with the participants. This approach not only facilitated the research process for both the researcher and participants but also provided participants with the flexibility to express their opinions in a more nuanced manner, rather than rigidly adhering to specific questions.

For the study, I conducted online Zoom interviews with a total of 6 student teachers enrolled at the University of Plymouth Education Department. Among them, 4 were Y1 students, and 2 were Y2 students. Each participant was asked eight questions, and the interviews lasted approximately 20 minutes per participant. In addition, I followed the experience of one Y2 student teacher with the Iheart Project during their school placement by conducting two interviews—one before and one after the placement. Furthermore, I conducted a case study interview with a high-school student from Scotland who had participated in the Iheart Project. This interview aimed to gain a better understanding of the programme's structure and its effects on school students, lasting approximately half an hour. The interview questions directed to Y1 and Y2 student teachers were different, although the number of questions asked was equal. The questions for Y1 student teachers did not specifically focus on each session of the Iheart Programme. In contrast, the questions for Y2 student teachers aimed to gain deeper insights into how they applied the teachings of Iheart to their daily lives and professional practices. This differentiation was driven by the fact that Y2 student teachers have more opportunities to implement Iheart's teachings in a classroom setting during their placements compared to Y1 student teachers. Additionally, I interviewed Mrs. Terry Rubenstein, the founder of the Iheart Project, and Mrs. Taplin, a university lecturer and Iheart facilitator. This interview lasted approximately 45 minutes and had a different structure compared to the interviews conducted with the students.

The purpose of the interviews with Mrs. Rubenstein and Mrs. Taplin was to explore the origins of the Iheart Project in England, to understand the underlying principles, trace the development of the new framework for the Iheart Programme, examine how student teachers and school students incorporate Iheart's teachings into their daily and professional lives, and to explore how this can enhance teacher training programmes. The interview questions were divided into two categories: student teachers and Iheart Programme designers. Regarding the student teachers, the interview questions aimed to gain insights into their perspectives on various aspects of the Iheart Programme. The questions aimed to explore the value of the training, its practical applicability in daily life and the school environment, and its potential effects on self-confidence and mental wellbeing. In essence, the goal was to gather both overall experiences and specific details of the programme, as well as potential benefits it may bring in challenging situations. Moving on to the programme designers, the focus of the questions was to understand the origins and principles of the Iheart Programme, as well as the interviewee's journey and perspective. The questions explored the establishment of Iheart in the UK, the interviewee's involvement with the programme, their understanding of the Three Principles (Thought, Mind, and Consciousness) formulated by Sydney Banks, and their agreement or disagreement with the fundamental logic behind these principles.

The interview also explored how the interviewee developed their framework or curriculum for the Iheart Programme, whether they believed in Iheart essentiality or if it was simply a technique, and how school students could apply the programme's teachings to enhance self-confidence and mental wellbeing. Finally, the interviewee was asked about their approach to handling positive and negative feedback from school students on the feedback forms. Overall, these interview questions aimed to gain valuable insights from both student teachers and Iheart Programme designers, shedding light on different perspectives and aspects of the programme.

The approach of interviewing student teachers and Iheart Programme designers helped me to gain valuable insights into the Iheart Programme, but it also came with limitations. When interviewing student teachers, the potential for subjective accounts influenced by personal biases or social desirability poses a challenge to the reliability of the data. Employing probing questions and triangulating

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data with other sources is necessary to minimise these challenges.

Similarly, interviewing programme designers discloses the programme's origins and principles, yet the risk of bias in presenting a positive image or overlooking challenges may compromise the authenticity of the information. For this reason, I must critically evaluate transparency and triangulate data with external sources for a more accurate representation. Overall, while interviews provide a rich qualitative understanding, I am obliged to navigate subjectivity carefully and bias to ensure the validity of the gathered data.

5.2.5.1. Transcription process of my interviews

To acquire information for scientific studies, interviews are often transcribed as a means of data collection (Azevedo *et al.*, 2017). Transcribing involves converting verbal communication into a comprehensible written document that captures relevant details from the interview and facilitates analysis. Interview transcripts are crucial as they serve as official records of the interview process and enable researchers to better understand and interpret the interview content. Additionally, transcripts, document every event that occurs during the interviews, providing a valuable reference for subsequent data analysis. The following steps were undertaken during the interview analysis in this particular context:

Identification of Coding Process: Before conducting the interviews, consent forms were obtained from each participant, and unique identifier codes were assigned to ensure anonymity. However, the names of Mrs. Liz Taplin, the university lecturer, and Mrs. Terry Rubenstein, the programme founder, were not anonymised, as explicit consent was obtained from them. The approvals received from individuals can be found in (Appendix 32).

Addressing Limitations: Special attention was given to minimising potential limitations in the transcription of interviews conducted with four Y1 and two Y2 student teachers studying at the Institute of Education, University of Plymouth, UK. As a non-native English-speaking researcher, there may have been some omissions or misunderstandings during the translation process. Therefore, diligent efforts were made during the interviews to clarify participants' statements. Despite the possibility

of transcription errors, the focus remained on preserving the intended meaning gotten from the data.

Trustworthiness of Transcription: The analysis of interview data aimed to ensure the reliability and accuracy of the transcribed data. To achieve this, a peer-reviewed method was employed. The transcriptions were reviewed by a native English-speaking student currently pursuing a master's degree in English literature (creative writing) at the University of Plymouth. This approach sought to minimise communication errors and any potential misinterpretations that could arise during the disclosure of the interview transcripts. By following these steps, the intention was to enhance the quality and integrity of the interview data and mitigate any challenges associated with the transcription and translation processes.

5.2.6. Analysis of Iheart Website

As a registered charity venture, Iheart offers a variety of specific courses and programmes on mental wellbeing education and resilience for young people, parents, schools, and teachers. Mrs. Rubenstein's holistic approach to education is highlighted as the driving force behind Iheart's vision. The Iheart website serves as a digital platform that showcases the positive impacts of the Iheart Programme on students and teachers alike.

Illustrative case studies are featured on the Iheart website and served to exemplify the potential benefits of the Iheart Programme for school students. These case studies also were supplemented by the narrative of a high school student, obtained through researcher interview. It is essential to delineate the boundaries between the two types of case studies. The Iheart Project, encapsulates a singular event with academic interest, while the latter, as illustrative case studies, assume a more generalised perspective, crafted for public consumption. Serving a promotional function, these case studies present an appealing portrayal of the outcomes associated with Iheart, with a discernible commercial orientation. Furthermore, they predominantly involve stakeholders affiliated with the Iheart initiative, supplemented by one researcher-conducted interview with a high school student. In contrast, the

Iheart Project as a case study represents an independent research endeavour, aiming for academic qualities outlined in Section 4.3.

It is crucial to note that although the Iheart website documentation provided valuable contributions to my study, I approached the data analysis critically based on my ontological position. The data from these documents were predominantly positive and constructed by Iheart stakeholders, encouraging me to exercise caution in interpreting what was reported. To provide an independent evaluation, I conducted a semi-structured interview with one high school student, aiming to access a deeper expression of the participant's views on Iheart without imposing limitations.

This approach significantly contributed to my research and findings by allowing me to reflect on the effects of Iheart on different learners, making my study more comprehensive.

5.2.6.1. Investigation of The Iheart Programme in school settings through Iheart website documents

To assess the tangible impact of the Iheart Programme on participating students aged 10 to 18, a comprehensive evaluation was undertaken, involving an examination of website documents, case studies, and video reviews (see Appendix 7). The outcomes, encapsulated in the Change/ Transformation theme, present the transformative journey embarked upon by all stakeholders involved. Diving into Iheart's teachings, the narrative reveals alignment with diverse learning theories and skills such as Universal Design for Learning (UDL), Multiple Intelligences, and 21st-century learning skills. The adoption of UDL emphasises recognising and embracing diversity, aligning with Iheart's design, while Gardner's Multiple Intelligences theory echoes Iheart's focus on "inherent capacities, and intelligence cultivation". Additionally, the emergence of 21st-century learning skills aligns with Iheart's potential to guide individuals in mastering essential skills for the modern age.

5.3. Implementations of the Iheart Project at Plymouth Institute of Education

I participated in the pilot study in July 2019, alongside my director of study, Associate Professor Dr. Jan Georgeson, and my previous second supervisor, Dr.

Rowena Passy, under the supervision of Mrs. Taplin. The pilot study comprised three-day sessions, each lasting from 9 am to 3 pm, providing an initial understanding of the planned Iheart Project sessions for the research team. Other colleagues from the Faculty of Education also participated to broaden feedback.

Mrs. Taplin, as the university lecturer, commenced the Iheart sessions in October 2019. Initially planned for 10 weeks with only Y1 PioE student teachers, the project expanded to include other Y1 and Y2 student teachers to enhance their self-confidence and mental wellbeing within the school settings. Additional sessions conducted both online and in-person due to the pandemic, aimed to assess the effectiveness of the Iheart Project. Voluntarily participating in all sessions, I integrated personal observations into my research diaries to provide a comprehensive understanding of the programme. Approaching the Iheart sessions from the perspective of a researcher with a background in special education, I documented reflective entries in my researcher diaries for each week in the 10-week session. This activity helped in focusing on how student teachers contributed to the self-confidence and mental wellbeing of individuals with special needs in the inclusive environment of the Iheart Project. Various activities, such as snowball, play dough, and Jenga, were explored for their impact on student teachers' self-confidence and wellbeing.

Under Mrs. Taplin's guidance, a programme was initiated to uncover the "inherent wellbeing and resilience" within children and young individuals. My reflection on the conduct of the Iheart Project at the University of Plymouth is described below in the box below.

Utilising online resources like Google and YouTube, student teachers investigated the depths of wellbeing and resilience. Mrs. Taplin's sessions, designed as journeys, aimed at internalising Iheart's principles into the fabric of student teachers' wellbeing. The goal was for these principles to serve as a guiding light in their future roles as teachers, nurturing the wellbeing and resilience present in every child.

Despite the transformative vision, conveying abstract Iheart teachings solely through visuals presented a challenge. Mrs. Taplin aimed to shift the paradigm from a focus on perceived problems to unlocking innate capacities, empowering teachers with qualities like love, wisdom, wellbeing, and endurance. This paradigm shift was

anticipated to positively impact the overall wellbeing of both teachers and student-teachers.

The investigation into the content of the Iheart sessions, supported by reflective diaries and visual documentation, draws inspiration from the principles outlined by Hitchcock and Hughes, (1995). The inclusion of a photograph from one of the classroom events is acknowledged with permission granted by the student teachers involved. The email granting permission, sent by Mrs. Taplin, the university lecturer, can be found in (Appendix 32).

Figure 6: Play dough activity with student teachers.

5.4. Ethical Considerations

The participants in this optional module consisted of 100 Y1 student teachers who were studying at the Institute of Education at the University of Plymouth. Additionally, I attended an extra iteration of the intervention with Y2 student teachers. Information sheets containing the TEIP and WEMWBS Scales were provided to the student teachers, along with online interviews. Subsequently, they were asked to read the information sheets and sign consent forms if they were willing to participate in the research. Furthermore, the high school student who took part in the Iheart Project in Scotland for the case study interview was given the necessary information about the study, and ethical permissions were obtained from her. In addition to school and university students, Mrs. Taplin, the university lecturer, and Mrs.

Rubenstein, the Iheart Project founder, both participated in my research. They were informed about the study, and their ethical approval was obtained. In summary, after obtaining approval from the ethics committee, informed consent forms were obtained from all participants.

The information sheet included the following:

- An outline of the procedure,
- The reasons for the research,
- A request for permission to participate,
- A request for permission to record interviews,
- The right to withdraw,
- The confidentiality and anonymity of data,
- The secure storage of data,
- The opportunity to validate data, and
- Adherence to the BERA (2018) ethical guidelines throughout the research process.

The committee granted ethical approval for my application. The University of Plymouth Ethical Committee provided the necessary arrangements and permissions for the participants included in my study during my Ph.D. journey, as well as for the additional Iheart sessions in which I voluntarily participated. Another important aspect I considered during the ethics application was the potential positive or negative effects of the Iheart Programme on the wellbeing of the participants. Personally, the Iheart has had both positive and negative effects on my wellbeing. On a positive note, it has helped me create a supportive environment and improve my work-life balance. It has also enhanced my mood and job satisfaction as a SEN teacher. Working with students with SEN has contributed to my wellbeing, boosting my confidence and motivation. On the other hand, increased workload, unrealistic expectations, and lack of relevance have occasionally harmed my wellbeing. During such times, I had to focus on my inner wellbeing, grit, and resilience, which sometimes proved tiring. Therefore, researchers, students, and programme designers must ensure that necessary ethical regulations are in place before implementing wellbeing programmes like Iheart. For instance, it is important to highlight that I was prepared for the possibility of student teachers becoming upset

during each Iheart session. An illustration of one such experience was during a session with Group 2 of the programme; one of the Y1 student teachers was affected by the content and experienced a panic attack. The student reported this distressing situation to Mrs. Taplin, the university lecturer, and me as the researcher during the session. We spoke to her privately outside the classroom, provided reassurance, and gave her some time away from the classroom. We also advised her to visit the Plymouth University Medical Centre if she deemed it necessary, as mentioned in the ethics application.

5.5. Data Management

The data were stored on OneDrive, a service provided by the University of Plymouth. The researcher had exclusive control over the account and utilised it for data analysis and storage. Regular backups of the study data were conducted to ensure its safety in cases of unforeseen events such as computer crashes, disasters, or fire outbreaks. These backup files stored in the drive were readily accessible for emergency purposes. Moreover, the user profile could be restored if necessary. Access to drives and folders was protected by passwords and restricted to the researcher and authorised technical support personnel. For this study, all data sets, including interview transcripts qualitative and quantitative responses, were initially shared with supervisors through OneDrive. As the project progressed, the primary researcher facilitated data sharing within the confines of legal and ethical guidelines. To detect any potential issues at the earliest possible stage, ethical approval was obtained from the Faculty of Education Research Ethics and Integrity Committee at the University of Plymouth. This committee operates under the University of Plymouth Research Ethics and Integrity Committee. The data was archived at the University of Plymouth. Before sharing, all participants' identities were anonymised in the transcriptions. Each participant was assigned a unique identifier, and only this identifier was included in the datasets to ensure confidentiality. The anonymisation process was carried out to safeguard the privacy and identity of the individuals involved in the study. To further enhance the security of the data, all stored information was maintained using encrypted storage methods.

This additional layer of protection is in line with best practices for data security and helps reduce the risk of unauthorised access or breaches.

The encryption protocols employed adhere to industry standards, ensuring that the confidentiality and integrity of the data are maintained throughout its storage and processing lifecycle. Requests for data access, as part of our commitment to transparency and responsible data sharing, were channelled through the University of Plymouth Open Research team. Researchers could submit their requests either via a dedicated web form or by sending an email. This centralised approach ensures that proper procedures are followed and that all necessary ethical and legal considerations are taken into account. Following the General Data Protection Regulation (GDPR), attention has been paid to anonymising participant identities and fulfilling GDPR requirements for the protection of personal data through encrypted storage practices. **This comprehensive approach to data management highlights my commitment to ethical research practices, privacy protection, and compliance with relevant data protection laws.**

5.6. Data Analysis

In this section, I discuss reflective thematic analysis; and the process of how I conducted the thematic and narrative analysis. I will also illustrate in a table the link between research questions, objectives, data collection, and data analysis.

5.6.1. Thematic Analysis

Thematic Analysis (TA) is a reflective process that involves several iterative steps, including data familiarisation, coding, theme development, revision, naming, and writing. It is crucial to emphasise that analysis does not reside within the data, waiting for the researcher to stumble upon it. In other words, themes do not emerge spontaneously (Braun, Clarke & Weate, 2016).

There are several reasons why TA was chosen for this study. Firstly, TA offers a highly adaptable method that can be tailored to the requirements of different investigations, providing a rich and detailed, yet complex, explanation of the data *(Braun & Clarke, 2006; King, 2004).* Secondly, it is a more approachable form of

analysis, particularly for those in the early stages of their research career, as it does not demand the in-depth theoretical and technical knowledge required by some other qualitative approaches *(Braun & Clarke, 2006)*. In TA, themes or patterns in the data can be identified using either the induction or deduction methods *(Braun & Clarke, 2006)*. A deductive or "theory-driven" approach involves developing codes based on a pre-determined conceptual framework or codebook. In this case, the analysis is "analyst-driven" and relies on the researcher's theoretically informed interpretation. On the other hand, an inductive or "data-driven" approach aims to create codes that reflect the content of the data without any preconceived theory or conceptual framework. Thus, the data is explicitly encoded to capture its inherent meaning rather than fitting into a pre-existing coding framework *(Clarke & Braun, 2013)*. Apart from these two main approaches, there are also semantic or implicit methods in TA.

Semantic analysis focuses on finding themes by interpreting participants' explicit statements or writings. Implicit analysis, on the other hand, explores beyond the semantic content to explore underlying concepts, assumptions, and conceptualisations/ideologies that shape or illuminate the semantic content of the data *(Braun & Clarke, 2006)*. Therefore, I aimed to provide commentary not only on the literal meaning of the findings in the dataset but also on the deeper and shared meanings beyond the participants' expressions during the TA process. When analysing the interviews, I initially employed the six stages of Reflective Thematic Analysis (RTA). Through reading and reflection, I gained an understanding of my thought processes. The epistemology of research can inform what researchers can claim about their findings and how they conceptualise the meaning of those findings. Thus, while interpreting the identified findings, I engaged in theoretical conceptualisation, considering my ontological position *(Braun & Clarke, 2006)*.

5.6.2. Implementing Thematic Analysis

Before the analysis of my interviews, I embarked on a quest to familiarise myself with Braun and Clarke's thematic analysis approach through six distinct reflective methods, which I present below.

Table 2: The Process of Thematic Analysis

Six-phase process of thematic approach
1) Familiarising yourself with the data
2) Generating initial codes
3) Searching for themes
4) Reviewing potential themes
5) Defining and naming themes
6) Producing the report

In my research, I immersed myself in the data and interacted with it using various methods. By the interview transcripts, I printed them out and read them multiple times This allowed me to explore the data content. Through this process, I gained the opportunity to learn more about different aspects related to my study study (Terry *et al.*, 2017). To conduct coding, the second stage of thematic analysis, I created an initial list of ideas based on my familiarity with the data (Boyatzis, 1998; Norman & Hyland, 2003). Instead of coding the entire dataset, I aimed to code specific properties by linking them with my literature review. This integration helped me develop themes that encompassed the data I collected, my research questions, and the literature review. In addition to various methods to ensure comprehensive coding. Taking manual notes, using coloured pencils to identify patterns, and coding as many potential themes as possible helped me capture important data extracts (Bryman, 2016). I also paid attention to maintaining the context by including surrounding data when coding. Individual data summaries were classified into different themes based on their fit. Mind maps were helpful visual tools to break down numerous codes into themes and sub-themes.

In the fourth step, I reviewed the themes to gain a detailed understanding of how they interconnected and told the overall story of the data. Defining and naming the themes involved paraphrasing the content of data summaries and intriguingly capturing their essence. I integrated each theme with my research questions to provide insights. It is important to note that the 'keyness' of a theme lies in its relevance to the overarching study issue, not in quantifiable metrics (Braun & Clarke, 2006).

The process of generating themes required critical thought and was influenced by theoretical assumptions, disciplinary knowledge, research skills, and experience

(Braun, Clarke & Weate, 2016). After creating and revising the themes, the final step was generating the report. I focused on telling a concise, coherent, logical, non-repetitive, and engaging story within and between the themes. I selected quotes that captured the essence of the data and supported the analytical narrative. This narrative went beyond describing the data and addressed the research questions. In summary, the process of thematic analysis involved immersing me in the data, coding manually and identifying themes (McAdams, 2021).

5.6.3. Analysis of Personal Narratives

Personal narratives aim to reveal important stories about individuals' lives, told in their own words and within their worlds (Ntinda, 2019). The personal narrative framework has some elements of auto-ethnography, which is a qualitative research method used to analyse people's lives, a tool that Ellis and Bochner (2000) define as '...an autobiographical genre of writing that displays multiple layers of consciousness, connecting the personal to the cultural' (p. 739).

Auto-ethnographic elements in my narratives contributed to gaining a deep understanding of my own experiences and perspectives, as well as those of other stakeholders in the Iheart Project. According to (Chang, 2016), personal narratives have intercultural sensitivity and are important in increasing individuals' self-awareness and personal development.

Qualitative researchers often use personal narratives to investigate individual experiences and the social construction of meaning, thus contributing data necessary for theory development and interventions (Riessman, 2008). Through sharing personal narratives, individuals can gain deep insights, overcome biases, and experience transformative personal growth. Therefore, in the field of qualitative research, personal narratives can play an important role in understanding different experiences and perspectives. Their use might be effective in contributing to the development of personal awareness because the act of sharing personal narratives not only facilitates understanding but can also foster increased empathy, tolerance and a broader understanding of different perspectives. Yet, it is important to note that this is not a full auto-ethnography, but a personal narrative approach in that I have

included my reflections on my experience. In a sense, I considered myself another participant, having participated in the Iheart Programme with PIoE Y1 and Yғ2 student teachers. In this way, I had the opportunity to observe Iheart sessions with a personal narrative approach from a primary account through my special education teacher background. Thus, I wrote reflective researcher diaries on each session regarding specific phenomena on how Iheart sessions could contribute to the development of student teachers' self-confidence and wellbeing while working with students with SEN. The researcher diaries I kept allowed me to transition into being an insider rather than an outside eye during the classroom observations. In analysing these narratives, I adopted a critical stance about the underlying ontological assumptions and used the interviews to construct a story about how the Iheart Programme and the Iheart Project were developed, and what the designer/deliverers' intentions were. This analysis incorporated a critical approach and self-reflexivity, foregrounding the different ontological and epistemological assumptions. This approach was grounded in narrative inquiry and aimed to better understand the meaning of stories as reflections of participants' lived experiences. It acknowledged the ongoing and active role of narrative in every stage of the research (Guillemin & Gillam, 2004; Lindsay & Schwind, 2016; Yamagata-Lynch *et al.*, 2017). In the section below I include a reflection on my experience of participation in the Iheart Project.

5.6.4 Analysis of Feedback Forms

Nvivo was used in the analysis of feedback forms. NVivo, widely used qualitative data analysis software, is especially important for researchers interested in ethnographic studies. However, despite the acknowledged advantages of Nvivo, a critical evaluation is necessary to reveal both its strengths and limitations. NVivo facilitates the analysis process by coding and organising comprehensive qualitative data sets (Jackson, Bazeley & Bazeley, 2019). This provides researchers with an effective tool to become more involved with complex data sets. Additionally, NVivo significantly can contribute to a nuanced understanding of cultural phenomena and increase the depth of analysis by allowing researchers to discern patterns, themes,

and connections within ethnographic data (Gibbs, 2014; Lewins & Silver, 2014; Richards & Richards, 1994; Silverman & Marvasti, 2008).

5.7 Identification of Key Themes

The analysis of the feedback forms, interviews with student teachers and the school students cultivated in the identification of five key themes revolving around Iheart: change/transformation, wellbeing, and resilience, being in control/self-efficacy, engagement with participation, and the ontological perspective of Iheart stakeholders. These themes were generated based on my analysis of the impacts and aspects of the Iheart Programme. Each theme represents a specific area of focus or perspective on how the Iheart Programme affects student teachers and school students, as well as how it is interpreted.

Theme 1: Wellbeing and Resilience

While coding under this theme, I scanned some specific terms that include Iheart's effects on individuals' mental wellbeing and resilience and its reflection on school students, and some techniques that might be applied either in the school setting or daily life to boost wellbeing and resilience. Examples of these specific codes are *going through a lot with my mental wellbeing; stepping back; taking a minute to assess things; stress and a feeling of being overwhelmed; quite a few techniques were covered; being in charge of my own emotions and feelings; being scared and nervous; looking for the small positives in it; just to listen to myself; my wellbeing; working with students with SEN.*

The visual representation of the 1st theme, wellbeing, and resilience is given below. The whole table of coding the wellbeing and resilience theme is shown in Appendix 7A.

Table 3: Wellbeing and Resilience

Research Questions	What claims of change in self-confidence, resilience and mental wellbeing are shared about Iheart Project?
Quotation	Student teacher: "I am such a sensitive person; I think I am one

	of these people that feel quite vulnerable when talking about feelings that I relate to" (negative aspects of wellbeing) "It has definitely made me a little bit more open-minded when it comes to stress and feeling of being overwhelmed" (positive aspects of wellbeing) "I am in charge of my own emotions and feelings, and therefore my own wellbeing" (positive aspects of wellbeing)
Codes	A sensitive person More open-minded Stress and a feeling of being overwhelmed In charge of my own emotions and feelings My own wellbeing
Where is it coming from?	Student teacher
Who is the data associated	Student teachers
What does the data want to tell me?	Besides various applications, some student teachers mentioned that they learned several techniques that could be beneficial for them such as stepping back and taking a breath to enhance their mental wellbeing and resilience.
Another interesting element	But because I know Liz and I knew her, so I had like that trust. So, I sort of like, sunk into it nicely and I think… I admit some of it felt a little bit full-on for me at first, but I think that is definitely down to me

Theme 2: Being in Control (Self-Efficacy)

While coding under this theme, I scanned some specific terms that include Iheart's effects on self-efficacy and self-confidence in individuals. Examples of these specific codes are: can handle this; I could use myself; I can use with children; to offer opinions to the teacher or the TA; kind of improved a bit; not come across as focused on confidence to me; more like improving ourselves; not just like what their disabilities are, what they can do; trying to understand how they are feeling, and how to manage that if I can. The summary of the 2nd theme, being in control (self-

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efficacy) is given below. The whole table of coding the 'being in the control' theme is shown in Appendix 7A.

Table 4: Being in Control (Self-Efficacy)

Research Questions	*What claims of change in self-confidence, resilience and mental wellbeing are shared about Iheart Project?*
Quotation	*Student teacher: "I could see some use towards my own learning like my own primary school teaching what I could use those activities for. That was the thought balloon activity. That one I thought would be really beneficial for children and also the emoji cards one we did "* *"It has definitely made me a little bit more open-minded"*
Codes	*My own learning* *My own primary school teaching* *A little bit more open-minded*
Where is it coming from?	*Student teacher*
Who is the data associated	*Student teachers and teachers*
What does the data want to tell me?	*Begin with some student teachers stated that they started understanding the needs of school students better. They also indicated that they improved their self-confidence in terms of classroom management and communication skills with school students.* *In this sense, a few student teachers highlighted that they no longer need constant approval from other people in the way they respond to the questions asked by school students.*
Another interesting element	

Difference between Theme 1 (Wellbeing and Resilience) and Theme 2 (Being in Control/Self-Efficacy)

Although Theme 1 (Wellbeing and Resilience) and Theme 2 (Being in Control/Self-Efficacy) might seem like similar concepts, there are some nuances

between them. I, therefore, worked on different specific terms while coding to distinguish these two themes. For instance, in my coding under theme 1 (wellbeing and resilience), I took participants' wellbeing and resilience, and some techniques that may be used to improve their wellbeing and resilience either in the classroom or in their daily life practices into consideration by referring to some specific terms such as stepping back, being a charge of my wellbeing. By doing so they might find an opportunity to implement those techniques both on the school students and themselves while working with their school students and colleagues. As a result of this, student teachers may increase their self-confidence towards inclusive practices, making them more comfortable in the school environment and making important contributions to the development of their wellbeing and resilience. On the other hand, the theme of being in control (self-efficacy) is based on whether teachers can increase their self-efficacy regarding inclusive practices after the training they receive in the Iheart Project. For this reason, within the scope of this theme, I have touched on some important factors that increase the self-efficacy perceptions of the student teachers while working in school settings, by applying specific codes like 'I can handle this'; 'I could use myself'; 'trying to understand how they are feeling'.

In line with the above explanation, although the themes including self-efficacy and wellbeing contain similar elements. It can be said that the main difference between them is that the two clusters are not preconditions for each other. In other words, while the increase in self-efficacy of student teachers can contribute to their wellbeing and resilience, the enhancement regarding their wellbeing may not always indicate an improvement in their self-efficacy perceptions. This is because, even though student teachers learn some techniques (such as stepping back, evaluating things, and looking for small positives) to improve their wellbeing and resilience during Iheart, they might still feel inadequate in terms of classroom management, effective inclusive practices, and communication skills with school students and their colleagues.

Theme 3: Change/Transformation

While coding under this theme, I scanned some specific terms that include individuals' personal lives as well as transformation for students in the school environment. Examples of these specific terms are 'to see things differently'; 'my

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learning'; 'my primary school teaching'; 'different sort of person mentally'; 'emotionally aware of others, especially children'; 'for the idea of sympathy and empathy; SEND class for the placement; being able to apply to the students; a little sort of a mini effect; the whole domino effect; helps like gradually and helps as a click. Finally, I identified the codes under the theme of change/ transformation.

The summary of the third theme, change/transformation is given below. The whole table of coding change/transformation themes is shown in Appendix 7A.

Table 5: Change/Transformation

Research Questions	*How do different stakeholders reflect on their experiences of taking part in the Iheart Project?*
Quotation	*Student teacher: "And then by the end, it has really helped me to sort of see things in a different way"*
Codes	*To see things in a different way*
Where is it coming from?	*Student teacher*
Who is the data associated	*Student teachers*
What does the data want to tell me?	*Firstly, if a handful of student teachers had negative experiences with the events, situations, and people they encountered, they discovered that they could look at things from a different perspective if they changed the way they think they already have.*
Another interesting element	*But I am not really sure exactly if it is this programme that taught me that or my own actual placement experience*

Theme 4: Engagement/Participation

While coding under this theme, I scanned some specific terms that include Iheart's effects on individuals' engagement/participation during the Iheart Project through some materials and activities and its transmission to school students. Examples of

these specific terms used by participants are 'some of the activities that we did'; 'the emoji cards one', 'the Jenga tower', 'the thought balloon activity'; 'really beneficial for children'; usefulness; very well structured; that video; incorporating with children; completely engaged; happy like with the activity. I included these codes under the theme of engagement/participation. The summary of the 4th theme, engagement/participation is given below. The whole table of coding engagement/participation themes is shown in Appendix 7A.

Table 6: Engagement/Participation

Research Questions	How does the design of the Iheart Project encourage this learning in relation to the ontology and the content of the programme itself?
Quotation	Student teacher: … I did like some of the activities that we did, and I could see some use towards my own learning like my own primary school teaching what I could use those activities for. There was the thought balloon activity. That one I thought would be really beneficial for children and also the emoji card ones we did
Codes	Some of the activities that we did The thought balloon activity Really beneficial for children The emoji cards one
Where is it coming from?	Student teacher
Who is the data associated	School students
What does the data want to tell me?	They also pointed out that they are willing to apply these activities to the school setting while working with school students in a mainstream setting.
Another interesting element	I worked with a student, she got behavioural difficulties. If she decides that she does not want to do it. That is it. She did not want to do it, and we were in forest school, and she did not want to discover her hands

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Theme 5: The Ontological Perspective of the Iheart Programme

Iheart has an ontological standpoint based on a single reality. On the flip side, the ways the student teachers interpreted Iheart's ontology were slightly different. While coding under this theme, I scanned some specific terms related to the ontological standpoint of the participants related to the Iheart Programme. Examples of these specific terms are peace of mind and wisdom, control, attitude, free, how to think or feel and superpower. Finally, I emphasised the codes under the theme of the ontological perspective of the Iheart Programme. The visual representation of the fifth theme, the ontological perspective of the Iheart Programme is given below. The whole table of coding the ontological perspective of the Iheart Programme is shown in Appendix 7A.

Table 7: The Ontological Perspective of the Iheart Programme

Research Questions	How does the design of the Iheart Project encourage this learning in relation to the ontology and the content of the programme itself?
Quotation	Student teachers: 'Other perception on peace of mind and wisdom' 'We can control our own peace of mind and attitude' 'Our mind is completely our own and is free. No one outside of us can tell us how to think or feel' 'Our mind is a superpower'
Codes	Peace of mind Wisdom Control our own peace of mind and attitude Completely our own and free How to think or feel Superpower
Where is it coming from?	Student teacher
Who is the data associated	Student teachers
What does the data want to tell me?	From my perspective, the Iheart Programme has been a different experience for some student teachers working with children. It has transformed their outlook by making them view their cognitive

	abilities as superpowers. This programme equips several student teachers with valuable tools such as enhanced self-awareness, better mindfulness, improved emotional control, fostering a positive mindset, empowering teaching experiences, and a focus on wellbeing. By harnessing these superpowers, student teachers can create nurturing and supportive learning environments for school students. This is because teachers can play an important role in encouraging school students a lifelong passion for their learning and personal development.
Another interesting element	

Another Interesting Element

I added a heading called 'another interesting element' to the table. Here, I discussed noteworthy aspects that captured my attention as a researcher. These elements seem to be significant in some way, but I have found it challenging to categorise or group them under any specific theme or category within my research. I, therefore, have used this section to highlight and describe elements that stand out or hold importance but do not neatly fit into the predefined themes or topics of my study. This approach allowed me to acknowledge and present these observations in a separate section. The visual representation of another interesting element of the Iheart Programme is given below. The whole table is shown in Appendix 7A.

Another interesting element	Student teacher: Like I worked with a student, she has got behavioural difficulties. And if she decides that she does not want to do it. That is, it. She does not want to do it, and we were in forest school, and she did not want to discover her hands
	But because I know Liz and I knew her, so I had like that trust. So, I sort of like, sunk into it nicely and I think… I admit some of it felt a little bit full-on for me at first, but I think that is definitely down to me
	'I think the ones about dealing with the other people's perceptions and that you do not know how they are feeling, you are just assuming how they are feeling'
	'And it is not sort of fair to them, or you, to think you know what is happening'
	'You only ever know your own perception of things'
	I think that was really good to realise I do not know what anyone is thinking; I do not know how anyone is feeling. I cannot base myself on what I think they are doing

5.8. Summary of the Research Methods

This chapter discussed the various data collection methods and tools used in studying the impact of the Iheart Programme on the wellbeing and self-confidence of student teachers. It can be said that my objective was to research the impact of the Iheart Programme on the wellbeing and resilience of young individuals from the outset.

However, this objective was influenced by the limitations imposed by the COVID-19 pandemic, which prevented me from physically observing schools and gaining deeper insights into the Iheart Programme's influence on student teachers

and school students' daily lives and academics. I employed multidimensional data collection tools such as surveys, researcher diaries, feedback forms, interviews, and case studies on the Iheart website. Surveys were utilised for quantitative measurement of Teacher Efficacy for Inclusive Practice (TEIP) and mental wellbeing using the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS). Participant observation in classroom settings allowed for deeper engagement with Iheart sessions, facilitating a better understanding of the programme's influence on the development of student teachers. Semi-structured interviews were conducted with student teachers, a university lecturer, the programme's founder, and a high school student participating in the Iheart. This allowed participants to express their own experiences, beliefs, and perspectives regarding the Iheart Programme. Moreover, case studies on the Iheart website involving school students and researcher diaries contributed to evaluating the programme's effectiveness. This multifaceted approach enhanced the comprehensive understanding of the research topic, strengthening the stakeholders, including student teachers, university lecturers, high school students, and the programme's founder, seeking diverse perspectives. Despite that, in the chapter I have acknowledged potential limitations such as subjective accounts, biases, and challenges in ensuring the accuracy of collected information. Finally, the importance of structured data management and appropriate analysis methods in processing and analysing data was outlined.

CHAPTER 6: FINDINGS FROM DISCOVERING ORIGINS: NARRATIVES FROM THE IHEART DELIVERERS

This chapter discusses the findings obtained from data analysis related to the design and implementation intentions of the Iheart Programme. It pertains to the origins of Iheart as influenced by the experiences of Mrs. Terry Rubenstein and Mrs. Liz Taplin, particularly focusing on its application in school and university environments and the specific content of the Iheart Programme. This section is structured under two sub-headings: Iheart's origins, based on the experiences of Mrs. Terry Rubenstein and Mrs. Liz Taplin, and the content of the Iheart Programme.

6.1. Iheart's Origins: The Experiences of Mrs. Terry Rubenstein and Mrs. Liz Taplin

This section elaborates on the origins and development of the Iheart Programme, focusing on personal narratives shared in interviews by Mrs. Rubenstein and Mrs. Taplin. Initially inspired by Mrs. Rubenstein's experiences, the vision for Iheart expanded from solely assisting parents to directly supporting young individuals. Mrs. Rubenstein's husband and co-workers played significant roles in shaping and growing the Iheart Programme.

Mrs. Rubenstein also contributed to the practical application of Iheart, emphasising the importance of addressing entrenched behaviours and offering practical strategies for personal development. After initially targeting parents, later on the Iheart Programme shifted its focus to supporting young individuals aged 10 to 18. This transformation stemmed from Ms. Rubenstein's personal journey battling mental health issues like anxiety, depression, and eating disorders, as detailed in her book *Exquisite Minds* (Rubenstein, 2016). Her research led her to discover the Three Principles framework, which played a foundational role in shaping the Iheart Programme.

In her interview, Mrs. Taplin highlighted that Mrs. Rubenstein's and her husband's visions were fundamental factors in bringing the Iheart Project to life. Mrs. Taplin's interest and curiosity in the Three Principles, combined with her experiences

from participating in a group called "Resilient Young Minds," led to adapting the Iheart Programme to a slightly older age group than school students. This adaptation stemmed from Mrs. Taplin's introduction to the Three Principles and insights gained from experts she encountered at a conference, including Jamie Smart. This serendipitous encounter was a turning point, deepening Mrs. Taplin's understanding of the Three Principles and eventually leading her to join the Iheart Programme. Thus, Mrs. Taplin chose to focus on university students, her area of interest, to disseminate Iheart teachings to them. Her role as a university lecturer informed her belief that Iheart could offer a reality that supports innate health and resilience, regardless of external influences.

Mrs. Taplin aimed to provide future educators with knowledge and tools to recognise and leverage their students' innate health and resilience. She encouraged prospective teachers to view mental health as an intrinsic quality, believing this perspective could profoundly impact how they guide and support their students, forming the foundational belief in facilitating Iheart. In addition to Mrs. Taplin, Mrs. Rubenstein, in her interview, acknowledged the developing impact and interpretations of the Iheart Programme, noting that its effectiveness is tied to individual understanding and engagement. Her views acknowledged the complex nature of personal growth and development, emphasising the need for customised approaches to support mental wellbeing and self-efficacy. Therefore, Mrs. Rubenstein's belief in the principles of Iheart formed the basis for facilitating Iheart. Furthermore, Mrs. Rubenstein stated in the interview that the purpose of the Iheart Project is to enlighten students' self-confidence and mental wellbeing rather than inundating them with information.

During the interview, Mrs. Rubenstein stated:

> *"We are not just showing them why they are thinking wrong ways, but also giving them information about how they can help themselves because these things are deeply ingrained in us. This is what we call 'external resourcing'[…]*

In the context provided by Mrs. Rubenstein, the term "external resourcing" seems to refer to a way of addressing situations where individuals or groups veer off the 'correct' logical path, thinking 'the wrong things'. This may involve seeking guidance or insights from experts or reliable sources to help individuals or groups

understand why they are following an incorrect logical path and how they can rectify it. This usage of "external resourcing" implies the idea of seeking external aid or support to enhance one's understanding or ability to think.

We do not just show them why they think this way, but also help them understand what they can do about it because these kinds of things are deeply ingrained in us. It is almost like a reflex response […] when we meet someone who criticises us, even though we know our health should not be affected by such things, we often are affected. And so, we need to start having something helpful and practical about this and we are getting better and better at adapting Iheart to fit into students' daily lives.

Both Mrs. Rubenstein and Mrs. Taplin highlighted that the effects of Iheart's teachings can manifest differently for anyone seeking to apply them as a technique. The difficulty in understanding the principles of Iheart, especially for student teachers, may stem from the challenge of grasping the underlying Three Principles.

As Mrs. Taplin noted:

"... Thinking of the Three Principles as three separate things can sometimes be challenging because what you are trying to do is create form out of something formless. So, you know, the Three Principles are things you cannot touch, smell, or explain [...]"

Mrs. Taplin's statement highlights the difficulty of working with and understanding abstract concepts like the Three Principles, as they are formless and unexplainable. This observation highlights the inherent complexity of grasping and explaining these abstract ideas, suggesting that they require deeper levels of thought and interpretation, relating to more abstract concepts such as universal energy and human components.

Mrs. Taplin tried to explain this:

"There is some sort of universal energy that existed before human beings, even before the Big Bang. With the Big Bang, that universal energy became a part of all of us. And that energy flows through us.

She draws a comparison to electricity, likening it to what connects all living beings. This universal energy, according to her, is responsible for the innate positive qualities in humans such as wisdom, wellbeing, and resilience. She notes, however, that individuals may not always recognise or tap into these qualities, leading to a sense of tragic loss if they fail to realise their full potential.

From my point of view as a participant observer in Iheart's transformative journey, Mrs. Taplin's perspective underlines a belief in a pre-human, universal energy that permeates all living beings. This belief extends to the interconnectedness and a shared spiritual understanding among humans, encapsulated in the concept of "one spirit with seven billion people." While these ideas foster feelings of belonging and interconnectedness, it is important to acknowledge their basis in personal beliefs and the potential for varying interpretations.

On a similar note, during the interview Mrs. Rubenstein stated:

... But we do not feel like everyone is going to be impacted in the same way. Some will be almost life-changing, whereas some will just be helpful.

And some, as you say, want to use it as a bit of a technique, etc., where it will be less insightful or helpful. That is just the way, you know, the learning will go [...]

In my opinion, Mrs. Rubenstein acknowledges the individualised impact of personal growth processes or experiences, noting that not everyone will be affected in the same profound manner; some may find these experiences life-changing, while others may view them as merely helpful or even just use them as techniques without deeper insight. This recognition underlines the subjectivity of personal growth and the varied nature of human experiences and responses.

In conclusion, these perspectives invite critical reflection on the complexities of abstract concepts, personal beliefs, and individual responses to transformative experiences. They highlight the need for deep contemplation, interpretation, and acknowledgment of the multifaceted nature of human understanding and growth.

6.2. The Content of the Iheart Programme

In this section, the use of the Iheart proposing innate mental wellbeing and resilience in school settings will be examined. This approach is based on the perspectives of Mrs. Rubenstein, the Iheart founder, and Mrs. Taplin, a university lecturer, who play different roles in delivering the Iheart Programme.

I asked Mrs Rubenstein how school students might use the teachings of the Iheart Programme in their daily lives in terms of improving their self-confidence. She replied by reflecting on a recent conference:

> *We recently had a conference and a whole bunch of students came and spoke at the conference; if you saw all the examples, they give outside of school that's their labs or in the playground. And that is when this proves itself; it becomes real for them at that moment […]*

> *So, for this to work, it must translate into their lives and be practical in the moment. The informational knowledge given to them during their session should be realised and applicable in a moment in their lives. They might think, 'Wow, that's true. That's helpful.'*

According to Mrs. Rubenstein, the children at the conference shared how they transferred the life skills they learned in the Iheart Programme to their own lives. By doing this, they gained a deeper perspective on their wellbeing, and so took up the opportunity to apply the 'informational knowledge' they learned in school to practical life. My observation is that the 'informational knowledge' that is 'true' and 'becomes real' requires the adoption of a particular ontological stance.

To create a strong career plan for them as well as satisfy teacher standards, Mrs. Rubenstein also noted that student teachers put themselves under stress; student teachers also brought attention to the possibility that the high standards set by managers can leave them mentally wounded and contribute to melancholy. Long-term, this could affect their confidence and harm their perception of themselves.

> *Because teachers are busy with their work and they are under a lot of pressure, there are a lot of expectations, a lot of managers are results-oriented, you know, etc'. ... It is not an easy environment for teachers, and*

they are on their feet against the kids who are not always the most well-adjusted, you know, etc., not just sitting there giving great lectures, etc.

Mrs. Terry Rubenstein remarked about the difficult environment that teachers, in particular, had to work in. They may have to manage administrative responsibilities while simultaneously maintaining focus on attaining particular learning goals, which can make these problems demanding and stressful. She underlined that teachers must deal with a variety of demands and expectations, making the profession challenging. The challenges and complications that teachers face in their careers have been emphasised by this statement. Additionally, it stressed the necessity of sympathy and comprehension to foster a more welcoming and encouraging workplace. Mrs. Taplin expressed her views on the Iheart Project in Plymouth concerning the pressure experienced by beginning teachers. She stated that she expected that, at the end of the Iheart Project, probably most of the student teachers would feel more confident about how they would approach school students in the school environment.

I also asked Mrs. Liz Taplin about how can university student teachers might use the Iheart programme in their professional life. She replied:

I hope that they will have a better understanding of how children might be feeling and what can help them if they 100% believe that every child that they work with is going to be okay and has these innate qualities. Then it sort of takes a bit of pressure off the teacher, they know, they have not got to fix anything.

All they have got to do is draw out those innate capacities. And I just think there is a shift there in terms of the pressure. So, I think that is the other key message […] …. Just knowing that makes you think: 'Well, okay, you know, I am not going to change people, but I can understand where they are coming from, and I can work with it. So, it is rather than tugging in the opposite direction, you are sort of going with the flow and nurturing.

When the quotations are examined, I think there are clear expressions of the need to accept the ontological position of Iheart (*every child that they work with is going to be okay and has these innate qualities)* by students – but also recognise

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that they will be coming from different positions. As noted by Mrs. Taplin, the Iheart Programme might influence how student teachers might develop themselves. She also added that they may learn the value of nurturing school students within the context of the school. She made the argument that better practices and strategies for promoting children's development and wellbeing in educational settings may result from this increased understanding.

> Mrs. Taplin: *'Then they have got to choose a career. And they do not know what they want to go into' […] and of course, they are under intense pressure since they start university and have to work towards the teacher standards and things like that. So, I thought, right, some have got to break that cycle' […] One [benefit] is, that they will understand how the mind works and how there are programmes out there that support children to discover their mental health at the same time'.*

Mrs. Taplin in the quotation above addressed the difficulties that young people encounter when deciding on a job. She emphasised how many young people are unsure about their future as professionals and find it difficult to decide what they want to do. She added that university students are under a lot of strain since they must adhere to strict teacher expectations. Making career decisions is already a challenging process, so this pressure makes it even harder. Mrs. Taplin suggested interrupting the pattern by implementing initiatives that encourage school students to explore and improve their mental wellbeing as well as helping them understand how their minds function. She stressed the significance of offering resources and programmes that allow young people to identify and prioritise their mental wellbeing together with their physical wellbeing.

Mrs. Taplin also shared some feedback from some student teachers about the impacts of the Iheart Project and the changes it has made in their lives during the interview.

> Mrs. Taplin: *I have got a little bit of anecdotal evidence in that people have commented. I had a couple of really impactful emails to say. You know, 'this has changed my life […] Well, not quite 'this has changed my life'. But a couple that has said, when they have been working with their tutor groups,*

individuals have said, 'it is made a massive difference […] So, I just know that it will have made a difference to everyone, even if they do not realise it yet'.

Mrs. Taplin shared that she has gathered some anecdotal evidence through people's comments, as well as receiving a few "highly impactful emails". According to Mrs. Taplin's statement, although not all of them explicitly stated that the intervention programme of Iheart has changed their lives, there have been individuals who mentioned that it has made a significant difference, especially when working with their tutor groups.

Mrs. Taplin also drew attention to the importance of revealing and discussing the factors that affect school students' mental wellbeing. The reason for this is that she thought that they could only help school students in this way. According to Mrs. Taplin, otherwise, if school students do not understand well the factors that affect their wellbeing and resilience, this situation may also occur in the later years of their lives and drag them into a vicious circle.

Mrs. Taplin: *'We should be working out why they are stressed, anxious, and panicky' (negative aspects of wellbeing […] so, my thinking all along was that this is a vicious cycle that we have got these seven-year-olds feeling anxious in primary school. Afterwards, they go into secondary school, they become more and more anxious, you know panic attacks, depression, maybe even on medication.*

Mrs. Taplin believed it is crucial to understand the underlying causes of stress, anxiety, and panic experienced by individuals. She emphasised the importance of identifying and addressing the root causes of these negative emotions. She also stated that efforts should be made to investigate and understand the reasons behind them. She indicated that there is a vicious cycle in which children as young as seven years old experience anxiety in primary school and suggested that this anxiety persists and intensifies as they transition to secondary school, potentially leading to symptoms such as panic attacks, depression, and even reliance on medication. She, therefore, highlighted the urgency of addressing and breaking this cycle to promote healthier mental wellbeing among school students.

…. There was his way at the time of trying to make something that was very spiritual and feeling more tangible for people. And it is developed, you know, it is developed into the world.

As something scaled, it is also fragmented a little bit, personally, when I came from that, and I found it very powerful and helpful.

This quote by Mrs. Rubenstein echoes her aim to make a deeply spiritual concept more accessible and tangible for people. Over time, this effort has developed and gained a broader audience. Mrs. Rubenstein personally found the developing concept to be powerful and helpful. She also hints at the trade-off between scaling and retaining the purity or depth of the original concept. While Mrs. Rubenstein found the development of the concept beneficial, it raises questions about potential dilution and loss of authenticity as ideas become more widespread. Critical examination would detect a concern about development of the core spiritual message and its impact on individuals; to facilitate a better understanding of the Iheart Programme by school students and student teachers, Mrs. Rubenstein developed a framework that is more concrete by moving away from the Three Principles that lie at Iheart's foundations. By doing so, Mrs. Terry Rubenstein aimed to make the Iheart Programme more tangible particularly for school students at early ages. Thus, by interacting with each other, they are hoping that teachers, parents, and children might develop a common language and understanding. To make it simpler for school children to internalise Iheart's beliefs, Mrs. Rubenstein created a new framework using learning design, but she stuck to the core of the Three Principles in her instruction.

Although she deviated from the three fundamentals in her teachings, she saw Mr. Banks as a genuine gift to believers because of the enlightenment that she had had personally. Mr. Banks had the chance to speak with many spiritual people and share his own experiences with them as a result of his experiences. He, therefore, told people about their true nature.

Mrs. Rubenstein later picked up the theme of adherence to a 'true' message:

Mrs. Rubenstein: *I was never attached to the Three Principles. A lot of people who are teachers are very attached to it, they think it is the truth, etc. I have*

always been attached to helping people and to the truth. But whatever form that truth stays up, it does not matter what it is, you know.

In this quote by Mrs. Rubenstein, she expressed her disconnection from the "Three Principles," suggesting that many Iheart teachers hold strong attachments to this particular belief system. She instead emphasises her commitment to helping people and seeking the truth, regardless of its specific form. Her critical stance implies that some individuals become rigidly devoted to certain ideologies, like the "Three Principles," and may lose sight of the broader goal of genuinely assisting and seeking the truth.

Mrs. Rubenstein seems to be advocating for a more flexible and open-minded approach, while still prioritising the core values of helping others and pursuing the truth. This quote therefore underlines the importance of remaining adaptable and open to different perspectives while maintaining one's commitment to fundamental principles.

> Mrs. Rubenstein: '*So, I am not attached to a particular modality, which was good, because it allowed me to challenge whatever it is […] So, I realised that when you start to teach children, the younger you go, you must be super clear, you must break down what you are teaching. And you must be so clear, you have got to teach' […]*

Mrs. Rubenstein emphasised her lack of attachment to a specific teaching method or modality as a positive quality because it allows her to challenge established practices. She also noted that when teaching children, especially younger ones, clarity is paramount as well as breaking down content. She also remarked on the challenge of answering children's questions:

> Mrs. Rubenstein: *You have got to be a much better teacher to teach a four-year-old than a 24-year-old because you have got to be clear, clear, clear [...] So, when we started to do that, and the more we were teaching kids and kids were asking questions that adults asked […] But in a much less polite way, as you tell us that our feelings come from thoughts, or how is it helpful? I cannot change my thoughts […]*

She also highlighted the significance of considering the practicality of the knowledge being imparted, as well as the realisation that complex ideas may not have simple or immediate solutions.

Mrs. Rubenstein stated that:

Mrs. Rubenstein: And so, we felt like, to create the difference in the education we wanted, we need to re-programme. Not just individual people who could inspire or help or coach or therapist. We needed a programme because a programme can scale beyond a particular person, and a programme can be researched. So, you can see the efficacy of it, which was very important to us from the beginning that our programme could be researched.

To bring about meaningful change in education, Mrs. Rubenstein felt the need to move beyond relying solely on individual mentors or coaches. She advocated for a shift towards a more structured educational programme that can work at scale and be rigorously researched to ensure their effectiveness. It reflected a desire for a more data-driven and scalable approach to education.

Mrs. Rubenstein: *Not just to show people that it works, but for our feedback, as we have constantly improved it based on the research that we have done ourselves. So that is why we kind of decided that we must have a programme that could kind of scale beyond our small team, you know? […]*

Mrs. Rubenstein indicated the importance of research not only to demonstrate the effectiveness of an educational programme to others but also for continuous improvement. It also helped when working with partners beyond the immediate team, and in connection with aspect of school curricula:

Mrs. Rubenstein: *And of course, we have got partners that we were partnering with. You know, outside of our Iheart to very much want to make a difference, and work together with us to get this wrapped. And just to say to you, you roughly know that the differentiated curriculum is no big part of that. And we would like to create something more, you know.*

Furthermore, they expressed a desire to create something more, suggesting an ambition for a broader and more substantial contribution to their field.

Mrs. Rubenstein: We are looking at the six to nine months and the current curriculum will be more for the nine to 12 year-olds. *And now we have just created one for 12 upwards and so we are creating differentiated ones. And then adding to those curriculums so we are working hard to make sure that we get the job done, but Rome was not built in a day. So, we are doing our best.*

Mrs. Rubenstein discussed the development of different educational curricula for specific age groups. She mentioned the existing curriculum for nine to 12-year-olds and the creation of a new one for those aged 12 and older. She acknowledged the effort and time required for this process, emphasising that achieving their educational goals is a gradual and ongoing endeavour. Mrs. Rubenstein and the team are committed to creating age-appropriate curricula and are aware that meaningful educational change takes time. It highlights the importance of adapting educational materials to suit the needs of different age groups and the patience required in the process of educational development. The Iheart team sought to develop a structured framework that could be followed regularly by establishing a programme. Mrs. Rubenstein and her team aimed to have a long-lasting effect on education that went beyond their efforts by building a structured programme and doing research. In addition, Mrs. Rubenstein stressed the collaborative nature of their work, emphasising how they collaborate with outside agencies to improve education.

Mrs. Rubenstein (and also Mrs. Taplin – please see below) noted that internalising Iheart's teachings can take various amounts of time for different people. Additionally, Mrs. Rubenstein and her team gave school students examples of the differences between adopting a logical thought process and following flawed or illogical thinking. She went on to explain an approach they use called "outsourcing," which uses Jenga blocks as a metaphorical tool to pose challenging questions and correct erroneous thinking. This process causes the flawed logic or belief system to start to fall apart. She also underlined the significance of giving people useful tools to improve themselves, in addition to helping them understand why they think the way they do. They acknowledged that some mental habits are so ingrained that they virtually behave as reflexes. Nonetheless, they pledged to create beneficial and

doable strategies to deal with these engrained behaviours and foster positive wellbeing. She concluded by pointing up a typical situation in which people are impacted by criticism despite knowing that it should not harm their wellbeing. They recognised the difficulty in overcoming this instinctive reaction and described the on-going efforts to create more potent countermeasures to such detrimental effects on wellbeing. In general, she emphasised the significance of identifying problematic thought patterns, providing skills for challenging and questioning them, and providing real-world solutions to enhance wellbeing in the face of ingrained habits and harmful influences.

Mrs. Liz Taplin also reported her opinions about the content of Iheart, student teachers' participation, and the materials used during the programme:

> Mrs. Taplin: *'I am pretty convinced that for some of them, it will not mean anything right now. After some time, it will make more sense to them' […] So as a coach, and as working in teacher education, I have sort of come to learn that. It is not about ramming information in. It is about pointing them in the right direction […]*
>
> *And you cannot force them in that direction; you can point them in the right direction. And they will go eventually. They will have some sort of insight. But if you force them, it is not going to have an impact.*

Mrs. Taplin claimed that when the student teachers embark on the path of researching the Three Principles that underpin Iheart's emergence, they may find themselves resonating more with the doctrines of the Iheart. She also underlined that the participation in the programme, which was held online with new Y1 student teachers' groups due to COVID, invovles more than the face-to-face sessions.

> *Mrs. Taplin: Or maybe they will be, you know, looking, doing an internet search or something' […] and they will come across a little bit more about the Three Principles. And it will make more sense to them […]*

Mrs. Taplin mentioned that anyone can come upon information about the "Three Principles" online. She seemed to believe that if people knew about this information, they would be better able to understand the concept.

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Briefly, it can be seen that both Mrs. Taplin and Mrs. Rubenstein emphasised the importance of the guidance being given to school students and undergraduates rather than dictating information to them so that they can interact with Iheart's teachings. Thus, during the Iheart Programme, students might feel more engaged and be able to internalise the doctrines of the programme more and adapt them to life.

CHAPTER 7: FINDINGS FROM EXPLORING LEARNERS' EXPERIENCES WITH IHEART PROGRAMME

This chapter is structured around my thematic analysis obtained from interviews conducted with student teachers at PIoE and case studies involving school students on the Iheart website. The purpose of this chapter is to inquire into student teachers' professional lives post-participation in the Iheart Programme, with a particular emphasis on strategies for working with various student groups within the prevalent concepts of wellbeing and resilience in Iheart. The analysis also aims to find out more about learners' ontological perspectives on the concept of singular reality within Iheart. Finally, this chapter reflects on self-efficacy, wellbeing, and resilience among student teachers, school students, and the researcher after their participation in the Iheart Programme.

Initially, quantitative data were generated using the TEIP Scale to reflect student teachers' perceptions of inclusive practices, while wellbeing was measured using the Warwick-Edinburgh Wellbeing Scale, both before and after participation in the Iheart Project. At this point, I was using tools and frameworks with a more positivist approach in my research. However, the data obtained from the TEIP and Warwick-Edinburgh Scales showed no significant difference in student teachers' self-efficacy perceptions and mental wellbeing before and after the Iheart Project. Therefore, I also collected qualitative data to help address my research questions.

Through interviews, feedback forms, and the researcher journals, I attempted to examine more deeply the self-confidence and mental wellbeing of student teachers. This reflected a shift in my epistemological stance from a positivist paradigm towards a critical realist stance during the data collection process. While the entire qualitative dataset was analysed using thematic analysis, analysing the stories shared in interviews (including those with Mrs Rubenstein and Mrs. Taplin in the previous chapter) allowed me to see how narrators interpreted their experiences and thus brought forth different ontological assumptions. By analysing the stories, I actively engaged in a critical narrative inquiry, searching for contradictions and questions within the narrative (Yamagata-Lynch *et al.,* 2017). This perspective primarily allowed me to derive meaning from responses to the ontology of Iheart.

Data from a cohort consisting of 100 Year 1 and four Year 2 student teachers enrolled in Iheart Project at Plymouth University were examined. Fourteen individuals specialising in special educational needs among these student teachers completed the Teacher Efficacy for Inclusive Practices and Warwick-Edinburgh Mental Wellbeing Scales. In addition to quantitative metrics, qualitative research was included due to its capacity to explore phenomena through the perspectives and experiences of both and school students (Ivankova & Creswell, 2009; Merriam & Tisdell, 2015). The qualitative data encompassed all feedback forms from student teachers related to the Iheart Programme, and the researcher journals.

While analysing the experiences of various learners involved in Iheart, I positioned myself as both a researcher and a participant in Iheart. This allowed me to provide a different perspective from my critical interpretations as a researcher and to encapsulate my reflections on the transformative journey of Iheart within my analytic framework. The analyses obtained from both quantitative and qualitative data sources below are shared in the following sections.

7.1. Quantitative Data Sources

In this Section, the focus is on analysing questionnaire data related to Teacher Efficacy for Inclusive Practice (TEIP) and Warwick–Edinburgh Mental Wellbeing (WEMWBS) using the Wilcoxon Signed Ranks Test. Specifically, attention is given to the sub-scales within the TEIP Scale that pertain to Inclusive Instruction, Collaboration, and Managing Behaviour. The goal was to uncover insights into how these factors contribute to teachers' confidence in managing inclusive practices and their mental wellbeing. The analysis aimed to highlight any significant findings or trends observed through the statistical analysis, shedding light on potential areas of strength or improvement in supporting teachers' efficacy and mental wellbeing concerning inclusive education.

7.1.2. Examining the Link between Teacher Efficacy and Mental Wellbeing: An SPSS Analysis of TEIP and Warwick-Edinburgh Scales

After analysing the questionnaire data using the Wilcoxon Signed Ranks Test, I examined the Teacher Efficacy for Inclusive Practice (TEIP) Scale and the Warwick–

Edinburgh Mental Wellbeing (WEMWBS) Inventory. For the TEIP Scale, I looked at sub-scales related to Inclusive Instruction, Collaboration, and Managing Behaviour. The findings obtained from the SPSS analysis are shown in the tables below.

SPSS Analysis of TEIP Scale

Table 9: Wilcoxon Signed Ranks Test Results of Teacher Efficacy for Inclusive Practice (TEIP) Scale in Inclusive Instruction Sub-Scale Pre-test and Post-test Scores of the Course Work Group

Pre-Test Post-Test	N	Mean Rank	Sum of Ranks	Z	p
Negative Ranks	5[a]	5.20	26.00		
Positive Ranks	9[b]	8.78	79.00		
Ties	0[c]			-1.687[b]	.092
Total	14				

a. EII2 < EII1

b. EII2 > EII1

c. EII2 = EII1

Table 9.1: Wilcoxon Signed Ranks Test Results of Teacher Efficacy for Inclusive Practice (TEIP) Scale in Collaboration Sub-scale Pre-test and Post-test Scores of the Course Work Group

Pre-Test Post-Test	N	Mean Rank	Sum of Ranks	Z	p
Negative Ranks	6[a]	7.25	43.50		
Positive Ranks	7[b]	6.79	47.50		
Ties	1[c]			$-.142$[b]	.887
Total	14				

a. EC2 < EC1

b. EC2 > EC1

c. EC2 = EC1

Table 9.2: Wilcoxon Signed Ranks Test Results of Teacher Efficacy for Inclusive Practice (TEIP) Scale in Managing Behaviour Sub-Scale Pre-test and Post-test Scores of the Course Work Group

Pre-Test Post-Test	N	Mean Rank	Sum of Ranks	Z	p
Negative Ranks	7[a]	4.00	28.00		
Positive Ranks	4[b]	9.50	38.00		
Ties	3[c]			$-.449$[b]	.653
Total	14				

a. EMB2 < EMB1

b. EMB2 > EMB1

c. EMB2 = EMB1

SPSS Analysis of Warwick-Edinburg Mental Wellbeing Scale

Table 10: Table 10: Wilcoxon Signed Ranks Test Results of the Warwick–Edinburgh Mental Wellbeing (WEMWBS) Inventory Pre-test and Post-test Scores of the Course Work Group

Pre-Test Post-Test	N	Mean Rank	Sum of Ranks	Z	p
Negative Ranks	7[a]	6.43	45.00		
Positive Ranks	7[b]	8.57	60.00	-.473[b]	.636
Ties	0[c]				
Total	14				

a.WB2 < WB1

b.WB2 > WB1

c.WB2 = WB1

When these tables are examined, the results show no significant differences between pre-test and post-test scores for the TEIP Scale in any of its sub-scales: Inclusive Instruction (p=.092), Collaboration (p=.887), and Managing Behaviour (p=.653). Similarly, for the WEMWBS Inventory, there was no meaningful difference between pre-test and post-test scores (p=.636).

In summary, these findings indicate that participating in the Iheart Project did not lead to significant changes in self-efficacy related to inclusive practices or mental wellbeing among student teachers within the short study period. It is important to note that behavioural and attitude changes, particularly in areas like teacher efficacy and mental wellbeing, often require more time to manifest and be accurately measured. Additionally, various external factors such as personal events, other interventions, societal shifts, and stressors can also influence these outcomes, potentially masking the direct impact of the project over a brief period.

7.2. Qualitative Data Sources

The following sections explore the structured approach taken to thoroughly investigate the effect of the Iheart Programme on learners' wellbeing and resilience, focusing on the analysis of qualitative data gathered from various sources. It begins by detailing the initial steps of thematic analysis, emphasising the application of foundational concepts to foster critical thinking. It then progresses to discuss the

iterative data collection process, starting from feedback forms and case studies on the Iheart website, leading to interviews with both Iheart deliverers and student teachers.

The utilisation of analytical tools like Nvivo software is highlighted as well as the incorporation of diverse perspectives, such as that of a high school student connected to the Iheart programme through familial ties. The inclusion of multiple interviews with a Year 1 student teacher further enriched the analysis, especially in understanding the potential long-term impact of the Iheart Programme on professional development.

Key issues are also addressed such as the authenticity of narratives, potential discrepancies or gaps in data, and the broader implications of the Iheart Programme's impact on wellbeing and resilience. By outlining the methodological steps and data sources involved, the following sections set the stage for a detailed discussion on the identified themes and their significance in understanding the programme's influence on participants' experiences and outcomes.

7.2.1. Analysing Feedback Forms with NVivo: Uncovering Insights and Patterns

This research methodology included collecting feedback from Y1 and Y2 student teachers taking part in the Iheart Project at PIoE through structured forms. These forms included qualitative data from open-ended questions, providing a rich dataset. I used NVivo for analysing this feedback, which helped organise, code, and analyse the data systematically. The codes generated encompassed various aspects such as the impact on mental wellbeing, resilience strategies, implementation obstacles, and effectiveness.

Following the NVivo analysis, I related these themes to existing literature, aligning them with research questions to draw evidence-based conclusions and make informed recommendations. Visual representations of feedback findings from the first three sessions of the Iheart Project were created using NVivo, aiding in understanding collective sentiments and trends among participants. Graphical representations were divided based on agreement/disagreement with Iheart

teachings (blue) and each session (purple). This approach facilitated efficient data management, exploration, and visualisation, contributing to forming themes in the research. The data from NVivo complemented information from other datasets, enhancing the comprehensiveness of the analysis and insights into participant experiences and perceptions within the Iheart Programme. In this context, the graphic representation was divided into two parts: they represented whether student teachers agreed or disagreed with Iheart teachings and shown in blue. The colour purple is used to identify each session of the Iheart. The remaining figures for other sessions are shown in Appendices 10-16.
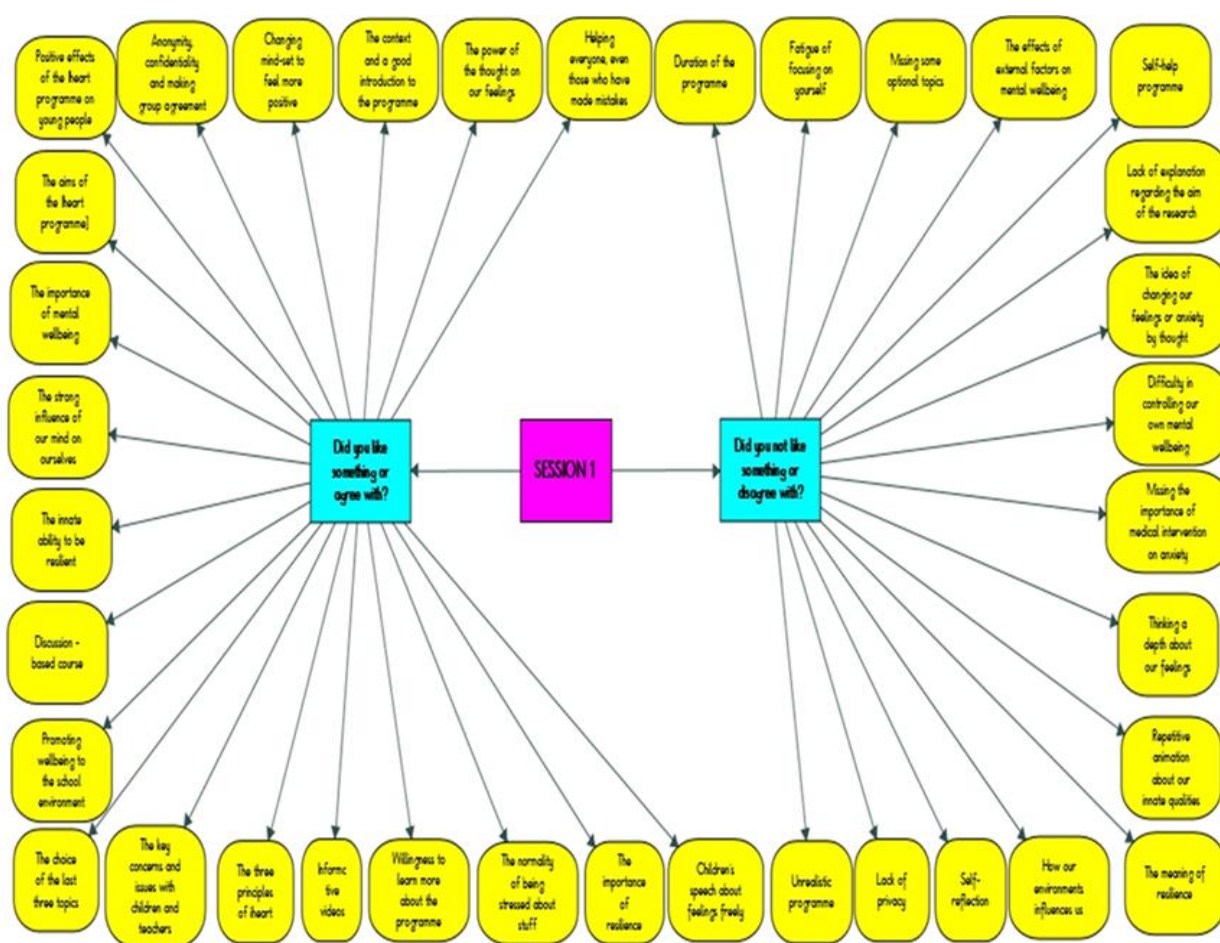
Figure 8: Iheart Project Session 1 from NVivo feedback forms analysis
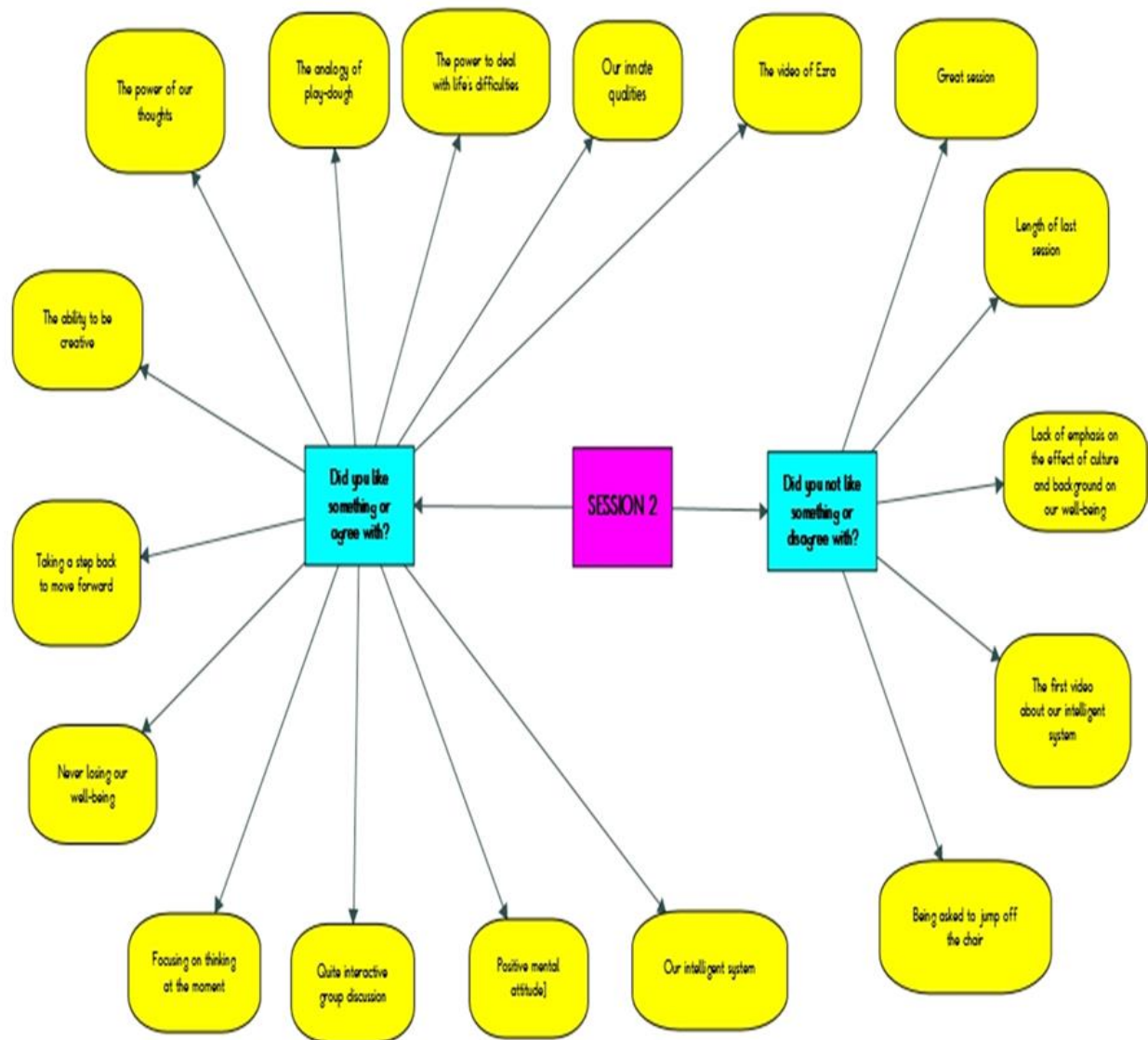
Figure 9: Iheart Project Session 2 from NVivo feedback forms analysis
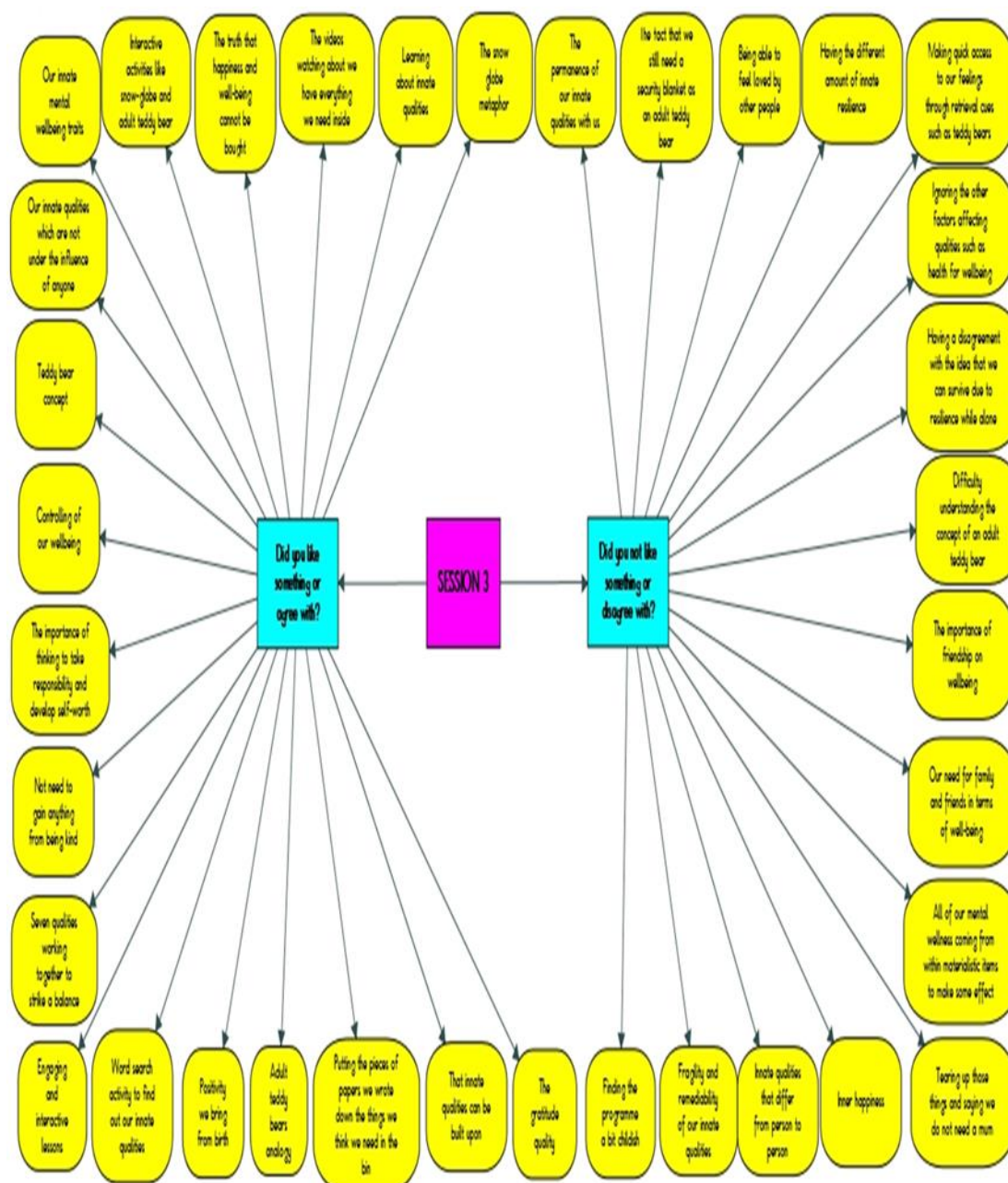
Figure 10: Iheart Project Session 3 from NVivo feedback forms analysis

As mentioned above, I conducted an in-depth analysis of 100 feedback forms, which were gathered from Y1 student teachers, about their experiences with the Iheart Project spanning 10 weeks. Furthermore, I sought to enhance our understanding of the core principles of the Iheart Project by procuring additional feedback forms from Y2 student teachers who engaged in the project for 4 weeks as

an extra classroom activity. These forms shed light on the perspectives of Y2 student teachers as they responded to specific questions outlined in the feedback form.

Accordingly, the analysis of feedback forms from Y1 student teachers regarding the Iheart Project, as well as additional feedback forms from Y2 student teachers, revealed a compelling connection between Theme 4 (Engagement Participation) and Theme 5 (The Ontological Perspective of Iheart Stakeholders), (see Section 5.7 for more information on theme generation). Firstly, it is shown that in Theme 4, the Iheart Programme might help create an inclusive classroom environment. This is because, through Iheart, student teachers can transfer the activities carried out during the Iheart Programme and its teachings to the inclusive classroom environment for school students.

This can lead to increased participation among students in classes and activities alongside their peers. This improvement in student engagement and interaction aligns with the broader goal of fostering inclusive and supportive educational environments. Secondly, the analysis of feedback forms from both Y1 and Y2 student teachers provides insights that create a meaningful link with Theme 5 (The Ontological Perspective of Iheart Stakeholders). These perspectives from student teachers shed light on how their participation in the Iheart Programme has influenced their ontological beliefs and understanding of wellbeing and resilience, aligning closely with the transformative journey emphasised in Theme 5. Certain student teachers adhered to the perspective that innate wellbeing and resilience, irrespective of external circumstances, are intrinsic and unshakable, even though they may occasionally appear to fade. In contrast, others have forged their ontological positions. Some student teachers believe that Iheart's teachings can provide valuable tools for navigating adverse life events, while others underline the necessity for a more structured psychological intervention. It is important to bear in mind that individuals' viewpoints on events and the intensity of distress experienced in response to negative circumstances can vary greatly. In such instances, it may not always be feasible for an individual to recollect the innate wellbeing ingrained within them from birth. Consequently, expecting a single reality approach to be universally applicable may not be entirely accurate. The ontological difficulty, therefore, of positing inherent wellbeing raises questions regarding the ability to measure and

define such a complex and subjective concept. The imposition of a singular perspective on resilience, especially one that insists on the concept of innate goodness, can be deeply distressing for individuals who have faced trauma and adversity. As a result, the philosophical foundations of the programme should be carefully considered and should not be imposed as a universal truth.

The findings obtained from the feedback forms are presented below.

What did they like or agree with?

Some of the student teachers drew attention that they liked the idea of tackling or talking about those Iheart topics, addressing ways to deal with particular ones, or even knowing who else they can talk to, peer wise, etc, knowing ways to also help others and what challenges they face, video reassurance, the three key elements of Iheart which were namely minded, consciousness and thought.Additionally, some of them found this programme quite informative and had many sessions regarding mental wellbeing. It, therefore, was useful. Besides, a few student teachers liked seeing the impact this programme might have on young people: *'I can see how this will benefit young children'.*

Student teachers highlighted how they understand the underlying principles in the Iheart: *'To acknowledge that everyone can change'.* In this sense, regardless of one's past behaviour or present situation, this remark implied belief in the possibility of personal transformation by emphasising that one is not doomed to remain the same. It acknowledged that people could alter their perspectives, enhance their behaviour, and grow personally. This concept of change can be used to improve a variety of facets of life, such as social advancement, relationships, habits, and even personal development.

It conveyed a conviction in the possibility of improvement and highlighted the significance of allowing people the chance to change and show their capacity for change. As a whole, the statement stressed that she recognised and appreciated that each person has the power to effect positive change and that an open-minded perspective is encouraged.

'Informative and interesting videos.
In my opinion, the adjective "interesting" highlighted how compelling the videos

are. It suggested that the material is interesting to view because it is fascinating, gripping, or entertaining in some way. These videos used in the Iheart Project probably caught some of the student teachers' attention. It also kept the attention of the audience throughout possibly using interesting storytelling approaches, visual components, or delivery methods. These videos appeared to find a balance between delivering instructional knowledge and keeping the audience amused as they were both appealing and informative.

In this sense, Iheart's design delivers tries to make information or ideas accessible, interesting, and pleasant so that student teachers might find learning more engaging and more likely to be retained. In all, the statement was made about videos that are both entertaining and instructional.

It was emphasised how important it is to produce material that is both educational and entertaining so that viewers are engaged and inspired to learn while enjoying the experience.

> *I like the fact that mental health is just a state of mind that is temporary. A wellbeing mind just needs to be found again.*

From my point of view, her perspective of view underlined people's capacity to overcome transient problems with their mental wellbeing and try to recover a condition of wellbeing. It emphasised how crucial it is to understand how mental wellbeing a static state is not but rather a fluid state that may be altered by a variety of things including situations, experiences, and self-care routines. In the end, the assertion presents a positive view of mental wellbeing, viewing it as a fleeting mental state that may be reclaimed through the process of rediscovering wellbeing. It emphasised the notion that difficulties with mental wellbeing are merely transient and the idea that it is possible to regain and maintain a condition of mental wellbeing.

> *I particularly enjoyed the focus on thinking now. If we are aware and mindful of our emotions and feelings, we are in a better situation to process them.*

I think he highlighted that being aware of our emotions is essential for effectively processing them. Our feelings are an integral part of our human experience. They shape our interactions, influence our behaviours, and impact our mental wellbeing. Nevertheless, if we are not conscious of our emotions, they can

overpower us and cloud our judgment. By being mindful and aware of our emotional states, we put ourselves in a better position to understand and process them effectively.

> *'The value that happiness and wellbeing cannot be bought'.*

Here, he stated the idea that happiness and wellbeing cannot be attained solely through material possessions or wealth. This is because according to Iheart's teachings wellbeing and resilience are our innate qualities. For this reason, even though he did not deny the effect of non-material factors on our happiness and wellbeing, he highlighted the limited impact of material possessions on long-term happiness.

> *'I can see how this will benefit young children'.*

As I see it, this student noticed the potential advantages of the Iheart Programme for young children in terms of different aspects such as emotional wellbeing, resilience, and social skills development. Benefiting from the teachings of the Iheart Programme, school students can both contribute to their wellbeing and regulate their social relations with people by bringing a new perspective to concepts such as wellbeing and resilience, which are claimed to be innate.

> *We always have these innate qualities inside of us. We do not need certain things to find them. It is not something you find. It is something you have.*

This student appeasr to have accepted the Iheart Programme's teachings demonstrating its ability to empower student teachers by helping them recognise, nurture, and utilise their innate qualities while working with children. Through self-awareness, cultivation of strengths, development of empathy and compassion, promotion of creativity and imagination, fostering a growth mindset and resilience, and building authentic relationships, student teachers can create meaningful and impactful learning experiences for children.

Indicating their innate qualities, student teachers inspire children to recognise and develop their unique abilities, promoting a love for learning and personal growth in both student teachers.

> *'That wellbeing is part of us. It is not material things that make us happy.*

Student teachers who practice mindfulness, emotional control, self-care, healthy relationships, gratitude, and finding purpose in their job report improved wellbeing when working with kids. Student teachers build a happy and fruitful learning environment for everybody involved by emulating wellbeing concepts. This atmosphere supports the wellbeing of both the student teachers and the students they educate.

'The raw materials (being secure and happy) of being human are innate'.

From my point of view, the Iheart Programme can help reveal feelings of security and happiness are "inherent aspects of human nature" for student teachers. By doing so, they can broaden their horizons in terms of understanding and cultivation of feelings of innate security and happiness, both in their daily life and interactions with school students in the school setting.

Not the things you have make you happy, it is what you associate with those things that make you happy. They cannot be forgotten or lost even if you lose those things.

As I see it, he made the argument that our associations and meanings for material items—rather than the possessions themselves—are what ultimately bring us true happiness. It suggested that the Iheart Programme seeks to assist student teachers in cultivating a mindset that enables them to discover joy and fulfilment in intangible aspects of their work with school students in the classroom.

'Stress is a thought and wellbeing never go away'.

I think he made the argument that our associations and meanings for material items—rather than the possessions themselves—are what ultimately bring us true happiness. It suggests that the Iheart Programme seeks to assist student teachers in cultivating a mindset that enables them to discover joy and fulfilment in intangible aspects of their work with school students in the classroom.

'Everybody has resilience; we just need to get it out'.

From my perspective, she stated that resilience is an inherent quality present within every individual. It might imply that the Iheart Programme aiming help student teachers tap into and develop their innate resilience, enabling them to face challenges and adversities while working with children in the classroom.

'Great idea for university students when we have so stressful times'.

For this student teacher, the Iheart is viewed as a helpful endeavour, particularly under stressful circumstances. It is suggested that the training is successful at reducing stress and enhancing the wellbeing of aspiring student teachers when they are interacting with school students in the classroom. The Iheart Project focuses on the experiences and general health of aspiring teachers, particularly on how they handle stress while they are in the university and how they interact with children in the classroom. It can be useful for assessing how well the Iheart Programme addresses the unique requirements and difficulties of college students pursuing teaching degrees as well as for directing future development and execution of the course.

What did they not like or disagree with? (Weaker aspects of the Project)

Some student teachers pointed out that it seemed like a self-help programme, therefore, it was not so helpful. In addition, a few stated that they did not like some animations since they were a bit repetitive. A handful of student teachers said that teachings could be explained more clearly as this programme encouraged them to focus on themselves which could be exhausting and worrying sometimes.

Someone claimed that the Iheart Programme made it sound like anxiety is a 'mind-over-matter' situation rather than something that requires medical intervention on occasion and that not everyone can control their mental wellbeing. Besides that, very few people said the Iheart Project was not private enough for them. Last but not least, some argued about the content and duration of the project. Some stated that it was unrealistic that after 10 weeks people would have a completely different view of life and a new mentality. Since it seemed too good to be true, they, therefore, stated that it was a bit fake and quite idealistic.

Quotations relating to these opinions from some of the student teachers from feedback forms are as follows.

It is unrealistic that after 10 weeks people will have a completely different view on life, and a new mentality/ duration of the programme is a bit short.

You cannot change your feelings or change your anxiety - make it disappear just by telling yourself that is just a bad thought'.

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'Thus, the programme encourages you to focus on yourself, who may be feeling exhausted and worried'.

'Not private enough'.

'It seems a lot like a self-help programme which is not guaranteed to be useful'.

Resilience is not the ability to keep going as it may include a period of breakdown and resilience is the ability to recover from that.

'Not everyone can control their mental wellbeing'.

Not everyone is brought up in loving/compassionate circumstances. That is why it is important to take into consideration how these people are treated by others. If they are abused by people, it might be hard to trust, love or be motivated for them.

It made it sound like anxiety is a mind-over-matter situation rather than something that sometimes requires medical intervention.

These statements showed that an important factor that played a role in the inability to internalise Iheart's teachings might be that the doctrines of the Iheart Project were based on abstract principles, such as the Three Principles which were proposed by Mr. Banks. From my point of view, it is important to acknowledge that everyone's experiences and needs are unique, and different approaches may work for different individuals.

While the Iheart Programme may have its limitations, I think it is worth noting that there are various techniques available to address mental wellbeing concerns. The concerns are listed and explained below, taking into account my interpretations derived from the statements made by student teachers.

Duration of the programme: Indeed, significant changes in one's perspective and mentality may take longer than 10 weeks. It is important to have realistic expectations regarding personal growth and healing. The timeline for personal development can vary greatly depending on the individual and the specific challenges they face.

Changing feelings and anxiety: I think simply telling oneself that a thought is just "bad" may not make anxiety disappear. Anxiety can be a complex condition that often requires a multifaceted approach, including therapy, medication, and self-care techniques. While changing one's thought patterns can be helpful, it may not be sufficient for everyone.

Focus on oneself and privacy: Some individuals may find it exhausting or worrying to constantly focus on them. Additionally, privacy is a crucial consideration when it comes to mental wellbeing support. It is essential to have a safe and confidential space where individuals feel comfortable sharing their thoughts and concerns.

Effectiveness of self-help programme: Self-help programmes like Iheart can be valuable resources for personal growth, but they may not work for everyone. It, therefore, is important to recognise that professional guidance and support are often necessary, especially in cases where mental wellbeing concerns are more severe or complex.

Resilience and breakdown: Resilience is not simply about pushing through difficulties without any setbacks or breakdowns. It involves acknowledging and experiencing those challenges but also finding ways to recover and adapt. It, therefore, might be remarkable to understand that resilience looks different for everyone and can involve seeking professional help when needed. Influence of upbringing and environment: It is crucial to notice that individuals' mental wellbeing can be influenced by various factors, including their upbringing and the treatment they receive from others. Compassionate and supportive environments can greatly contribute to a person's ability to trust, love, and be motivated. Not everyone has the same privileges and resources, so understanding and addressing these disparities are essential.

Anxiety and medical intervention: Anxiety is indeed a complex condition that may require medical intervention for some individuals. I think it is valuable to approach mental wellbeing holistically and consider a combination of therapeutic approaches, including medication, when necessary. Mindfulness techniques or thought reframing alone may not be sufficient for everyone.

In summary, from my point of view, it is crucial to approach mental wellbeing with empathy, understanding that different people have different needs and experiences. While self-help programmes and techniques which are implemented during Iheart can be valuable, they may not be the sole solution for everyone. Seeking professional help and considering a multifaceted approach that addresses individual circumstances is often important for comprehensive mental wellbeing. The comments below from some of the student teachers indicate that the content and duration of the Iheart Project may not have been enough for them to fully internalise its abstract lessons, or that its underlying principles were not compatible with their views.

> *Not everyone has those qualities that make you human or they do not use them. Tearing up those things and saying we do not need a mum - what if you wrote family or friends?*

> *'I do not believe it, all in your head'.*

> *'I do not agree that everyone can change'.*

> *'I worry with young children that they may either surpass their feelings or, after the training feel bad for feeling them'.*

> *'I do not agree that outside stimulators cannot affect your feelings'.*

> *What about bullies? Cyber bullies? It is always there even when you know it is stopped. They can have an impact.*

> *'Feelings towards things are normal, why we are they being made out to be abnormal?'*

> *'People can influence our feelings and if we ignore their opinions of us, we might not become better people, even if their opinions are negative'.*

> *Sometimes it sounds like these feelings can be turned on and off with ease but as an example, people that suffer years of psychological abuse may never be able to turn these feelings off.*

> *'To switch off or relax is easier said than done'.*

> *Certain emotions/feelings are biologically innate-e.g., the rollercoaster is equal to adrenaline. This translates as excitement or anxiety which are*

essentially the same. This is caused by the activity, not the thought.

'Does not take count for realistic negative emotions i.e., grief. You cannot just make a conscious decision to stop feeling'.

'Thought is not necessarily reality - the mind can completely fabricate something'.

'Overthinking is not easy to stop'.

'I do not like the way this programme essentially says that we cannot hand onto our feelings and that we have to get over them'.

Did they have any questions?

Some student teachers asked why people develop resilience and stronger mental wellbeing when facing difficult times. A few questioned how they could better organise their thoughts at the end of this programme; some wanted to learn what benefits this programme could have on their professional lives (to use this to help the school students they teach; gain a certificate after the programme; receiving training to improve their self-confidence and mental wellbeing).The student teachers sought answers to these questions before starting the Iheart. Subsequently, the student teachers found some answers to these questions, one by one, that they asked during the Iheart sessions. The qualitative findings obtained at the end of the programme showed that some student teachers changed the images of their self-perceptions positively. Many of them noticed that the main source of their feelings and experiences is their thoughts and that they can sometimes mislead themselves because their thoughts are overloaded with contaminated thinking.

Quotations from some of the student teachers from feedback forms are as follows.

'How can we use this to help the children we teach'?

I think this question reflects the student teachers' interest in understanding how the Iheart Programme can be practically applied to benefit the children in their classrooms.

It is suggested that there is a desire to learn how to acquire the programme's

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knowledge, skills, and techniques to support and assist the students they teach. By asking this question, student teachers are seeking guidance and insights on how to effectively utilise the programme's teachings to enhance their teaching approaches, create positive classroom dynamics, and provide meaningful support to their school students.

Why do people develop resilience and stronger mental wellbeing when facing difficult times (e.g., inmates are finding greater self-belief in prison)?

This question, in my opinion, explores the more general subject of mental wellbeing and resilience by attempting to explain why people tend to acquire these traits when faced with trying circumstances. The particular example given—inmates gaining more self-confidence in prison—illustrates the possibility of personal development and transformation even in challenging circumstances. By asking this query, student instructors are likely to investigate the underlying causes and mechanisms that strengthen mental wellbeing and resilience. They might be curious to know how the Iheart Programme promotes these areas of their personal growth as well as how they might use this information to help the students, they teach develop resilience and overall wellbeing.

'Will I be able to organise my thoughts better at the end'.

This query reveals the individual hopes or expectations of the student teachers regarding the influence of the Iheart Programme on their cognitive functions, particularly thought organisation. She is probably looking for clarification on whether the programme will improve their capacity for clear, rational, and solid thought. This inquiry implies that student teachers are eager to strengthen their cognitive abilities and maybe use them in their teaching. Through reflection on any changes, they notice in their mental processes because of taking part in the Iheart curriculum, it enables students to examine their personal growth and development throughout the programme.

Is this a nationwide recognised programme something we qualify/ put on our CV?

In my estimation, this question pertains to the recognition and accreditation of the Iheart Programme and its potential value for student teachers' professional

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growth and career prospects. Student teachers desire to discover if the programme is well-known nationally and what its status is. They want to know if the programme provides any official credentials or certifications that they can list on their resumes or professional portfolios.

The purpose of this inquiry is for student teachers to evaluate the legitimacy of the programme as well as any potential advantages they may have in terms of promotion and professional recognition. In essence, I would say the student teachers' curiosity, expectations, and desire to comprehend the real-world applications, personal growth, and professional worth of the Iheart Programme are reflected in these feedback form questions. Responding to these inquiries might enable student teachers to share their opinions and issues, offering insightful data for assessing the Iheart Programme's achievement and potential areas for development.

Did they have any insight?

After the Iheart Project, various student teachers had an insight into what are they made of concepts such as innate wellbeing, and how their wellbeing is linked to their thoughts. Some have discovered that they do not need to look for happiness because it is already hidden within them. A few of them have concluded that they can control their peace of mind and attitudes when they feel inadequate owing to the lack of training and experience while working with individuals with special needs in an inclusive environment in their professional lives.

A handful of student teachers also experienced enlightenment in both their professional and daily lives that no one could take away the qualities (e.g., love, compassion, wellbeing, wisdom) that they have and are believed to bring from birth. In addition to this, several student teachers realised that they sometimes tend to think outside the logic due to the inconsistency and unreliability of their thoughts. This is because they had an enlightenment that their self-perceptions do not always reflect the truth, on the contrary, sometimes their thought patterns such as victim mentality guide their lives.

And finally, some student teachers became acquainted with the concept of

separate realities and realised that it is perfectly understandable for people to react differently to the same person, event, and situation because we can all have different perspectives on life. Student teachers who capture this awareness can stop judging school students and colleagues when they have conflicts in their professional lives. Instead, they can empathise with them and display a moderate attitude and behaviour that is focused on responding to their needs.

Quotations from some of the student teachers from feedback forms are as follows.

'You do not have to search for happiness, you probably have it'.

As far as I can see, this remark implies that pleasure, a state of being happy and satisfied, is an innate trait that people already possess rather than something external to be sought after. It suggests that rather than always looking for happiness outside of themselves, student instructors are urged to recognise and access their innate happiness.

This viewpoint is consistent with the objective of the Iheart Programme, which is to improve mental wellbeing and resilience by assisting people in discovering and nurturing their innate inner resources.

'What are we made of'? I.e., innate, health, wellbeing

For me, this topic encourages aspiring teachers to reflect on the essential characteristics of people. It encourages consideration of the inborn traits and mental health that each person possesses. By investigating these features, student teachers can develop a deeper comprehension of what it means to be a human and how these characteristics relate to their resilience and general wellbeing.

'How wellbeing is linked to our own personal thoughts'.

I believe that this sentence emphasises the link between inner ideas and wellbeing. It implies that how we think and how we perceive and interpret our experiences have an impact on how we feel. It is encouraged for student teachers to examine how their thoughts affect their resilience and general wellbeing. This knowledge can aid them in realising how crucial it is to practice thinking positively and productively to improve their mental wellbeing.

We always have these innate qualities inside of us. We do not need certain things to find them. It is not something you find. It is something you have.

The above statement, in my viewpoint, stresses the existence of innate attributes in people. These characteristics, like happiness and resilience, are said to be innate parts of who we are rather than things that must be acquired. To access these traits, student teachers are reminded that they already possess them inside themselves and are not dependent on any particular situations or belongings.

'No one can give our innate qualities to us or take them away'.

I would say this statement emphasises the uniqueness and enduring nature of natural talents. It underlines that nothing outside of us has the power to bestow or take away these innate attributes from us. It supports the notion that people's resilience and sense of wellbeing are innate qualities that cannot be entirely influenced by the environment or other people.

'Healthy relationships and separate realities are linked'.

This phrase illustrates the link between positive connections and personal reality perspectives. Here, it is important to note that everyone has spate realities towards the same events, objects, or individuals. It, therefore, implies that our vision of the world and our general wellbeing are influenced by the quality of our interactions. The impact of their relationships with others on their resilience and wellbeing is something that student teachers are urged to think about.

We are surrounded by so many invisible intelligent systems like thought - feeling – and experience.

This sentence, in my opinion, points out the existence of numerous internal, invisible, but powerful systems. The connection between cognition, feeling, and experience is mentioned. It highlights how crucial it is to be aware of and comprehend these internal mechanisms to foster resilience and wellbeing.

The dynamics of their ideas, feelings, and experiences, as well as how these affect their general mental wellbeing, are explored by student teachers.Taking these factors into consideration, the examples above showed that the Iheart Programme leads to different reflections in people. These teachings can have powerful social effects on students' thinking, feelings, and actions.

On the other hand, the reality presented by Iheart may not always coincide with the realities that students discuss, and experience in the course. For this reason, students exhibited their ontological stances in line with their previous learning and background. Some have adopted Iheart's essential realism approach, accepting that reality exists independently of our minds. And they internalised the idea that wellbeing is innate and related to their thoughts.

In contrast, others embraced a constructivist approach, constructing their reality considering the new experiences they gained from their active participation in Iheart. For example, a handful of people adopted a realistic approach stating that wellbeing resides innately, whereas others put forward that Iheart ignores the medical intervention used to treat anxiety. They also stated that Iheart underestimates the importance of environmental factors on our wellbeing. Additionally, a few people propound that focusing on own mental wellbeing and trying to find the solution to the problem is quite tiring. Lastly, some emphasised the duration of the programme rather than the content of Iheart.

This student-teacher could not find the 10-week Iheart course sufficient to absorb Iheart's teachings. Even though all participants took part in the same course, we all embarked towards a particular stance toward the nature of knowledge due to the various standpoints we have and the way we interpret the issues. In this sense, I would say, the obtained data indicates that there was often a mismatch between the ontology of the Iheart Programme, believed to be inherent in qualities such as wellbeing, resilience, and wisdom, and the students' ontological understanding of the teachings of the programme in some respects. If we provide a concrete example, students might believe that happiness and wellbeing can be influenced by external factors and paradigms. The doctrine of the Iheart Programme, however, emphasises that these qualities are "inherent" within us and that we possess them naturally. For instance, some students before participating in the Iheart Programme might believe that their happiness and wellbeing were primarily dependent on external circumstances, such as their academic achievements, social status, and material possessions.

They might often feel anxious and stressed because they feel the need to constantly strive for these external validations. On the other hand, after being

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exposed to the teachings of the Iheart, their perspective can begin to shift. This is because they might learn that true happiness and wellbeing come from within and are not solely dependent on external factors. By doing so, they might be able to start recognising that their wellbeing was not determined by external achievements or possessions but rather by their ability to connect with their authentic self and embrace their intrinsic qualities. This example illustrates how Iheart's philosophy challenges the students' initial beliefs about happiness and wellbeing, shifting their understanding towards noticing these qualities as intrinsic and independent of external circumstances.

7.2.2. Fostering Critical Thinking through Thematic Analysis: Insights from Student Teacher Interviews

To thoroughly explore the impact of the Iheart Programme on learners' wellbeing and resilience, a structured approach was taken. Initially, foundational concepts were identified during the early stages of analysis. This strategy laid the groundwork for later stages involving the generation of themes from interviews with Iheart deliverers and student teachers. The investigative process began with an examination of feedback forms, providing initial insights. Subsequently, case studies of school students available on the Iheart website were analysed. These case studies, akin to pieces of a puzzle, offered a diverse mosaic of experiences within the Iheart Programme, facilitating the identification of recurring patterns.

Moving forward, the feedback forms received from student teachers were subjected to a thorough content analysis using Nvivo software. This analytical tool helped in organising and interpreting the data efficiently. Following this, a comprehensive review of narratives gathered from case studies on the Iheart website. The next phase involved conducting interviews with Iheart deliverers and learners. These interviews played a crucial role in considering the authenticity of previously obtained narratives and identifying any discrepancies, gaps, or novel insights that could challenge existing assumptions. Based on the insights garnered from these interviews and data sources, the thematic analysis progressed, culminating in the identification of five main themes. These themes, elaborated upon

in Sections 5.7 and in this section below, were derived from a rich data, including case studies, feedback forms, and interviews.

Furthermore, specific interviews were conducted with six Year 1 student teachers and one high school student as part of the case study. The involvement of the high school student, facilitated through Mrs. Rubenstein, whose mother was involved in Iheart activities in Scotland, provided a different perspective. This student received training on wellbeing and resilience through the Iheart Programme, contributing insights to the research. Notably, multiple interviews were conducted with one of the student teachers to observe the potential impact of Iheart on professional development as she transitioned to Year 2. These interviews enriched the understanding of how the programme could influence professional life. The findings from these various interviews are aligned with the five identified themes and elaborated upon in the subsequent reflection, shedding light on the broader implications of the Iheart Programme's impact on wellbeing and resilience. These themes are explained in more detail below.

Theme 1: Wellbeing/Resilience

Under this theme, the reflections of the participants of the Iheart Project in terms of mental wellbeing and resilience in their daily and professional lives were included. In this sense, I would like to begin by stating that I will start with my reflections first. Within the scope of the Iheart Project, I participated in many different activities such as snow globes, balloons, Jenga, and an adult teddy bear with the student teachers. The purpose of these activities was to embody Iheart's teachings for student teachers. My reflection as a participant observer towards the Iheart Programme is provided in the box below:

After taking part in Iheart activities like a snow globe, I started to perceive wellbeing not as an external source but rather as an "inherent aspect of our existence". I realised that when I let go of bad habits of thoughts or overthinking, I can connect with my natural state of wellbeing. As well as the snow globe, the other activities led by Mrs. Taplin aimed to explore human intelligence. Through jumping over a chair and playing with a ball and playdough, she highlighted innate intelligence systems beyond academic knowledge, like the certainty of gravity. The use of playdough further emphasised inner wellbeing and the power of one's psychological world, showcasing how our thoughts shape our experiences.

From my point of view, the analogy to universal intelligent systems highlighted that like any well-designed system, our wellbeing comes with "inherent qualities or attributes" that are already installed within us. These qualities enable us to navigate through life's obstacles, recover from difficulties, develop personally, acquire new knowledge, and thrive in various aspects of our lives. For this reason, I think those Iheart activities it was aimed to guide us to show how our psychological system works.

From my perspective as a participant observer, the activities aimed to encourage us to embrace the belief in innate wellbeing as a tool for leading a more fulfilling and balanced life. This perspective suggests that by adopting this belief, we can surmount challenges, experience personal growth, pursue continuous learning, and flourish in both our personal and professional endeavours (Iheart, 2024).

Among these activities, in my opinion as a participant observer on Iheart's transformative journey, one of the most striking was the snow globe activity. In that scenario, we placed a tiny Iheart man inside a snow globe that contained the words innate, love, and gratitude. We then added text to the snow globe and gave it a shake to see what would happen. The "Iheart man inside the globe" symbolised someone absorbed in their emotions and thoughts. The term "inside the snow globe" represented being mentally limited by overthinking.

The phrase "thinking many different things because of overthinking" indicated excessive rumination, leading to a flood of conflicting or unrelated thoughts. Following this activity, I had an insight that I can occasionally be overtaken by a lot of thoughts. As a result of this mental state, I can feel emotionally overwhelmed by incessant thoughts.

On the other hand, according to Iheart's teaching, all emotions and experiences arise from a single thought at a time. Therefore, this activity can help prospective teachers discover how their psychological systems work. When they stay away from

bad and excessive thinking habits, they tend to reveal their innate resilience, wisdom, inner peace, love, and prosperity. Otherwise, they may still be affected by unpleasant emotions and experiences from earlier in life. We organised activities such as snow globes regarding the subject. These activities aimed to help young people understand that qualities such as wellbeing and resilience are innate, regardless of external factors, according to Iheart teachings.

So, the main message from this event was that long-term happiness is within us. Therefore, according to Iheart, we should not try to capture it from external factors such as family, friends, success, or money. In other words, the Iheart Programme highlights the importance of inner resilience and wellbeing as the cornerstone of sustainable happiness. While this perspective is valuable, from my point of view, we should not ignore external factors in the pursuit of long-term happiness. This is because, in my opinion, outside contributors play a big role in our lives.

For example, socioeconomic status, access to resources, environmental factors, and social connections may be important in shaping a person's quality of life and sense of satisfaction. Ignoring these elements may underestimate the complex interplay between internal and external factors in shaping human happiness. Moreover, I think that the claim that long-term happiness comes solely from inner resilience may inadvertently encourage a sense of individual responsibility for happiness. This can lead to overlooking systemic issues and social structures that can profoundly impact people's opportunities and overall wellbeing. Individuals facing adverse external conditions may find it difficult to develop internal resilience without adequate external support or resources.

Additionally, in my view, the claim that long-term happiness cannot be achieved through external factors may undermine the importance of positive experiences, relationships, and accomplishments that stem from external sources.These external elements often contribute significantly to a person's sense of satisfaction and joy and complement their inner resilience. While inner resilience and wellbeing are important for maintaining happiness amid life's challenges, an exclusive focus on internal factors can create an incomplete narrative. It seems more holistic to adopt a holistic approach that acknowledges both internal and external influences in the pursuit of

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long-term happiness. Besides that, a student teacher also commented on external factors and long-term happiness. In the statement she made during the interview, she pointed out that she did not agree with this teaching of Iheart because she thought that the external circumstances that make us happy, such as family and friends, play an important role in our lives. The statement she made is below.

Interviewer: *Which was the least useful session, and why?*

Donna: *The adult teddy bears one. It is like I did not understand. It was like saying that outside things could not make you happy. And I was like I am not sure that is true. I am pretty sure outside things can make you happy.*

At this stage, it is crucial to highlight the divergence in ontological perspectives between some student teachers involved in the Iheart Project and the foundational ontology advocated by Iheart itself. The disparity arises from the fundamental premise of Iheart's ontology, which emphasises that seeking wellbeing solely through external factors yields transient happiness, lacking sustainability in the long term.

Iheart's philosophy advises individuals to unearth and nurture the "innate wellbeing inherently" present within them, steering away from dependence on externally derived sources of happiness. The disparity in ontological stances among some student teachers and Iheart's core philosophy unveils an intriguing aspect of the programme's dynamics. While Iheart promotes an internal locus of control for wellbeing, acknowledging the limitations of external sources, some individuals within the programme might hold differing views. These perspectives could potentially advocate for a more balanced approach, recognising the role of both internal resilience and external influences in shaping happiness. For this reason, from a researcher's perspective, I consider this discrepancy might prompt an essential debate within the programme's framework.

It may raise questions about the diversity of perspectives and the extent to which the programme encourages open dialogue and critical examination of differing ontological beliefs. It can also necessitate a deeper exploration into how these varying viewpoints among participants impact the overall efficacy and implementation of the Iheart principles.

Some student teachers, beyond the influence of external circumstances, express their views on the inseparable link between thoughts and emotions. While

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some recognised the inherent correlation between internal thoughts and feelings, others contested this assertion.

Interviewer: *How, if at all, might you adapt what you learned from the 'Exploring the inseparable connection between thought and feeling' session in the Iheart Project in the school environment?*

Carmen: *I think especially for emotions such as stress or anxiety or anger that is something like children feel quite vividly. So, if you are sort of expecting them, it is okay to feel this […]*

But remember that you know it is only coming from yourself. It is not the situation. Do not try to take out on another thing. Just trying to explain to them it is all internal and you can change it […]

So, if they are feeling overwhelmed like there were some students I worked with within the placement, they do not handle the anger well, and they are like sort of spare alarm control […]

And sort of taking them away and breathing. Just saying "You have control over your own emotions. You can do this. You will be fine". And that is sort of thing helping them to just cope with it, and I think over time as they settle and understand that […]

The child I am talking about specifically, really sorted it out, he learned to cope with it. And he learned to just sort of take a breather before he liked sparkling. So yeah, that was so helpful. 'I applied Iheart so much. So, the programme is quite good.

Based on the provided interview transcript, I think, Carmen shared her perspective on emotions such as stress, anxiety, and anger, particularly in the context of children. She suggested that it is important to acknowledge and validate these emotions in children, letting them know that it is okay to feel them. Nevertheless, she also acknowledged that these feelings originate internally and are not caused by external circumstances. She instead encourages explaining to children that they have control over their own emotions and the ability to change them. In her experience working with school students during her placement, she encountered some who struggled to handle anger effectively and lacked emotional

control. To help them cope, she would remove them from the situation and encourage them to take deep breaths. She could reassure them that they have control over their own emotions and that they will be okay. Over time, she observed positive changes in the child she specifically refers to. The child learned to manage their anger by taking a breather before reacting impulsively.

In summary, Carmen highlighted the importance of teaching children to understand and manage their emotions, particularly stress, anxiety, and anger. By explaining that these feelings are internal and can be changed, children can learn to cope with them effectively. Carmen's approach of guiding school students to take a step back, breathe, and regain control over their emotions has been beneficial in helping them settle and develop coping mechanisms.

> Carmen: *Whereas now, if I think about it a different way. And I just think you are not going to be able to do everything. You are not going to be able to plan for everything. Just hit it from a different angle (positive aspects of wellbeing).*

Carmen expressed a change in her perspective, stating that she now notices that it is not possible to accomplish everything or plan for every situation. Instead, she suggests approaching things from a different angle, particularly focusing on the positive aspects of wellbeing. By adopting this alternative mindset, Carmen believes that it becomes easier to navigate challenges and find solutions.

> Britney: *'It helped me like the mental side of it' (positive aspects of wellbeing)*

Britney indicated that the subject being discussed positively impacted her mental wellbeing. She acknowledged that it provided assistance or support in terms of the psychological or emotional aspects.

> Aisha: *I took the advice of sort of listening to my inner thoughts and at least acknowledging them. I realised from the Iheart that I think I have this victim mentality. And I sort of admit that it was quite ground-breaking for me (positive aspects of wellbeing).*

Aisha shared that she actively followed the advice given to her, which involved paying attention to her inner thoughts and acknowledging them. Through her engagement with Iheart, she came to the comprehension that she had developed a victim mentality. Aisha expressed that this realisation was a significant and

transformative experience for her, indicating growth in her wellbeing.

Secondly, a few student teachers reported that they were able to contribute to their professional lives by learning different educational practices via Iheart.

> *Aisha: If a student is having a problem, I do need to kind of stop and try to see from their point of view and understand what the best way would be to help them, thinking about in their terms (positive aspects of wellbeing).*

Aisha highlighted the importance of empathising with school students who are facing difficulties. She highlighted the need to pause and make an effort to see things from their perspective to determine the most effective way to support them.

She stated the significance of considering the school student's terms and understanding their unique needs, thus promoting positive aspects of wellbeing in the educational context.

Besides various applications, some student teachers mentioned that they learned several techniques that could be beneficial for them such as stepping back and taking a breath to enhance their mental wellbeing and resilience.

> Carmen: *So, take a step away, just breathe, calm down, and look at it from like your new perspective' (positive aspects of wellbeing).*

Carmen recommended a coping strategy when facing a challenging situation. She advised stepping back from the condition, taking deep breaths to find calmness, and then investigating the issue from a fresh perspective. She perceived this approach as having positive implications for overall wellbeing.

> Alexa: *And in terms of students, it helped me to apply in a sort of look at the situations is like "Right, I know this child is stressed but I know that is just that child. If I can help that child to cope with that stress, that stress goes away, and the situation goes away" (positive aspects of wellbeing).*

Alexa highlighted how adopting a positive perspective and focusing on helping school students manage their stress can lead to improved wellbeing. She noticed that stress is not a permanent state. For this reason, she pointed out that by supporting school students in handling their stress, both the stress itself and the related situation can be effectively addressed**.**

On the other hand, some of the student teachers pointed out that Iheart did not affect their mental wellbeing and resilience.

Donna: *I found that I did not gain any sort of effect on my own wellbeing and mental health (not gaining contribution to wellbeing) […]*
Because I very much overthink, and I am stressed. Then I do not cope with stress very well (negative aspects of wellbeing).

Donna expressed that she did not experience any positive impact on her mental wellbeing as a result of certain factors or practices. She stated that whatever was being discussed or considered during the Iheart Project did not contribute to her overall wellbeing. This is because she tended to engage in excessive overthinking, which led her to feelings of stress. Additionally, she acknowledged that she struggled to effectively manage and cope with stress. Consequently, she reported that the negative aspects of her mental wellbeing, specifically related to her tendency to overthink and handle stress.

Last but not least, the opinions of a high school student who participated in the Iheart Programme about Iheart's teachings are given below.

If you look through the canon of Western ɬ or Eastern literature, I am not sure; I just do not know that very well. If you look at all of philosophy, and religion, all these ideas have existed in the human psyche basically since before any of us knew anything […]

So, what Iheart does is take the three beautiful universe ideas off the back of so much knowledge and put them into a cause, the cause has its issues, but I am not going to go into that […]

These ideas are things that need to be rolled out to everyone in the world because I believe it could solve all the problems of the world. I actually truly believe it would […]

I think that we have been conditioned to think as individuals, we have been conditioned to view our sufferings as something that needs to be...booked away, we need to consume to fix ourselves […]

They are ....to what Iheart teaches; to what these three important ideas are. If everyone knew what these important ideas, their life would be changed […]

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No matter how they are being taught, no matter whom teaching them, no matter where the slight issues are in the teaching; those three things are what everyone in the world should know […]

Charlotte supported the Iheart Programme's teachings about innate wellbeing and resilience. She emphasised that these concepts are not new and have existed in various philosophies, religions, and literature throughout history. She believes that Iheart effectively reinforces ideas that, if universally adopted, have the potential to solve global problems. She also criticised society's conditioning to ignore pain and resort to consumerism as a means of relieving emotional distress and contrasts this with Iheart's teachings that highlight innate wellbeing and resilience. She stated that if everyone understood and embraced Iheart's ideas, their lives would fundamentally change for the better.

However, in my opinion, it is useful to have a critical perspective while accepting the value of these teachings. This is because I think it is important to note that although these concepts can influence individuals positively, they may not independently solve complex global problems arising from broader socio-economic and political factors. In addition, Iheart's teachings should be evaluated for their effectiveness, taking into account individual differences, cultural contexts, and different needs. Therefore, in my view, it is important to address any gaps or limitations in how these ideas are conveyed and understood to ensure their effectiveness and inclusivity across diverse cultural backgrounds. In summary, her perspective on Iheart's teachings indicates their potential to positively impact the lives of individuals by promoting innate wellbeing and resilience. However, I think a critical analysis requires careful consideration of different contexts and the complexities inherent in solving global problems through these concepts alone. I, therefore, think balancing universal applicability with individual differences and addressing limitations in teaching methodologies should be considered.

Theme 2: Being in Control

Within the framework of this theme, the effects of Iheart on the participants' self-efficacy and self-confidence in their daily and professional lives were discussed. To begin with, some student teachers expressed their increased self-efficacy perceptions while working with students with SEN in an inclusive environment that

increased after the Iheart Project they participated in, as follows:

Interview Question: What kind of effects do you think this programme might have on your self-confidence while working with children with SEN?

Dave: *So, I think that the sort of thing where I need to probably do a lot more work into delivering the programme. Because I imagine it is a sort of thing, which will be quite useful to try delivering to students. So, I think as I said where some of the techniques worked for me and some of the others do not […]*

So, it is all about finding those techniques. So, I think I would have to really sort of get used to explaining the variety of techniques and then hopefully I could help students to find one that would help them (1st-grade student teacher).

As far as I am concerned, Dave acknowledged that he must put in more time and effort to enhance the way he teaches the programme to school students. The programme has the potential to be helpful for the students. He, therefore, intended to ensure that he could effectively convey the information and concepts to them. He claimed that he has experimented with several methods in the past, some of which have worked for him while others have not produced the outcomes he was hoping for. This suggested that he is willing to experiment with and modify his teaching strategies to uncover those that work best for energising. He underlined the significance of becoming familiar with a range of strategies to accomplish his goal. He did this to give school students in schools a variety of options to select from, enabling them to identify the methods that best suit their unique learning preferences and styles.

In conclusion, he exhibited a proactive and introspective approach, acknowledging the need for personal development and change to better assist his school students at his school in their learning journey.

Donna: *I supposed I kind of improved a bit maybe. However, I did not really come across any improvement as focused on confidence in improving myself because of the lack of practice (1st grade student teacher).*

I think Donna described her development and improvement with modesty. She

admitted that there may have been some minor improvements, but she did think she has come a long way, particularly in terms of developing confidence. She said that her perceived deficiency of improvement is largely due to her lack of practice. It suggested that she might not have had enough chances to use her abilities and knowledge in realistic situations. Without enough practice, it can be difficult to gain confidence and see real results. According to her remarks, she has been mindful of the value of practice in her development as a student teacher. She values the application of her knowledge in the real world and is aware that by getting more hands-on experience, she may improve her abilities and increase her confidence. In summary, Donna's interview illustrated her knowledge of the necessity of additional practice to promote improvement and increase her confidence. Even though she noticed some modest improvements, she understands the value of classroom experience to see more major improvements in her development as a student teacher.

> Carmen: *When we were in the programme, I did not make any links to sort of working with children with SEN. So, I did not really feel like I learnt much at all, to be honest, to do with that, and my own self-confidence. Yeah, I did not really make any effects, to be honest (1st grade student teacher).*

I think Carmen's statement revealed her disappointment with a programme she participated in, which was intended to equip her with skills and knowledge related to working with children with special educational needs. She expressed a lack of connection between the programme and the practical challenges of working with such children, as well as a perceived absence of meaningful learning and personal development. She suggested that the Iheart Programme failed to meet her expectations and did not effectively prepare her for her role as a first-grade student teacher.

In addition to Carmen, Aisha, too, articulated the following declaration.

> Aisha: *...I think it affected my confidence in general which is an example. In terms of children, I think the problem I often had was second-guessing myself, especially in front of the kids who asked me lots of questions. Oh, I am not sure. Let me go on and check that. I do not think that is ever helpful […]*
> *And I think having a sort of confidence and experiences we had so yes, stop*

me from second-guessing, and stop me from happy to like to rely on other people check that what I am doing is right. I am just like being okay. No, let me deal with it how I do it, and then check.

From a researcher's viewpoint, in my estimation, Aisha pointed out the impact of the Iheart Programme or teaching experience on her confidence and the challenges she faced while working with children. She discussed her tendency to second-guess herself, particularly when confronted with children's questions. She acknowledged that relying on external validation and constantly double-checking her actions was not helpful. She emphasised the need to develop confidence and gain relevant experiences to overcome these challenges and be more self-assured in her role as a second-grade student teacher.

In addition to these, student teachers expressed what kind of changes they experienced in their self-efficacy perceptions while working with school students after participating in the activities and sessions within the Iheart Project.

Interview Question: Which of the experiences and events in this session was the most important to you, and why?

Britney: *I think the idea of thought at the moment is what affects your emotions which really helped me with my stress. Because like I used to think about a situation, and then get stressed, and would like to progress more and more. Whereas now, I think of the situation […]*

I get a little bit stressed. I think no, stop just thinking about it differently, approach it from a different direction and then you will be perfectly fine. And it really has helped me. I managed to like to calm my stress a lot, so it was good.

In my role, I consider that Britney's statement highlighted her realisation of the impact of thoughts on emotions and stress management. She described her previous tendency to become increasingly stressed as she dwelled on a situation. Nonetheless, she now consciously interrupts and redirects her thoughts to approach the situation from a different perspective. This shift in thinking has significantly helped her reduce stress levels and achieve a greater sense of calm. Her experience emphasised the importance of recognising the influence of thoughts on emotions

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and employing mindful approaches to effectively manage stress.

Interview Question: How, if at all, you might adapt what you learned from the 'Separate Realities' session given in the Iheart Project when working with children with SEN in the school setting?

Britney: *It is sort of like the idea of explaining it to them like you know you are seeing in this way, but that is not necessarily reality like you are seeing it as being horrible, being negative like going wrong. You could be perfectly fine […]*

That is something I coped with and like I must understand and be able to apply it to the students. It is really useful, but I think in terms of students with SEND, think a very visual approach might be helpful [...]

So, the placement just has gone, we did discovery like Cosmic Kids which is like this discovery channel like mindfulness. And the kids really like responded well to it, and focused on a lot of the things like Iheart focused on, like separate realities […]

And it is sort of explained in a very child-friendly way, and in a very metaphorical way. I think the children really understood that the sort of like we watched videos like that, the more they were related to it in sort of like it is okay, everything is okay. So, yeah! It is useful. It is useful like what I would go for.

Britney began by outlining how she would approach the SEN children by pointing out that their vision of reality might not always reflect the truth. She gave an illustration of how someone could mistakenly think something is negative or undesirable when everything is fine. This implied that she would concentrate on teaching the children when their viewpoints may be skewed and how crucial it is to challenge their perceptions. She continued by saying that she had dealt with a similar knowledge on a personal level and now wanted to apply it to the children. I think this suggested that Britney has first-hand knowledge or experience navigating this idea.

From a researcher's standpoint, I consider Britney's attitude also indicate the potential benefit of a graphic approach for children with SEN. She specifically

highlighted that such pupils could gain advantages from this method. From a researcher's standpoint, I consider that she also made note of the "cosmic kids" programme, which appears to be a mindfulness initiative akin to the Discovery Channel. It was well received by the children, and she observed that it covered some of the same ground as the Iheart Project's "Separate Realities" session.

She claimed that the programme was metaphorically and child-friendly taught. The children's comprehension of the idea of distinct realities appears to have improved as a result of this strategy. She added that they viewed films on it that gave them the impression that everything was alright. This revealed that helping children by providing relatable illustrations and metaphors. In addition, I noticed a few student teachers also stated that they started understanding the needs of school students better. They indicated that they improved their self-confidence in terms of classroom management, communication skills and many other aspects while working with school students in the class. In this sense, some student teachers said that they no longer need constant approval from other people in the way they respond to the questions asked by school students.

Some of the quotations from student teachers are illustrated below and analysed.

Interview Question: What are your views on the usefulness of the training practices provided during the Iheart Project?

> Carmen: ... *The first half of the placement was very uncomfortable for me, and I did not react well to it. Just based on being nervous and scared to go back, but as you did more of the Iheart sessions when I was thinking of placement, I felt more prepared, and I felt less put off by it […]*
>
> *I was like oh, no, I can handle this. This is something I can do. This is also sort of like I should not you know feel bad about it when it has not happened yet. You know, wait, and see what happens.*

I think Carmen's reflection revealed that the Iheart sessions had a positive impact on her experience during the placement. These sessions helped her feel more prepared and less put off. After taking part in Iheart, her self-confidence in her ability also increased to handle the challenges. The sessions also influenced her

mindset, encouraging her to adopt a wait-and-see attitude rather than dwelling on negative thoughts. In a nutshell, the Iheart sessions appeared to have supported Carmen in overcoming her initial discomfort and approaching the placement with a more positive and resilient mindset.

> Carmen: *You can work together and understand each other's perspectives. That is something I coped with and like I must understand and be able to apply to the students.*
> Dave: *Whereas now, if I think about it a different way. And I just think you are not going to be able to do everything. You are not going to be able to plan for everything. Just hit it from a different angle.*

> Alexa: *Yeah, I think like I am saying SEND, I think the idea of is something like sympathy and empathy, sort of understanding someone else is seeing it in a different way […]*
> *'So, they might be more optimistic. So, if you work together, you can get different viewpoints and different opinions.*

It seems to me that Carmen, Dave and Alexa linked sympathy, empathy, and understanding diverse viewpoints to the concept of SEND. They explained that comprehending how others perceive things differently enables individuals to cultivate optimism. She stressed the significance of collaboration, stating that through collective efforts, people can access a range of perspectives and opinions, leading to a more comprehensive grasp of a situation. In essence, the conversation revolved around the importance of collaboration, empathy, and open-mindedness. The participants highlighted the value of comprehending diverse perspectives, adapting to new approaches, and working together to achieve a broader understanding and positive outcomes in various contexts, including education through Iheart's teachings.

Furthermore, Carmen remarked that Iheart might have helped other student teachers as well to become more emotionally aware while working with school students. This is because based on her experiences during the Iheart Project, she learned how to stay away from the victim mentality.

In so doing, she started observing the behaviour of school students with

special needs and getting to know them from the inside out.

> Carmen: *I think it sort of helped me to become a bit more, if possible, emotionally aware of others, especially children. So, I think for special needs children it would be the case of observing behaviour, and really getting to know them inside out…*

In my estimation, Carmen expressed that the experience she gained has contributed to her becoming more emotionally aware of others, particularly children. She considered that this heightened awareness is especially valuable when working with children who have special needs. She emphasised the importance of observing their behaviour and making an effort to truly understand them on a deep level. In other words, she believed that gaining a comprehensive understanding of these children is crucial for effectively supporting and connecting with them.

Besides that, Britney highlighted what practitioners can do to make school students with special needs more involved in class activities instead of focusing on their disabilities. Therefore, I suppose it would not be wrong to say that she tried to empathise with the feelings of school students with special needs.

> Britney: *… And not just what their disabilities are but also what they can do. That is like trying to understand how they are feeling, and how to manage that if I can.*

From a researcher's standpoint, it appears that Britney highlighted the importance of going beyond solely focusing on the disabilities of individuals. She pointed out the significance of understanding not only what their limitations or challenges are but also recognising their capabilities and strengths. She expressed the need to explore their emotions and feelings in detail, aiming to comprehend their inner experiences. By doing so, she thought that it might become possible to effectively manage and address their emotions, providing appropriate support and care.

All in all, she indicated the importance of taking a holistic approach that encompasses both the challenges and the potential of individuals with SEN. Additionally, another student teacher who went for a placement at a special education school also commented that she gained more confidence in teaching

school students.

I think that she explained the reason why it played a role in increasing her self-confidence is that she learned that she does not have to take responsibility for everything in the school setting.

> Alexa*: I mean, before this programme, I was working with students with SEN in a local school. And I was alright working with them, but I did sort of lack a bit of confidence in sort of, I can help them. And I just think, you are not going to be able to do everything, you are not going to plan for everything […]*

From a researcher's perspective, Alexa shared her experience before participating in the Iheart Programme. She mentioned that she was previously working with school students who had Special Educational Needs (SEN) in a local school. While she felt competent in her role, she admitted that she lacked confidence in her ability to truly make a difference and provide effective support to these students. She acknowledged that it is unrealistic to expect to have all the answers or be able to anticipate and plan for every situation that may arise when working with individuals with SEN.

After taking part In the Iheart Programme and starting to think that this is perfectly normal and in line with Iheart's teachings, it might contribute to her self-confidence and mental wellbeing.

Additionally, by looking at the events from different angles, she reported gaining the courage to try again without giving up in situations that did not work.

> *So, I think by being able to separate that, being up to be like okay if I teach a bad lesson or this kid does not listen to me, that does not mean I am a bad teacher. It just means this thing did not go well. I think that would stop me from going down withdrawing as much, helping me to do better in the future.*

From my view, Alexa expressed her perspective on separating her value as a teacher from the results of her lessons or the behaviour of her school students. She pointed out that when she does not have a good lecture, with school students or not getting listened to by them, it should not cause her to refer to herself as a bad teacher. In other words, she stressed that experiencing difficulties or setbacks in teaching did not make her a bad teacher overall. Instead, she considered this issue

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as isolated incidents where things did not go well. In that case, she explained that by adopting this mindset, she can be less prone to withdraw emotionally or mentally when she is faced with difficulties. She thought this perspective would allow her to maintain her motivation and resilience as well as learn from their mistakes. By doing so, she can thrive in her future teaching efforts.In a nutshell; she stressed the importance of separating personal identity from professional experiences and using setbacks as opportunities for growth and development. On the flip side, it was found that the Iheart Project did not change the self-efficacy and self-confidence perceptions of some of the student teachers while working with school students in a mainstream setting.

Lastly, from where I stand, some student teachers indicated that they were hesitant to ask questions and express themselves while working with teachers and teacher assistants at the placement before joining the Iheart Project. Additionally, some of them stated that they felt insecure about answering the questions asked by the school students in a mainstream setting. These student teachers, however, stated that after participating in the Iheart Project, they learned to take responsibility, make decisions and be a part of the solution before questioning themselves and needing the approval of others.

> Carmen: *I think I often have trouble feeling confident enough to offer opinions to the teacher or the TA and think: That is not my place. In terms of children, I think the problem I often had was second-guessing me, especially in front of the kids when they asked me lots of questions […]*
> *And I think having a sort of confidence and the experiences we had stopped me from second-guessing, stopping me from relying on other people or checking that what I was doing was right and just being okay. No, let me deal with it how I do it, and then check.*

Carmen discussed her challenges with feeling confident enough to share her opinions with the teacher or teaching assistant. She often doubted herself and felt that it was not her place to offer her thoughts. She also mentioned that when interacting with children, she frequently second-guessed herself, particularly when they asked her numerous questions. She explained that the confidence she gained through her experiences in the Iheart Programme had a positive impact on her. It

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helped her overcome her tendency to doubt herself and rely on others for validation.

She reported that she learned to trust her own judgement and approach situations with confidence, even if it meant making mistakes along the way. Instead of constantly seeking approval or reassurance, she learned to handle situations in her way and then assess the outcomes afterwards. This newfound confidence enabled her to take ownership of her actions and decisions.

Theme 3: Change/Transformation

Under this theme, the experiences of the participants in the Iheart Project about the changes that took place in their lives after the programme were examined. It also looked at how the participants translated Iheart's teachings into their daily and professional lives. The findings obtained in this direction are as follows:

Firstly, in my interpretation, if a handful of student teachers had negative experiences with the events, situations, and people they encountered, they discovered that they could look at things from a different perspective if they changed the way they think they already have.

> Aisha: *'And then by the end, it has really helped me to sort of see things in a different way'.*

> Alexa*: 'Well, just the idea of approaching things from a different way and thinking I can get over this. I can change the way I am thinking'.*

> Dave: *And sort of talking to each other and collaborating and understanding each other's perspective, I think it will be really useful, especially for teachers. Whereas if you just work on your own, you may not be able to see it from another person's perspective. Yeah, I think sort of collaboration is the main takeaway.*

Aisha, Alexa, and Dave noted that the outcome of recent events significantly impacted their perspective. It allowed them to adopt a fresh outlook and increased confidence in navigating challenges and adjusting their mindset. They discussed the importance of collaboration, empathy, and interpersonal communication, especially within teaching contexts. Emphasising the value of these qualities, they asserted that educators, in particular, could benefit from fostering an environment conducive to

collaboration, effective communication, and mutual understanding of diverse viewpoints.

Secondly, according to a few student teachers, it may be beneficial for students to apply some activities to school students in the school environment. This is because this can make it easier for children who learn visually, to assimilate the subject better.

Britney: *'But I did like some of the activities that we did, and I could see some use towards my own learning like my own primary school teaching'.*

Drawing on my experience, Britney claimed she had pleasant feelings about several of the Iheart Project's events. She acknowledged that she could use such exercises to further her own education and prepare for a future as a primary school teacher.

Carmen: *I think that thing in a fun way sort of incorporates children and shows the concept the way they understand visually. This is because some students may not be good at verbalising sort of things […]*

'If you see it in a visual way, it would be really helpful. I really think that that would be really good in schools.'

Dasia: *'I think in terms of students with SEND, I think a very visual approach might be helpful'.*

According to Carmen and Dasia, utilising numerous visuals in teaching students with Special Educational Needs and Disabilities (SEND) could be beneficial. They expressed that incorporating visual aids and resources could enhance the educational process and cater to the needs of children with SEND. I believe that presenting concepts in an engaging and enjoyable manner can effectively engage students and facilitate their visual understanding of the subject matter. They highlighted the significance of visual representation, especially for children who may struggle with verbal expression. Additionally, they underlined the importance of integrating visual elements into learning environments, especially within school settings.

Besides that, I suppose another student teacher has observed an increase in their self-wellbeing and self-respect while transferring the Iheart Project to their

professional lives in the school environment.

> Alexa: *'I think in my last placement, I ended up linking my performance as a teacher to my self-wellbeing'.*

Alexa mentioned that during her previous teaching placement, she developed a connection between her performance as a teacher and her wellbeing. It seemed to me that Alexa recognised the impact her teaching role had on her sense of wellbeing and how it influenced her overall performance in the classroom.

Theme 4: Engagement/Participation

The active participation of the participants in the Iheart Project and the transfer of the Iheart teachings by the student teachers to the school environment were taken into consideration through the mention of some materials and activities. The findings obtained in this direction are as follows: Above all, many of the student teachers emphasised that they interacted with the activities such as balloons, the snow globe, emoji cards, and Jenga held during the Iheart Project. They also pointed out that they are willing to apply these activities to the school setting while working with school students in the mainstream setting.

> Dave: *'So, like people coming out of prison, we have seen, as children use it, we have got loads of activities that I could use myself and I can use with children'.*

> Carmen: *I would use some of the activities we did, so, for example, the balloon thing, and the idea that you take something out, and then you like to blow up the balloon, and it gets like fainter and shows like if you blow your stress, you lose sight of the initial cause.*

> Britney: *I could see some use towards my own learning like my own primary school teaching what I could use those activities for. That was the thought balloon activity. That one I thought would be really beneficial for children and also the emoji cards one we did.*

> *And the snow globe with the shaking up and when it settles, you are perfectly fine. I think those things in a fun way sort of incorporate children and show the concept the way they understand visually.*

Alexa: *'So, I can do some of the activities with them, like emoji cards, thought balloons, and the Jenga tower'.*

From my perspective, Dave suggested that numerous strategies and activities are effective for helping children, including those transitioning from prison back into society. These activities could aid in the reintegration of individuals post-incarceration. Carmen used a balloon activity to illustrate that actively trying to relieve stress may divert attention from its root cause. This exercise encouraged finding a balance between managing stresses and addressing its origins. Britney discussed using a snow globe as a metaphor for explaining concepts to children, emphasising its effectiveness in making complex ideas more accessible and engaging. Alexa implemented interactive activities like Jenga and emoji cards to connect with students and reinforce wellbeing and resilience. Overall, these approaches promote understanding and coping skills among students without relying too heavily on thoughts and logic.

Moreover, Aisha suggested that a visual approach implemented in the Iheart Programme could be highly beneficial for school students.

Aisha: *It is really useful, but I think in terms of students with SEND, I think a very visual approach might be helpful. And the kids really responded well to it. And it is sort of explained in a very child-friendly way, and in a very metaphorical way […]*

I think the children really understood that the sort of like we watched videos like that, the more they were related to it in a sort of like it is okay, everything is okay.

Aisha went on to explain that the children responded positively to this approach, indicating that it was effective in engaging them. According to Aisha, the visual approach was presented in a child-friendly and metaphorical manner, making it easier for the children to comprehend and relate to the content. She further emphasised that the videos they watched helped the children establish a connection and understanding that everything was alright, providing them with a sense of reassurance.

Following this, one student teacher did not find some of the activities they did in

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Iheart sessions adult friendly. For this reason, in my opinion, if the number of adult activities was increased, she could better equip herself to adapt Iheart's principles to school students.

> Donna: *The only thing I had was that I would have probably liked to have seen a bit more adult-friendly activity. But if we had some more adult-based activities, I could think at one point we had a debate where we went into groups and debated about different worldly topics like I was in the diet group.*

> *And I did find that really engaging. So, having a few more of that kind of activities might have made it feel a little bit less patronising and aimed at children if it could be adjusted for adults as well.*

Donna expressed her desire for greater inclusion of adult-friendly activities within the Iheart Programme or setting being discussed. She suggested that incorporating activities that cater to adults would make the experience feel less patronising and more inclusive. She recalled a specific activity that she found engaging, where participants were divided into groups and engaged in a debate on various global topics. She mentioned being part of the diet group during the debate. In that case, she highlighted that she found this particular activity enjoyable and suggested that having more of these types of activities would help bridge the gap between activities geared towards children and those suitable for adults.

Furthermore, while some of the student teachers emphasised that the content of the Iheart Project (such as participating in group discussions and watching some videos about the sessions) was designed very well, others pointed out that they were not sure whether they grasped the purpose of the content sufficiently well.

> Britney: *'I think it has been really helpful'.*

> Alexa: *'Yeah, I think it has been beneficial'.*

> Carmen: *'There was some… that I think they all are very well structured. And like all the content of it'.*

> Aisha: *'Yeah, yeah. No, it was really good'.*

Donna: *'I actually did not really like it. Like, I did not really understand it that well. And I do not think that was quite the right person to teach it. I think it was more like the ideas of it'* [...]

'I did not quite grasp any of them. I thought I understood it and then they brought like some metaphor, and I was like what?' [...]

'I am not sure I kind of grasp it enough to be able to apply it. But yeah, some of it was okay.

Considering the above statements I would say, Britney and Alexa provided positive feedback, stating that they found the Iheart Project beneficial, respectively. They acknowledged the well-structured nature of the content and expressed overall satisfaction with their experience. Carmen also praised the structure and content of the project, suggesting that it was well-designed. Her statement, however, did not explicitly address whether she fully grasped the purpose of the content.

Aisha echoed the positive sentiments, affirming that the project was good without providing specific details about her understanding or any potential difficulties she faced.

Donna, on the other hand, expressed a different perspective. She stated that she did not particularly like the project and admitted to struggling with understanding the purpose of the content. She felt that she may not have been the right person to teach or comprehend the project fully. She mentioned encountering difficulties when metaphors were introduced, indicating that they confused her. She concludes by stating that she did not feel confident in her ability to apply the Iheart project's concepts, suggesting a lack of clarity and understanding on her part.

Nevertheless, she acknowledged that some aspects of the content were acceptable. In summary, while some student teachers highlight the positive aspects of the Iheart Project, including its helpfulness and well-structured content, others express uncertainty and difficulties in fully grasping the purpose and concepts of the project. Donna, in particular, indicated a lack of understanding, particularly when metaphors were introduced, and raised concerns about her ability to apply the learned material.

Theme 5: The Ontological Perspective of the Iheart Programme

Under this theme, how the participants who joined the Iheart Programme interpreted Iheart's state of wellbeing and resilience and how they developed their ontological perspectives on this matter were investigated. Considering the potential influence of Iheart's singular reality on philosophical principles, individual worldviews, and wellbeing, it is crucial to approach this matter with a cautious and analytical viewpoint.

The findings obtained in this direction from student teachers' interviews are as follows:

Britney: *'Other perception on peace of mind and wisdom'.*

Dave: 'We can control our own peace of mind and attitude'.

In my observation as a participant observer in Iheart's transformative journey, there is a notable impact on how student teachers perceive and manage their emotions and thoughts, particularly when interacting with children in classrooms. The Iheart Programme, focusing on emotional wellbeing and mindset development, seems to influence student teachers' attitudes positively. They are gaining a better understanding of wisdom and inner calmness, enhancing their ability to create supportive learning environments.

Student teachers can learn to develop emotional intelligence, wisdom, and leadership qualities through the Iheart Programme. This, in turn, enables them to foster nurturing classroom environments and encourage children to cultivate these traits themselves. By embodying serenity and knowledge, they become role models for children, promoting their wellbeing, social skills, and ongoing learning.

However, it is essential to acknowledge that while emphasising the significance of innate wellbeing and resilience in the programme's teachings, we must also value diverse viewpoints. This is because promoting the acceptance of multiple perspectives aligns with the idea of embracing different ontologies, which may differ from the singular ontology of Iheart asserting innate wellbeing.

Aisha: *'Our mind is completely our own and is free. No one outside of us can tell us how to think or feel'.*

My reflection as a participant observer on this topic appears in the box below.

I think as a participant observer on Iheart's transformative journey when dealing with school children, the Iheart Programme has proven to be helpful for student teachers. According to the statement, in my opinion, Iheart could be useful in enabling student teachers to achieve greater emotional intelligence, strengthen their mindset and resilience, develop stronger interpersonal relationships, improve their classroom management skills, and prioritise their personal development.

These beneficial changes have given student teachers the tools they need to give school students a caring and empowering learning environment, which will have a long-lasting effect on their academic careers.

Carmen: *'Our mind is a superpower'.*

The box below contains my reflection as an observer participating in this session.

I suppose as a participant observer on Iheart's transformative journey, this statement indicated that one of the student-teachers had ontological beliefs concerning the nature of consciousness. From my point of view, for some student teachers working with children, the Iheart Programme has proven to be a transformative experience that has helped them see their cognitive abilities as superpowers.

Several student teachers might be able to be prepared to develop influential and supportive learning environments for school students through increased self-awareness, improved mindfulness, improved emotional regulation, cultivation of a positive mentality, empowered teaching placements, and an emphasis on wellbeing. By using their superpower, student teachers can encourage school students to explore and realise their full intellectual potential, promoting a lifetime love of learning and personal development.

7.2.3. Case Studies with School Students on the Iheart Website

The thematic analysis of case studies from the Iheart website provided insights into the programme's impact on school students and the broader educational environment. The themes derived from these case studies included Wellbeing and Resilience, Being in Control (Self-Efficacy), Change/Transformation and the

Ontological Perspective of Iheart Stakeholders are described in more detail in Section 5.7, and the full analysis of the case studies can be found in Appendix 7.

One key theme is the spectrum of perspectives among school students regarding innate wellbeing and resilience. While some believe these qualities are inherent, others see them as influenced by external factors. The programme is aligned with Universal Design for Learning (UDL) principles and aims to empower school students to understand how their thoughts influence emotions, but challenges include varying levels of resilience and the need for proper training in the Iheart Resilience Framework.

Another theme is the link between improved impulse control, self-awareness, and emotional boundaries among students, potentially enhancing classroom behaviour and motivation. However, critical examination and empirical evidence are needed to substantiate claims and consider diverse factors influencing academic success. The programme also appears to facilitate improved relationships, empathy, and understanding among students, aligning with UDL principles of engagement and inclusivity. Yet, it is noted that transformative experiences can vary, requiring a balanced perspective on lessons drawn from children's insights.

Iheart contributes to inclusive classroom environments, emphasising flexibility in learning, but faces challenges in long-term effects, applicability, and potential worldview imposition. The programme operates within a constructivist epistemology, encouraging active learner participation and challenging existing ideas. Regarding Learning Design Principles, themes like self-awareness, reflective practice, collaborative support, positive mindset, and mindfulness are highlighted. The programme might equip student teachers with 21st-century skills, highlighting inner exploration and multiple intelligence types. Nonetheless, critical evaluation is essential to reflect its effectiveness, impact on teacher performance, and genuine empathy development. Continuous critical review, evaluation, and adaptation are crucial for understanding how the Iheart Programme can effectively meet diverse educational needs.

7.3. Summary of Findings: Discovering Origins and Learner Experiences

The Findings chapters reveal insights gained from both a quantitative and qualitative data analysis, defined in two aspects. In Chapter 6, the intentions and delivery of the Iheart Programme are examined, tracing its origins in the experiences of Mrs. Terry Rubenstein and Mrs. Liz Taplin in school settings and the content of the Iheart Programme. In this chapter, the diverse experiences of the participants, including student teachers, school students and the researcher were explored. In this respect, a mixed methods approach was adopted, moving from a quasi-experimental design to a more (auto-) ethnographic method. While I obtained my quantitative data from the TEIP and WEMWBS Scales, qualitative sources included researcher journals, interviews, feedback forms, and my Iheart website documents. Mrs. Rubenstein's interview provided an in-depth perspective on the Iheart initiative, highlighting her journey of overcoming mental wellbeing challenges. The discussion then moved towards exploring the use of Iheart in school settings and its impact on innate mental well- and resilience. The examples presented in brief highlight the various effects of Iheart on individuals, influencing their thoughts, feelings, and actions. While Iheart's teachings can have significant social impacts on students, differences emerge when comparing Iheart's presented reality with students' real experiences. Thereby, students express ontological stances shaped by their prior learning and background. Some embrace Iheart's single realism, accepting an independent reality and internalising the concept of innate wellbeing linked to one's thoughts. In contrast, others adopt a constructivist approach, constructing their reality based on new experiences gained from active participation in Iheart. Various perspectives emerge, some endorsing a realistic approach to innate goodness, while others criticise Iheart for neglecting medical interventions and downplaying the role of environmental factors in treating anxiety. Some participants find the focus on personal wellbeing and problem-solving exhausting, while others find the duration of the 10-week Iheart course inadequate. Essentially, although they attended the same course, participants exhibited different stances towards the nature of knowledge, influenced by their perspectives. The data analysis indicates a mismatch between the inherent qualities such as wellbeing, resilience, and wisdom that the Iheart is believed to embrace and students' ontological understanding of certain aspects of the programme's teachings.

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CHAPTER 8: DISCUSSION

This chapter centres on the findings and implications of the Iheart Project as a programme aimed at enhancing the wellbeing and resilience of student teachers in inclusive educational settings. The impact of the Iheart Project on student teachers was mixed. Many appreciated its focus on mental wellbeing, the introduction to the Three Principles (mind, consciousness, thought), and peer support. However, concerns were raised about potential oversimplification, lack of clarity, and neglect of individual differences and medical interventions for mental health. Assessing the balancing between the programme's strengths and limitations was deemed necessary for future effectiveness.

The research aimed to explore the effects of experiences of Iheart Project on student teachers' self-efficacy and wellbeing in inclusive practices. While the Iheart Project aimed to boost these aspects, certain challenges arose. The abstract nature of the programme's teachings and the short duration hindered comprehensive understanding. Feedback indicated positive effects, but measurement proved difficult due to the abstract concepts involved. A spiritual perspective underlies the Iheart Programme, asserting that wellbeing and resilience are innate qualities. This differentiates it from other wellbeing programmes but creates tensions if this perspective does not align with existing strongly held beliefs. The programme's teachings are considered guiding philosophies, but their abstract nature and the project's brevity can make their full internalisation an incomplete process.

Teacher training programmes play a crucial role in enhancing self-efficacy and wellbeing among student teachers and optimising content and activities for student teachers could further integrate Iheart's teachings into their lives. Implementing such programmes before students become teachers might therefore contribute to their wellbeing and resilience in professional environments. The Iheart Project appeared to offer a unique perspective on enhancing wellbeing and resilience among student teachers. The programme's impact, though mixed, therefore suggests potential benefits with some challenges from the abstract nature of the teachings. The analysis considered the ontological perspectives of the participants and their responses to the fixed ideas underpinning the programme's teachings. This

discussion is divided into four distinct sections that collectively provide a comprehensive examination of the key areas of interest of the study. These sections are as follows:

Discussion of content, incorporating both thematic and personal narrative analyses: In this section, I discuss the interplay between thematic analysis, which identifies broader patterns and themes, and personal narrative analysis, which captures individual experiences and stories in the data. By intertwining these two approaches, I try to gain a multifaceted understanding of the subject.

Discussion of the claims of the change in self-confidence, resilience, and mental wellbeing sharing about the Iheart Project: Here I examine specific claims regarding transformation in self-confidence, resilience, and mental wellbeing. Drawing on information collected through the Iheart Project, I endeavour to present how these claims have been substantiated and what implications they may have for future research.

Discussing the relationship between the mental wellbeing of student teachers and inclusive practices: In this section, I discuss the relationship between student teachers' mental wellbeing and their participation in inclusive practices. Through this discussion, I aim to uncover the nuances of how mental wellbeing can impact the effectiveness of inclusive teaching methods.

Discussion on learning design to improve learners' self-confidence and wellbeing: This section comprises a critical discussion centred on materials and the implementation of activities within the Iheart Project, analysing their potential impact on the wellbeing and resilience of student teachers. The Iheart Project, along with similar initiatives, has been positioned as a promising avenue for nurturing self-efficacy and mental wellbeing among student teachers, particularly within an inclusive educational environment. Through an exploration of the strategies, tools, and outcomes of projects such as Iheart, this chapter aims to shed light on their significance in enhancing the experiences and development of student teachers in contemporary educational settings.

8.1. Discussion of Content, Incorporating both Thematic and Personal Narrative Analyses

In this section, findings are discussed considering the ontological stances of the people participating in the Iheart Project. It is important to note that the teachings of the Iheart Programme reflect underpinning realist ontology with some fixed ideas about the nature of wellbeing and resilience. On the other hand, student teachers and school students participating in the Iheart Programme Mrs. Rubenstein, and Mrs. Taplin displayed different ontological stances such as realism, critical realism, and constructivism, and different understandings about resilience and wellbeing. Firstly, I would say that during my onto-epistemological journey, I explored different research methodologies within mixed methods research (positivism, interpretivism, and critical realism). This helped me deeply examine my epistemological position and its impact on understanding complex phenomena.

It also guided me in terms of progression from seeking objective truths to embracing subjectivity to questioning established beliefs. My participation in the Iheart Project has also led me to rethink concepts such as happiness, wellbeing, and truth, advocate critical thinking and acknowledge the relative nature of perceptions. The personal narratives I created throughout the research reflected my transformative process and reinforced my belief in the need for a deeper understanding of 'knowledge' and 'facts'. I think here, it is important to note that just as I embarked on my epistemological journey, student teachers also had their ontological journeys concerning the Iheart Programme. It might be said that most of the students have adopted a constructivist ontological stance. However, besides their constructivist approach of seeing concepts such as wellbeing as socially constructed and viewable from different perspectives, some student teachers resonated with Iheart's realist ontology and fixed ideas about innate wellbeing. In other words, some student-teachers shaped their new understanding and knowledge through the ideas, events, and activities they interacted with in the Iheart Project. For the state of inner wellbeing that Iheart offered to people as a universal reality, some student teachers built their understanding once they accepted the idea that their feelings are shaped by our thoughts. By doing so, they took on the idea of the inseparable connection between thought and feeling. This is because, based on

Iheart's teachings, the source of our feelings is not the experiences we have as a result of events and situations that happen to us; things just happen and pass with time. It is the subject who gives meaning to them via thought.

When examining the effects of the content and design of the Iheart Programme and based on the understanding of student teachers about Iheart, the feedback forms collected indicate the following general points. Firstly, the Iheart Project has had an impact on some student teachers, and a few of them pointed out the importance of focusing on mental wellbeing throughout the 10-week programme. They pointed out how the Iheart Project introduced them to its teachings, particularly the Three Principles of mind, consciousness, and thought, along with the resources provided.

Despite its positive aspects, several student teachers also raised concerns about the Iheart Project. They felt that the doctrines could be clearer and sometimes appeared too focused on self-help, leading to potential exhaustion and anxiety. Some found the use of repetitive animations unhelpful, and a few argued that the programme oversimplified anxiety as a matter of the strength of will, ignoring the need for medical intervention for some individuals. Others criticised the project's underpinning assumptions, which treated all people alike, neglecting individual differences and the need for personalised mental wellbeing programmes. In conclusion, the Iheart Project's impact on student teachers was mixed. Some appreciated its teachings and focus on mental wellbeing, whereas others raised concerns about its clarity, duration, and lack of consideration for individual differences. While the project's emphasis on self-help resonated with some, others felt that it failed to account for the broader environmental and biological factors affecting mental wellbeing.

Developing awareness of its strengths and limitations is essential to make the Iheart Project a more effective and inclusive programme for future participants.

8.2. Discussion of the Claims of Changes in Self-Confidence, Resilience, and Mental Wellbeing Shared about the Iheart Project

Confidence, resilience, and mental wellbeing are critical aspects of human psychology, especially in today's fast-paced and demanding world. These qualities play an important role in shaping individual experiences and outcomes, influencing personal growth, success, and overall happiness. As noted in Chapter 2, the self-efficacy perception and wellbeing of student teachers emerges as a critical yet often overlooked aspect in teacher education (Swain & Redding, 2022). Despite some training in inclusive education, student teachers can struggle with implementing inclusive practices due to organisational neglect and political requirements (DeLuca, 2012; O'Neill, Bourke & Kearney, 2009; Sosu, Mtika & Colucci-Gray, 2010). They often face feelings of inadequacy in handling challenging behaviour, lacking the necessary skills and emotional resilience (Morgan *et al.,* 2022).

In parallel with findings on teacher self-efficacy, the Iheart Project, conducted by Mrs. Taplin at the Plymouth Education Institute with first and second-year student teachers, aimed to contribute to the confidence, wellbeing and resilience of both the student teachers and the children they will teach.

Confidence can be defined as one's belief in their abilities, qualities, and self-evaluation, which is necessary to overcome challenges, achieve goals, and effectively solve problems (Bandura, 1997). Bandura's self-efficacy theory identifies the key factors contributing to confidence, namely mastery experiences, vicarious learning, social persuasion, and emotional states. Confidence is also important in areas such as risk-taking, decision-making, and perseverance, as shown in Hmieleski and Carr's (2020) recent research in entrepreneurial success. Developing inclusive pedagogies entails both risk-taking and problem-solving, and I know from my own experiences during my special education internship in Turkey that lack of confidence can make it difficult to take risks.

Moving on to resilience, it represents the ability to bounce back from setbacks, adapt to change, and sustain wellbeing amidst challenges (Masten, 2021). Resilience involves cognitive, emotional, and behavioural strategies that promote adaptive coping and growth. The dynamic nature of resilience and suggests that exposure to manageable stress factors and supportive relationships can enhance

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resilience (Bonanno, 2012). Resilience has been associated with reduced risk of psychiatric disorders and improved psychological functioning (Southwick *et al.*, 2020), emphasising its significance for mental wellbeing. Mental wellbeing encompasses factors such as emotional balance, psychological health, and overall life satisfaction (Keyes, 2002).

Confidence, resilience, and mental wellbeing form an interdependent framework, highlighting their importance for holistic development and optimal functionality. All these qualities feed into job satisfaction and a capacity to manage the stress of teaching in challenging contexts. Hence, my initial research proposal aimed at contributing to student teachers' self-efficacy perceptions and wellbeing through a two-month curriculum-based training programme focused on inclusive practices. However, since the time period when I applied for my research, the implementation of this proposal was not feasible due to the lack of space in timetable where I could have provided extensive training to student teachers in PloE, and also due to my insufficient experience in delivering a training programme that enhances their self-efficacy and wellbeing.

Thus, when the Iheart Project, with its aim to contribute to the self-confidence, wellbeing, and resilience of student teachers, was launched by Mrs. Taplin, I saw an opportunity. While preparedness matters, individualised approaches to teacher training are crucial, considering the diverse needs arising from teaching context, student population, and personal traits (Hudson *et al.,* 2020). While Mrs. Taplin initiated the Iheart Project primarily to foster student teachers' confidence, wellbeing, and resilience, although the Iheart Programme was not specifically designed for inclusive practices, I wanted to focus on my personal interest area. My aim was to find out how Iheart might contribute to enhancing effective inclusive practices through supporting student teachers' confidence, wellbeing, and resilience. To assess this, I used the TEIP Scale to collect data on student teachers' self-efficacy levels. However, the pre- and post-test results of the TEIP Scale did not show any significant difference in terms of self-efficacy. Several factors may have influenced this outcome. One reason could be that the student teachers, being in their first year with limited opportunities for direct school practice, may not have had the opportunity to observe the effects of the Iheart Project. More significantly, the implementation of

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Covid restrictions following their participation in the ten-week programme limited their access to schools.

According to the Iheart Project's founder Mrs. Rubenstein, wellbeing and resilience are believed to be innate qualities. This idea is at the centre of the Iheart programme and offers participants ways to increase their self-confidence as teachers. However, according to Mrs. Taplin's account of the Iheart Project, some student teachers may have struggled to embrace these ideas because they are inherently abstract and cannot be sensed tangibly. Mrs. Taplin herself understands the Three Principles as a universal energy connecting all 7 billion people, existing before humanity's adventure on Earth, that is, before the Big Bang. She believes that all humans are interconnected through this universal energy and that they possess certain instinctual qualities like wellbeing, wisdom, and resilience through this energy. Mrs. Taplin is aware of how these Principles were developed and how they could impact on human life, noting that some individuals may not reach this awareness.

Following Mrs. Taplin and Rubenstein's explanations of the potential of Iheart, it can be said that student teachers can learn about certain instinctual qualities inherent in children through the Iheart Project. If student teachers fully accept this, they may realise they do not need to 'fix' anything but rather uncover the innate qualities already present in children, providing them with psychological relief. Mrs. Taplin emphasised the importance of this in the 7th session in Iheart, focusing on 'separate reality.' According to her, the ability of about seven and a half billion people to think differently is outstanding. When student teachers realise this 'truth', they could begin to face various conflicts, challenges, and tensions in classroom settings and other contexts as normal situations. Consequently, instead of trying to change school students or other colleagues, they can tolerate contradictions and move forward.

Nonetheless, a crucial point to note is that Y1 student teachers had not received any specific pedagogical training for inclusive practices as part of the course during the time of the implementation of the Iheart Project. Additionally, although 2nd-year student teachers showed more developed attitudes towards inclusive practices than Y1 student teachers, interviews revealed that they were still

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below the level of full understanding. The higher self-efficacy perceptions among Y2 student teachers might have been related to their internship experiences. For instance, a Y2 student teachers specialising in special education may have gained more confidence due to working more with school students with special needs in schools, leading to increased self-confidence compared to Y1 student teachers.

Yet, numerous Y1 student teachers embraced the idea of the invisible link between thoughts and emotions, realising they could control their emotions, contributing to becoming less stressed and more confident individuals, akin to Y2 student teachers with their experiences in inclusive classroom environments with different perspectives. According to Bandura's definition of self-efficacy, teachers' perceptions of their capacities regarding success with teaching their pupils can be considered their self-efficacy (Bandura, 1997). Many studies have shown that teachers' self-efficacy significantly influences teaching behaviours, wellbeing, motivation, communication with students, student achievement, student self-efficacy perceptions, teacher job satisfaction, commitment, teacher effectiveness, and instructional behaviour (Klassen & Chiu, 2011; Klassen, Durksen & Tze, 2014; Skaalvik & Skaalvik, 2014; Tschannen-Moran & Hoy, 2001; Zee & Koomen, 2016). I had hoped to demonstrate how participation in the Iheart Project might improve self-efficacy; however, the TEIP and Warwick-Edinbug Mental Wellbeing Scale results with 14 special education students' teachers before and after the Iheart Project showed no significant difference in their self-efficacy perceptions, wellbeing and resilience. Several factors could be behind this result, including challenges and constraints encountered in effectively implementing such short-term interventions. For instance, student participants mentioned the unlikeliness of chance of perceptions after a ten-week course. Furthermore, external factors, most notably Covid-19 restrictions, hindered students' access to schools and the practical experiences necessary for internalising Iheart's teachings.

Additionally, the content and materials of the Iheart Project were not specifically designed for different target audiences. Mrs. Taplin used her experience as a coach and as a lecturer to adapt the sessions according to participants' levels, but the design of the activities and materials themselves potentially limited their effectiveness in enhancing self-efficacy perceptions, wellbeing and resilience among

special education student teachers. This was reflected in some comments from student teachers who participated in the Iheart sessions.

In conclusion, this discussion underlines the critical importance of addressing the self-efficacy perception and wellbeing of student teachers in teacher education. Despite receiving some training in inclusive education, student teachers can encounter difficulties in implementing inclusive practices due to organisational neglect and political demands. These challenges often lead to feelings of inadequacy, highlighting the need for improved skills and emotional resilience. While preparedness is essential, it is equally crucial to adopt individualised approaches to teacher training, taking into account the diverse needs stemming from teaching contexts, student demographics, and personal characteristics. By prioritising these aspects, teacher education programmes can better equip student teachers for success in inclusive classrooms and promote their professional development.

8.3. Discussing the Relationship between the Mental Wellbeing of Student Teachers and Inclusive Practices

The connection between mental wellbeing and inclusive practices is a vital aspect of teacher education, emphasised by the Iheart Project's approach to enhancing wellbeing and resilience through the understanding of thoughts and feelings. This aligns with the broader literature highlighting the importance of teacher wellbeing in creating inclusive learning environments (Swain & Redding, 2022; Jennings & Greenberg, 2009). Despite the abstract nature of Iheart's teachings, which can pose challenges in measurement and internalisation, positive feedback from student teachers serves as an indicator of the programme's potential effectiveness (DeLuca, 2012)? However, the relatively short duration of the course and its initial design for younger age groups might have limited its impact on some student teachers, particularly in terms of confidence and wellbeing (Milfont *et al.,* 2008).

The findings from applied scales like the WEMWBS Scale did not show significant improvements in mental wellbeing and resilience among student teachers after participating in the Iheart Project. This reinforces the need for longitudinal

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studies to measure the long-term effects of programmes like Iheart (Milfont *et al.,* 2008). Nevertheless, interviews and feedback forms provided deeper insights into student teachers' responses, revealing varied perceptions of Iheart's teachings. Some embraced the programme's principles immediately, while others required more time for internalisation, showcasing the subjective nature of mindfulness-based interventions (Meiklejohn *et al.,* 2012).

Optimising programmes like Iheart for student teachers requires careful consideration of content and duration, as well as aligning with specific needs at the intersection of teacher wellbeing and inclusive practices (Wilcox & Gray, 2018). Mindfulness-based interventions, as evidenced in teacher education literature, can indeed improve wellbeing and reduce stress among educators, contributing to the development of inclusive learning environments (Doménech-Betoret *et al.,* 2020). Nonetheless, it is crucial to acknowledge that positive experiences in inclusive classrooms also play a role in enhancing teacher satisfaction and reducing burnout (Wilcox & Gray, 2018).

In conclusion, while programmes like Iheart hold promise to enhance the wellbeing and resilience of student teachers, further research and adaptations are necessary to address challenges related to programme duration, abstract concepts, and evaluation methodologies. By aligning with existing literature on teacher wellbeing and inclusive practices, teacher education programmes can better equip educators to create supportive and inclusive learning environments for all students

8.4. Discussion on Learning Design to Improve Learners' Self-Confidence and Wellbeing

The discussion below focuses on the materials and activities implemented during the Iheart Project and their potential contributions to the wellbeing and resilience of student teachers. Mrs. Rubenstein stressed the significance of prioritising educator wellbeing and resilience through initiatives like the Iheart Project. Teachers, who spend most of their time with students, play a crucial role in fostering positive learning environments and improving student outcomes, as echoed by the OECD (2022). Integrating teacher training and wellbeing support into

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educational curricula, as exemplified by the Iheart Project, is increasingly recognised as a valuable investment. Projects like the Iheart Project hold promise in developing student teachers' self-efficacy and mental wellbeing within an inclusive environment, and Iheart is distinguished from other psychological wellbeing programmes due to Iheart's adoption of a spiritual approach that advocates for the intrinsic nature of wellbeing and resilience. Skalvik and Skaalvik (2018) also support this notion, emphasising the interconnectedness of mind, body, and soul in achieving holistic wellbeing.

Mrs. Taplin, along with Mrs. Rubenstein and the facilitators of Iheart, both aim to make a difference in education, and as facilitators of Iheart they hoped to serve young people well by motivating them. The ways which the ideas underpinning the Iheart programme are presented are therefore very important to them. They believe that the Iheart Programme's curriculum should be constantly reframed and improved, making it scalable beyond a small team. They also aimed to help school students and student teachers better understand and benefit from the Iheart Programme through a more concrete educational framework. Mrs. Rubenstein stressed the importance of following the most beneficial methods for learners without imposing specific teaching modalities or the Three Principles. She highlighted the necessity of being clear and understandable particularly when working with children, considering their age levels. Mrs. Taplin was keen to research the programme's effectiveness in the context of initial teacher education, to demonstrate its usefulness to other teacher educators and improve it based on students' feedback.

Student participants mentioned specific materials and activities as helpful in coming to understand Iheart's teaching, and I reflected on this frequently in my own dairy entries. An example of such impactful materials is the video clip on mental wellbeing and resilience shown during the Iheart Programme. This video prompted a shift in perception among student teachers regarding the interconnectedness of mind, body, and soul in achieving holistic wellbeing. This is also supported by Skalvik and Skaalvik (2018), who highlight the importance of such interventions in supporting educators.

Integrating instructional materials from the Iheart Project into teacher training, could positively impact student teachers' daily lives, aiding in their self-confidence

and mental wellbeing while working with students, something that has been highlighted by the OECD (2022). Assessing the extent to which student teachers embrace the underpinning doctrines of the Iheart Project, however, has been challenging. Despite including materials and techniques applicable in participatory classroom environments, student teachers can face a lack of sufficient school experience to apply these teachings effectively.

In conclusion, innovative wellbeing programmes like the Iheart Project underline the importance of holistic approaches and multimedia tools in supporting educators and fostering positive learning environments. This perspective, supported by Skalvik and Skaalvik (2018) and echoed by the OECD (2022), emphasises the potential impact of such initiatives on student teachers' self-confidence, mental wellbeing, and resilience in navigating complex educational environment

8.5. Summary of the Discussion

The discussion has revolved around the Iheart Project and its impact on student teachers' ontological and epistemological journeys, wellbeing, resilience and self-efficacy. The Iheart Programme is based on a realist ontology, but a variety of ontological stances were encountered among participants, including realism, critical realism, and constructivism. Student teachers had different reactions to the programme; while they appreciated the programme's focus on mental wellbeing; they also expressed concern about clarity and awareness of individual differences in understanding and experiencing resilience and wellbeing.

The research project aimed to reflect how the Iheart Programme contributed to student teachers' self-efficacy, wellbeing and resilience, with a particular focus on inclusive practices. TEIP Scale results, however, did not show a significant improvement in self-efficacy perceptions among student teachers. Challenges such as limited access to school due to Covid-19 and the abstract nature of Iheart's teachings were identified as potential factors. The discussion also explored the content and impact of the Iheart Programme and addressed its emphasis on the relationship between thoughts and emotions.

The programme's spiritual approach distinguishes it from other wellbeing programmes by advocating inner wellbeing and resilience. Despite the limitations, some student teachers found the programme beneficial for their personal and professional transformation. Initiatives such as the Iheart Project can be important in supporting educators and promoting positive learning environments; although the Iheart Project shows promising for in improving the wellbeing and resilience of some student teachers, further research and specific interventions are needed to overcome the challenges and increase effectiveness.

CHAPTER 9: CONCLUSION

This study has presented an account of an investigation into the impact of the Iheart Project on various stakeholders, including student teachers, school students, a university lecturer, and the researcher. Employing a mixed-methods approach, the research explores participants' experiences in order to understand how the teachings of wellbeing and resilience advocated by the Iheart Project influenced their lives. The study aimed to address three research questions concerning the Iheart Project:

How do different stakeholders reflect on their experiences of participating in the Iheart Project?

What claims of change in self-confidence, resilience, and mental wellbeing are associated with the Iheart Project?

How does the design of the Iheart Project facilitate learning about its underlying assumptions and content?

The initial quantitative phase utilised the TEIP (Teacher Efficacy in Inclusive Practices) Scale and WEMWBS (Warwick-Edinburgh Mental Wellbeing Scale) to assess changes in self-confidence, resilience, and mental wellbeing among student teachers, particularly those with special educational needs (SEN). However, the lack of significant differences before and after participation raised questions about the measurement tools' sensitivity in capturing transformative changes attributed to the Iheart Project. This observation necessitated a critical re-evaluation of research methods to align with the holistic impact of programmes like the Iheart Project.

The qualitative component of the research involved interviews with various stakeholders, including student teachers, a high school student, and key individuals in the Iheart Project. This qualitative exploration aimed to overcome the limitations of the quantitative phase by offering insights into participants' reflections on their Iheart Project experiences.

The qualitative findings revealed potential barriers, such as personal, cultural and contextual factors, in fully embracing the project's principles, emphasising the need for inclusive teacher education programmes that promote critical thinking and

support the integration of new approaches. Furthermore, the study evaluated the implementation of teaching strategies and design principles within the Iheart Project to understand how they facilitate learning about the programme's underlying assumptions. While these strategies align with the project's core principles, the research emphasises the importance of comprehensive integration to realise transformative changes in pedagogical practices.

This significant discovery highlights a fundamental assumption made by Iheart regarding the inherent truth and universal applicability of the programme's underlying ontology. This assumption has significant implications for wellbeing programmes and interventions, particularly within educational settings and beyond. It suggests that not all participants may share the same worldview, and not all programmes may explicitly acknowledge or recognise their own standpoint. For instance, the notion that resilience is an intrinsic human trait that can be accessed through specific strategies is not universally accepted.

The success and effectiveness of wellbeing programme, both in terms of its impact and commercial viability, do not necessarily depend on its critical self-awareness. This lack of critical awareness, however, may require participants to align with the programme's worldview, potentially excluding or marginalising those with different perspectives or diverse experiences of wellbeing. To illustrate this point, it is important to consider whether accessing resilience, presumed to be innate, is equally attainable for individuals with backgrounds of complex trauma, adverse childhood circumstances, or neurodiversity. There is a danger that these participants might perceive their challenges in accessing resilience as personal shortcomings, thus deepening their experiences of trauma, shame, and exclusion.

It is important to clarify that this critique does not target Iheart specifically nor does it dismiss its benefits. Instead, it underlines a critical insight applicable to all wellbeing programmes and their participants. Awareness of the underlying ontologies and assumptions that shape our understanding of the world is crucial for ensuring the effectiveness and ethical integrity of such programmes.

Briefly, the main finding highlights that Iheart assumes its programme's underlying beliefs are universally true and beneficial, which affects how wellbeing programmes are perceived and accessed. This assumption, such as viewing

resilience as innate, can alienate participants with diverse experiences. This strongly suggest that it is therefore important for all wellbeing programmes to recognise and address these underlying beliefs to ensure effectiveness and inclusivity.

That said the findings support the significance of confidence, resilience, and mental wellbeing in human psychology, highlighting their foundational role in personal growth and success. They align with contemporary research points out the pivotal role of confidence, such as studies by Bandura (2006) on self-efficacy and recent work by Williams *et al.* (2023) on the impact of confidence-building programmes. Although the Iheart Project aimed to nurture wellbeing and resilience, challenges such as Covid-19 restrictions and generic content have played a part in problematising its efficacy, particularly in enhancing self-efficacy among special education student teachers. This sentiment is also echoed by Alavi, Afshari-Mofrad, and Baradaran (2021), who discovered a significant relationship between self-efficacy and psychological wellbeing among teachers. Specifically, their study revealed that higher levels of self-efficacy were associated with better psychological wellbeing, underlying the importance of self-belief in navigating challenges, including those arising from the COVID-19 pandemic (please see in section 4.2.1).

In conclusion, this study recommends tailored interventions and longitudinal studies to optimise the programme's impact and track participants' progress effectively. It advocates for evidence-based, contextually relevant interventions and rigorous research to unlock the transformative potential of programmes like the Iheart Project in fostering inclusive education practices and enhancing teacher self-efficacy perceptions. It also poses a question for further investigation: How deeply ingrained are the underlying ontological foundations of wellbeing programmes like this, and how might they impact participants' ability to engage with the programmes successfully – and how might difficulty accepting underlying assumptions about wellbeing cause further anxiety or distress for those individuals already struggling with their mental health?

Considering the factors mentioned above, it could be said that future research could explore tailored interventions and instructional strategies aligned with specific target audiences and participant levels to enhance the effectiveness of such programmes in promoting teacher self-efficacy and inclusive education practices.

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Moreover, longitudinal studies tracking participants' progress over time could provide valuable insights into the long-term effects of interventions like the Iheart Project on student teachers' self-efficacy, wellbeing, and resilience in diverse educational settings.

9.1. Original Contribution of the Research

The Iheart Project is an initiative that has the potential to make significant contributions to educational practices and social welfare in a variety of critical areas. The research makes an original contribution by expanding the focus of the Iheart Programme to include student teachers, a population largely ignored in previous literature on self-efficacy, mental wellbeing and resilience. The reason is that with the Iheart Programme, it was found that numerous student teachers improved their self-efficacy, wellbeing and resilience while working with students with special needs in an inclusive environment. This is important as teachers who develop self-efficacy can also contribute positively to school students' self-confidence and wellbeing while working with school students in an inclusive setting. This expansion not only enriches understanding of the challenges educators face, but also underlines the project's commitment to inclusivity and holistic support for all stakeholders in the education system. The suggestion is that teachers who possess self-efficacy, resilience, and overall wellbeing effectively convey these attributes to their students. As a result, they fulfill their roles as educators successfully, leading to broader advantages for special needs learners in areas such as social justice and academic achievement (Poon-McBrayer, 2008). Moreover, the interview with Mr. Dicken Bettinger, a leading figure in the Three Principles Mentorship, not only broadened the scope of our literature review, but also highlighted the lack of doctoral studies in this field, thus reinforcing the originality and importance of the research.

By highlighting the importance of mental wellbeing of student teachers, a dimension often ignored in existing literature, the research elevates the discussions around the wellbeing and resilience of educators, offering insights that have the potential to put early preventive interventions into place to increase self-confidence and resilience among educators. Additionally, the study highlights its practical significance, especially considering the challenges brought by the COVID-19

pandemic. This is supported by large-scale data from reputable sources such as the Department for Education (2021), UNESCO (2021), and Education Support (2021), which reveal the impact of COVID-19 on the teaching profession, including increased rates of staff leaving, heightened mental health concerns, and elevated levels of burnout. The Department for Education's (2021) report on the school workforce in England, conducted in November 2020, provides crucial insights into the trends and changes within the teaching profession during the COVID-19 pandemic. It includes data on factors such as staff turnover rates, challenges faced by educators, and the impact on student learning outcomes. Besides that UNESCO's (2021) research focuses on the global impact of COVID-19 on education systems, including the challenges faced by teachers worldwide.

This study encompasses a wide range of issues, such as shifts to remote learning, disruptions in curriculum delivery, and efforts to ensure educational continuity amid the pandemic's uncertainties. As well as these studies, the Teacher Wellbeing Index 2021 by Education Support (2021) explores the specific aspects of mental wellbeing among teachers, particularly during the COVID-19 crisis. It examines factors contributing to heightened stress levels, strategies for supporting teacher resilience, and the importance of addressing burnout within the education sector. This is because student teachers reported benefiting from Iheart's techniques by integrating Iheart's teachings into both their personal and professional lives in a very difficult time such as the pandemic. Ultimately, the interaction of the Iheart Project student participants, the researcher's epistemological journey, and the project's ontological perspective create a landscape of potential for original contributions. Addressing research gaps, empowering individuals, promoting transparency and rigour, and collectively embracing the diversity of thought exemplifies the capacity of research to transcend boundaries and create lasting impact. By harmonising these elements, the Iheart Project can move the field forward and contribute significantly to the wellbeing of its stakeholders.

The Iheart Project's ontological perspective, although not without critical limitations as discussed previously, is grounded in accessible conceptualisations of innate wellbeing and resilience and its collection of activities and materials offer

important ways for understanding and addressing mental wellbeing, or at least engaging in discussions about theses difficult topics.

More importantly, this research has profound implications for research on the impact of interventions with fixed ontologies, particularly on vulnerable individuals with different ontological perspectives. These groups might find it extremely difficult to consider the idea of innate wellbeing, and great care needs to be exercised when introducing them to such ideas. Promoting tolerance and understanding of different worldviews contributes to social harmony. This study makes a significant contribution by identifying the potential for programmes like Iheart to contribute to the field of human wellbeing and resilience whilst asserting the need for integrating ethical considerations into a broader conversation about ontology and inclusive practice

9.2. Limitations of the Study

This study was primarily focused on exploring issues of self-confidence, mental wellbeing, and resilience regarding inclusive practices based on student teachers, the researcher, and school students' experiences in the Iheart Project. Iheart's original project, which is currently implemented in schools for children and young people, probably has been carried out with student teachers for the first time by expanding it to the student teachers in southwest England. For this reason, the student teachers participating in the study were limited to the University of Plymouth Year 1 and Year 2 Institute of Education. If this project was not only limited to Plymouth but spread to the whole of England, the effects of the project on student teachers would be seen more effectively. In addition, this study was conducted with 6 student teachers so that they could share their experiences about the Iheart Project.

A second-year student was interviewed twice to better demonstrate the impact Iheart had on student teachers in the school setting. Considering the socio-demographic characteristics of the participants, it has been seen that 4 out of 6 were Y1, and 2 were Y2 student teachers. Because of COVID-19, many of the participants did not have the opportunity to go to the placement and implement Iheart's teachings while working with school students in mainstream schools. This situation made it

difficult to see the effects of the Iheart Project on some student teachers immediately. This is because student teachers could take the teaching of the Iheart and incorporate them into their understanding of wellbeing, and this may be a time-consuming journey for them.

Besides that, conducting the study in question with predominantly female participants causes a limitation in ensuring gender diversity in the sample. Lack of gender diversity may impact the transferability of the study's findings, as the experiences and perspectives of a more diverse sample may provide a more comprehensive understanding of the topic of wellbeing and self-efficacy in beginning teachers. This limitation encourages consideration of future research efforts to actively address greater inclusivity by providing a more diverse range of participants. Last but not least, I think it is important to note that the selection of data collection tools has the potential to cause various limitations on the researcher's study. These constraints are dependent upon the researcher's objectives, available resources, and the specific context of the study.

These limitations encompass issues related to access to resources, potential problems in sampling and representation, technical proficiency, time constraints, data accuracy, as well as cultural and language-related barriers. Employing strategies such as exploring alternative methods, engaging in collaboration, or restructuring the research plan can be instrumental in enabling researchers to derive more dependable and robust results

9.3. Recommendations

In light of the research findings, suggestions can be developed for adapting the Iheart Project for student teachers and school students. In the field of design and content of the Iheart Programme, it is necessary to underline the importance of adapting the programme to meet the different needs of student teachers. Extending the duration of the programme not only allows for deeper internalisation of the teachings but may also increase the potential impact on self-confidence and mental wellbeing. It is important to align programme activities with the age and maturity level of student teachers in terms of suitability. This requires a comprehensive needs

analysis with a special focus on inclusive education. Additionally, findings showed that combining a variety of resources, such as videos and PowerPoint slides, was effective; this suggests that wider use is needed to improve comprehension and application. Findings from student teachers have also shown that giving certificates to students upon completion to acknowledge participation in the Iheart Project can provide a motivating incentive. Additionally, integrating wellbeing programmes such as Iheart into the teacher education curriculum may be important to equip future educators with the emotional resilience necessary for effective teaching.

Moving to consider ontological complexity, it is crucial to recognise and respect the various ontological perspectives of student teachers and the learners they might teach. Flexibility in programme delivery, allowing students to approach the programme from their preferred perspective, fosters a more inclusive learning environment.

When considering ontological perspectives for early career teachers (ECTs), a multifaceted educational approach to address different belief systems is crucial. In this context, incorporating confidential feedback mechanisms can contribute to improving the programme over time.

Finally, as the findings illustrate that teachers with increased self-confidence and wellbeing can pave the way for a more effective inclusion environment, they draw attention to the lack of training programmes to increase the self-confidence and mental wellbeing of student teachers and highlight the importance of supporting those who shape the future.

9.4. Reflection on the Learning Journey

Providing training to student teachers to enhance their self-confidence and mental wellbeing regarding inclusive practices is a very responsible duty. For many years, philosophers, teachers, and other scientists proposed a variety of strategies and theories to boost student teachers' self-efficacy perception towards mainstream settings. By doing so, they aimed to improve inclusive practices in the school environment. I have never thought of teaching as being simple, but it has been claimed that (Eggen, Kauchak & Garry, 2007) it was a much 'deeper' activity that

may be regarded as 'demanding', 'difficult', and 'rewarding'. Therefore, for me, being a teacher was much more than just having a profession. Teaching was a passion and resembled being a mining engineer.

Teachers were working hard to teach the pupils, each of whom was an ore, in the same way, that mining engineers had worked hard to prepare the essential installations to process the mines. Yet, within the scope of the study I conducted on student teachers, although being a teacher is a skill that requires mastery when I examined the literature studies on the subject, I noticed that there were not many training programmes to increase self-confidence and mental wellbeing of student teachers. Yet student teachers were our future, and they would be raising our children who would be our future. This research I have done has shed light on the difficulties that student teachers experience in school placement and why they feel inadequate while working with children with SEN. Thus, I learned how valuable it can be to try to increase student teachers' self-confidence and mental wellbeing regarding inclusive practices. This is because to be beneficial to the students, teachers should feel good and competent first. In addition to understanding how significant job teachers do and therefore the importance of receiving some psychological support to be able to practice their profession, another thing I learned was about the concept of innate wellbeing emerging from the Three Principles approach in the Iheart Project. The concepts of innate wellbeing and resilience, which Iheart put forward with a realistic ontology perspective, as someone who has always been associated with external factors, gave me a different perspective in terms of my personal development during my Ph.D process. Doing a Ph.D was like running a long marathon requiring patience and dedication. Excitement and stress, therefore, accompanied me at the same time on this journey. While the research I was carrying out excited me, on the other hand, I was experiencing the anxiety of failure and inadequacy. At this point, the innate wellbeing and resilience proposed by Mr. Banks strengthened me and renewed my faith and hope in myself.

As a researcher and participant observer, I started to feel more competent than before when working with children with SEN in the field of special education. Although I still do not feel good enough due to reasons such as lack of experience and training. Iheart's doctrines helped me to look at life from a different perspective,

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especially in the early days of the COVID-19 pandemic. During the days of the epidemic, Iheart's teachings taught me that I should live with anxiety about the future because the mechanism that pushes me to negative emotions is the misleading thoughts I have. In a nutshell, I think it would not be wrong to say that the research process provided me with the development of skills. In reflecting on my learning journey during the research process, a critical examination of my epistemological journey emerges as a central theme. Through the exploration of the content, I have come to appreciate the significance of explicitly articulating my epistemological journey. Initially, my understanding of how knowledge is acquired and validated was implicit and perhaps influenced by conventional norms. As the research unfolded, however, I recognised the need to scrutinise and make explicit the underlying assumptions that shape my approach to knowledge. This involves exploring questions about the nature of knowledge, the sources of authority, and the criteria for evaluating information. Explicitly outlining my epistemological journey has been not only a personal growth experience but also a critical component of ensuring transparency and rigour in my research. It includes acknowledging the limitations and biases inherent in any epistemological stance and recognising the dynamic nature of knowledge construction.

This process has prompted me to question not only what I know but also how I come to know it. It has challenged me to confront the potential biases embedded in my chosen epistemological framework and to consider alternative perspectives.

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Appendices

Appendix 1. The definition of key concepts I used in the research:

I suggest the definition of key concepts such as self-efficacy, self-confidence, self-esteem, and competence/competency below since there are the key terms of this study.

These are the definitions I used in the research:

Self-efficacy: "Self-efficacy is a mechanism to explain and predict one's thought, emotion and action and to organise and execute courses of action to attain designated goals" (Bandura, 1995, p.1).

Self-confidence: Self-confidence is a sense of self-efficacy required to solve simple difficulties and be happy (Rubio, 2021).

Self-esteem: Self-esteem is a competency that is the culmination of a series of judgments about one's accomplishment, virtue, and worthiness (Obidigbo, 2006).

Competence/competency: Competency is typically defined as a group of qualities that enable a person to accomplish a task or activity within a particular job effectively (IAEA).

Appendix 2. Data Table for Case Studies

1. The video related to mental health and wellbeing for children and young people (Impact and results) **Resources:** https://www.iheartprinciples.com/impact/#latest-reports	• **2 Iheart facilitators**	**RQ 2: What claims of change in self-confidence, mental wellbeing etc. are shared about Iheart Project?** • It is important to have the Iheart project for mental wellbeing in the school curriculum. This is because it silently changes the lives **(mental wellbeing).** • The programme teaches the school children that they actually have innate wellbeing and therefore some people do not play a role in their feelings unless they want them to **(mental wellbeing).** • School children learn, pick up and see for themselves through their own insight realisation staying with them for life **(mental wellbeing).** • Some students are more confident and more resilient. They are able to focus on sharing how it is their feelings and this is an incredibly powerful position for school students to be in **(self- confidence and mental wellbeing).**
2. The lasted report by the Iheart Youthsight Programme Evaluation during Covid-19	A sample of 416 pupils in the pre-wave and 254 pupils in the post-wave has been	**RQ 2: What claims of change in self-confidence, mental wellbeing etc. are shared about Iheart Project?**

	surveyed.	
Resources: https://www.iheartprinciples.com/impact/#latest-reports	• **Pupils were either in Year 6, 7 or 8 from schools in Greater London.**	• At a time where pupils are extremely vulnerable to mental health issues, the Iheart project has helped pupils manage their emotions despite the current stressful and tough times . • Iheart has also empowered young people with confidence in their ability to access their resilience in difficult times **(Self-confidence and mental wellbeing).**
3. Academic research: "Evaluation of the Iheart mental health education programme on resilience and wellbeing of UK secondary school adolescents" **Resources:**https://www.iheartprinciples.com/impact/#academic-research 3. Academic research: "Evaluation of the Iheart mental health education programme on resilience	• **205 participants aged 11–15 provided a full set of matching pre- and post-evaluation data of the IHEART curriculum.** • **In total, 169 of the participants were male, 12 were female, and 24 had missing data.** • **In additional 64 children were within a control group. Gender differences**	RQ 2: What claims of change in self-confidence, mental wellbeing etc. are shared about Iheart Project? • **Resilience:** A curriculum-based ten-week programme was delivered by trained Iheart facilitators. In total, self- confidence and self-esteem of school children to deal with setbacks and coping skills have increased. • **Mental Health and Wellbeing:** After taking the 10-week course, youth showed less anxiety, stress, depression, addictive behaviours. • **Motivation:** There was an increment in attendance, perseverance, problem-

and wellbeing of UK secondary school adolescents" **Resources:**https://www.iheartprinciples.com/impact/#academic-research	**were owing to a majority coming from all boys' schools including the control group.**	solving, and attainment. ● **Behaviour:** Since school students showed a more positive attitude toward their peers, there was a reduction in exclusions, disruption, anger, and aggression. ● **Relationships:** Students had a greater tolerance and teamwork and built up a positive relationship with their peers by respecting the differences.

4. Case Study Report: "Iheart Programme at an Inner City London Primary School" **Resources:** https://www.iheartprinciples.com/impact/#case-studies	● **The Year 5 cohort of 60 pupils at a primary school in the London Borough of Ealing**	**RQ 2: What claims of change in self-confidence, mental wellbeing etc. are shared about Iheart Project?** ● Relationships and empathy among students developed. Anxiety and fear subsided **(mental wellbeing).** ● ● Students started to show more positive attitude and behaviour to their classmates and it has led to the reduction in anger and bullying among students **(inclusion).** ● A positive classroom environment with increased self-awareness, less judgmental and emotional boundaries was created by the students **(improved impulse control).** ● Pupils developed an increase in confidence related to classroom participation. Numerous students who were shy to raise their hands to speak out in the class started to feel more comfortable attending classroom discussions. To others who had previously struggled to make friends or work together found themselves able to establish a good friendship **(inclusion).**

| 4. Case Study: Interview with children related to the Iheart Programme at Inner City London Primary School

Resources:
https://www.iheartprinciples.com/impact/#case-studies | • **5 school students** | • **RQ1: What claims of change in self-confidence, resilience, and mental wellbeing are shared about the Iheart Project?**

• Iheart helped to one of the pupils to reduce his anger **(mental wellbeing).**

• One of the students gained insight after Iheart project that she should not get so emotional, and she can do anything she wants. She should not be charged by someone except for her **(self-confidence and mental wellbeing).**

• Iheart shed light on how to control his anger and provide relief to him **(mental wellbeing).**

• One of the pupils realised the effect of power of thought which plays an important role in her wellbeing.

• This is because she noticed that the power of her thought put feeling to her **(mental wellbeing).**

• Iheart helped him to g*et al*ong very well with people and he started to think that no one can make his enemy **(mental wellbeing and inclusion).** |

		● He used to think that all feelings are coming from people, and they put some feelings in him but it was not realistic. ● It was himself giving it **(mental wellbeing).** ● She has done more work than before did. She was more concentrated on whatever she was doing, and she got more resilience **(mental wellbeing).** ● In the attitude of her friends towards her, she learned to look at the situation from their perspective and began to not feel excluded **(mental wellbeing and inclusion).** ● It helped him to feel like we all are different and someone might not feel the same things with him and they may tend to judge him. But he let them judge because he noticed that no one can put a feeling inside him **(mental wellbeing).**
4. Case Study: Interview with children related to the Iheart Programme at Inner City London Primary School	**1 Head teacher**	**RQ 2: What claims of change in self-confidence, mental wellbeing etc. are shared about Iheart Project?**

Resources: https://www.iheartprinciples.com/impact/#case-studies		• Iheart was quite helpful especially for one of the ND children in the class. He was completely shut down at first and really angry. He was not able to talk for at least 20 minutes to 30 minutes. As a result, the Iheart project provided resilience to be able to reflect on his behaviour and attitude and to explain his feelings **(mental wellbeing, resilience, and impulsive behaviour).**
4. Case Study Report: "Summary and explanation of primary themes and trends" **Resources:** https://www.iheartprinciples.com/impact/#case-studies	• **The Year 5 cohort of 60 pupils at a primary school in the London Borough of Ealing** • **5 school students**	**RQ 2: What claims of change in self-confidence, mental wellbeing etc. are shared about Iheart Project?** • **Improved relationships:** ❖ The Iheart project helped to improve relationships among peers, siblings and parents **(inclusion).** ❖ School students started to show more empathy to their classmates and this situation led to generate collective shift in behaviour **(inclusion).** ❖ The anger of the children decreased, and they took a calmer attitude towards family members and friends **(mental wellbeing and inclusion).**

		Improved emotional wellbeing and resilience:
		❖ The greatest reduction occurred in "worry and anxiety **(mental wellbeing).**
		❖ The children diminished in "fear and anxiety" **(mental wellbeing).**
		❖ Learning the source of their feelings took the kids little out of the stress of the exam period **(mental wellbeing).**
4. Case Study Report: Table 2: Themes and trends with quotes from student interviews to support findings **Resources:** https://www.iheartprinciples.com/impact/#case-studies		❖ The overall increase in wellbeing of students was observed and they recommended the Iheart project to their friends **(mental wellbeing).** **Reduction in behavioural problems:** ❖ The Iheart project helped children to reduce their anger and bullying behaviour. This is because the children learned that they should not react violently through being affected by the emotions of others **(inclusion and mental wellbeing).**

	• **5 school students**	• **Improved impulse control:** ❖ The growth in impulse control allowed the cultivation of self-awareness, self-regulation, and building emotional boundaries **(mental wellbeing).** ❖ Positive school atmosphere created. Due to the fact that children learned from each other, they became less judgemental and more compassionate **(inclusion).**
4. Case Study Report: Table 2: Themes and trends with quotes from student interviews to support findings **Resources:** https://vimeo.com/406797543/f32a143a6e		**RQ 2: What claims of change in self-confidence, mental wellbeing etc. are shared about Iheart Project?** • **Improved classroom behaviour and motivation:** ❖ Students showed more concentration with less distraction during the lesson **(mental wellbeing).** ❖ Children started to take part in classroom activities and build up a better relationship with their contemporaries **(inclusion).**

		● Improved Emotional Wellbeing and Resilience <mark>❖ **Confidence and self-belief:**</mark> "It's not true that people have the power to put bad feelings inside us. I can put a good feeling in myself as well." "First, I had nobody to play with, but because of Iheart now I do. It has helped me because I have the confidence to ask if I can play with them; before I was nervous but now, I'm not nervous or shy" **(self-confidence).** <mark>❖ **Anxiety, worry and calm:**</mark> "I used to get worried that something bad might happen every day, but Iheart taught me that nothing can really make me worried or sad." "Since Iheart I have noticed I am getting a lot calmer" **(mental wellbeing).** <mark>❖ **Happiness:**</mark> "When I learnt about Iheart, I started to feel really happy." "I learnt nothing could make me sad. It's just the power of thought, nobody or anybody can make you sad" **(mental wellbeing).**

	● **Jamie Rogers, Head Teacher, Primary School**	"I used to get bullied a lot, until I realised, I should not get very emotional. After Iheart I realised I could do anything. Nobody can oversee me except for me". ❖ **Dealing with setbacks:** "My mum found lots of changes in me. She said you are more resilient and can handle difficulties and concentrate on your work more." **(resilience).** ● **Reduction in Behavioural Problems** ❖ **Dealing with anger and upset:** "Before Iheart came I had bad anger. I could be set off by anything... its revolutionary what it's done for me. I never thought I would see the day when my anger would just go away in a matter of seconds. It is crazy if I think of it. It is gone my anger." "If I get into trouble I shouldn't set off and start crying. If I do cry, go to my room, take a few breaths, read a book, and not get carried away and start smashing things."
5. The video related to the 'Power of Thought' lesson **Resources:** https://www.iheartprinciples.com/impact/#testimonials		

		I. "Before Iheart lessons I used to get into lots of fights. I would tell bad words and got into bad things... Iheart has made me a better person, because first nobody wanted to be my friend because I fight with them.

II. But now I have lots of friends because I'm no longer angry and I do not want to fight." "I realised there was no good reason for me to be angry. For example, if someone in a class makes me upset, I used to take it out on someone else.

● **RQ2: "What claims of change in self-confidence, resilience, and mental wellbeing are shared about the Iheart Project?"** |

		  ❖ One of the children was being violent and he used to fight back with his friends. He was suffering from anger. After the Iheart project, children picked up so much from the course. Children noticed that they are the captain of themselves. This situation helped to increase their resilience and their ability to engage with lessons. Give an example that one of the kids in the class said that" Please find out who you are. Even if you are being bullied, you are still a good person **(mental wellbeing and self-confidence).**
6. Some quotes from primary school students **Resources:** https://www.iheartprinciples.com/impact/#testimonials	● **6 school students**	**RQ 4: What claims of change in self-confidence, mental wellbeing etc. are shared about Iheart Project?** ● "One day I was screaming at my brother and then I realised that everything come from thought then I said sorry to him" **(mental wellbeing).** ● "Now that I know this, my life has changed madly" **(mental wellbeing).** ● "I am less worried and more confident" **(mental wellbeing).**

		● "My personality has changed, and now I know that when I am sad it is my thought" **(mental wellbeing).** "I used to worry about exams a lot but now I don't worry as much as I used to because of Iheart" **(mental wellbeing).** "In the past I felt like I can't pick myself back up. But now I feel like I can face any challenge" **(mental wellbeing and resilience).**
7. A quote from one of the primary school teachers **Resources:** https://www.iheartprinciples.com/impact/#testimonials	**1 primary school teacher**	**RQ 3: How do different stakeholders reflect on their experiences of taking part in Iheart Project?** "The family nature and values of Iheart stand out a mile away. And the staff feedback has been overwhelmingly positive, with the teachers stating it is a great start to their week – not just for the children!" **(mental wellbeing).**

8. Some quotes by secondary school leaders and teachers who have already worked with Iheart Programme **Resources:** https://www.iheartprinciples.com/impact/#testimonials	● **5 people included secondary school leaders and teachers**	**RQ 3: How do different stakeholders reflect on their experiences of taking part in Iheart Project?** "I believe every single school should be taking part in Iheart. It helps equip young people as well as the staff that are trained to deliver the Iheart programme." *Arron Poole, Head of History, Christ's College Finchley* "I would recommend this course as it gives a greater understanding as to why we behave the way we do and how to better support ourselves and our students." *D.McCrobie, Harris Beckenham*
9. The video by secondary school students related to the positive results of Iheart Programme intervention **Resources:** https://www.iheartprinciples.com/impact/#testimonials	**12 secondary student teachers**	**RQ 2: What claims of change in self-confidence, mental wellbeing etc. are shared about Iheart Project?** The child was not able to play any video game because of too much work and this made him quite upset **(mental wellbeing).**

		He used to get angry with this brother. Then he started to hit him due to the fact that he did some tiny things **(mental wellbeing).**

He used to get angry with this brother. Then he started to hit him due to the fact that he did some tiny things
(mental wellbeing).

He lost his grandfather, and he was sad a lot. Then he realised the connection between thought and feelings **(mental wellbeing).**

He was quite frustrated since he was quite overwhelmed but later, he gained insight about dealing with those feelings **(mental wellbeing and resilience).**

He used to get a bit worried about burglary and he did not know why. He was not able to go to sleep. Afterward, he realised he should be worried about the future because it was just a thought at the moment making him feel like that **(mental wellbeing).**

He was quite worried about feeling right but it was okay not to feel good all the time because he understood how
Our psychological system work **(mental wellbeing).**

If something is going wrong, this was making him panicked, but Iheart helped him to overcome this issue **(mental wellbeing).**

| | | The exam is not really causing that feeling. The thought influences his feeling **(mental wellbeing).**

He used to believe that he cannot change his feelings easily before taking part in the Iheart project **(mental wellbeing).**

He noticed that his thinking at the moment plays a significant role in his judgment and feeling as well **(mental wellbeing).**

She realised that everyone has separate realities. That's why she should not force anyone to change and then she started to alter her thinking process **(inclusion).**

When he had a speech after the Iheart project, he was nervous at first. But later on, he was more comfortable, and he realised that no one could make him feel better. So, he learned that he should not depend on someone affecting his feelings **(self-confidence and mental wellbeing).**

He was not used to rising against people. But after a while, he had more courage and he raised twice **(self-confidence).**

School life really causes stress on school students. Then he developed his skills to overcome this stress via the Iheart project. |
|---|---|---|

		And therefore, he recommended the Iheart project to all students **(mental wellbeing).** Lots of students started to develop a new approach towards life through the Iheart project. Sometimes we might be in the wrong headspace, and we may have such a bad day. In that case, the Iheart project might be quite useful. It is like walking in the park. Your feelings might straight up **(self-confidence and mental wellbeing).**

Appendix 3. Data Table for Life Changing and Transformation

RQ 1: How do different stakeholders reflect on their experiences of taking part in the Iheart Project?

RQ 2: What claims of change in self-confidence, mental wellbeing etc. is shared about Iheart Project?

The number of people: 15 school students

Q1: "*I feel like a new person in a good way. I can now agree with people and understand more about our separate reality. This programme physically and mentality helped me in life*"
(Mental wellbeing and inclusion).

Q2: "*I feel really happy doing this programme since* ==*it has boosted my confidence in many areas*==. *Also, I feel like it makes me think more than I usually do, and* ==*I have become more curious*==. *Thank you for the opportunity I have really enjoyed it*" (self-confidence).

Q3: "==*I feel empowered*== *because now I have the right to tell myself that it is not true and this is just my thought, not what I see*" (self-confidence).

Q4:" ==*I feel confident,*== *and I do not get sad if anyone calls me a name because my feelings come from thought*" (self-confidence).

Q5: "==*I feel really calm*== *after every lesson*" (mental wellbeing).

Q6:" ==*I would feel relaxed and calm*== *because Iheart taught me so much stuff about* ==*how to keep calm and also how to remain calm*== *even though something frightens me*" (mental wellbeing and resilience).

Q7: "*I used to get bullied a lot, until I realised I should not get very emotional. After Iheart I realised I could do anything.* ==*Nobody can be in charge of me except for me*==" (self-confidence and mental wellbeing).

Q8: "*First I had nobody to play with, but because of Iheart now I do. It has helped me because* ==*I have the confidence to ask*== *if I can play with them; before I was nervous but now, I'm not nervous or shy*"
(self- confidence).

Q9: "*I used to get worried that something bad might happen every day, but Iheart taught me that* ==*nothing can really make me worried or sad*==." "*Since Iheart I have noticed* ==*I am getting a lot calmer*=="
(mental wellbeing).

Q10: "==*My mum found lots of changes in me*==. *She said you are* ==*more resilient*== *and can* ==*handle difficulties*== *and concentrate on your work more*" (resilience).

Q11: *"Before Iheart came I had really bad anger. I could be set off by anything...* ==its revolutionary what it's done for me.== *I never thought I would see the day when my anger would just go away in a matter of seconds. It's crazy if I think of it. It's gone my anger." "If I get into trouble I shouldn't set off and start crying. If I do cry, go to my room, take a few breaths, read a book and not get carried away and start smashing things"* **(mental wellbeing).**

Q12: *"Before Iheart lessons I used to get into lots of fights. I would tell bad words and got into bad things...* ==Iheart has made me a better person==*, because first nobody wanted to be my friend because I fight with them. But now I have lots of friends because I'm no longer angry and I do not want to fight." "I realised there was no good reason for me to be angry. For example, if someone in a class makes me upset, I used to take it out on someone else"* **(mental wellbeing).**

Q13: ==*"My personality has changed*==*, and now I know that then when I am sad it is my thought"*(mental wellbeing).

Q14: *"After Iheart I realised* ==I could do anything==*"* **(self-confidence).**

Q15: *"*==My life has changed==*"* **(with different aspects such as self-confidence and mental wellbeing).**

References:
https://www.iheartprinciples.com/impact/#case-studies

Appendix 4. Data Table for Gaining Sudden Insight/ Road to Damascus Moment

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- **RQ 1: How do different stakeholders reflect on their experiences of taking part in Iheart Project?**

- **Quote:**

I. **"I am speechless, it's one thing to have the insight for yourself but another level to be able to share it with kids.
Something has shifted on a collective level; we interviewed these children as individuals ...
But it is having a knock-on effect on the whole year group. It's so powerful.
What I loved is when they spoke about their learning, they spoke about the core principles they had learned.
I would never have imagined they would have had such deep insights so deep and really life changing.
To think that a 9-year-old can have that reflection and say: 'My life has changed'.
It is so profound, there is so much we can learn from them".**
Class Teacher

Reference:
https://www.iheartprinciples.com/impact/#case-studies

- **RQ 2: What claims of change in self-confidence, mental wellbeing etc. are shared about Iheart Project?**

- **Quote:**

II. **"Then I realised that I could do anything. No one can charge me except me".**
Inner City London Primary School student

IIII. **"I just realised that it is coming from the power of thought and when I could that it is just like coming down, and taking a deep breath".**

Inner City London Primary School student

IV: **"All these feelings I had believed that it was coming from these people. They will put these feelings into you.**
But realistically they won't. It was myself doing it and I was kind of shocked.
This is because I would never know my feelings do not come from these people".
Inner City London Primary School student

Reference:
https://vimeo.com/406797543/f32a143a6e

Appendix 5. Data table for changing the way to teach people/sustain people in COVID

I. The situation	II. Sustain people in Covid	III. Quotes
● For many pupils, after a significant period of remote learning, going back to school felt like normality had returned –they had a routine in their lives and got to see their friends every day. ● This is likely to result in a surge in positive emotions when returning to school initially. ● State of the Youth Nation tracker data showed that a typical young person's mental health and resilience has worsened since the UK went into lockdown. ● When pupils came back to school for the first time in months in the pre-Iheart wave, they were not good at remaining calm, talking to others to solve problems, and finding ways to stay out of trouble.	RQ 2: How does the design of the Iheart Project encourage this learning? RQ 2: What claims of change in self-confidence, mental wellbeing etc. are shared about Iheart Project? ==The mental health of those who have taken part in the Iheart project actually remains stable.== ● Pupils have managed to take their learnings from Iheart and apply them to these unprecedented, extraordinary times.	● "It couldn't be more pertinent than now to teach kids about wellbeing and resilience". *Teacher at Elmgrove School.* ● "Now when I and my brother argue, instead of getting angry or not talking to him I can tell him how I feel calmly, and we can move on quickly". *Pupil, Christ College Finchley* ● "After Iheart, when pupils came back from the Christmas break, they were hitting the ground running their motivation was even higher than before the pandemic. This is something other pupils who hadn't done Iheart struggled with". *Teacher at Christ College Finchley*

- **As of October 2020, according to our State of the Youth Nation tracker, only 34% of 16-24s said they are able to deal with problems well.**

- **In the pre-Iheart wave, it was great to see that pupils returned from an extensive period physically away from school feeling motivated to do well and determined not to give up.**

- **A drop has been seen in the proportion of pupils excelling in working together and having confidence meeting new people when pupils returned to school in the pre-iheart wave.**

Resources:
https://www.iheartprinciples.com/impact/#latest-reports

- **Despite such confusing times, ==pupils' levels of positive emotions== have remained high post-programme. It may seem surprising that ==confidence levels, positivity about themselves and peacefulness== had actually seen a rise since pre- Covid, however this may be explained by the fact that normal school had resumed again at the start of the Iheart Project.**

Pupils were able to see their friends every day and have routine after a prolonged period away– it took them back to a sense of normality. Positively, despite lockdown continuing, Iheart has maintained those feelings and confidence and feeling positive about themselves have even surpassed pre-Covid levels.

- **"It made me feel like I was a new person because I was upset first due to the fact that I was lonely, but after my iheart session, I felt ==confident about myself and I believed in myself==".**
  Year 6/P7, Mulgrave Primary School

- **"I feel so much better because before I used to get so angry easily but after a few sessions of Iheart ==I learnt how to keep calm== and hold in my emotions".**
  Year 6/P7, Mulgrave Primary School

- **"It has ==improved my mental health== and I get sad much less now. I know how to use my mind and thoughts in a good way; this was a great experience".**
  Year 8, Christ College Finchley

● **Uplift in confidence and positivity** was mainly seen **in Year 6s**, who have just started a new year as top of primary school. **Year 7s,** however, who have just started high school after half a year away from in-person school, **are feeling less so.** ● Pupils developed mental wellbeing and resilience by **increasing their social and problem-solving skills** after taking the Iheart project. ● **17% of pupils in the post wave** said they were very good at **remaining calm** when facing a stressful situation, compared to 11% pre-Iheart. ● Iheart has successfully maintained **children's motivation levels** as the term progressed. In fact, wanting to do well and not giving up is higher post-iheart than it was before the pandemic.	● "I feel a lot **more confident about myself** after completing the programme because now known that no-one can put a feeling in me and most importantly everyone has separate realities meaning **we can all have different opinions** about everything". *Year 6/P7, Mulgrave Primary School* ● "I feel good, and it will help me in life to **solve lots of problems**". *Year6/P7, Akiva School* ● "Iheart has made me feel way better about myself and **when faced with tough situations I feel I can cope better**". *Year 6/P7, Akiva School* ● I feel much better than I felt before because before I would always doubt myself and I feel like I'm never good enough, but **now I am happy about myself.** *Year 8, Christ, College Finchley*

	- Iheart helped to pupils to enhance their social and collaborative skills (working together with others) as well as the level of their confidence. 33%of pupils' post-wave said they were very good at working together with people in their class (compared to25% pre-wave. 13%of pupils' post-wave said they were very good at working together with people they don't agree with (compared to 6% pre-wave). - In general, pupils feel Iheart has helped them with their confidence, problem-solving and ability to remain calm.	

Appendix 6. Data Table for classroom behaviours, academic subject, and exams

> **RQ 2: What claims of change in self-confidence, mental wellbeing etc. are shared about Iheart Project?**
>
> **The number of people: 3 school students**
>
> - A decrease from 11% to %3 in negative classroom behaviours, including disruption, refusing, homework issues, shouting out, and participation **(self-confidence and mental wellbeing).**
>
> - Positive improvements included academic progress, concentration, on task, and perseverance **(self- confidence and mental wellbeing).**
>
> - Children experienced improved concentration and behaviour during class. Iheart project helped them to focus more on their work and become less distracted by their peers. Pupils developed an increase in confidence which in turn improved their classroom participation; many of the quieter pupils participated more by raising their hands more frequently, whilst others who had previously struggled to make friends or work together found themselves able to create better friendships **(self-confidence and inclusion).**
>
> - "I feel happy because before I felt that I would not pass my SATs but now that Iheart is here I feel way more comfortable about thought and feeling, also the main thing I feel is the most important" **(self-confidence and mental wellbeing).**
>
> - "I used to worry about exams a lot but now I don't worry as much as I used to because of Iheart" **(mental wellbeing).**
>
> - "Before you came, I had a mock exam that made me frightened.... but now that I know I have these qualities inside me, I have two more mock exams and I will use the power of thought to help me concentrate more" **(mental wellbeing).**
>
> **Resources:**
> https://www.iheartprinciples.com/impact/#case-studies
> https://www.iheartprinciples.com/impact/#downloads

Appendix 7. A Key for Analytical Framework

Each theme was coded in different colours shown below.

Theme 1: Wellbeing/Resilience: Green

Theme 2: Being in Control: Dark blue

Theme 3: Change/Transformation: Purple

Theme 4: Engagement Participation: Brown

Theme 5: The Ontological Perspective of Iheart Stakeholders: Grey

Footnotes

✔ In yellow, it was highlighted by me that the quotes under this theme bring attention to the positive or negative aspects of

wellbeing and resilience.

✔ The same quotes that could fall under different themes were coloured in orange by me.

✔ Another interesting element was introduced. The quotes obtained from the participants were depicted in blue by me and were

placed in a separate session of interesting elements.

Appendix 7A. Analytical Framework for Data Analysis

Theme 1. Wellbeing and Resilience

Research Questions	Quotation	Codes	Where is it coming from?	Who is the data associated with?	What does the data want to tell me?	Another interesting element
What claims of change in self confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"Yeah, just helps you I think step back and like taking a minute to assess things. Okay, so get caught up in the immediate reactions to things"* ==*(positive aspects of wellbeing)*==	Step back Taking a minute to assess things Get caught up in the immediate reactions	Student teacher	Student teachers		

What claims of change in self confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I am such a sensitive person; I think I am one of these people that feeling quite vulnerable when talking about feelings that I relate to"* <mark>*(negative aspects of wellbeing)*</mark>	A sensitive person More open-minded				
	"It has definitely made me a little bit more open-minded when it comes to stress and feeling of being overwhelmed" <mark>*(positive aspects of wellbeing)*</mark>	Stress and a feeling of being overwhelmed In charge of my own emotions and feelings	Student teacher	Student teachers		
	"I am in charge of my own emotions and feelings, and therefore my own wellbeing" <mark>*(positive aspects of wellbeing)*</mark>	My own wellbeing				

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"So, for example, like stressful situations, like I now do not see it as like, that situation stressful. I now see it as I am just thinking, stressful"* ==(positive aspects of wellbeing)==	**Stressful situations** **Just thinking, stressful**	**Student teacher**	**Student teachers**		*"But because I know Liz and I knew her, so I had like that trust. So, I sort of like, sunk into it nicely and I think... I admit some of it felt a little bit full-on for me at first, but I think that is definitely down to me"*
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I personally found that I did not really gain any sort of effect on my own wellbeing and mental health"* ==(not gaining contribution to wellbeing)==	**Did not really gain any sort of effect on my own wellbeing and mental health**	**Student teacher**	**Student teachers**		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I think it is good that quite a few techniques were covered, and so part of it was kind of finding the ones that work for you"* ==(positive aspects of wellbeing)==	**Quite a few techniques were covered** **Finding the ones that work for you**	**Student teacher**	**Student teachers**		*"I think the ones about dealing with the other people's perceptions and realising*

| What claims of change in self-confidence, resilience, and mental wellbeing are shared about lheart Project? | *"The first half of the placement was very uncomfortable just based on being nervous and scared to go back"* ==*(negative aspects of wellbeing)*== | Being nervous

Scared | Student teacher | School students | | *that you do not know how they are feeling, you are just assuming how they are feeling"*

"And it is not sort of fair to them, or you, to think you know what is happening" |

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"When we started our sessions, I was going through a lot with my mental health"* <mark>*(negative aspects of wellbeing)*</mark> *"I do not like to admit my feelings"* <mark>*(negative aspects of wellbeing)*</mark>	Going through a lot with my mental health I do not like to admit my feelings	Student teacher	Student teachers		*"You only ever know your own perception of things"*
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"But I mean that is the one that is kind of stuck with me the most was just if I thought something is upsetting to me then I kind of just stopped and think about it"* <mark>*(positive aspects of wellbeing)*</mark> *"And I just kind of look for the small positives in it until it is not such a bad deal anymore"* <mark>*(positive aspects of wellbeing)*</mark>	Stopped and think about it Look for the small positives in it Not such a bad deal anymore	Student teacher	Student teachers		*"I think that was really good to realise I do not know what anyone is thinking, I do not know how anyone is feeling. I cannot base myself on what I think they are doing"*

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I definitely took the advice of sort of listening to my own inner thoughts and at least acknowledging them. I realised from Iheart that I think I definitely have this like victim mentality, definitely. And I sort of admit that it was quite ground-breaking for me"* <mark>(positive aspects of wellbeing)</mark>	**Listening to my own inner thoughts** **Acknowledging them** **Quite ground-breaking for me**	**Student teacher**	**Student teachers**		*"You only ever know your own perception of things"* *"I think that was really good to realise I do not know what anyone is thinking, I do not know how anyone is feeling. I cannot base myself on what I think they are doing"*
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"And I know this like core bit, this core part of me, I can sort of like work on it. And how to like either get rid of it"* <mark>(positive aspects of wellbeing)</mark>	**Get rid of it**	**Student teacher**	**Student teachers**		

What claims of change in self confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"So, if I am getting stressed about something, I can just breathe and I can think about it, which is good"* ==*(positive aspects of wellbeing)*==	Getting stressed about something I can just breathe, and I can think about it	Student teacher	Student teachers		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"So, like talking about that video though I did enjoy watching I can sort of remind myself that when I feel sad that is alright rather than just get overwhelmed and put myself in a worse mood"* ==*(positive aspects of wellbeing)*==	Get overwhelmed Put myself in a worse mood	Student teacher	Student teachers		*"But I am not sure exactly if it is this programme that taught me that or my own actual placement experience"*

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"So, because I think as I said some of the techniques worked for me and some of the others do not"* ==*(gaining some contribution to the wellbeing)*==	Some of the techniques	Student teacher	Student teachers	
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"Yeah, it was nice to kind of working on mental health"* ==*(positive aspects of wellbeing)*== *"And it was like a nice hour to have to just think about yourself"* ==*(positive aspects of wellbeing)*==	Working on mental health Just thinking about yourself	Student teacher	Student teachers	
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"But taking the reaction which, I was nervous to do but I think now being a bit less focused on how they will react"* ==*(positive aspects of wellbeing)*== *"I will just take more initiative"* ==*(positive aspects of wellbeing)*==	Taking the reaction which, I was nervous to do Being a bit less focused on how they will react Just take more initiative	Student teacher Student teacher	Student teachers Student teachers	

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"If you blow your stress, you lose sight of the initial cause"* <mark>*(negative aspects of wellbeing)*</mark>	**Blow your stress**	**Student teacher**	**School students**		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"If a student is having a problem, I do need to kind of stop and try to see from their point of view and understand what the best way would be to help them, thinking about in their terms"* *(positive aspects of wellbeing)*	**If a student is having a problem** **Thinking about in their terms**	**Student teacher**	**Teachers**		*"But I am not sure exactly if it is this programme that taught me that or my own actual placement experience"*
What claims of change in self-confidence, resilience, and	*"Yeah, definitely. I would say as this makes me quite emotionally aware of*	**Makes me quite emotionally aware of my own mental state**	**Student teacher**	**Student teachers**		

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mental wellbeing are shared about Iheart Project?	*my own mental state"* <mark>*(positive aspects of wellbeing)*</mark> *"It is made me realise how important it is, for me, to drop this victim mentality"* <mark>*(positive aspects of wellbeing)*</mark>	Victim mentality			
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"If it does not work, stand back, re-assess and try it again"* <mark>*(positive aspects of wellbeing)*</mark>	Stand back Re-assess Try it again	Student teacher	School students	
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"That is sort of like was not long enough that it would have a stressful effect, sort of working and working"* <mark>*(negative aspects of wellbeing)*</mark>	A stressful effect	Student teacher	Student teachers	

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I think it did help a little bit. Like I do feel like after the session I did feel kind of a bit more relaxed"* <mark>(positive aspects of wellbeing)</mark>	After the session Feel kind of a bit more relaxed	Student teacher	Student teachers		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I think, in my last placement, I ended up linking my performance as a teacher to my self-wellbeing"* <mark>(positive aspects of wellbeing)</mark> *"I think that would stop me from going down and withdrawing as much, helping me to do better in the future"* <mark>(positive aspects of wellbeing)</mark>	My self-wellbeing Stop me from going down and withdrawing as much Helping me to do better in the future	Student teacher Student teacher	Teachers Teachers		

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"And working like quite extremely for my own good"* <mark>*(positive aspects of wellbeing)*</mark>	Working like quite extremely for my own good	**Student teacher**	**Student teachers**		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project? What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I think that in turn is going to help my mental health which is sort of what got me into the flow of Iheart sessions"* <mark>*(positive aspects of wellbeing)*</mark>	To help my mental health	**Student teacher**	**Student teachers**		
	"It is saying this is how you can understand how you can help yourself" <mark>*(positive aspects of wellbeing)*</mark>	How you can help yourself	**Student teacher**	**Student teachers**		

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"So, at best, I could probably say that like if I did something wrong, I might be more accepting of that. So, like I could bounce back quicker"* ==*(positive aspects of wellbeing)*==	More accepting of that Could bounce back quicker	Student teacher	Student teachers		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"But the biggest thing for me just to listen to myself. I think that is the biggest thing. Not to let other things, outside of my person determine my feelings"* ==*(positive aspects of wellbeing)*==	Just to listen to myself Not to let other things Outside of my person determine my feelings	Student teacher	Student teachers		

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"It really helped me mentally"* <mark>*(positive aspects of wellbeing)*</mark>

"So, I can just focus on myself, and my mental state" <mark>*(positive aspects of wellbeing)*</mark> | Mentally helped me

Focus on myself

My mental state | Student teacher | Student teachers | |
| What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project? | *"I feel so much happy since Iheart"* <mark>*(positive aspects of wellbeing)*</mark>

"I was like different sort of person mentally" <mark>*(positive aspects of wellbeing)*</mark> | Feel so much happy

Different sort of person mentally | Student teacher | Student teachers | |
| What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project? | *"And then by the end, it has really helped me to sort of see things in a different way. So, for example, like stressful situations, like I now do not see it as like, that situation stressful. I now see it as I am just thinking, stressful"* <mark>*(positive aspects of wellbeing)*</mark> | See things in a different way

Stressful situations

Just thinking, stressful | Student teacher | Student teachers | |

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"Well, just the idea of approaching things from different way and thinking I can get over this. I can change the way I am thinking about this.*	The idea of approaching things from different way Thinking I can get over this I can change the way I am thinking	Student teacher	Student teachers		
	If I am getting stressed about something, I can just breathe and I can think about it, which is good" <mark>*(positive aspects of wellbeing)*</mark>	Getting stressed Just breathe Can think about it	Student teacher	Student teachers		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I mean, before this programme, I was working with students with special educational needs in a local school"*	Working with students with special educational needs	Student teacher	School students		

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"Whereas now if I think about a different way. And I just think you are not going to be able to do everything. You are not going to be able to plan for everything. Just hit it in a different angle"* (positive aspects of wellbeing) *"If it does not work, stand back, re-assess and try it again"* (positive aspects of wellbeing)	Think about in a different way Not going to be able to do everything Not going to be able to plan for everything Hit it in a different angle Stand back Re-assess Try it again	Student teacher	Teachers	
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I think just the idea of stress and sort of like because, obviously things are not always going to go perfectly"* *"What is going wrong? Let's assess it. Let's revisit it and let's carry on"*	The idea of stress Things are not always going to go perfectly What is going wrong? Let's assess it Let's revisit it	Student teacher	Student teachers	

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"And that has really helped to sort of like calm down my mental health and sort of calm down my anxiety a little bit"* ==*(positive aspects of wellbeing)*==	Let's carry on (Resilience) Calm down my mental health Calm down my anxiety a little bit"	Student teacher	Student teachers		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I think especially for emotions such as like stress or anxiety or anger that is something like children feel quite vividly"* *"I think just trying to explain them it is all internal and you can change it"* ==*(positive aspects of wellbeing)*==	Emotions Stress Anxiety Children feel quite vividly Trying to explain them it is all internal and you can change it	Student teacher	School students		

			Student teacher	School Sudents		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"So, if they are feeling overwhelmed like there was some students I worked in the placement, they really do not handle the anger well, and they are like sort of spare alarm control. And sort of taking them away, and breathing"* ==*(positive aspects of wellbeing)*==	**Feeling overwhelmed** **Do not handle the anger well** **Spare alarm control** **Taking them away** **Breathing**	Student teacher	School Sudents		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"And that is sort of thing really helping them to just cope with it"* ==*(positive aspects of wellbeing)*== *"And he learned to just sort of taking a breather before he like spiralled"* ==*(positive aspects of wellbeing)*==	**Just cope with it** **Taking a breather before he like spiralled**	Student teacher	School students		

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"You can work together and understand each other's perspectives"* ==(positive aspects of wellbeing)==	Work together Understand each other's perspective	Student teacher	School students		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"Seeing something from your own perspective, sort of like seeing a negative thing"* ==(negative aspects of wellbeing)==	Seeing something from your own perspective Seeing a negative thing	Student teacher	Student teachers		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"The idea of explaining it to them like seeing in this way, but that is not necessarily reality like you are seeing it is being horrible, being really negative like going wrong"* ==(positive aspects of wellbeing)==	Being horrible Being really negative like going wrong	Student teacher	School students		

What claims of change in self-confidence, resilience, and mental wellbeing are shared about lheart Project?	*"Yeah, I think like I am saying SEND, I think the idea of is something like sympathy and empathy, sort of understanding someone else is seeing it in different way"* ==(positive aspects of wellbeing)==	Sympathy Empathy Understanding someone else Seeing it in different way	Student teacher	School students		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about lheart Project?	*"So, they might be more like optimistic. If you work together, you can get the different viewpoints, different opinions"* ==(positive aspects of wellbeing)==	Be more optimistic If you work together Different viewpoints Different opinion	Student teacher	Teachers and school students		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about lheart Project?	*"You do not really often talk about like mental barriers and sort of the motivation side of things"* ==(positive aspects of wellbeing)== *"So, that is sort of like mini motivation I guess"* ==(positive aspects of wellbeing)==	Mental barriers Motivation Mini motivation	Student teacher	Teachers		*"And that was the trigger really, a couple of years later for going into the lheart conference"*

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What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	"Because I myself very much overthink, and I stressed. Then I do not cope with stress very well" (negative aspects of wellbeing)	Very much overthink Stressed Do not cope stressed very well	Student teacher	Student teachers		
	"So, take a step away, just breathe, calm down and look at it from like your new perspective" (positive aspects of wellbeing)	Take a step away Calm down Look at it from your like new perspective				
	"And I know notice with like workload and stuff, I can manage it a lot better since then we started" (positive aspects of wellbeing)	Workload Can manage it a lot better				

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I think in terms of like me, and other people attended the programme, I think mentally it has really helped"* ==*(positive aspects of wellbeing)*==	**Mentally it has really helped**	**Student teacher**	**Student teachers**		
	"And I guess just mental health-wise because it is like I said it really helped me to stop overthinking, and stressing much" ==*(positive aspects of wellbeing)*==	**Mental health-wise** **To stop overthinking Stressing much**	**Student teacher**	**Teachers**		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"Students like it helped me to apply in sort of look at the situations is like "Right, I know this child is stressing but I know that is just that child. If I can help that child to cope with that stress, that stress goes away, and the situation goes away"* ==*(positive aspects of it)*==	**Look at the situation Stress goes away Situation goes away**	**Student teacher**	**School students and teachers**		
			Student teacher	**Student teachers**		
	"It definitely helped me like the mental side of it" ==*(positive aspects of it)*==	**The mental side of it**	**Student teacher**	**Student teachers**		

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"And, this particular year, the theme was wellbeing, children's wellbeing"*	**Children's wellbeing**	Mrs. Liz Taplin	School students		
	"And they all presented on things that we are doing in their school to enhance children's wellbeing. And so, there was one teacher that spoke about introducing yoga to calm children down. There was another teacher that talked about buying a school cat that the children could stroke to make them feel better if they are feeling anxious" ==(positive aspects of wellbeing)==	**To enhance children's wellbeing Introducing yoga to calm children down Buying a school cat Stroke to make them feel better If they are feeling anxious**	Mrs. Liz Taplin	School students		
	"We should be working out why they are stressed, anxious, and panicky" ==(negative aspects of wellbeing)==	**Working out why they are stressed, anxious, and panicky**	Mrs. Liz Taplin	School students		

| What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project? | *"So, my thinking all a long was that this is a vicious cycle that we have got these seven-year-olds feeling anxious in primary school. Afterward, they go into secondary school, they become more and more anxious, you know panic attacks, depression, maybe even on medication"* ==(negative aspects of wellbeing)== | A vicious cycle

Seven-year-olds feeling anxious in primary school

Secondary school

Become more and more anxious

Panic attacks
Depression
Medication | Mrs. Liz Taplin | School students | | |
| | *"And, then they come to us as an 18-year-old hoping that they are going to get, you know, stroke to cat and have a happy time"* ==(positive aspects of wellbeing)== | An 18-year-old
Stroke the cat
Have a happy time

To break that   cycle | Mrs. Liz Taplin | School students | | |

	"So, I thought, right, some have got to break that cycle if we can do something with the teachers, make them feel a little bit better about themselves and who they really are and when they go into school.	**Feel a little bit better about themselves** **Children feel more relaxed**	**Mrs. Liz Taplin**	**School students**		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*They can help the children feel more relaxed and discover their innate mental health so that when those children grow up or decide to come teachers, it is not from a place of stress. It is from a place of clarity and strength"* <mark>*(positive aspects of wellbeing)*</mark>	**Discover their innate mental health** **Not from a place of stress** **A place of clarity and strength**	**Mrs. Liz Taplin**	**Student teachers**		

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	"So, the student teachers will get two things. One is, that they will understand how the mind works and there are programmes out there that support children to discover their mental health at the same time" (positive aspects of wellbeing)	Understand how the mind works Support children to discover their mental health	Mrs. Liz Taplin	School students		
	"And they think "Oh, okay, that is why I have panic attacks, or "I actually, you know, I have got a lot to be thankful for, things like that" (positive aspects of wellbeing)	To be thankful	Mrs. Liz Taplin	School students		
	"And hopefully, that is what is happening that they are understanding more about themselves" (positive aspects of wellbeing)	Understanding more about themselves	Student teacher	School students		

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"And then that also have a domino effect, like help out everything. So, yeah. It definitely really helped me like the mental side of it"* <mark>*(positive aspects of wellbeing)*</mark>	A domino effects Really helped me Mental side of it	Student teacher	Student teachers		

Theme 2: Being in Control (Self-Efficacy)

Research Questions	Quotation	Codes	Where is it coming from?	Who is the data associated with?	What does the data want to tell me?	Another interesting element
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"It has definitely made me a little bit more open-minded"*	A little bit more open-minded	Student teachers	Student teachers		

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I could see some use towards my own learning like my own primary school teaching what I could use those activities for. That was the thought balloon activity. That one I thought would be really beneficial for children and also the emoji cards one we did "*	**My own learning** **My own primary school teaching** **The thought balloon activity** **Really beneficial for children** **The emoji cards one**	Student teacher	Teachers	Begin with some student teachers stated that they started understanding the needs of school students better. They also indicated that they improved their self-confidence in terms of classroom management and communication skills with school students. In this sense, a few student teachers highlighted that they no longer need constant approval from other people in the way they respond to the questions asked by school students.	
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"So, with the sort of one or two which like kind of already meshed with sort of thinking process and kind of helped. I think when we … like the sort of interviews with people of who it worked for. It is quite easy to emphasise them and sort of understanding like a situation where oh, this is a situation where it has helped"*	**Kind of helped** **Interviews with people who it worked for** **Quite easy to emphasise them**	Student teacher	Student teachers		

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"But as you did more of the Iheart sessions when I was thinking of placement, I felt more prepared, I felt less could put off it. I was like: Oh, no I can handle this"*	**Did more of the Iheart sessions** **Less could put off by it** **Can handle this**	**Student teacher**	**Teachers**	Secondly, another student teacher remarked that Iheart might have helped other student teachers as well to become more emotionally aware while working with school students.
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I think it has been really helpful. I mean, it is because we have been able to see like, other people that it has helped. So, like people coming out of prison, we have seen, like children use it, we have got loads of like activities that I could use myself and I can use with children.*	**Really helpful** **People coming out of prison** **Children use it** **Activities** **I could use myself** **I can use with children**	**Student teacher**	**Teachers**	This is because based on her experiences during the Iheart Project, she learned how to stay away from the victim mentality. In so doing, she started observing the behaviour of school students with special needs and to get to know them from the inside out.

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I need to probably do a lot more work into a sort of delivering the programme"*	**Do a lot more work**	Student teacher	Teachers	Thirdly, one of the student teachers highlighted what practitioners can do to make school students with special needs more involved in the class activities instead of focusing on their disabilities of them. Therefore, I suppose it would not be wrong to say that she tried to empathise with the feelings of school students with special needs.	
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"And it was like a nice hour to have to just think about yourself, something like that"*	**Think about yourself**	Student teacher	Student teachers		

| What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project? | *"Because training to be a teacher is stressful and then actually being a teacher, I know it is going to be stressful. But I sort of learned through Iheart not to be actually consumed in deadlines and assessments and marking when I am teaching things like that, and behaviour management and everything like that"* | **Deadlines**

Assessments

Marking | Student teacher | Teachers | Moreover, another student teacher who went for a placement at a special education school also commented that she gained more confidence in teaching school students.She explained the reason why it played a role in increasing her self-confidence is that she learned that she does not have to take responsibility for everything in the school setting. | |
| What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project? | *"I would use some of the activities we did, so for example the balloon thing, and the idea that you take something out, and then you like blow up the balloon, and it gets like fainter, and shows like if you blow your stress, you lose sight of the initial cause"*

"And the snow globes with the shaking up and when it settles, you are perfectly fine" | **The balloon thing**

The snow globes | Student teacher

Student teacher | School students

School students | | |

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"So, I can do some of the activities with them, like emoji cards, thought balloon, and the jenga tower"*	Some of the activities Emoji cards Thought balloon The jenga tower	Student teacher	School students	Additionally, by looking at the events from different angles, she reported gaining the courage to try again without giving up in situations that did not work.
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I suppose kind of improved a bit, maybe. I did not really come across as focused on confidence to me, but more like improving ourselves"*	Kind of improved a bit Not really come across as focused on confidence to me More like improving ourselves	Student teacher	Student teachers	A few student teachers highlighted that they no longer need constant approval from other people in the way they respond to the questions asked by school students.

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*In terms of children, I think the problem I often had is second-guessing myself especially in front of the kids when they asked me lots of questions"* *"And I think having a sort of confidence and the experiences we had stopped me from second-guessing, stopped me from relying on other people or checking that what I am doing is right and just like being okay. "No, let me deal with it how I do it, and then check".*	**In terms of children** **Second-guessing myself** **Stopped me from second-guessing** *What I am doing is right* *let me deal with it*	**Student teacher**	**Teachers**	On the flipside, it was found that the Iheart project did not change the self-efficacy and self-confidence perceptions of some of the student teachers while working with school students in a mainstream setting. Furthermore, some student teachers indicated that they were hesitant to ask questions and express themselves while working with teachers and teacher assistants at the placement before joining the Iheart Project.
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I think it was sort of help me to become a bit more, if possible, emotionally aware of others, especially children"*	**Especially children** **Observing their behaviour**	**Student teachers**	**Teachers**	

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What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"So, I think for special needed children it would be the case of observing behaviour, and really getting to know them like inside out, and not just like what their disabilities are but also like what they can do. That is like trying to understand how they are feeling, and how to manage that if I can"*	**Getting to know them like inside out** **Not just like what their disabilities are** **What they can do** **Trying to understand how they are feeling, and how to manage that if I can"**	Student teacher	Teachers	Additionally, some of them stated that they felt insecure about answering the questions asked by the school students in a mainstream setting.	
					These student teachers, however, stated that after participating in the Iheart project, they learned to take responsibility, make decisions and be a part of the solution before questioning themselves and needing the approval of others.	

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I mean, before this programme, I was working with students with special educational needs in a local school. And I was alright working with them, but I did sort of lack a bit of confidence in sort of, I can help them"* *"And I just think, you are not going to be able to do everything, you are not going to plan for everything"*	**Working with students with special educational needs** **In a local school** **Lack of a bit of confidence** **Not going to be able to do everything** **Not going to plan for everything**	**Student teacher**	**Teachers**	**Lastly, Mrs. Terry Rubenstein and Mrs. Liz Taplin mentioned that student teachers put themselves under stress to draw a good career plan for themselves and to meet teacher standards.** **They also drew attention to the fact that the high level of expectation from teachers can cause some wounds in their inner worlds and lead them to depression psychologically. In the long run, this can damage their self-image and hurt their self-confidence.**
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"So, I did not really feel like I learnt much at all to be honest, to do with that, and my own self-confidence"*	**My own self-confidence**	**Student teacher**	**Student teachers**	

What claims of change in self-confidence are shared about Iheart?	"I think in my last placement, I ended up linking my performance as a teacher to my self-wellbeing. So, I was not doing well. I was like I am a failure, I am useless, and when everything was going really badly for me" "So, I think by being able to separate that, being up to be like okay if I teach a bad lesson or this kid do not listen to me, that does not mean I am a bad teacher. It just means this thing did not go well. I think that would stop me from going down withdrawing as much, helping me to do better in the future"	In my last placement Ended up linking my performance as a teacher I am a failure I am useless Bad lesson That does not mean I a bad teacher This thing did not go well Would stop me from going down Withdrawing as much Helping me to do better in the future	Student teacher	Teachers		

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"It taught me like a decent balance of working sensitivity if that makes sense. And working like quite extremely for my own good"* *"And I know I said this so many times, but because it made me so aware of my feelings and hopefully other's feelings, especially children"*	**A decent balance of working sensitivity** **Working like quite extremely for my own good** **So aware of my feelings and hopefully other's feelings**	Student teacher	Teachers		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"What is going wrong? Let's assess it. Let's revisit it and let's carry on"*	**What is going wrong?** **Let's assess it.** **Let's revisit it** **Let's carry on"**	Student teacher	Student teachers		

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What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"But the biggest thing for me is just to listen to myself. I think that is the biggest thing. Not to let other things, outside of my person determine my feelings"*	**Just to listen to myself** **Not to let other things** **Determine my feelings**	**Student teacher**	**Student teachers**		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"But that is okay, they will get better"* *"We have got load of activities that I could use myself and I can use with children"*	**They will get better** **Use myself** **Can use with children**	**Student teacher** **Student teacher**	**Student teachers** **Teachers**		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"So, I can just focus on myself, and mental state, things get better"*	**Just focus on myself** **Mental state** **Things get better**	**Student teacher**	**Teachers**		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I would use some of the activities we did, so for example the balloon thing"*	**The balloon thing**	**Student teacher**	**Teachers**		

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"I mean, before this programme, I was working with students with SEN in a local school. And I was alright working with them, but I did sort of lack a bit of confidence in sort of, I can help them"*	**A lack bit of confidence**	**Student teacher**	**Teachers**		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"And that is sort of thing really helping the, to just cope with it, and I think over the time like they really settle and understand that"*	**Settle and understand that**	**Student teacher**	**School students**		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"You can work together and understand each other's perspectives"*	**Work together** **Understand each other's perspectives**	**Student teacher**	**Teachers and school students**		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"That is something I coped with and like I have to understand and being able to apply to the students"*	**Have to understand and being able to apply to the students**	**Student teacher**	**Teachers**		

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"Yeah, I think like I am saying SEND, I think the idea of is something like sympathy and empathy, understanding someone else is seeing it in a different way"*	**Sympathy** **Empathy**	Student teacher	Teachers		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"So, they might be more like optimistic. So, if you work together, you can get the different viewpoints, different opinions"*	**Work together**	Student teacher	Teachers		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"So, it is the idea sort of pushing them and working with them"*	**Pushing them** **Working with them**	Student teacher	School students		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"And yeah, that really helped me like sort of like calm down, and work on things better"*	**Work on things better**	Student teacher	Student teachers		

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"So, you know that you can pinpoint a solution whereas before, you are like "This is the situation. What am I going to do? I am going to panicking. Whereas now "It is fine. You just focus on this"*	**Pinpoint a solution**	**Student teacher**	**Student teachers**	
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"You know, it is like after each sort of session, it had a little sort of mini effect in self-confidence"*	**After each sort of session** **A little sort of mini effect in self-confidence**	**Student teacher**	**Student teachers**	

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"Because they are grappling with their own things and they in a suit can be quite pressured, a lot of expectations, a lot of admins results-focused, you know, etc., and so it is not an easy environment for them"*	**Can be quite pressured** **A lot of expectations** **A lot of admins results-focused** **Not an easy environment**	**Mrs. Terry Rubenstein**	**Teachers**		
What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"Then they have got to choose a career. And they do not know what they want to go into"*	**To choose a career** **Do not know what they want to go into**	**Mrs. Liz Taplin**	**Teachers**		
	"And of course, they are under intense pressure since they start university and have to work towards the teacher standards and things like that. So, I thought, right, some have got to break that cycle"	**Have to work towards the teacher standards** **To break that cycle**	**Mrs. Liz Taplin**	**Teachers**		

What claims of change in self-confidence, resilience, and mental wellbeing are shared about Iheart Project?	*"One is, that they will understand how the mind works and how there are programmes out there that support children to discover their mental health at the same time"*	**Understand how the mind works** **Support children to discover their mental health**	**Mrs. Liz Taplin**	**Teachers**
	"It is not about ramming information in. It is about pointing them in the right direction. And you cannot force them in that direction"	**Not about ramming information** **Pointing them in the right direction**	**Mrs. Liz Taplin**	**Student teachers**
	"Or you can do point them in the right direction"	**Can do point them in the right direction**	**Mrs. Liz Taplin**	**Student teachers**

Theme 3: Change/Transformation

Research Questions	Quotation	Codes	Where is it coming from?	Who is the data associated with? (school student or student teacher)	What does the data want to tell me?	Another interesting element
How do different stakeholders reflect on their experiences of taking part in the Iheart Project?	*"And then by the end, it has really helped me to sort of see things in a different way"*	To see things in a different way	Student teacher	Student teachers	Firstly, if a handful of student teachers had negative experiences with the events, situations, and people they encountered, they discovered that they could look at things from a different perspective if they changed the way they think they already have.	
How do different stakeholders reflect on their experiences of taking part in the Iheart Project?	*"I now see it as I am just thinking, stressful. So, bring it in that way"*	Just thinking Bring it in that way	Student teacher	Student teachers		

How do different stakeholders reflect on their experiences of taking part in the Iheart Project?	*"But I did like some of the activities that we did, and I could see some use towards my own learning like my own primary school teaching"*	Some of the activities that we did My own learning My own primary school teaching	Student teacher	Student teacher and school students	Secondly, according to a few student teachers, it may be beneficial for students to apply some activities to school students in the school environment. This is because this will make it easier for children who learn visually, to assimilate the subject better.	
How do different stakeholders reflect on their experiences of taking part in the Iheart Project?	*"The first half of the placement was very uncomfortable for me, and I did not react well"*	The first half of the placement Very uncomfortable	Student teacher	Student teachers		
How do different stakeholders reflect on their experiences of taking part in the Iheart Project?	*"And now I know this like core bit, this core part of me, I can sort of like work on it. And how to like either get rid of it or at least manage it"*	Work on it Get rid of it	Student teacher	Student teachers		
How do different stakeholders reflect on their experiences of taking part in the Iheart Project?	*"Well, just the idea of approaching things from a different way and thinking I can get over this. I can change the way I am thinking"*	The idea of approaching things in a different way Thinking I can get over this can change the way I am thinking	Student teacher	Student teachers		

| How do different stakeholders reflect on their experiences of taking part in the Iheart Project? | "When I feel sad that is alright rather than just get overwhelmed and put myself in a worse mood. So, that is sort of the only thing I would apply to daily life" | Daily life | Student teacher | Student teachers | Thirdly, some student teachers, who had difficulty in expressing their thoughts without hesitation to their colleagues at school, have now gained self-confidence in performing this action more freely. | |
| How do different stakeholders reflect on their experiences of taking part in the Iheart Project? | "But taking the reaction which, I was nervous to do but I think now being a bit less focused on how they will react. I will just take more initiative" | Taking the reactions which, I was nervous to do

Being a bit les focused on how they will react

To take more initiative | Student teacher | Student teachers | This is because they begin to think that it is perfectly natural that not everyone has the same view. | |

How do different stakeholders reflect on their experiences of taking part in the Iheart Project?	*"I think that things in a fun way sort of incorporate children and show the concept the way they understand visually, because some students may not be good verbalise sort of things. If you see it in a visual way, it would be really helpful. I really think that that would be really good in schools"*	To show the concept the way of they understand visually would be really good in schools	Student teacher	Student teacher and school students	Moreover, another student teacher has observed an increase in their self-wellbeing and self-respect while transferring the Iheart project to their professional lives in the school environment	
	"I think it sort of helped me to become a bit more, if possible, emotionally aware of others, especially children"	Emotionally aware of others, especially children	Student teacher	Teachers		
	"Whereas now, if I think about it a different way.But I did not benefit from them personally"	Think about it a different way				

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How do different stakeholders reflect on their experiences of taking part in the Iheart Project?	"So having a few more those kinds of activities might have made it feel a little bit less patronising and aimed for children if it could be adjusted for adults"	A little bit less patronising Aimed for children If it could be adjusted for adults	Student teacher	School students	Furthermore, one of the student teachers has gained insight to better understand their demands and needs by emotionally connecting with other people, especially school students, and empathising with them. According to these student teachers, it is important to cooperate with others and understand them better.	
	"So like people coming from prison, we have been able to see like, children use it, we have got loads of like activities that I could use myself and I can use with children"as well"	Children use it Can use with children	Student teachers	School students and teachers		

					In addition to the student teachers, Mrs. Terry Rubenstein and Mrs. Liz Taplin also expressed their views on the Iheart Project.	
How do different stakeholders reflect on their experiences of taking part in the Iheart Project?	*"Whereas now, if I think about it a different way, and I just think you are not going to be able to do everything, you are not going to be plan for everything"*	**Think about it a different way** **Not going to be able to do everything** **Not going to be plan for everything**	**Student teacher**	**Student teachers**		
How do different stakeholders reflect on their experiences of taking part in the Iheart Project?	*"So, I was working in a SEND class for the placement just gone. I applied it a lot, for the idea of sympathy and empathy"*	**For the idea of sympathy and empathy** **SEND class for the placement**	**Student teacher**	**School students**		

How do different stakeholders reflect on their experiences of taking part in the Iheart Project?	*"You could perfectly fine. That is something I coped with and like I have to understand and being able to apply to the students"*	Have to understand Being able to apply to the students	Student teacher	School students	To give an example, Mrs. Liz Taplin stated that she expected that at the end of the Iheart Project, probably most of the student teachers would feel more confident about how they would approach school students in the school environment.	
How do different stakeholders reflect on their experiences of taking part in the Iheart Project?	*"I think in terms of student with SEND, I think very visual approach might be helpful"*	Student with SEND	Student teacher	School students	Mrs. Liz Taplin also shared some feedback from some student teachers about the impacts of the Iheart Project and the changes it has made in their lives during the interview.	

How do different stakeholders reflect on their experiences of taking part in the Iheart Project?	*"And sort of talking to each other and collaborating and understanding each other's perspective, I think it will be really useful especially for teachers"*	Really useful especially for children	Student teacher	School students	Apart from student teachers and Mrs. Liz Taplin, Mrs. Terry Rubenstein also claimed that the purpose of the Iheart Project is to shed light on school students' self-confidence and mental wellbeing rather than drown them in knowledge.

 Mrs. Rubenstein also underlined that these effects may occur differently in everyone. | |
| How do different stakeholders reflect on their experiences of taking part in the Iheart Project? | *"Whereas if you just work on your own, you may not be able to see it like another person's perspective. Yeah, I think sort of collaboration is the main take away"* | Another person's perspective

Collaboration is the main take away | Student teacher | Student teachers | | |
| How do different stakeholders reflect on their experiences of taking part in the Iheart Project? | *"So, yeah. It definitely really helped me like the mental side of it. I think it is the big conclusion"* | Really helped me like the mental side of it

The big conclusion | Student teacher | Student teachers | | |

Question	Quote	Codes	Source	Stakeholder		
How do different stakeholders reflect on their experiences of taking part in the Iheart Project?	*"You know it is like after each sort of session, it had a little sort of mini effect. And with the whole domino effect, sort of that affect that, and I looked at that perspective"* *"And finally, it all came together. So, yeah, I think it definitely helps like gradually. But then like when it is altogether it, yeah, they helped as a click"*	A little sort of mini effect The whole domino effects Perspective All came together Helps like gradually Helps as a click	Student teacher	Student teachers		
How do different stakeholders reflect on their experiences of taking part in the Iheart Project?	*"And hopefully, that is what is happening that they are understanding more about themselves. But they are also understanding more about, you know, how children need to be nurtured in school"*	Understanding more about themselves How children need to be nurtured in school	Mrs. Liz Taplin Mrs. Liz Taplin	Student teachers School students		

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| How do different stakeholders reflect on their experiences of taking part in the Iheart Project? | *"So, it is hard to know how the impacts will hit home"*

"So as a coach and as working in teacher education, I am sort of come to learn that.

"It is not about ramming information in. It is about pointing them in the right direction" | How the impacts will hit home

As a coach and as working in teacher education

Not about ramming information in

Pointing them in the right | Mrs. Terry Rubenstein

Mrs. Terry Rubenstein

Mrs. Terry Rubenstein | Student teachers

Teachers

Teachers | | *"And then, from there, they can articulate that afterward and share that with the students"* |
| How do different stakeholders reflect on their experiences of taking part in the Iheart Project? | *"I have got a little bit of anecdotal evidence in that people have commented. I had a couple of really impactful emails to say. You know, "This has changed my life"* | Really impactful emails | Mrs. Liz Taplin | Student teachers | | |

| How do different stakeholders reflect on their experiences of taking part in the Iheart Project? | "Well, not quite this has changed my life. But a couple that has said, when they have been working with their tutor groups, individuals have said, "It is made a massive difference". | This has changed my mind It is made a massive difference | Student teacher | Student teachers | | |
| | "I just know that it will have made a difference to everyone, even if they do not realise it yet" | It will have made a difference to everyone | Mrs. Liz Taplin | Student teachers | | |

Theme 4: Engagement Participation

Research Questions	Quotation	Codes	Where is it coming from?	Who is the data associated with?	What does the data want to tell me?	Another interesting element
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"Yeah, yeah. No, it was really good"*	Really good	Student teacher	Student teacher	Above all, many of the student teachers emphasised that they interacted with the activities such as balloons, the snow globe, emoji cards, and Jenga held during the Iheart Project.	*"Like I worked with a student, she has got behavioural difficulties. And if she decides that she does not want to do it. That is, it. She does not want to do it, and we were in forest school, and she did not want to discover her hands"*

| How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself? | *"There was some… that I think they all are very well structured. And like all the content of it "* | **Very well structured**

Like all the content of it | **Student teacher** | **Student teachers** | They also pointed out that they are willing to apply these activities to the school setting while working with school students in a mainstream setting.

Secondly, a few student teachers aimed to transfer the teachings they obtained from the activities by making it fun for the school students through visualisation. | |

| How does the design of the Iheart Project encourage this learning in relation to the ontology and the content of the programme itself? | *"… I did like some of the activities that we did, and I could see some use towards my own learning like my own primary school teaching what I could use those activities for. There was the thought balloon activity. That one I thought would be really beneficial for children and also the emoji card ones we did* | Some of the activities that we did

The thought balloon activity

Really beneficial for children

The emoji cards one | Student teacher | School student | Following that, a student-teacher found some of the activities they did during the Iheart sessions to be childish, while some of them thought they were suitable for the level of adults.

According to the student-teacher who found some activities childish, therefore, if the number of adult activities would have been increased, then she could have better equipped herself to adapt Iheart's principles to school students. | |

| How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself? | *"Yeah, I think it has been beneficial"*

"So, with the sort of one or two which like kind of already meshed with my sort of thinking process and kind of help"

"It is quite easy to emphasise them" | Beneficial

Meshed with my sort of thinking process

Kind of helped

Quite easy to emphasise them | Student teacher | Student teachers | Furthermore, while some of the student teachers emphasised that the content of the Iheart project (participating in group discussions and watching some videos about the sessions etc.) was designed very well, others pointed out that they were not sure whether they grasp the content sufficiently. | |
| How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself? | *"The first half of the placement was very uncomfortable for me and did not react well to it"* | Did not react well | Student teacher | Student teachers | | |

How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"Yeah, I think it was quite beneficial for me at the time of it as well"*	Quite beneficial for me	Student teacher	Student teachers	In addition to the student teachers, Mrs. Liz Taplin also expressed her opinions about the content of Iheart, student teachers' participation, and the materials used during the programme.	
	"I think it has been really helpful"	Really helpful	Student teacher	Student teacher		
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"So, like people coming out of prison, we have seen, like children use it, we have got loads of activities that I could use myself and I can use with children"*	People coming out of prison Children use it Activities	Student teacher	School students		

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| How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself? | *"So, like, everything has sort of helped in a certain way in its own way, which I thought was really helpful"* | Helped in a certain way

Really helpful | Student teacher | Student teacher | Mrs. Taplin claimed that when the student teachers embark on the path of researching the Three Principles that underpin Iheart's emergence, they may find themselves resonating more with the doctrines of the Iheart Project. | |
| How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself? | *"I am not sure I kind of grasp it enough to be able to apply it. But yeah, some of it was okay"*

"So, like talking about that video though I did enjoy watching I can sort of remind myself that when I feel sad that is alright rather than just get overwhelmed and put my myself in a worse mood" | Not sure I kind of grasp it enough to be able to apply it

Some of it was okay

That video

Did enjoy watching | Student teacher

Student teacher | Teachers

Student teachers | | |

How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"And it was like a nice hour to have to just think about yourself, something like that"*	A nice hour	Student teacher	Student teachers	She also underlined that the participation in the programme, which was held online with new Y1 student teachers' groups due to Covid, is more than the face-to-face sessions.	
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"I would use some of the activities we did, so for example the balloon thing, and the idea that you take something out, and then you like blow up the balloon, and it gets like fainter, and shows like if you blow your stress"* *"And the snow globes with the shaking up and when it settles, you are perfectly fine. I think those things in a fun way sort of incorporate children and show the concept the way of they understand visuall*	Some of the activities Emoji cards Thought balloon The snow globes In a fun way Incorporate children				

How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"So, I can do some of the activities with them, like emoji cards, thought balloon, and the Jenga tower"*	Some of the activities Emoji cards Thought balloon The Jenga tower				
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"Those were the ones that I particularly enjoyed and thought that helps children understand thoughts and feelings in themes and others"*	Helps children				

How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"And that has really helped me"*	**Really helped me**	**Student teacher**	**Student teachers**		
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"So, I just sort of allowed it to help me. And I think that was quite a big step"*	**Allowed it to help me**	**Student teacher**	**Student teachers**		
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"The only thing I had was that I would have probably liked to have seen a bit more like adult-friendly activities"*	**Adult-friendly activities**	**Student teacher**	**Student teachers**		

| How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself? | "I did actually find that really engaging. So, having a few more of that kind of activities might have made it feel a little bit less patronising and aimed for children if it could be adjusted for adults as well" | Really engaging A little bit less patronising Adjusted for adults | Student teachers | School students | | |
| | "I think it has been really helpful. I mean, it is because we have been able to see like, other people that it has helped. So like people coming out of prison, we have been able to see like, children use I, we have We got loads of activities that I could use myself and I can use with children" | Really helpful

People coming out of prison

Activities Loads of activities

Use myself Use with children | Student teachers | Teachers and school students | | |

How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"So, like, everything has sort of helped in a certain way in its own way, which I thought was really helpful"*	**Helped in a certain way Really helpful**	**Student teacher**	**Student teachers**		
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"The idea that you take something out, and then you blow up the balloon, and it gets like fainter, and shows if you blow your stress, you lose sight of the initial cause"*	**Shows if you blow your stress, you lose sight of the initial cause**	**Student teacher**	**Teachers**		
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"And the snow globe with the shaking up and when it settles, you are perfectly fine. I think those things in a fun way sort of incorporate children and show the concept the way of they understand visually.*	**The snow globes** **In a fun way** **Show the concept the way of they understand visually**	**Student teacher**	**School students**		

| How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself? | *Because some students may not be good verbalise sort of things. If you see it in a visual way, it would be really helpful. I really think that that would be really good in schools".* | In a visual way
Would be really helpful

Really good in schools | Student teacher | School students | | |
| How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself? | *"If it does not work, stand back, re-assess, and try it again. And that has really helped me"* | Really helped | Student teacher | Teachers | | |

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How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"And that is sort of thing really helping them to just cope with it, and I think over the time like they really settle and understand that. So, yeah that was useful"*	Settle and understand that That was useful	Student teacher	School students		
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"It is really useful, but I think in terms of students with SEND, I think very visual approach might be helpful.And the kids really responded well to it"*	Visual approach might be helpful Kids really responded well to it	Student teachers	School students		
	"And it is sort of explained in a very like child-friendly way, and in a very like metaphorical way. I think the children really understood that the sort of like we watched videos"	Child friendly way Metaphorical way The children really understood Watched videos	Student teachers	School students		

How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"I think it was really useful one to look at it"* *"And then as time we had, she started like engage more, and then by the end of the list, she had completely engaged, and she was like really happy like with the activity"*	**Really useful** **She had completely engaged** **Really happy like with the activity**	**Student teacher** **Student teacher**	**Student teachers** **School students**		
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"You know it is like after each sort of session, it had a little sort of mini effect"* *"And then by the end, that is why it is clicked because everything helped, and finally it all came together"*	**After each sort of session** **Everything helped**	 **Student teacher**	 **Student teachers**		

How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"Or maybe they will be, you know, looking, doing an internet search or something"*	Looking Doing an internet search				
	"And they will come across a little bit more about the Three Principles. And it will make more sense to them"	Come across a little bit more about the Three Principles Make more sense	Mrs. Liz Taplin	Student teachers		
	"Well, again, there are probably about 90 in this year's group and 90 in last year's group" *"Attendance issues are probably better than last year, and whether that is something to being online or not"*	About 90 in this year's group 90 in last year's group Attendance				

How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	"*I think they all are very well structured. And I like all the content of it*"	**Very well structured All the content of it**	**Student teacher**	**Student teachers**		
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	"*Yeah, I think it was quite beneficial for me at the time of it as well*"	**Quite beneficial for me**	**Student teacher**	**Student teachers**		
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	"*It is just so helpful, and so useful*" "*But then the time you get to the end of it, and it really really helps*"	**Just so helpful** **Really really helps**	**Student teacher**	**Student teachers**		

How does the design of the Iheart Project encourage this learning in relation to the ontology and the content of the programme itself?	*"So, like everything has sort of helped in a certain way in its own way, which I thought was really helpful"*	**Helped in a certain way** **Really helpful**	**Student teacher**	**Student teachers**		
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"So, like talking about that video though I did enjoy watching I can sort of remind myself that when I feel sad is alright rather than just get overwhelmed and put myself in a worse mood"*	**That video** **Did enjoy watching**	**Student teacher**	**Student teachers**		
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"The only thing I had was that I would have probably liked to have seen a bit more like adult-friendly activities because like I said, the activities were really fun"*	**Adult-friendly activities**	**Student teacher**	**Teachers**		

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How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"I think it has been really helpful"*	Really helpful	Student teachers	Teachers	
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"So, like, everything has sort of helped in a certain way in its own way, which I thought was really helpful"*	Everything has sort of helped in a certain way Really helpful	Student teacher	Student teachers	
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*"I would use some of the activities we did, so for example the balloon thing"*	Would use some of the activities we did The balloon thing	Student teacher	Teachers	

How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	"So, I can do some of the activities with them, like emoji cards, thought balloon, and the jenga tower"	Emoji cards Thought balloon The jenga tower	Student teacher	Teachers		
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	"And that has really helped me"	Really helped me	Student teacher	Student teachers		
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	"And the kids are really like responded well to it, and focused on a lot of the thing like Iheart focused on like separate realities"	Focused on a lot of the thing like Iheart focused on like separate realities	Student teacher	School students		

Theme 5: The ontological perspective of the Iheart Programme

Research Questions	Quotation	Codes	Where is it coming from?	Who is the data associated with? (school student or student teacher)	What does the data want to tell me?	Another interesting element
How does the design of the Iheart Project encourage this learning in relation to the underlying assumptions of the origins and the content of the programme itself?	*'Other perception on peace of mind and wisdom'* *'We can control our own peace of mind and attitude'* *'Our mind is completely our own and is free. No one outside of us can tell us how to think or feel'* *'Our mind is a superpower'*	*Peace of mind Wisdom* *Control our own peace of mind and attitude* *Completely our own and free* *How to think or feel* *Superpower*	Student teacher	Student teachers	Iheart has been a different experience for some student teachers working with children. It has transformed their outlook by making them view their cognitive abilities as superpowers. It equips several student teachers with valuable tools such as enhanced self-awareness, mindfulness, improved emotional control, fostering a positive mindset, empowering teaching experiences, and a focus on wellbeing. By harnessing these superpowers, student teachers can create nurturing and supportive learning environments for school students. This is because teachers might play a pivotal role in motivating school students to unlock their full intellectual potential, fostering a lifelong passion for learning and personal growth.	

Appendix 8. Data Analysis from Student Teachers' Feedback Forms

Did you like something or agree with?	Did you not like something or disagree with?	Do you have any question?	Did you learn something or have an insight?
1. The positive effects of the Iheart on young people. **(7 student teachers)** [Positive effects of the Iheart on young people] **2.** Learning to manage how we cope with the stress of becoming and being a teacher. In other words, they agree that what the Iheart Project aims to do. **(2 student teachers)** [The aims of the Iheart project] **3.** The importance of mental wellbeing for everyone especially for teachers and children. **(4 student teachers)** [The importance of mental wellbeing] **4.** Focusing on the strength, influence our own mind has on ourselves. **(2 student teachers)** [The strong influence of our mind on ourselves]	**1.** It seems a lot like a self-help programme which is not guaranteed to be useful. **(1 student teacher)** [Self-help programme] **2.** Thinking a depth about our feelings. **(1 student teacher)** [Thinking a depth about our feelings] **3.** Resilience is not being the ability to keep going as it may include a period of breakdown and that resilience is the ability to recover from that. **(1 student teacher)** [The meaning of resilience] **4.** Animation which is about innate qualities is a bit repetitive and cheesy. **(1 student teacher)** [Repetitive animation about our innate qualities]	**1.** Why people develop resilience and stronger mental wellbeing when facing difficult times (e.g., inmates are finding greater self-belief in prison)? **(1 student teacher)** **2.** Will I be able to organise my thought better at the end? **(1 student teacher)** **3.** *How we can use this to help the children we teach?* **2 student teachers)** **4.** What age range is Iheart most useful for? **(1 student teacher)**	**1.** You do not have to search for happiness, you probably have it. **(1 student teacher)** **2.** The positive impacts of the Iheart Project on our wellbeing. **(4 student teachers)** **3.** There are lots of things in school to help stressed children. **(1 student teacher)** **4.** What iheart is all about? **(1 student teacher)** **5.** To feel better, we need to work on it. **(1 student teacher)** **6.** What innate means? **(1 student teacher)** **7.** Large number of teachers around 40% are leaving the profession in the UK. **(4 student teachers)** **8.** Learning about Iheart and how some school students have found it helpful. **(3 student teachers)**

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5. Promoting that everyone has the innate ability to be resilient just needs to find out how.
(2 student teachers)
[The innate ability to be resilient]
6. This is more of a discussion-based course.
(1 student teacher)
[Discussion -based course]
7. The benefits of the programme for the future to promote this wellbeing to the school environment.
(2 student teachers)
[Promoting wellbeing to the school environment]
8. Tackling any of Iheart topics and addressing ways to deal with particular ones. In other words, the choice of the last three topics.
(3 student teachers)
[The choice of the last three topics]
9. Anonymity, confidentiality and making group agreement.
(2 student teachers)
[Anonymity, confidentiality and making group agreement]

5. Not everyone is born with love/compassion. That's why it is important to take into consideration how these people are treated by others. If they are abused by people, it might be hard to trust, love or be motivated etc. for them.
(1 student teacher)
[How our environments influence us]
6. A situation can impact on our emotional state, regardless of how well we are feeling. In other words, external factors do affect mental health.
(2 student teachers)
[The effects of external factors on mental wellbeing]
7. Self- reflection" made one student-teacher feel more negative as it is very deep.
(1 student teacher)
[Self-reflection]
8. The possibility of not getting information about the topic you want from the subject that are optional. (1 student teacher)
[Missing some optional topics]

5. Are the practical tactics for how to deal with stress or strategies to self-motivate?
(1 student teacher)
6. Is this a module?
(1 student teacher)
7. *Why do not the people in power? E.g., Gout, we seem to value things like this? If changed happened at the top, it could help* <mark>**all the way down**</mark>*.*
(1 student teacher)
8. Is this a nation-wide recognised programme something we gain a qualification for/ put on our CV?
(1 student teacher)
9. What do you do with questionnaire information? E.g., What is the purpose?
(1 student teacher)

9. Wellbeing cannot be taken away or lost.
(1 student teacher)
10. Increasing awareness of the challenges which teachers face.
(1 student teacher)
11. *Great idea for university students when we have so stressful times.*
(2 student teachers)
★12. Everybody has resilience, we just need to get it out.
(2 student teachers)
13. The meaning of innate.
(2 student teachers)
14. What are we made of? I.e., innate, health, wellbeing etc.
(1 student teacher)
★ 15. How wellbeing is linked to our own personal thoughts.
(1 student teacher)
★16. *Stress is a thought and wellbeing never go away.*
(2 student teachers)
★17. *It does not matter what race, gender, location, or level of living you have, your mental health and general wellbeing can be affected.* (1 student teacher)

10. Changing mind-set makes feeling positive. (1 student teacher) [Changing mind-set to feel more positive]	★9.Thus the programme encourages you to focus on yourself which can be exhausting and worrying. (1 student teacher) [Fatigue of focusing on yourself]	10. Is this course based on improving/ managing our own health or a form of training in helping others? (1 student teacher)	18. Our own thoughts and experiences. (1 student teacher)
11. Exploring some of the key concerns and issues with children and teachers may deal with. (1 student teacher) [The key concerns and issues with children and teachers]	★10. *It made it sound like anxiety is a* <mark>mind-over-matter situation</mark> *rather than something that some shorts require medical intervention.* (1 student teacher) [Missing the importance of medical intervention on anxiety]	11. Will this help someone who is struggling with their mental health? (1 student teacher)	
12. The Three Principles of Iheart (2 student teachers) [The Three Principles of Iheart]	★ 11. *Not everyone can control their own mental health.* (1 student teacher) [Difficulty in controlling our own mental wellbeing]		
13. These session's videos as they are quite informative. (2 student teachers) [Informative videos]	12. Not private enough. (1 student teacher) [Lack of privacy]		
14. The context and a good introduction to the programme (including many sessions and focusing on health and wellbeing). (6 student teachers) [The context and a good introduction to the programme]	★ 13. *It is unrealistic that after 10 weeks people will have a completely different view on life, and a new mentality/ duration of the programme is a bit short.* (3student teachers) [Duration of the programme]		
15. Willingness to learn more about the programme as a whole. (4 student teachers) [Willingness to learn more about the programme]	14. Seems too good to be true (a bit fake and unrealistic). (1 student teacher) [Unrealistic programme]		

★16. *It is normal to get stressed and anxious about stuff.* (1 student teacher) [The normality of being stressed about stuff] ★ 17. *The power of the thought on our feelings.* (3 student teachers) [The power of the thought on our feelings] ★18. *How children are open to talking about their own feelings.* (1 student teacher) [Children's speech about feelings freely] 19. **The importance of resilience.** (1 student teacher) [The importance of resilience] ★20. **Helping everyone, even those who have made mistakes.** (1 student teacher) [Helping everyone, even those who have made mistakes]	★15. *You cannot change your feelings or change your anxiety-make it disappear just by telling yourself that is ==just a bad thought==.* (1 student teacher) [The idea of changing our feelings or anxiety by thought] ★16. *Did not really feel the aim of the research was explained well enough.* (1 student teacher) [Lack of explanation regarding the aim of the research]		

Session 2			
Did you like something or agree with?	**Did you not like something or disagree with?**	**Do you have any question?**	**Did you learn something or have an insight?**
1. The video of Ezra at the end is really inspiring and showed how your mind-set can change your life **(16 student teachers)** [The video of Ezra] ★ **2.** *How if we do not think we know things or how to do things like catching a ball really, we are just now.* **(1 student teacher)** [Our innate qualities] **3.** The equipment we already have to deal with anything in life. **(1 student teacher)** [The power to deal with life's difficulties	**1.** No, this is a great session. **(2 student teachers)** [Great session] **2.** Last session is a bit long. **(1 student teacher)** [Length of last session]	★ **1.** *How do other intelligent cycles link to humans?* **(1 student teacher)** ★ **2.** *What drives your passion for lheart*? **(1 student teacher)** **3.** Is this programme run in schools or externally? **(1 student teacher)** **4.** Do we gain a qualification/ recognition for this course to put on CV? **(1 student teacher)**	★**1.** *The way in which was explained that playdough can be like our thoughts.* **(2 student teachers)** **2.** We are surrounded by so many invisible intelligent systems like thought-feeling –experience. **(1 student teacher)** **3.** You can be intelligent in many ways (not just academic) and this intelligent system is prebuilt in. **(4 *student teachers*)** ★ **4.** *Intelligent systems are working naturally as they are inside of us*. **(2 student teachers)** **5.** Different perspectives. **(1 student teacher)** ★ **6.** *Everyone is resilient to certain extent*. **(1 student teacher)** **7.** How we do not know what we will be thinking in the moment. **(2 student teachers)** **8.** New thoughts about my thinking. **(1 student teacher)** **9.** The pre-existence of our intelligent system. **(3 student teachers)**

4. The analogy of playdough.
(15 student teachers)
[The analogy of playdough]

5. Our thoughts have power.
(2 student teachers)
[The power of our thoughts]

6. Everyone has the ability to be creative.
(1 student teacher)
[The ability to be creative]

⭐ **7.** *Sometimes in order to move forward, you have to take a step back.*
(1 student teacher)
[Taking a step back to move forward]

3. That culture and background does not affect your wellbeing.
(1 student teacher)

[The emphasis on the effect of culture and background on our wellbeing]

4. Did not agree with the first video (our intelligent system).
(1 student teacher)

[The first video about our intelligent system]

5. How do we use this innate ability within us to have a different outlook on life?
(1 student teacher

6. Thoughts and feelings always innate. Does environment not play a <mark>huge role</mark>?
(1 student teacher)

7. *Even if I have positive thoughts, and I focus on positive thoughts in my life, I still cannot change the way I feel. I.e., depression. So, how can I change my feelings through positive thinking?*
(1 student teacher)

8. Can we keep the play dough?
(1 student teacher)

9. Can we have more play dough please?
(1 student teacher)

10. It made me think about thinking positively and how that can affect your life. (1 student teacher)

11. We are smarter (our intelligent system) than we think we are (5 student teachers).

12. I have learnt the calming qualities of playdough. (1 student teacher)

⭐ **13.** *You are not expected to know how you feel.* **(1 student teacher)**

⭐ **14.** *We have everything we need to cope with life. It is how we use those tools that matters.* **(1 student teacher)**

15. Invisible intelligent systems behind all of life. (1 student teacher)

16. Be grateful for what we you have, not what you do not have. (1 student teacher)

17. That by considering sports children can become less anxious. (1 student teacher)

18. You can make it through a challenge. Challenges are temporary. (1 student teacher)

⭐ **19.** *Feelings are based on thoughts.* **(1 student teacher)**

20. I liked the idea that innate instincts i.e., catching ball is a form of intelligence. (1 student teacher)

21. Play dough is fun. (1 student teacher).

22. The repetition of thought processes. (1 student teacher)

23. Puffer fish artists. (1 student teacher)

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★ **8.** *I like the fact that mental health is just a state of mind that is temporary. A wellbeing mind just needs to be found again.* **(1 student teacher)** [Never losing our wellbeing] ★**9.** *I particularly enjoyethe focus on thinking at the moment. If we are aware and mindful of our feelings, we are in a better situation to process them.* **(1 student teacher)** [Focusing on the mind]	**5.** Being asked to jump off the chair, potentially leading to my death. **(1 student teacher)** [Being asked to jump off the chair]		**24.** How everyone regardless of ability or mind-set can be creative. **(1 student teacher)** **25.** The power of thought. **(2 student teachers)** **26.** That anybody can learn anything. **(1 student teacher)** ★**27.** *People are born with the innate capacities to learn* *(walk, talk etc.).* **(1 student teacher**

Session 3			
Did you like something or agree with?	Did you not like something or disagree with?	Do you have any question?	Did you learn something or have an insight?
1. The snow globe metaphor showing how stressful we are. **(12 student teachers)** [The snow globe metaphor] **2. Learning about innate qualities. We always have these qualities like peace of mind and gratitude inside of us. (8 student teacher** [Learning about innate qualities]	★*1. These innate qualities remain with us all the time.* **(2 student teachers)** [The permanence of our innate qualities with us] **2. I think that I still need to have a security blanket as an adult teddy bear. (1 student teacher)** [The fact that we still need a security blanket as an adult teddy bear]	**1. How we can settle the snow globe?** **(1 student teacher)**	*1.We always have these innate qualities inside of us. We do not need certain things to find them. It is not something you find. It is something you have.* **(3 student teachers)**

3. The videos watching about we have everything we need inside at the end of the session are enlightening. (8 student teachers) [The videos watching about we have everything we need inside] ★ 4. *Adult teddy bears analogy/ We do not need them.* (5 student teachers) [Adult teddy bears analogy] 5. Gathering the pieces of paper that we think we need but really, we do not so we ripped them up and threw them in the bin. (1 student teacher)	3. I believe we have these qualities, but I think other people can also make us feel loved. (1 student teacher) [Being able to feel loved by other people] ★ 4. *Everybody has the different amount of* ==*innate resilience*==. (1 student teacher) [Having the different amount of innate resilience ★ 5. Whilst I agree that our feelings are *innate, I believe we make quick access to these feelings through retrieval cues.*	★ 2. *So are we saying we could be happy in a job we hate, surrounded by people we hate?* (1 student teacher)	★2. *That well-being is part of us. It is* ==*not material things*== *make us happy.* (3 student teachers) ★3.Other perception on ==peace of mind and wisdom==. (1 student teacher). 4. *We can control our own* ==*peace of mind and attitude.*== (1 student teacher).

[Putting the pieces of papers, we wrote down the things we think we need in the bin]

★ **6.** *The value that happiness and well-being cannot be bought.* **(1 student teacher)**

[The truth that happiness and well-being cannot be bought]

7. Interactive activities like snow-globe and adult teddy bear. **(3 student teachers)**

[Interactive activities like snow-globe and adult teddy bear]

★ **8.** *The mental well-being traits are innate.* **(6 student teachers)**

[Our innate mental well-being traits]

Therefore, even though we are not getting the feelings directly from the <mark>*"teddy bears"*</mark>*, they are/ can trigger those feelings.*

(1 student teacher)

[Making quick access to our feelings through retrieval cues such as teddy bears]

★ **6.** Does not account for other factors affecting qualities such as health for well-being. **(3 student teachers)**

[Ignoring the other factors affecting qualities such as health for well-being]

★ *3. If materialistic items are not the source of mental wellness, and that wellness is innate- how do we unlock it?*

(4 student teacher)

5. The raw materials (being secure and happy) of being human are innate.

(6 student teachers)

★ *6. No one can give our innate qualities to us or take them away.*

(1 student teacher)

★ 9. *That innate qualities can be built upon.* (1 student teacher) 10. The gratitude quality. (1 student teacher) [The gratitude quality] ★ 11. *Our innate qualities are not affected by anyone.* (1 student teacher) [Our innate qualities which are not under the influence of anyone]	★ 7. I still have disagreements with saying we can survive due to resilience while alone. This thinking led to depression me in the past. (1 student teacher) [Having a disagreement with the idea that we can survive due to resilience while alone] 8. Struggling to understand an adult teddy bear concept. (1 student teacher) [Difficulty understanding the concept of an adult teddy bear]	★ 4. Yes, we have all of these good things inside of us but how do we find them if we cannot see them? (1 student teacher)	★ 7. *Not the things you have make you happy, it is what you associate with those things makes you happy. They cannot be forgotten or lost even if you lose those things.* (4 student teachers) 8. The world around constantly changes but you stay the same. (1 student teacher)

★ **12.** *Teddy bear concept. The idea of* ==*grown-up teddy bears* and how we ==*take comfort*== from them.== **(1 student teacher)** [Teddy bear concept] ★**13.** *Positivity is innate, and we can always work it better ourselves.* **(1 student teacher)** [Positivity we bring from birth] **14.** Word search activity to find out our innate qualities. **(1 student teacher)** [Word search activity to find out our innate qualities]	★ **9.** I feel that without friends (a teddy bear), my well-being would not be the same. **(1 student teacher)** [The importance of friendship on well-being] ★ **10.** We do not need friends and family **(1 student teacher)** [Our need for family and friends in terms of well-being]		**9.** What the innate qualities are. **(3 student teachers)** ★**10.** We need to ==be aware of our teddy bears== but not rely on them. **(2 student teachers)** **11.** It is the little things that count in creating mental well-being. **(1 student teacher)**

15. How <mark>engaging</mark> and <mark>interactive</mark> the lesson was. **(3 student teachers)**

[Engaging and interactive lessons]

★ **16.** *That <mark>all seven qualities</mark> such as resilience, mental well-being, peace of mind, compassion, love, gratitude   and wisdom <mark>work together to create a balance.</mark>*

 (1 student teacher)

[Seven qualities working together to strike a balance]

★ **17.** *That we do not need to gain anything from being kind.*   **(1 student teacher)**

[Not need to gain anything from being kind]

★ **11.** *All of our mental wellness comes from within materialistic items make some effect.*

 (1 student teacher)

[All of our mental wellness coming from within materialistic items to make some effect]

★ **12.** *Not everyone has those qualities that <mark>make you human</mark> or they do not use them. Tearing up those things and saying we do not need a mum-what if you wrote <mark>family or friends</mark>?* **(1 student teacher)**

[Tearing up those things and saying we do not need a mum]

★ **18.** *Think it is very critical to use to take responsibility and develop <mark>self-worth</mark>.* **(1 student teacher)** [The importance of thinking to take responsibility and develop self-worth]	★ **13.** *Certain items cannot make you feel happy. Happiness always comes from within* **(1 student teacher)** [Inner happiness] **14.** Some people have more innate qualities than others. **(1 student teacher)** [Innate qualities that differ from person to person] ★ **15.** *I believe things like resilience, peace of mind, love etc. can be broken but at the same time they can also be fixed.* **(1 student teacher)** [Fragility and remediability of our innate qualities]		

	★ **16. *Kind of feel like was being treated like children (found it childish) and are being told the same over and over. You are a lovely teacher. It is just I am not a fan of the course.* (1 student teacher)** **[Finding the programme, a bit childish]**		

Session 4			
Did you like something or agree with?	**Did you not like something or disagree with?**	**Do you have any question?**	**Did you learn something or have an insight?**
1. Thought in the moment. (3 student teachers) [Thought in the moment] **2.** Helpful therapy topics. (1 student teacher) [Helpful therapy topics] **3.** When we relax, our brains get quieter too. (1 student teacher) [The relationship between our brains and being relax]	**1.** Experiences have no impact on feelings. (2 student teachers) [The statement that our experiences have no effect on our feelings] ★ *If thought in the moment always shows our feelings, why do we still get those looking back at our past?*	**1.** How we can clear our mind? (1 student teacher) **2.** How we can separate thoughts and feelings if that is what is being caused? (1 student teacher)	★ **1.** *What we believe causes emotions are not the actual causes, they are just blocking the actual one.* (1 student teacher) ★ **2.** *I always thought that events are that affect how we feel-not that our thoughts about the event affects how I feel.* (8 student teachers) **3.** Happiness comes from thought in the moment, not material objects. (1 student teacher) **4.** I learnt about childbed fever and how details can be missed. (1 student teacher)

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★ 4. *That the way we feel can be changed by the way we think.*

(1 student teacher)

[Changing our feelings with the way we think]

5. I liked the idea of childbed fewer, the history of it and how it developed and how it was then proven.

(1 student teacher)

[The idea of childbed fewer]

6. I liked the mind mapping activity.

(1 student teacher)

[The mind mapping activity]

7. How feeling is related to experience.

(1 student teacher)

[How feeling is related to experience]

[Looking back at our past to give meaning to our feelings]

2. I do not believe it, all in your head.

(1 student teacher)

[All is in our head]

3. I do not agree that everyone can change.

(1 student teacher)

[The belief that everyone can change]

★ 4. I worry with young children that they may either surpass their feelings or, after the

3. *If our adult teddy bears act like a shortcake to get us to a specific state of felling, is it necessary bad to use that or is it inherently better to harness it yourself?*

(1 student teacher).

4. When you say it is your thought about an event causing the emotion/response when surely that means it is the event indirectly causing it.

(1 student teacher)

★ 5. *I understand the power of thought much better than I did at the first session.*

(1 student teacher)

6. Our minds can be made quiet.

(1 student teacher)

7. Gained some insights on how emotions are.

(1 student teacher)

8. Thoughts about the things cause the feelings because of how we perceive those things.

(1 student teacher)

9. Feelings and thoughts come from within-our thought. (1 student teacher)

10. Sleep on it. Never make any judgements or decisions without first stepping back.

(1 student teacher)

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★ **8.** *To acknowledge that everyone can change.* **(1 student teacher)** [To acknowledge that everyone can change] **9.** Liked gathering everyone's thoughts on the self-emotions. **(1 student teacher)** **10.** Watching video about someone in the prison at the end. **(1 student teacher)** [The video about someone in the prison] ★ **11.** *Probably the best session.* **(1 student teacher)** [Probably the best session]	training feel bad for feeling them. **(1 student teacher)** [Worrying about young children if they surpass their feelings after the training]	**5.** Why are we thought that things give us feelings until now? **(1 student teacher)** ★ **6.** What are the differences between lheart and beyond recovery? **(1 student teacher)** **7.** Any scientific evidence? **(1 student teacher)**	

12. **Nice to see feelings written out.** **(1 student teacher)** **[Feelings written out]** ★ **13.** *I can see how this will benefit* *young children.* **(1 student teacher)** **[The possibility to benefit young** **children via Iheart Project]** **[The possibility to benefit young** **children via Iheart Project]**			

Session 5

Did you like something or agree with?	Did you not like something or disagree with?	Do you have any question?	Did you learn something or have an insight?
1. The video of the kid being followed by shadow. **(1 student teacher)** [The video of the kid being followed by shadow] **2. How one image can make each person feel a different way? (1 student teacher)** [How one image can make each person feel a different way]	**1.I did not like how you randomly pick on people?** **(1 student teacher)** [Picking people randomly] 2. **I do not agree that outside stimulators cannot affect your feelings.** 3. **(5 student teachers)** [The effect of outside stimulators on our feelings]	**1.What happens when your overthinking takes over?** **(1 student teacher** **2. Surely, without the thing such as exams being those, we would not have these thoughts about that exact thing. Having an exam brings up them thoughts which then goes on. (1 student teacher)**	**1. A person cannot make you feel a certain way. It is the thought of the person.** **(1 student teacher)** **2. Feelings come from thought in the moment.** **(4 student teachers)** **3. I learnt something new in every session today.** **(1 student teacher)**

★ **3. Thoughts and feelings are inseparable. Thoughts control our feelings. You cannot make someone else feel something.**

(1 student teacher)

[The inseparability of thoughts and feelings]

4. Our feelings can be strengthened if we stir up the thought even more.

(1 student teacher)

[To strengthen our feelings by stirring up the thought]

5. Analogy of the tea.

★ **"People can influence our feelings and if we ignore their opinions of us, we might not become better people, even if their opinions are negative".**

★ **"Think people can get into your mind because we do not know how to ignore them".**

★ **"What about bullies? Cyber bullies? It is always there even when you know it is stopped. They can have an impact".**

3. Why is it so easy to let people get into our minds and take our good feelings away from us?

(1 student teacher)

4. When it is difficult to disregard where feelings actually come from- how can you truly over come to anxiety and negativity?

(1 student teacher)

5. Basically positive thinking and silver learning?

(1 student teacher)

4. Learnt about the mind being a superpower.

(2 student teachers)

5. Thought is constant.

(1 student teacher)

6. Thoughts are our reality.

(1 student teacher)

7. It is easier to open up when having fun.

(1 student teacher)

8. That our minds are free. However, are our thoughts are not influenced by how we have been socialised?

(4 student teachers)

[Analogy of the tea]

★ **6. Our mind is completely our own and is free. No one outside of us can tell us how to think or feel.**

(8 student teachers)

[Our own mind and freedom]

★**7. You can think either inside or outside of logic.**

(1 student teachers)

[Thinking either inside or outside of logic]

8. We think millions and millions of thoughts in a day,

★**4. Feelings towards things are normal why we are they being made out to be abnormal?**

(1 student teacher)

[the normality of feelings towards things]

★ **5. Sometimes it sounds like these feelings can be turned on and off with ease but as an example, people that suffer years of psychological abuse may never be able to turn these feelings off. (1 student teacher) [Turning on and**

6. Suggestion: "Can we not have babies crying next time? It stresses me".

(1 student teacher)

★ **7. Suggestion: "Could this for the next year? 1st years will be over 1-2 days? I see and understand why we are doing this but seems to be wasting time for assignment work on Tuesdays?**

 (1 student teacher)

8. How can prevent these feelings if the thought is

(1 student teacher)

★ **9. Some negative journeys could lead to greater things. Feeling like a failure, so pushing to go to university or is that me changing my own thoughts?**

(1 student teacher)

10. I liked learning about the differences between thoughts and feelings.

 (1 student teacher)

11. Your wisdom can help you- be calm in stressful situations.

but no one knows what they are going to think in 5 seconds.

 (1 student teacher)

[The variability of the thoughts that cross our minds]

9. Jenga activity.

 (1 student teacher)

[Jenga activity]

10. Petrol gauge analogy.

 (1 student teacher)

[Petrol gauge analogy]

11. The video of Thomas.

off our feelings with ease]

6. To switch off or relax is easier said than done.

 (1 student teacher)

[The ease to say switching off or relax than done]

★ 7. "Certain emotions/feelings are biologically innate-e.g., rollercoaster is equal to adrenaline. This translates as excitement or anxiety which are essentially the same. This is caused by the activity, not the

always there?

 (1 student teacher)

9. What about the outside things? (1 student teacher)

★ 10. "How would you deliver this programme to children who are not supported outside of school? E.g., Abuse victims-they may then think that it is their fault for having bad feelings".

 (1 student teacher)

 (1 student teacher)

12. Thoughts and feelings are linked.

(1 student teacher)

★ 13. "Taking control of a situation, for example with Johnny, and deciding how to deal with it and act with it. It is up to the individual's free mind to decide what they can do about a situation. Situation or being in a situation. You have power, harness it and do-good". (1 student teacher)

(1 student teacher)

[The video of Thomas]

12. The videos with 10 illusions.

(1 student teacher)

[The videos with 10 illusions]

13. The emoji activity.

(1 student teacher)

[The emoji activity]

14. "Mara Gleason's speech was good. I understand the reasons for the programme. There is more I need to discover".

thought." **(1 student teacher**

 [Our feelings which are biologically innate]

8. I disagree with seeing the children and shadow as the concept does not make sense. A shadow is a part of you, therefore, surely the thoughts always stay with you. **(1 student teacher)**

[Thoughts that always remain with us]

14. Not everyone will feel the same about a certain situation. It shows it is not the event or object that causes feeling, but perhaps experience.

 (1 student teacher)

15. All feelings are normal.

 (1 student teacher)

16. I do not care what others think. **(1 student teacher)**

17. Thinking inside out/ outside in.

(1 student teacher)

18. I overthink may too

(1 student teacher)

⭐**15.** **Feelings are like shadows. We cannot run/ escape from them, and they are always with us. We need to learn to get over the fear off them.** **(1 student teacher)**

[Our feelings always with us]

⭐ **16. Our mind is a superpower.**

(5 student teachers)

[The superpower of our mind]

⭐ **9. Suggestion: "Maybe include more talking/ discussion and less videos".**

(1 student teacher)

[Maybe include more talking/ discussion and less videos]

⭐ **10. "Does not really take count for realistic negative emotions(grief).You cannot just make a conscious decision to stop feeling".**

(1 student teacher) [Not to take count for realistic negative emotions]

much, but I do not know how to stop it.

(1 student teacher)

⭐**19. Nobody can make you feel bad about yourself. Nobody can make you feel a certain way. It is up to you.**

(2 student teachers)

20. Your thought/mind is yours. (1 student teacher)

Session 6

Did you like something or agree with?	Did you not like something or disagree with?	Do you have any question?	Did you learn something or have an insight?
1. Jenga activity. **(6 student teachers)** [Jenga activity] ★ **"I liked the jenga with paper to show how we do not want to break our feelings".** **2. The power of thought shapes our feeling.** **(1 student teacher)** [The power of thought shaping our feeling] **3. Watching Thomas Saggese's video clip.** **(1 student teacher)** [Thomas Saggese's video clip] **4. Thoughts are not reliable.** **(1 student teacher)**	**1. We can change our thoughts.** **(1 student teacher)** [Changeable thoughts] **2. Thought is not necessarily reality-the mind can completely fabricate something.** **(2 student teachers)** [Our thoughts that do not always reflect reality] **3. Overthinking is not easy to stop.** **(1 student teacher)** [The difficulty of stopping over thinking]	★ **1. How would use this in schools?** **(1 student teacher)** ★ **2. Does this work with depression? What about chemical imbalances? Surely then the person is not as naturally resilient?** **(1 student teacher)** ★**3. Good question: "How does this thought work in** <mark>mental health disorders</mark>**"?** **(1 student teacher)** **4. How do you stop overthinking?**	**1. Subconscious thought.** **(1 student teacher)** **2. It makes you realise how powerful thoughts are.** **(2 student teachers)** ★ **3. Not to worry about the future because we do not know what is going to happen- Think more in the moment. (1 student teacher)** **4. What we are going to think is unpredictable.** **(2 student teachers)** ★ **5. That we have a never-ending stream of thoughts.** **(1 student teacher)** ★ **6. Thought collapses when we see where our feeling is coming from.** **(1 student teacher)**

[Unreliable thoughts]

5. Think about nothing activity. It is impossible because we are always thinking of something.

(2 student teachers)

[Think about nothing activity]

6. Informative and interesting videos.

(2 student teachers)

[Informative and interesting videos]

7. Having lots of thoughts in a day.

(1 student teacher)

[Having lots of thoughts in a day]

8. The thought is what makes the experience. It is constant and creates our reality.

(6 student teachers)

[The thoughts which creates our reality]

9. Fish analogy. (1 student teacher)

[Fish analogy]

★**"We swim in thought like fish swimming in the water.**

4. I felt a little bit random and unrelated with each video.

(1 student teacher)

[Random and unrelated videos]

★ **5. "I do not like the way this programme essentially says that we cannot hand onto our feelings and that we have to get over them".**

(1 student teacher)

[Not being able to hand onto our feelings]

(1 student teacher)

★ **5. "What about hormones"?**

(1 student teacher)

7. Our thoughts are invisible. We experience thought more than what we realise, it is a natural process.

(1 student teacher)

8. Thought is constantly happening, and you do not know what you are going to be thinking unless you are in that moment.

(3 student teachers)

9. Watch the Will Smith's video about sky diving. He talks about fear and overthinking. (It is a very good video). (1 student teacher)

10. More understanding of where thoughts come from?

(1 student teacher)

10. I really liked if you relax, it will be okay. **(1 student teacher)** [The importance of being relaxed in terms of our wellbeing] **11.** Let everything settle, events of my past can no longer happen because they have already occurred **(1 student teacher)** [To let everything settle] ★ **12.** I like the fact our brain never stops thinking and whilst at the time it can be overwhelming. It also means we continuously question and realise or rehearse things and make the connection we did not realise before. We can often work things out. **(1 student teacher)** [Continuously questioning and realise or rehearse things and make the connection we did not realise before] **13.** The illusion videos. **(4 student teachers)** [The illusion videos]			

Did you like something or agree with?	Did you not like something or disagree with?	Do you have any question?	Did you learn something or have an insight?
1. The importance of understanding separate realities. **(34 student teachers)** **[The importance of understanding separate realities]**	**1.** People cannot have the exact same opinions. **(3 student teachers)** **[Having not the exact the same opinion]**	**1.** So is it a separate reality people can view everything in the world in a different way? **(1 student teacher)** **2.** Where do we find the inline booklet? **(1 student teacher)**	**1.** Thought is what controls every aspect of our lives. **(1 student teacher)** ★ **2.** Healthy relationships and separate realities are linked. **(2 student teachers)** ★**3.**People see different situations in different ways because there are multiple realities. **(9 student teachers)**

★ **"That we have our own thoughts. We may be doing the same thing as someone else but thinking something completely different ".** ★ **"The idea that we can step back to consider that we all have different thoughts/perspectives".** ★ **"Everyone sees the same scenario with different views-separate realities".** ★ **"It is important to respect separate realities to reach compromise".**	**2. Disagreed slightly with how thought can stop you being a victim but understand it.** **(1 student teacher)** [The idea that thought can stop us being a victim] ★ **3. "It can be rather difficult to take a step back and understand that others have separate realities in the heat of the moment"**	**3. How do you recognise separate realities?** **(1 student student)** ★ **4. Really important question: "When we do** ==another questionnaire== **for Iheart, how does Iheart take into account external factors? I might feel better or worse but necessarily because of their course".** **(1 student teacher)**	**4. Do same activities etc. but not have same thought. (1 student teacher)** **5. We are all interconnected but still have our own thinking. (2 student teachers)** ★ **6." It does not matter if you have different opinions, no one is right or wrong and every opinion is valid. I am not very good at understanding why people do not have the same opinion as me. But this has helped.** **(1 student teacher)** **7. For/against for all points.** **(1 student teacher)** **8. Separate reality is crazy.** **(1 student teacher)**

★ "Separate realities dissolving the barriers to healthy relationships". ★ "Your reality is not the only reality that is visible". **2.** We are all interconnected. (1 student teacher) [Being interconnected with everyone]	(1 student teacher) [Taking a step back and understand that others have separate realities in the heat of the moment]	**5.** Is not it just expectations (of events e.g., football match) that makes everyone think they are in the same reality? (1 student teacher) **6.** Can we have more activities and more political mentions to make it more relatable? (1 student teacher)	

3. The concept of thought is more powerful than us as human beings. **(1 student teacher)** [The superpower of thought] **4.** The thought part. **(1 student teacher)** [The thought part] **5.** Thought changes our perspective and reality. **(1 student teacher)** [The thought that changes our perspective and reality]	**4.** Many clashing ideas show that everyone has different ideas and there is no %100 level of understanding. **(1 student teacher)** [Having different ideas from others and not %100 level of understanding]		

6. I agree with the fact that siblings, friends, parents and teachers are the most important relationships in our lives and that we think differently from anyone else. **(1 student teacher)** [The most important relationships in our lives and thinking differently from anyone else]	★ "The football activity did not feel age appropriate. I would have liked to have spent more time on the debating instead". **(1 student teacher)** **5.** Although the prisoner video is good, is this a rare success story? **(1 student teacher)** [Prisoner video as a rare success story]		

7. The video clips including real life stories. **(1 student teacher)** [Real-life stories video clips] **8.** Using of the separate realities' examples like football match analogy. **(3 student teachers)** [Using of the separate realities' examples like football match analogy]			

9. I liked how the prisoner realised it is okay not to have the same thought and reality as everyone else. **(2 student teachers)** [The normality of having not the same thought and reality] **10.** The beneficially of debating. **(2 student teachers** [The beneficially of debating]			

★ "Being involved with a debate which is about vegans versus meat eaters and realising everyone has different views on this topic". 11. The Iheart presentation which is loud and clear. (1 student teacher) [The Iheart presentation which is loud and clear]			

★ "Being involved with a debate which is about vegans versus meat eaters and realising everyone has different views on this topic". 11. The Iheart presentation which is loud and clear. (1 student teacher) [The Iheart presentation which is loud and clear]			

Session 8			
Did you like something or agree with?	**Did you not like something or disagree with?**	**Do you have any question?**	**Did you learn something or have an insight?**
1. **Intelligent is innate.** **(8 student teaches)** [The innate ability to be intelligent] ★ "We all have innate intelligence to learn".	1. **We can only learn outside of our comfort zone.** **(1 student teacher)** [Learning only outside of our comfort zone]	1. **I am still not sure how this supports motivation.** **(1 student teacher)**	1. **Learnt what an insight is and how able we consciously have hundreds a day? (2 student teachers)** 2. **The insight theory which how everyone has some experiences and different insights. (1 student teacher)** ★ 3. **I had an insight that we can have insights about insights. (1 student teacher)** 4. **Self-doubt presents learning. (1 student teacher)**

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2. "I do agree that everyone has an equal capacity to learn. A good theorist to look at is Atkinson and Shiffrin. They propose that the capacity of long-term memory is limitless". (1 student teacher) [Having an equal capacity to learn]			★ 5. Really nice comment: "We are all born at 0. So, all have to learn the capacities to learn these". (1 student teacher) ★ 6. Linking to theories was very useful/interesting and provided a link to the module. (2 student teachers) ★ 7. Really nice comment: "I learnt that lots of things we do are innate and how good we become out them is how much we utilise them". (1 student teacher) 8. Learning is innate. I believed Watson's quote was about the poet that learning is not innate until this session. (1 student teacher) ★ 9. "Some learning is innate and does not require a MKO". (1 student teacher) ★ 10. We have innate intelligence. (3 student teaches)

3. "I feel more open minded and able to deal with different situations". **(1 student teacher)** [Being more open minded to deal with different situations] **4.** Covered a fair few things brought up in other modules and do agree with it. **(1 student teacher)** [To agree on a fair few things brought up in other modules]			

5. The anything met stops you from doing something is you. **(1 student teacher)** [What prevents the person from doing something, the person herself/himself] **6.** That theorists have different approaches to the same thing due to separate realities. **(1 student teacher)** [Different approaches of the theorists to the same thing due to separate realities]			

★ **7. Really nice comment:** "I liked the comment about there was a time in which Einstein could not count to 10 and Shakespeare was learning his A, B, and Cs". **(1 student teacher)** [The comment about Einstein and Shakespeare] **8.** Watson's quote. **(1 student teacher)** [Watson's quote] **9.** Piaget's theory. **(1 student teacher)**			

[Piaget's theory] ★ 10. <mark>Self-doubt is the biggest thing</mark> to present learning. (1 student teacher) 11. Group discussion. (3 student teachers) [Group discussion] ★ 12. "I enjoyed theorists, would like to have done more". (1 student teacher) [Theorists]			

★ **13. Many of the things we do are innate but developed through our environments.** **(1 student teacher)** [The innate nature of things that can develop through the environment] ★**14. "The videos were good and easy to reflect on, very relevant compared to past session".** **(1 student teacher)** [The videos]			

★ 15. "I liked that some aspects were being linked back to teaching". (1 student teacher) [Some aspects which are being linked back to teaching] 16. Separate realities. (1 student teacher) [Separate realities]			

17. The part whose we discussed our "changing moment" guided inspirational 10 listen to. **(1 student teacher)** [The part whose we discussed our "changing moment] **18.** Watching video about "You can learn everything" **(1 student teacher)** [The video about we can learn everything]			

19. I liked listening to other people's views on what think of initial things that happen (talking). **(1 student teacher)** [Listening to other people's views on what think of initial things that happen]			

Did you like something or agree with?	Did you not like something or disagree with?	Do you have any question?	Did you learn something or have an insight?
1. The balloon activity. (**7 student teachers**) [The balloon activity]	**1.** Situations are neutral; therefore, they do not make us stressed. (**1 student teacher**) [The neutrality of the situations]	★ **1.** "How do we use this in school"? (**1 student teacher**)	**1.** "Stress is caused by overlooking thought in the moment". (**3 student teachers**) ★ "Stress is caused by how we imagine things will happen; we should not overthink scenarios". ★ **2.** "Stop worrying about things out of our control". (**1 student teacher**)

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2. We can change how we feel. If we change our mind-set, we can reduce our feeling of stress.

(1 student teacher)

[The importance of changing our mindset]

3. Worrying is pointless. (1 student teacher)

[Pointless of being worried]

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2. Some events are more overwhelming than thinking positively.

(1 student teacher)

[Overwhelming of some events than thinking positively]

★ **3.** Found the task regarding the stress balloon hard to understand the first bit, but the 2nd was more challenging.

(1 student teacher)

[The stress balloon activity]

★2.Very good question: "If a primary student is stressed, what strategies could you use to help them deal with it rather than just cope with it"?

(1 student teacher)

★3. Very good question: "What are the strategies to remove stress quickly?"

(1 student teacher)

★3. "Overthinking causes stress. But I think it would make me more stressed, if I did not think about a situation before it happened".

(1 student teacher)

4. "Worrying about something just means we <mark>suffer twice</mark>".

(1 student teacher)

5. "Nothing has psychological power over us". (1 student teacher)

6. Worrying is pointless.

(1 student teacher)

4. "We <mark>can never know what future thinking</mark> will come to us". (3 student teachers) [The unpredictability of our future thinking] ★ "There is always a piece of the future missing-it is important to not stress over what has not happened yet". [The importance of not being stress over what has not happened yet]	4. I still do not agree that outside influences cannot affect our feelings. (1 student teacher) [External factors that do not affect our feelings] 5. Having previous thoughts from last week left 10 end works much better. (1 student teacher) [The idea of having different thoughts at the end of 10 weeks]		★7. Very good comment: "Thought sticking your head in the sand may be the easy option. In the long term it is the worst thing to do". (1 student teacher) 8. Take a step back when feeling stress. (1 student teacher) 9. We blame our feelings on events when we overlook our thoughts. (1 student teacher) 10. Essentially, do not worry about the future. It has not happened yet. (1 student teacher)

★ **5.** Feelings are a part of being human does not mean something is wrong. **(2 student teachers)** [Our feelings as a part of being human] ★ **6.** "Stress is caused by overlooking thought in the moment". **(2 student teachers)** [Overlooking thought causing stress]			**11.** It is normal to feel worried/stressed /anxious. **(1 student teacher)** **12.** That stress is a feeling, and we have the power to control/stop it. **(1 student teacher)**

★ **7.** "<mark>Our thoughts at the moment</mark> have the influence to make us feel stressed, but we have the power to stop it". **(1 student teacher)** [Having the power to stop our thoughts which can lead us to stress] **8.** Worrying can grow and should be let go to progress and develop. **(1 student teacher)** [Letting worry to go to progress and develop]			

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★ **9.** "I agree that putting our head in the sand will make problems worse". **(Ostrich Theory).** **(1 student teacher)** [Ostrich Theory] **10.** It was more ongoing. **(1 student teacher)** [The fact that there is more ongoing]			

Session 10

Did you like something or agree with?	Did you not like something or disagree with?	Do you have any question?	Did you learn something or have an insight?
★ 1. "We are not like labels. We have the potential to be who we want to be". (2 student teachers) ★ 2. "We can cross out negative labels. Labels are for jars not people.	★ 1. Very good comment: "I did not agree with bullying scenario B when the teacher says your spirit cannot be scared and messed up. I think this is false. Everyone is scared through bullying". (1 student teacher)	1. If we want to change, should we? Whether it is for our wellbeing or physical health, should we make changes? (1 student teacher) 2. When will we gain access to the resources online? (1 student teacher)	1.We can change our thoughts to make ourselves feel better about ourselves. (1 student teacher)

| We create our labels we can change them". **(1 student teacher)** [Labels are for jars not people] | [Bullying scenario B] **2.** I think the second screwed paper scenario sends a mixed message. **(1 student teacher)** [The second screwed paper scenario] | | **2.** Many people view themselves the way you do, making you realise you do not need to for example feel shy as everyone can be too. **(1 student teacher)** **3.** The things we think about ourselves are a story we have. **(1 student teacher)** **4.** The way we view ourselves is through our own logic. **(1 student teacher)** **5.** I think the discussion group is a very good idea. **(1 student teacher)** |

★3."I agree with Iheart and that it should be in school as children can struggle with how they feel". **(2 student teachers)** [The contribution of Iheart to children to express their feelings in the school]	3. If something is wrong with you or others' physical or mental health, changes can be made for the better. **(1 student teacher)** [The importance of changes for better physical and mental health ★4. Important Comment: " The discussion around the negative ways we see ourselves was a bit uncomfortable (explaining our stories to our partners).		★6. **Very good comment: "I learnt about new quibbles and how you should always put the children first (a child with SEN not a SEN child). (1 student teacher)** ★ 7. We are like screens; it does not matter what is on, it will always go back to blank. **(1 student teacher)** 8. Identity and self-image are made up of together. **(1 student teacher)**

4. **"What we experience, or feel is not fixed. Our qualities are not positive or negative".** **(1 student teacher)** **[The instability of what we experience or feel]** **5.** **The second paper activity.** **(1 student teacher)** **[The second paper activity]**	Also, I cannot get a certificate. I only missed one session due to the illness". **(1 student teacher)** **[Explaining our stories to our partners and not getting a certificate for Iheart project]**		★ **9. Happy ending comment:** **"What we think or feel is not fired. Thank you for a fascinating 10 weeks! I would love to help at in schools whenever possible"!** **(1 student teacher)**

6. The various bullying scenarios by the class teacher. **(1 student teacher)** [The various bullying scenarios by the class teacher]	★ **5. Very good suggestion:** "I felt that this programme is <mark>best delivered over consecutive days</mark> instead of over 10 weeks". **(1 student teacher)** [Delivering this programme consecutive days instead of over 10 weeks]		

7. That we can feel whatever we want. No one can change that. (1 student teacher) [The truth that we can feel whatever we want]			

8. I agree that bad behaviour becomes bullying when it starts to affect people than themselves. **(1 student teacher)** [The potential for bad behaviour to turn into bullying]			

9. The video was really powerful, and this was useful for me. **(1 student teacher)** [The video which was powerful and useful]			

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★**10.** <mark>**Labels do not define us**</mark>; they are a social construct thrust upon us, so we need to break it. **(1 student teacher)** [Labels do not define us] **11.** **We are different from each other.** **(1 student teacher)** [Being different from each other]		

12. I liked the concept that we can start from a blank slate or wipe away any words we may associate ourselves with". **(2 student teachers)** [The activity of starting from a blank slate or wiping away any words we may associate ourselves with]			
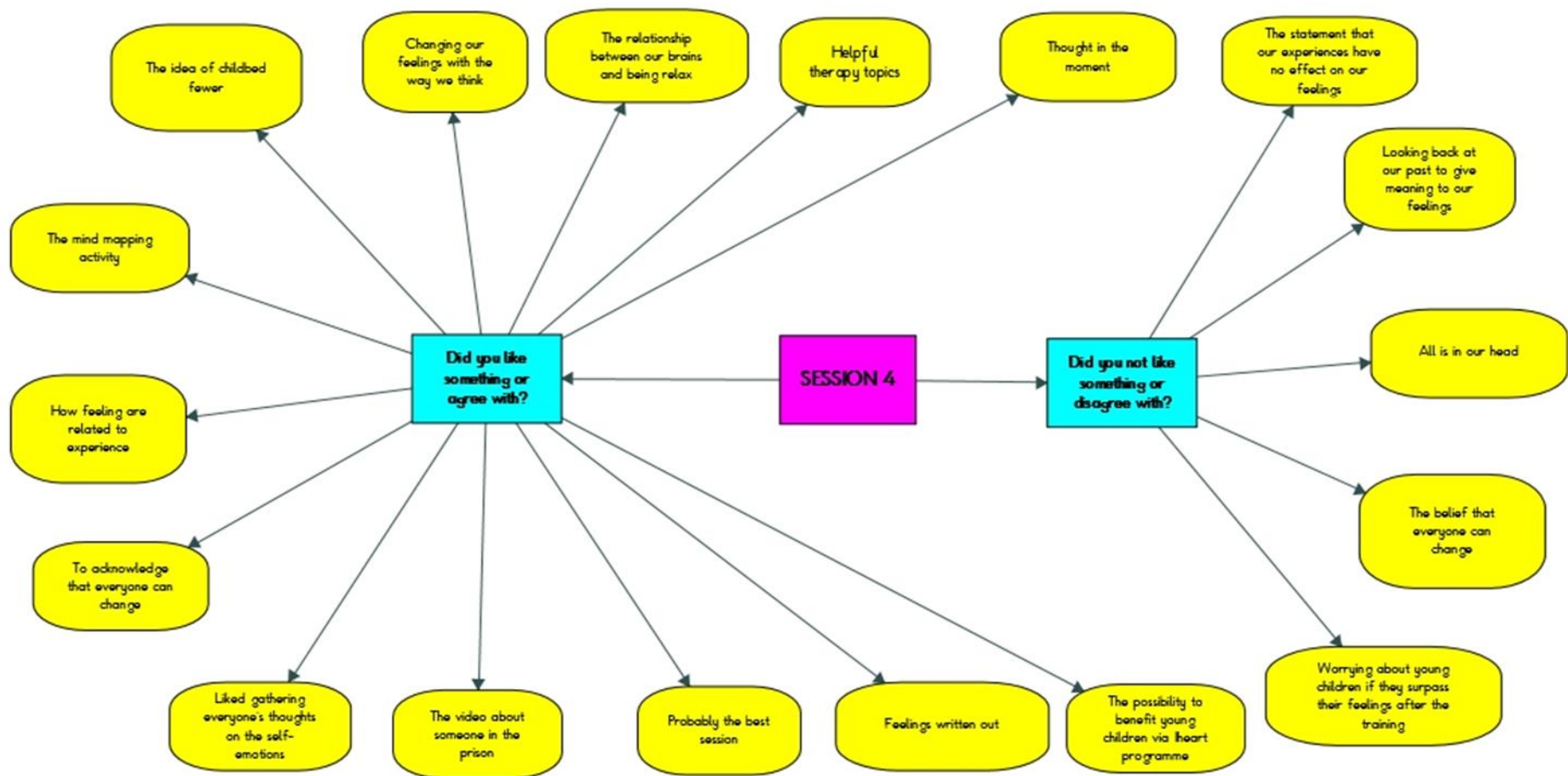
Appendix 9. Iheart Project Session 4 from Nvivo feedback forms analysis

The idea of childbed fewer

Changing our feelings with the way we think

The relationship between our brains and being relax

Helpful therapy topics

Thought in the moment

The statement that our experiences have no effect on our feelings

The mind mapping activity

Looking back at our past to give meaning to our feelings

Did you like something or agree with?

SESSION 4

Did you not like something or disagree with?

All is in our head

How feeling are related to experience

To acknowledge that everyone can change

The belief that everyone can change

Liked gathering everyone's thoughts on the self-emotions

The video about someone in the prison

Probably the best session

Feelings written out

The possibility to benefit young children via Iheart programme

Worrying about young children if they surpass their feelings after the training

Appendix 10. Iheart Project Session 5 Nvivo feedback forms analysis
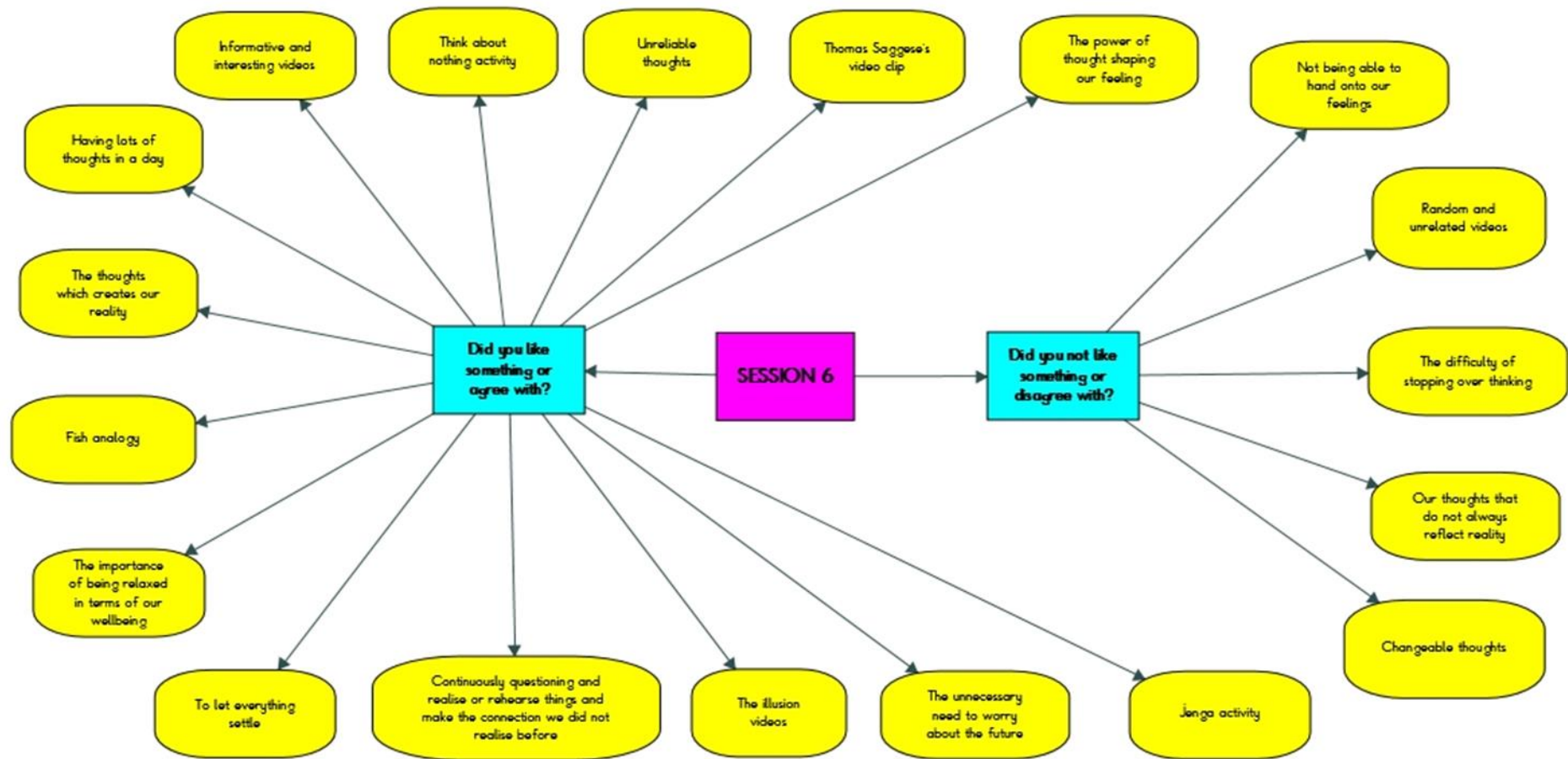
Appendix 11. Iheart Project Session 6 from Nvivo feedback forms analysis
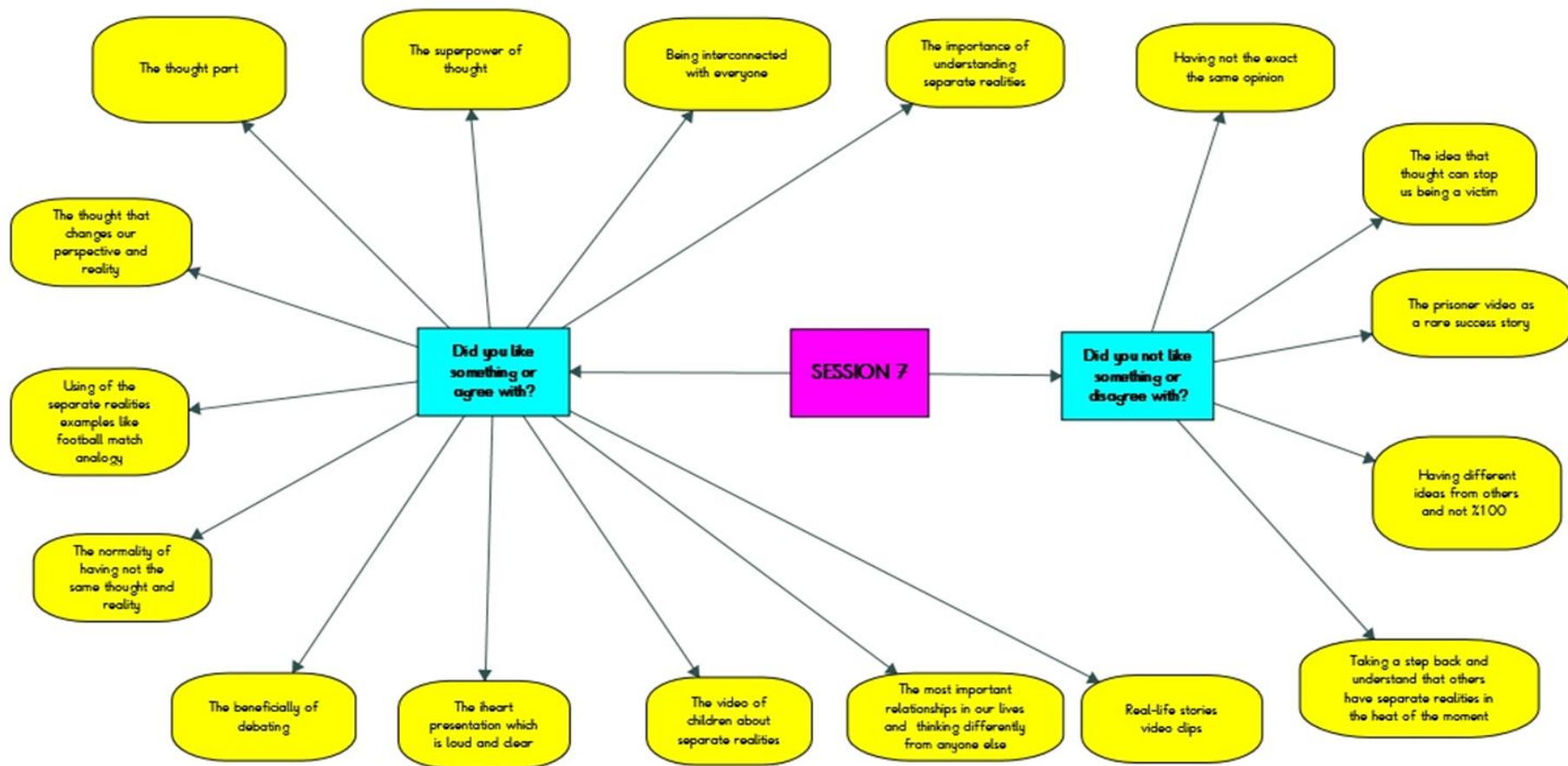
Appendix 12: Iheart Project Session 7 from Nvivo feedback forms analysis
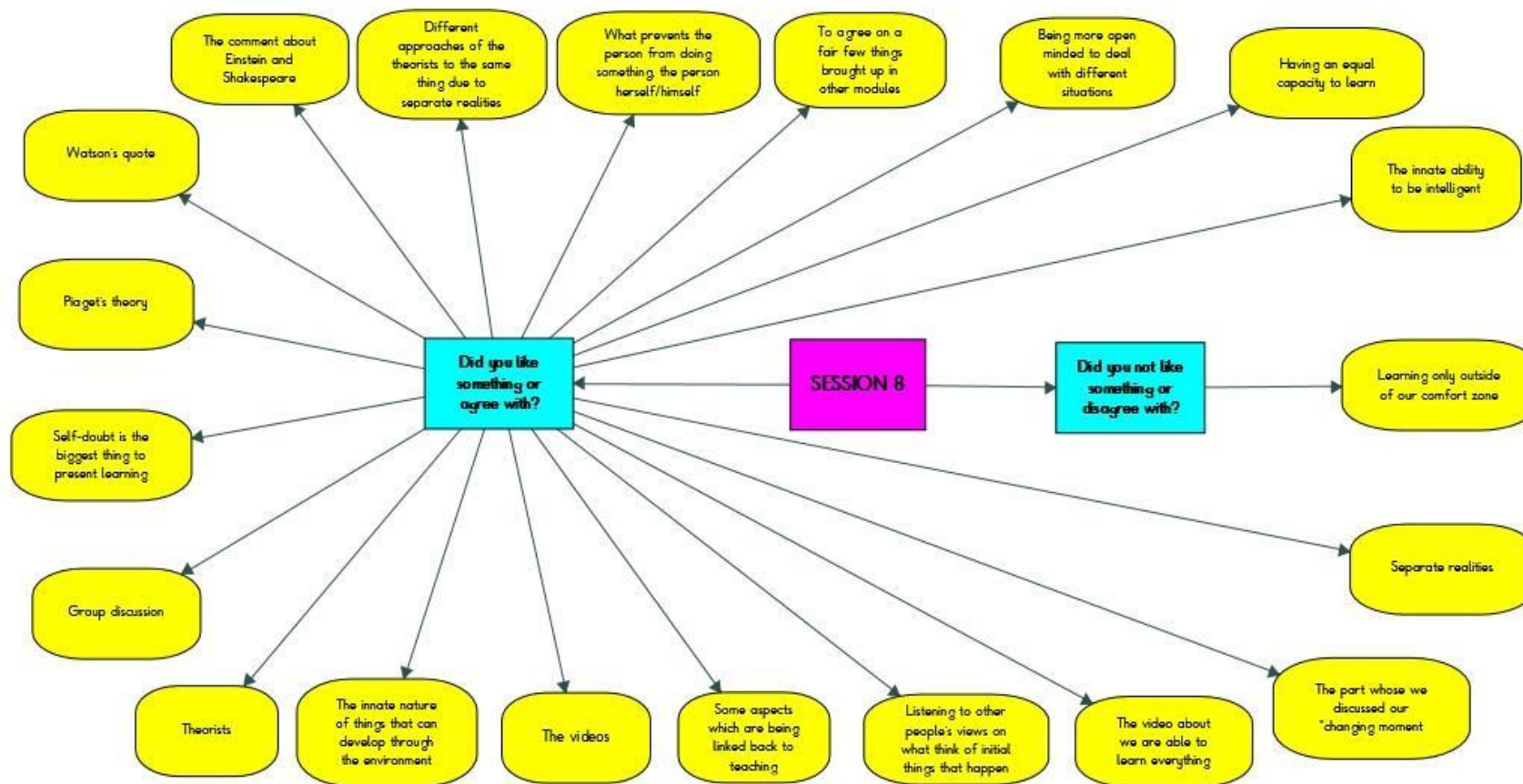
Appendix 13. Iheart Project Session 8 from Nvivo feedback forms analysis
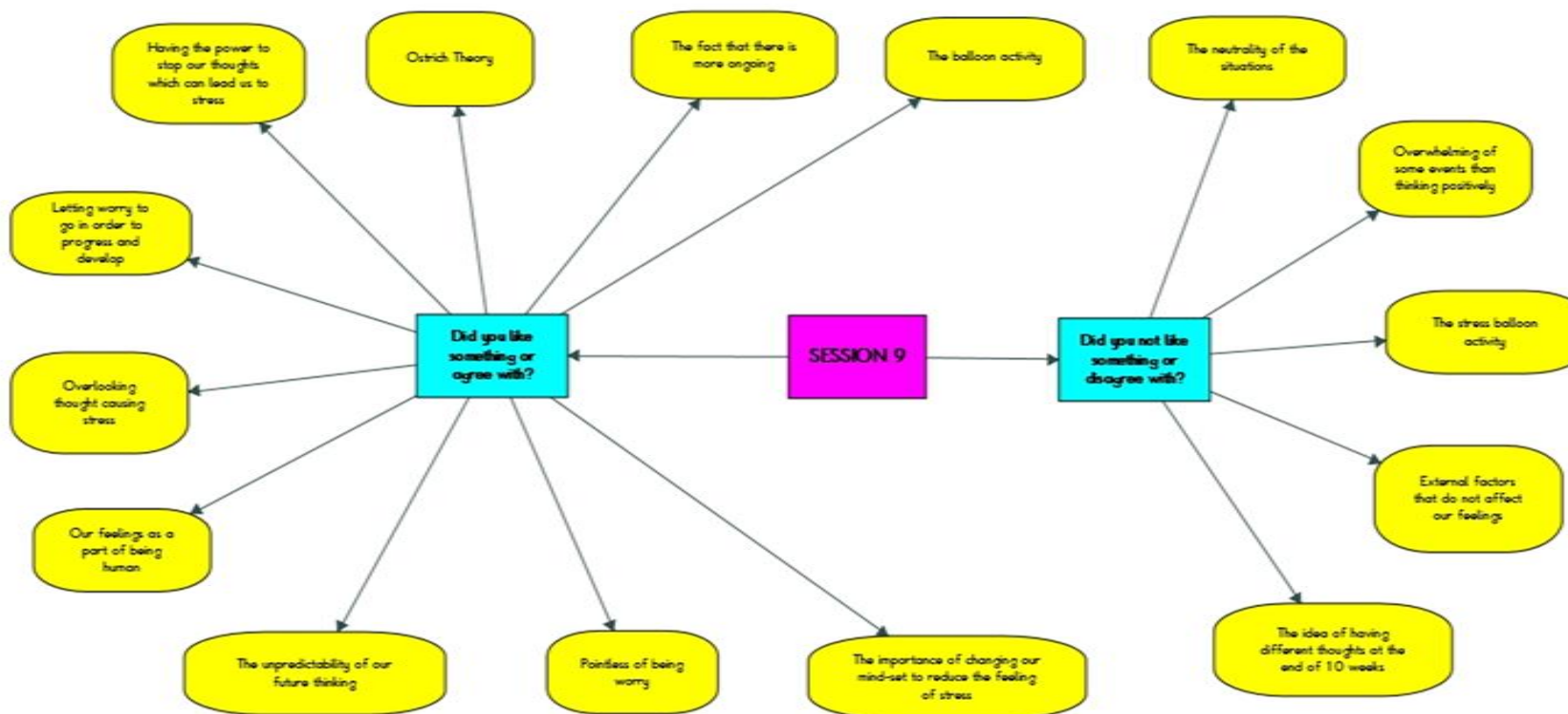
Appendix 14. Iheart Project Session 9 from NVivo feedback forms analysis
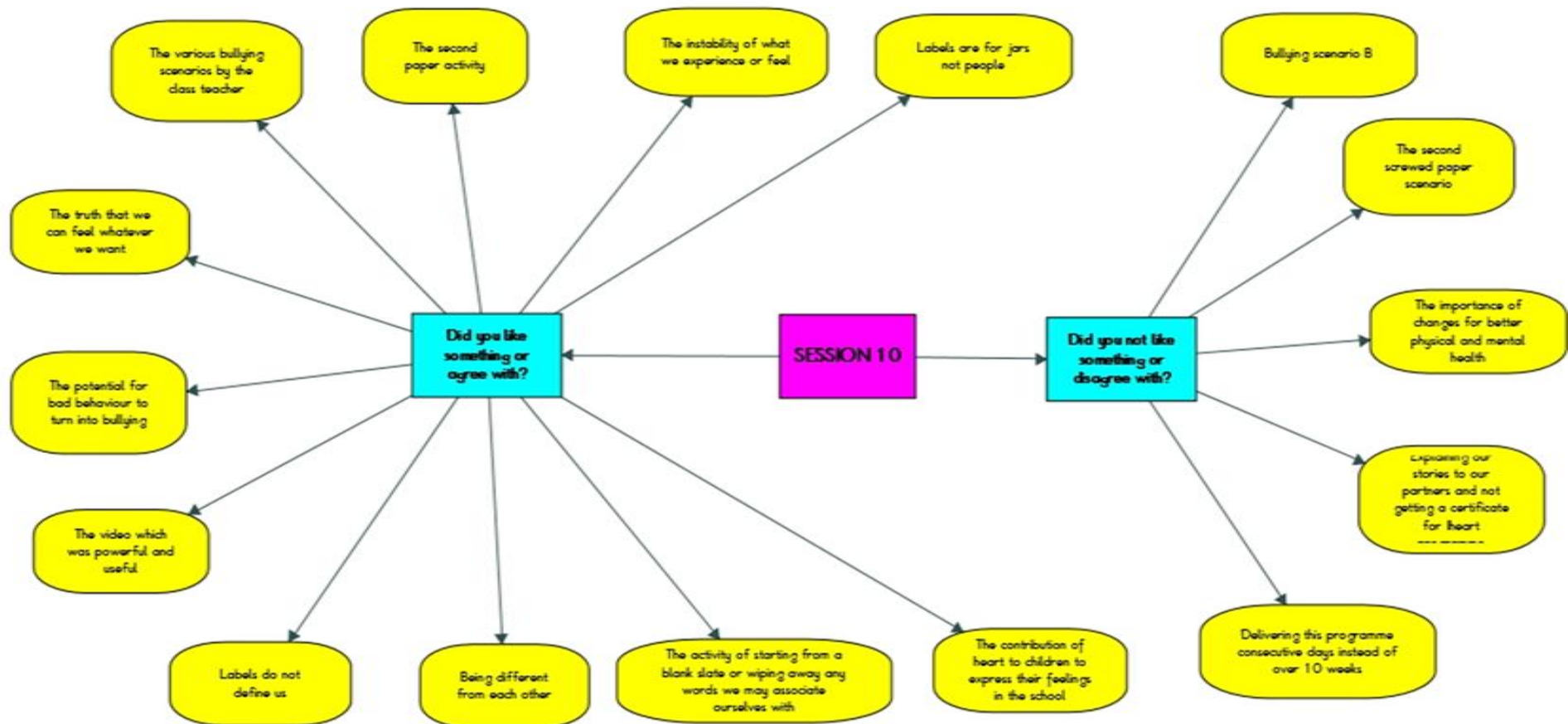
Appendix 15. heart Project Session 10 from Nvivo feedback forms analysis

Appendix 16. Data Management Plan

Project name: Reflection on the Iheart Programme by Different Stakeholders

Lead organisation: University of Plymouth

Primary Researcher: Gulsah Selin Tumkaya (Ph.D student, 0520 - MPhil/Ph.D Education)

Director of Study: Associate Prof Dr. Jan Georgeson

Second Supervisor: Dr. James Tarling

Data Collection

The research objectives and the research methodology require the creation of new qualitative and quantitative data to provide a rich data source and to explore issues of self-confidence and mental wellbeing regarding inclusive practices based on student teachers, the researcher and facilitator experiences in Iheart Programme.

Qualitative Data Interviews

Data has been collected by semi-structured online Zoom interviews with 6 student teachers (those with 3 Special Educational Needs specialists, and others with KS1 and KS2 Primary Education specialists). I also had an interview with the Iheart programme coordinator Mrs. Liz Taplin, and Mrs. Terry Rubenstein who is a founder of Iheart. Each participant assigned consent forms and a unique identifying number. Interview data has been generated in audio format from interviews with student teachers. During transcription, the data has been anonymised, removing any attributable information, and then processed and analysed using NVivo9. It might be important to that data will be held securely on the University of Plymouth's One Drive for the ten years, in keeping with the university's policy. Access to data will be limited to the minimum number of individuals necessary for quality control, audit, and analysis. Personal data will be regarded as strictly confidential, unless student teachers' protections concerns are raised, at which point appropriate guidance will be followed.

Observation Data

In this research, I have observed classrooms which were consisting of 100 Y1 student teachers during 10-week Iheart programme sessions. Afterward, I also took part in an additional 4 week- Iheart sessions with Y2 student teachers studying at the University of Plymouth arranged as an extra classroom activity to gain more insight into the Iheart programme's principles in March. This Y2 student teachers' group who are receiving specialist training in Maths, Science, and Inclusion and SEN Education consisted of 4 student teachers.

These sessions ran from the 19th of February and continued until the 18th of March over the next four Wednesdays. During the observation, sometimes I have been actively participating in some activities to interiorise the teachings of sessions. Later on, I have been taking note by using the Event Sample Classroom Observation Sheet and Narrative Description about my experiences in the class. The observation was chosen in this study as a part of my research methodology.

This is because the observation method offers the researcher the opportunity to collect first- hand live data during the social situations which are arising from a natural inclination. By doing so, instead of collecting second-hand data, researchers might see through their perspectives what was going on at that time (Cohen, Manion, and Morrison, 2007). Observing student teachers' self-confidence and mental wellbeing regarding inclusive practices by applying the Iheart Project, therefore, is one of the important data sources which might help the researcher to answer some of the research questions.

Feedback Forms

I examined the feedback forms of 100 Y1 student teachers by the group regarding 10- week Iheart Project also analysed feedback forms which I collected from four Y2 student teachers in an additional 4 week- Iheart sessions I participated in. In this regard, student teachers anonymously stated their views on the session of each week in their feedback forms. There were 4 main questions in the feedback forms. These are as follows:

In this regard, student teachers anonymously stated their views on the session of each week in their feedback forms. There were 4 main questions in the feedback forms. These are as follows:

- Did you like something or agree with it?

- Did you not like something or disagree with it?

- Did you learn something new or have an insight?

- Do you have a question?

Researcher Diaries

From the methodological perspective, diaries are advantageous data collection tools as they are written at the time of the events or close to the time period. It also contributes to the researcher's collection of more reliable and accurate data by preventing memory errors (Alaszewski, 2006). In this regard, I kept diaries during the 10-week Iheart Project. While I was keeping diaries, I was reflecting on my own feelings and thoughts for each session of the Iheart programme. I was trying to represent the Iheart programme doctrines by asking myself some questions in my diaries through a special education teacher perspective.

Quantitative Data

Teacher Competence for Inclusive Practice (TEIP) and Warwick–Edinburgh Mental Wellbeing (WEMWBS) questionnaires were conducted with 14 student teachers who were experts in Inclusion and Special Education Needs. Consent forms were assigned to each participant and a unique identification number and personal data will be considered strictly confidential. Data cleaning, processing, and analysis were performed in widely adopted statistical software packages (eg SPSS .sav file format). The last cleared data consisted of a single SPSS file containing the data for all valid responses. The researcher was responsible for seeking ethical approval and complying with data protection regulations. This includes securing datasets containing personally identifiable information to protect against privacy breaches. To do this, the researcher had security measures in place, including file encryption, password protection, and access restrictions. Access to databases was password protected and limited to research supervisors as needed.

Data quality, formats, standards documentation

Audio files were stored in MP3 or WAV format. "Microsoft Word 365" was used for text-based documents and ".sav" was used for SPSS files. These file formats were chosen because they were accepted standards and were widely used. At the end of the project, Word documents converted to both plain text and PDF, and long-term preservation of data from statistical analysis packages such as Stata will be handled by the European Social Sciences Council Data Archives (https://www.cessda.eu/Training/Training-Resources/Library/ Data-Management-Expert-Guide). I was committed to providing high-quality data and research excellence. Transcriptions of audio files were checked and anonymised to ensure the integrity and quality of research data and increase the potential for data sharing. Formatting data and providing metadata complied with UKDA standards and guidelines. This also included clear data disclosure, description, contextual information, and documentation, e.g., a

unique identifier for each transcript, a uniform and consistent layout throughout data collection, and a cover page containing interview details such as the date and interviewee details.

Planned quality assurance and back-up procedures (security/storage) Quality assurance

The Ph.D supervisory team for this research was qualified to assure the processes prior to opening the study. Then, members of the supervisory team who were independent of the interviews were asked to review the quality of procedures such as the interview process, and methods of transcription, and then review data collection and storage practices.

Data Storage

Data was stored in the researcher's drive personalised Google Drive and Microsoft Drive provided by the University of Plymouth. The account was used to analyse and store data and was governed by the only researcher. The study data was backed up regularly. In the event of a disaster (computer crash, fire), backed-up files in the drive were available for use. Besides, recovery of the user profile was possible through a restore feature. Access to drives and folders had a password and was limited to the researcher and staff dealing with technical support when necessary.

Data Sharing and Reuse of Data

All Data sets including the interview transcripts and quantitative responses were shared initially with supervisors, using One-drive for the purposes of this study. Once it became necessary, the primary researcher made data sharing, within legal and ethical constraints, a part of the project. To identify any issues at the earliest possible stage, ethical approval was sought from the Faculty of Education Research Ethics and Integrity Committee at the University of Plymouth (reporting to the University of Plymouth

Research Ethics and Integrity Committee). Data were archived at the University of Plymouth. Hereinbefore, all participants were anonymised in all transcriptions. All participants had unique identifiers assigned to them. Only this identifier appeared in the datasets. Data was made available for reuse by external researchers upon request, providing consent has been granted. All anonymous data was made available. Requests were made directly to the University of Plymouth Open Research team via a web form or by emailing openresearch@plymouth.ac.uk.

Copyright and intellectual property ownership of the data

The intellectual property of the data generated was remain with the University of Plymouth. The University policy, however, regarding the management of research data required all data arising from research projects to be made openly available where possible.

Ethics and Legal Compliance Informed Consent

All participants have been given the study participant information sheet and approached by the researcher for informed consent about whether they would like to participate in the interview and questionnaires or not. Full written informed consent has been provided by signing, dating, and initialing the consent form (paper or electronic), which has been witnessed by the researcher who has documented and delegated responsibility so to do. The original signed consent forms were retained electronically on OneDrive at the University of Plymouth.

Anonymisation

To preserve anonymity, participants were known by a unique study identification code (e.g. Donna, Carmen, etc.). Only after obtaining the necessary ethical permissions from them, the original names of Iheart programme coordinator Mrs. Liz Taplin and Iheart programme founder Mrs. Terry Rubenstein were clearly mentioned in the study.

Legal Compliance

Participants will be informed in the unlikely event that any disclose any safeguarding issues about themselves.

Responsibilities

The Primary researcher will have overall responsibility for implementing the data management plan. The Faculty IT team will be responsible for ensuring that electronic file permissions have been correctly assigned and for advising on other aspects of data storage and security.

Appendix 17. Researcher Diaries

Iheart Programme Session 1: Diary 1

24.10.2019/Thursday

It was the first day of the Iheart Programme. I was quite excited to take part in the first session and observe the classes. Even though I was wondering about all groups of student teachers' reactions towards the Iheart Programme's first session, particularly I was more curious about university student teachers who specialise in Special Educational Needs. Since my research is about student teachers' self-confidence and mental wellbeing regarding inclusive practices, their points of view were significant for me. While I was feeling excited, the Iheart programme had already started around 11 am with Group 2 by Mrs. Liz Taplin who is the university lecturer.

In the beginning, Mrs. Taplin and I introduced ourselves to the students. I announced to student teachers who am I and what I am going to do in the class. Secondly, Liz had a discussion on classroom rules with student teachers and they shared some ideas about it. After they all agreed on class rules, I implemented two questionnaires to measure student teachers' self-efficacy perception and their mental wellbeing towards inclusive practices. Subsequently, before starting to programme student teachers were exercising with sit-down and stand-up activities. In this regard, they sat down, if they listened to music this morning. Student teachers enjoyed playing this game since it helped them to get ready for the first session of Iheart. Now, it was time for starting. I do not know why I was full of life while watching the first video clip about what is Iheart, resilience, and wellbeing. I think that is because the video led me to go back to my childhood. Somewhat later, I started to think about what resilience means to me. What does wellbeing actually mean? Why do I sometimes feel stressed and anxious, if we all were born with happiness? What happened then? Have we lost our ability to be happy? Afterwards, I vaguely remembered my happiest childhood memories. Suddenly, one

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particular memory popped into my mind. I was around 6 years old. It was a spring day. While playing with my best friend outside, my favourite toy was broken. Although I, therefore, was quite unhappy, all of a sudden, I caught a glimpse of colourful stones which are standing in my eyes. Opportunities do not just come out of the clear blue sky. They must be noticed before we are able to access them. I immediately headed towards the stones and started collecting them. Sometime later for no particular reason, I found myself playing with those colourful stones. Then, my best friend accompanied me to play a game together. Why do I feel a glow of peacefulness in spite of the fact that my favourite toy was broken? This scene led me to get a lot of inquiries about happiness.

Could happiness be learnt or is it an innate wellbeing? In fact, if I needed the stuff to be happy, I would still be feeling down when my toy was broken. This means every baby might be born with innate wellbeing traits. When I was lost in my childhood memories, Liz asked student teachers what innate health and resilience mean to them after watching a video clip about them. Quite similar definitions were made by the students for these concepts. Afterwards, Liz summarised the context of the video. She emphasised holistic health which means the connection of mind, body, and spirit. Subsequently, we watched another video clip about how the Iheart programme helped young students in the school environment. Each of the students had different backgrounds in school and cultural and economic aspects. They said that the Iheart programme had a very positive impact on their mental wellbeing, and they felt less stress in the school environment after taking a part in this programme. After watching this video clip, I started to think that the Iheart programme can make a great contribution to teachers working with SEN. This is because it can be particularly useful for the holistic wellbeing of teachers working with SEN who have low self-efficacy perception. Following this, before the end of Session 1, Mrs. Taplin asked student teachers what they would like to learn about more for the following sessions such as depression, anger, bullying etc. They circled four plots that they are willing to learn about more and filled in a feedback form regarding what is in their minds for the first session.

Iheart Programme Session 2: Diary 2.

31.10.2019/ Thursday

At the beginning of Session 2, Mrs. Liz Taplin announced what student teachers would like to learn about more for the following sessions. Student teachers with SEN specialised indicated they are disposed to gain more knowledge in anxiety, motivation, self-confidence, insecurity, and stress themes. Just after that, we watched a video in regard to intelligence systems. This system is pre-existing, reliable, self-sufficient, and has been built by logic. Mrs. Taplin pointed out that we all have this system, and we are more intelligent than we thought. In this case, it is important to note that intelligence is not only about our grades, but it is also about our thinking way. After Mrs. Taplin's speech on our invisible intelligence system, I started to think about if I see myself as an intelligent person or not. I was also chewing on my internship experiences in the school environment. Sometimes, I was not feeling I am clever enough, particularly while working with students causing aggressive behaviour. At this point, it may be useful to try to understand the root cause for the occurrence of this issue and why I do not feel smart enough to approach this issue with the Freudian method. I suppose the fundamental reason was my fears. I mean, I was afraid that there would be an aggressive student in my class. This is because I did not get enough training on how to deal with aggressive behaviours.

The lack of training was playing a significant role in my self-efficacy perception. On the other hand, if I were aware of the intelligence system I had, I would have looked at things differently. Since the system is innate, we are all born with it, it is happening automatically, and we are not able to change it. It is like taking oxygen and breathing down carbon dioxide. This universal system is not going to change. It has been built by logic. Subsequently, Mrs. Taplin made the students do some activities to better understand the intelligence system we have. In the first activity, Mrs. Taplin requested one volunteer student to jump over a chair and then asked students what might happen if he jumped over a chair. Some students in the class assumed that he would touch the floor.

After this concrete example, students tried to comprehend that something is certain and universal. We all know what will happen in some exact circumstances such as gravity. There is no surprise! Because gravity was always there. Newton just discovered and started to understand its laws of its. From this viewpoint, I noticed that as human beings we all have insights to figure out some problems. In the second activity, Mrs. Liz Taplin picked one volunteer to ask some questions: 'Do you know Maths, Physics, and Gravity very well?' Her answer was 'No'. Then, they started to play with a ball. They threw the ball at each other and tried to catch it up. Mrs. Taplin asked, "How do you catch the ball?" How do you calculate gravity by using Math and Physics then?" She emphasised that our psychological system is amazing. It works on repeat all the time. It is not academic intelligence. It is an innate intelligence. Every moment we are alive, the power of thought invisibly creates an experience of life for us. We feel this experience. It is our reality. The mind automatically and sensibly makes this calculation. It is a part of the intelligence system.

Nobody told us how to do it. After this activity, I put my thinking cap on our psychological intelligence system. I noticed that we are all unique human beings with various abilities, needs, life experiences, objectives, and so on. Because of the fact that our psychological intelligence system is quite amazing. I need to look into my inner world which is my best guide to finding the answers to important questions. It is like the universe places all of these answers within my inner world. I, therefore, should try to sit back and relax instead of exhausting myself by searching for answers to the outside world. In the third activity, I played play dough with Group 3. Student teachers were asked for making something with play dough in a minute by Mrs. Taplin. I made cookies and the world respectively. Afterward, we had a discussion on what we made via play dough with other students. Everyone explained what they made. While playing with play dough, somehow, I was feeling so happy. Because playdoh reminded me of the happiest times in my childhood. I was not very pleasant before going to the university that day since I was thinking of an unpleasant event that happened to me at that moment. Then, suddenly I realised that even though we all are affected by external circumstances such as friends, families, and exams. True happiness can come from within if we think that we are all born with innate happiness. This is because while playing with playdoh, I was not thinking anything about my unpleasant event. Even, after making some shapes with

playdoh, I was laughing myself as I just started to think it was not even worth it to be sad. For some reason, my inside was covered with unspeakable bliss. I began to think that everything could only exist if I think. Same as in this case, as an SEN teacher there were lots of inconsequential concerns in my head. Probably, the main reason for this issue was the systematic errors in thinking that I had while working with students who have SEN.

This cognitive bias affected the decisions and judgments which I made, and most of them were related to my adverse memories. I vaguely remember, one day in school the class teacher asked me to take some students with SEN downstairs via lift. Afterward, that unfortunate incident that I did not even want to remember happened. A student with SEN bumped his head in the lift by the other student with disruptive behaviour. Everything just happened in the blink of an eye. I felt so guilty that I could not do anything. I went to the class teacher to come up with an explanation, whereupon this unfortunate event happened. Meanwhile, the school cleaner next to me in the lift made an accusation against me. She claimed that I was guilty of not being able to intervene in this situation. Fortunately, the class teacher took responsibility for the event since I brought the children downstairs with his directive. Every time I thought about this, I realised that the idea of staying in the lift alone with school students worried me due to the systematic thought errors I have. In other words, whenever I am in the lift with children who have SEN, I always feel like something bad is going to happen. I was feeling insecure because of my negative thoughts just as Mr. Banks felt insecure back in the old days. However, after a short conversation, the therapist shed light on Sydney's feelings of insecurity. He expressed this insight with these words:

'There is no such thing as insecurity, it is only thought. All my insecurity was only my own thoughts. It was like a bomb going off in my head. It was so enlightening. It was unbelievable. And after that, there was such beauty coming into my life'.

Just like Sydney Banks says we all swim in the pool controlled by our thoughts and these thoughts. Just like Sydney Banks says we all swim in the pool controlled by our thoughts and these thoughts. Therefore, our thoughts create our own reality by affecting our feelings and experiences. When I experienced this enlightenment as a special education teacher and a researcher, I felt peace. Of course, it was not easy to destroy the old stereotypical schemas that haunted my mind and construct a new teaching in its place. I needed time for this. But once I had this enlightenment, I began to think about how this teaching could contribute to my life.

Iheart Programme Session 3 Diary 3

07.11.2019/ Thursday

Today's topic was our wellbeing. This session was quite intensive and let student teachers think deeply about where exactly our wellbeing is coming from. We all have some ideas about how the mind works and where exactly wellbeing comes from. After getting involved in Iheart programme, from my point of view, our wellbeing resides within. In other words, we all could be happy, if we were not popular or we did not have any good exam results, or possessions such as chocolate, toys, etc. Despite the fact that most children grew up with Teddy bears, we do not need them to be happy as happiness is our inside.

However, it does not mean that having a Grade A is a bad thing. It is still good due to the fact that it can help us to be employed, earn money, and have a good career in the future. On the other hand, it is important to note that our happiness is not based on having something since we are all born with happiness. Throughout this period in the class, in fact, I was perpetually bombarding myself with questions. That was the first question I asked myself: 'Did I have any insight from this section as an SEN teacher?' I

was always thinking if I could not be a very successful teacher in terms of managing the class, supporting children with SEN, and finding out new methods to help students, perhaps I would never be happy. This is because, in that case, I would have judged my teaching ability.I was also afraid that some of my colleagues marginalised me as I was not a good teacher. Yet, at the present time, I notice that being happy is not about some abilities we have or how intelligent we are to solve problems. It is also about understanding our psychological system to find out resilience, wisdom, peace of mind, love, and wellbeing. We have made an activity called 'Snow globe' so that we can better understand this wonderful psychological system that we have. I also took part in this activity. In that case, I put a little Iheart man in a snow globe that consists of some words such as love, gratitude, and innate. And then, I filled the snow globe to see what will happen. The man inside the snow globe was full of different thoughts. After this activity, I realised that I was quite overloaded with different kinds of negative thoughts while working with students with SEN. When I was doing an internship in Türkiye, I was always thinking so complicated to figure out how to manage some students' disruptive behaviours during teaching. I was not able to see some simple standing in front of me since my way of thinking was so complex.

Yet, if I knew that my mind was filling up with lots of unnecessary thoughts, I could understand why my emotions were not positive, and why I could not even find basic solutions to figure out these students' disruptive behaviours. In other words, if I realised all feelings and experiences come from thought in a moment, then probably I would be more open-minded to try and see how something works and how it does not work. Otherwise, I will continue to be influenced by my negative feelings and experiences over the past years. Following that, Mrs. Taplin gave us a piece of paper to write down what is our grow-up teddy bear. In other words, she asked what makes us happy and feel secure such as eating chocolate and drinking coffee. I wrote on paper that hanging out with my friends makes me happy. This is because I was thinking as a human being, I need some good friends to feel belonging to some community or group of people. Otherwise, if I live alone without a friend, this may cause me to be ostracised from society, and as a result, I may feel depressed. In this context, I remembered the difficult question that one of the students had asked Mrs. Taplin before: 'Can we live without friends, without socialising as a social animal?' If we had no friends if we did not

belong to any community, can we keep our resilience and wellbeing with us?' It was a really difficult question to answer. I think the answer might be for this question is a little bit about where we look for happiness. If we seek happiness in external sources such as our family and friends, we can be happy only as long as we are loved by the people around us. At this point, however, we find the source of our own happiness according to the value and love that others give us. On the other hand, I knew some people who were quite cheerful despite being lonely. So, I had to dig deeper to find the source of happiness. So much so that it is time to erase my childhood memories from mothballs. I remember when I was a kid, I had a nice blanket covered with bears.

 I thought I would not be able to go anywhere without it because it was so important to me. I would be upset if someone took my blanket away from me. It was because I did not care much for it. As I matured though, I was aware more and more that I had many good memories in my life without my childhood blanket. This helped me get an idea of wellbeing. Basically, I realised that I do not need any existence or someone to make me happy. This is because it is already innately good with me. As this insight came to my mind, I began to increase my awareness of the Three Principles, Mind, Thought, and Consciousness that Mr. In the 1970s, Mr. Banks discovered that the seeds of all our emotions stem from our thoughts, which can change from moment to moment. Without exception, when a thought changes, the emotion changes accordingly. In a way, humans can be seen as 'experience-creating machines'. Our thoughts work like projectors to create the mental images we have. Consciousness then helps us bring these images to life, turning them into full-blown experiences. Mind, another link in the chain of the Three Principles, plays an important role in our emotions and experiences and represents the essence of intelligence behind life. The Three Principles, therefore, shed light on human nature by reminding us that we are not passive spectators of our own lives but instead have active roles as actors in our life scenes.

Iheart Programme Session 4: Diary 4

14.11.2019/Thursday

Today's topic was about where our feelings come from and why it matters. In this regard, we started the day with the 'Emoji Balls Activity'. I attended this activity. We had three emoji balls with different colours including red, green, and yellow. Everyone threw the balls at each other by saying how we have been feeling the last 24 hours. Then, Mrs. Taplin gave different numbers to everyone in the class to create various groups. Each group wrote down some factors which can affect our emotions (anger, stress, scared, and happiness) on a large piece of paper respectively. In other words, we jotted down our ideas about why people might experience that particular feeling for example, exams, friends, family, making some silly mistakes… Each group consisted of three individuals. The feeling that came to us was anger at first. Accordingly, we noted some considerations which could make us angry such as careless people, slow walkers, and negative feedback. Then, we wrote down some factors one by one which make us stressed such as pressure, high expectations, family and friends as well as other elements making us scared like nightmares and fears besides the reasons creating happiness for example, blanket, coffee, and small animals.

 Later, I found myself asking where all these feelings came from unexpectedly. The answer was simple. Our all emotions were coming from the same place. It was thought. Thought was a powerful weapon apparently. Well then, why does my mind sometimes fill with thinking as much as the glitter in a snow globe? Why do we react differently even if we all had the same experience? If our way of thinking plays an important role in this case, then was the secret of happiness hidden in positive thinking? No, it differs from positive thinking. We do not need to do anything. We do not need to fix anything. This is because our wellbeing is innate and never goes away. It is always there. So, it cannot be broken. After this emoji balls activity, Mrs. Taplin told the story about childbed fever in 1847. She explained as recently as 200 years ago a large number of healthy women would die soon after giving birth for no apparent reason. This was very common with no known cure and was called childbed fever. People were trying to assume the reasons for childbed fever. Most people were thinking and going along with some false beliefs about curdled milk, draughts, and

anxiety. Doctors did not know that they were carrying the cause of childbed fever on their hands and instruments since they did not know how it works and how it does not work until a Hungarian physician named Ignaz Semmelweis uncovered the existence of germs. As is clearly seen in the story, sometimes false beliefs prevent us from understanding the real causes of events. So, what are my false beliefs about myself as an SEN teacher? I was thinking if I did not have enough experience with students with multiple learning difficulties, I could not capture these students' attention towards the lesson. However, now I realised that I am not a victim just because I do not have any experience with students with multiple learning difficulties. In fact, I do not have to have any experience to try to find out solutions in terms of drawing these students' attention during teaching.

This is because these false beliefs just originate from my thoughts. My thought makes me feel I am not sufficient to find out alternative ways to overcome difficult situations. On the other hand, when I discovered I do not feel confident as I am not able to see some basic solutions due to the fear barrier created by my thought, I felt a glow of satisfaction. If I knew it before, I could let my thought barriers go away from my mind to be able to pursue simple solutions. Though I did not even realise that I was creating a thought barrier for myself, I never thought to ask myself this question: 'Do I really gain an insight that I have control of my life to change or overcome some situations as an SEN teacher?' The reality is that I tend to think that I do not have control of my life as an SEN teacher. This is because I was not feeling as powerful as actually I am. For this reason, I showed a tendency to blame someone or some external circumstances since I was thinking these factors affect my wellbeing and resilience. On the other hand, after a while, I gained insight. I had an enlightenment that I can become more knowledgeable about being an SEN teacher. I also learned that I could fight for something which I believe in rather than keep away from being a problem-maker for someone who has more power than me. This is because before that I used to feel that I was a victim of my feelings. Sometimes I was feeling really down, particularly when I could not achieve my goals in the classroom environment. My self-confidence level, therefore, showed a tendency to decrease. I did not believe in myself being able to stand up and keep going. My thoughts were playing with my emotions like a cat skein.

After Mrs. Taplin told the story about childbed fever, we watched a video regarding someone in the prison. The man in this video mentioned how his life changed in a positive way when he took part in the Iheart Programme. After all sessions, he became aware of the power of thought. At first, he did not realise that he has a choice to change since he was thinking he was born like that. Nevertheless, after a while, he changed his thinking way and change just happened. He did not have to learn or remember anything because wellbeing was already inside of him. He just could not see or remember.

Iheart Programme Session 5 Diary 5:

21.11.2019/ Thursday

Today's session was about exploring the inseparable connection between thought and feeling. In that case, we started the session by watching an animation about the connection between thought and feeling. The video clip emphasised that if we thought that our feelings are coming from external circumstances, then we might feel vulnerable, scared, and hopeless. It creates a victim mentality. To put it another way, the person with a victim mentality avoids taking responsibility for his or her own life. Victim mentality depends on clear thought processes and attribution. So, where did our thoughts arise from? Someone in the class was arguing that our thoughts are coming from our experiences. In other words, if we were the victim of misfortune, our own mistakes, or wrongdoing by others, then our experiences may be effective on our thoughts and who we are today. In fact, from my point of view thoughts are not only the reality that one's experiences, but they also illuminate what is reality. Everyone creates their own realities by reconstitution of their perceptions of reality depending on what they have stored in their memories. To exemplify, our feelings,

values, beliefs, and knowledge help us to build up our own realities. We tend to think that everyone can see things as we do, but this is not the truth. As a matter of fact, everyone may respond to stimulation differently.

This is because while thoughts are internal expressions of the response, external expressions are actions that reflect the thought. Moreover, there is an inseparable connection between thought and feelings. They dance together. Moods, attitudes, realities, and experiences all are coming from thoughts at the moment. As we think, we feel, and feeling is the most natural thing as human beings. Afterward, we did a tea bag activity. Mrs. Taplin requested two volunteers. We have got four cups with half water, and four tea bags including two different flavours. We dipped the tea bags into the clear water. Two were immersed for longer and the other two for a few seconds. The water takes on the colour/ flavour of the tea bag. In the same way, thinking (tea bag) falls into the power of thought (water) and creates feeling (colour). As can be clearly seen in this activity, we feel our thinking and there are many flavours of thought. Another practice I attended was called 'the Emoji Cards'. In this sense, Mrs. Taplin gave us emoji cards with different emotions such as anger, happiness, excitement, boredom, fear, stress, peace, and embarrassment. I have noticed that we all have different feelings about various situations. To give an example, someone may be afraid of a spider, while another may love it and be happy to see it. On the contrary, since our thoughts change from moment to moment, our feelings can also change according to our invisible and changeable thoughts. So how does knowing that our feelings originate from our thoughts contribute to us? At this point, someone in the class was claiming that when we realise our fears are coming from our thoughts, we will still be terrified. This is because our experiences generate our feelings.

The critical question I had to ask myself to understand where my feelings come from was: 'Have I ever changed my mind?' I had to go back in time to answer this question and refresh my memories. I do remember, the first time I did not think I will like my friend who is my bestie right now. She did not change. I also did not change. There was only one thing altered. It was thought. Further to

that, I have changed my mind as an SEN teacher. Firstly, I was afraid of communicating with parents of children with SEN. This is because I was thinking I am not able to argue with them if they do not believe in their children's capacity to make progress. Later, I realised that my fears were being nourished by my thoughts for a moment. The reason was that I did not feel self-confident at that time due to my concerns and I let my thoughts impact my feelings in a negative way. Afterward, I tried to change my mind to cope with this situation. Accordingly, I have seen I can easily communicate with my parents. In other words, I was afraid without any reason apart from anxiety about the future. Nevertheless, I should have noticed that I have a superpower of thought. No one or nothing can affect my feelings. It is only I who has control of my feelings. In other respects, just as I tried to answer this question myself, a girl in the class made the argument. She put forth an explanation of different feelings regarding different items. To give a concrete example, after Mrs. Taplin said imagine that someone is afraid of spiders. If it could be about spiders, everyone should have felt the same feeling regarding spiders. Since it is about our thought, we have different feelings. After Mrs. Taplin's discourse, the girl in the class claimed that some people fear spiders, whereas someone might like them as it is our response to different scenarios. Nonetheless, it is still about the items. Suddenly, I fell into a brown study. Somewhat later, Mr. Banks's quote enlightened me.

He states that "If the only thing people learned was not to be afraid of their experience that alone would change the world". I think the thing we were afraid of was not the object itself, we feared our previous experiences with the object. Just like Michael Neill said, *'We are not afraid of what we are afraid of; we are afraid of what we think'.* After doing this challenging emoji cards activity, I watched a video about a girl and her shadow. In this video, the girl represents thought, and the shadow symbolises feeling. The point of this video clip was that owing to the fact that all feelings are perfectly normal, we do not need to be scared of our feelings. Following this, we have seen another video about Mara Gleason who is the co-founder of NYC-and London-based Company one Thought. Mara Gleason talked about the connection between thought and feeling. She claimed that *'My superpower is my mind, and it is all mine. No one but me can tell me how I feel. My mind is mine, not anyone else's. It was a relief when I realised*

that I was a free thinker. I have the option to enjoy and avoid stress. I cannot blame anyone else, and they cannot make me angry. No one else makes me feel any better. This is because these feelings come from outside. It is completely inside of me. If you think this person is making you angry, the only thing is to be angry with someone'. After Mara Gleason's talk on the link between thought and emotion, I tried to relate this link to the educational environment with my identity as a researcher. So, I produced a scenario in my head:

'I have a student in class named Jonny. He has destructive behaviours. He is a very naughty boy and does not engage. He's a little distracted and that worries me. I am always worried that he will annoy other children, run out of class, be rude to someone, or throw things away. I am not good enough to deal with it. I am also worried that my colleagues will think badly of me. I am, therefore, regretting that I wish he did not come to the lesson tomorrow'...

If I was faced with such a situation in the classroom as a SEN teacher, how would I increase my self-confidence and provide classroom management? Moreover, would I strive to be part of a problem or a solution?

If I had faced such a situation as a SEN teacher in an inclusion environment, I would have tried to look at things from a different perspective at first. In other words, I would try to accept that some of the negative emotions I was in did not come from Johnny, but rather about me. The reason is that only then could I begin to think logically. Of course, Johnny's behaviour problems will not go away in this case. Therefore, to solve the problem, I need to start taking control of my life and focus on my tasks to learn what I can do as an SEN teacher. There are many ways to do this; for example, by applying for a behavioural school policy, and getting support from colleagues and family. Likewise, just like I did, if student teachers can look at things this way and realise that their minds are free, they may not have allowed anyone or anything but themselves to take away their wellbeing and resilience unless we want them t

28.11.2019/Thursday

We started the day by watching Thomas Saggese's video clip. Thomas was a young boy who suffered from post-traumatic stress disorder after hearing a gunshot at school. After this traumatic event happened, he started to think about what is going to happen in the future. Therefore, he did not want to go to school anymore. He was having a panic attack. He was making a story in his head. When he realised, he is fine in the present time, he understood where this feeling come from. He noticed that there is nothing wrong with the present, but it did not mean anything that made him upset. He was just trying to avoid living in the past. After watching the video, we did a few experiments to see whether we can control our thoughts or not. In this sense, Mrs. Taplin requested to close our eyes and try to stop thinking just for ten seconds first. Then she asked some questions. These were respectively below.

- Do you know what are you going to think next?

- Do you know what will you be thinking about after 15 seconds?

- How many thoughts were you in your mind when you got up?

(For example, what shall I have for breakfast, or should I dress up today?)

- Can you have any experience without thought?

After asking these questions myself, I gained an insight into thought. I realised though is unlimited and invisible. From my point of view, what we think is not constant. Thought creates our reality and we cannot have any experience without thought. After that, we

did a building ***Jenga Tower Activity*** to understand what happens when we overlook thoughts and what causes us stress. In this context, Mrs. Taplin gave a piece of paper and Jenga to the students. A student wrote down what makes them angry on the paper. Each group tried to build the highest tower on paper. She gave them about 90 seconds to build it. If it collapsed, they were able to build it up again. Then, they pulled out the paper. Their thinking collapsed when they realised where this feeling come from. A piece of paper represents the power of thoughts and Jenga symbolises our thinking about the scenario which we have on the paper. So, what happens when we take thought away? When we are out of the power of thought, personal thinking collapses. It allows common sense to emerge. On the heels of this activity, we watched a video clip about the ten amazing illusions. The video shows how many tricks the brain plays. Thought is formless and invisible.

Sometimes when we look at the issue, we think outside of the logic, whereas sometimes the inside of the logic. If we think inside of logic, we feel more peaceful and calmer. On the other hand, I got a swarm question in my mind. Supposing that some negative thoughts come from outside the logic, do they might be helpful to protect myself in dangerous and emergency situations? If so, should I keep thinking inside of the logic? I think yes, I still ought to think inside of the logic this is because otherwise, I can show excessive emotional reactions to events due to excess anxiety. For instance, if I think that there may be a shark in the sea, perhaps my inside logic will tell me that I must be careful, but that will not stop me from swimming. It will only avoid me to lay off the coast. On the contrary, if I think outside of logic, probably I will not even get into the sea because of excessive stress. In other words, this situation will prevent me from a rational approach to events. Subsequently, we have seen another video clip about the power of thought. The video points out that the power of thought is the capacity to think. Thoughts are changing from moment to moment. It generates our experiences. Thought is invisible. Sometimes we experience anxious reality, while sometimes we experience joyful reality. This is because thought creates our reality and then says I did not do it. Life always happens through us, not to us. After watching this video, I wanted to take my own personal journey as an SEN teacher by asking myself some challenging questions. The first question was 'Do I know what will happen in five minutes while working with SEN?' Since the future is never predictable, I

realised that I do not know what is going to happen in the future. It is always possible for a student in the class bangs his head against the wall in the blink of an eye. Hence, if I think inside the logic, I might tend to think yes, everything can happen but since I know what I am going to do, I do not need to overlook my negative thoughts.

The reason is that I already know the way how my fears about the future which it has not happened yet could be minimised. The second question was that 'Do my fears affect my thoughts as an SEN teacher?' As I want to protect myself from students' distractive behavioural, I remembered I was scared that anything happened that caused damage to me. Due to the fact that this fear captured my attention, sometimes I was not able to focus on my teaching. This is because I was always worried about the future and making assumptions about what might happen in a second. This situation was annoying me since it makes me feel so nervous, uncomfortable, insecure, and tense. The third one was 'Do I realise how many thoughts are surrounding my mind when I am working with students in the class?' When I am teaching, I noticed many thoughts either positive or negative surrounding my mind at the moment. I do know I am not able to control my thoughts but if I understand not all of my thoughts are coming from inside of the logic, I might stop overthinking and relax. Finally, I asked myself 'Am I staying in the present or generally thinking my yesterday's mistakes as an SEN teacher?' I realised as a teacher; I usually live in the past thought's ocean. Sometimes this ocean could be really big and deep to cope with it. Even sometimes I feel as if I am choking on the ocean since I do think a lot about my traumatic experiences in the previous years and these negative experiences make me to being self-critical and doubtful of my teaching abilities. I also pay heed to others' thoughts and feelings about me as I think otherwise, I cannot do empathy with others and change myself in a positive way. In other respects, it is a very thin line. If I worry too much about what others think about me, some negative thoughts can capture my feelings. Of course, the influence of other people or external circumstances on our feelings could not be denied as we all need to socialise as human beings. Yet, it does not mean that I am not responding to my feelings.

09.01.2020/ Thursday

Before starting the session, Mrs. Taplin shared some of the student teachers' ideas about the last session form. She said we should control our thinking to avoid being sad or angry. In fact, we cannot control our feelings as thought has a superpower. The only thing we can control over how we react to our feelings. Given that we are feeling frustrated, then are we going to punch someone or just sit back and let snow globe settle down? Our experiences are thoughts. This is because we all might have the same experience as watching a comedy show on TV, but our reactions can be different towards this experience. After having a discussion on the student-teacher feedback form, today's session was started by Mrs. Taplin. Today's topic was about separate realities*.* In that case, we watched an animation about separate realities. This video clip emphasises that we have innate qualities; wisdom, the superpower of thought, freedom of mind, and the capacity to be wise thinkers. I see and feel my thinking. You see and feel yours. That is why we no longer need to be victims if we understand our innate capacity. Later, we did an activity highlighting that we all see and feel our own thinking. In that case, we answered some questions such as which are the most important relationships in your lives?

What gets in the way of your having healthy relationships with these people? What do you think creates these relationships between people? What does the term **'separate realities'** mean to you? When I take student teachers' answers into consideration, I noticed that the relationships with the family, students, siblings, and friends have great importance. Additionally, most student teachers think that respect, compromise, and honesty are the key factors to create good relationships between people. On the other hand, numerous student teachers considered that conditions such as busy work schedules, conflicts, and physical and mental health can prevent us from forming healthy relationships with people. After that, we did an activity about the separate realities of football matches. Mrs. Taplin asked students to work individually, in pairs, or in groups to fill in the different thought bubbles above

the fans' heads. I also joined this activity today with Group 4. In this case, firstly we filled out the thought bubbles regarding a football match for both teams namely home and away teams. So far, the away team was looking like the winner. The score was 2 versus 1 and still 18 minutes left roughly. It meant everything could change in blinking eyes a moment. We reflected on our different points of view on the football match by filling out the thought bubbles. For instance, a person from the away team might tend to think 'Yay, we are winning, while another individual from the home team can consider 'Oh no, we do not have enough time to get the score back'. After the event had finished, I noticed that although everyone watched the same match, even the fans of the same team had different thoughts about the match. In another activity, which I attended with Group 4 regarding separate realities, we shared our ideas about four different scenario pictures namely the death penalty, the monarchy, legalise drugs, and veganism versus meat eating.

Our groups had a discussion on the death penalty. Every member of the group put forward their opinions on the death penalty through why we need it or why not. Some people in the group supporting the death penalty were arguing that we might save money if we punish someone with the death penalty rather than sending them to prison and supplying them with food. Others were claiming that since everyone deserves a second chance and all people have a right to live, we cannot punish someone with the death penalty no matter what he committed. In doing so, I realised that everyone's perception of reality is totally different from each other. Yet, how do we still stay together and be friends even though we all can think and see life differently? We can still build good relationships with people as our separate realities do not prevent us from staying together. Following that we watched a video which is called 'You poked my hearth'. The video shows what happens when we overlook separate realities and become stuck in the mistaken belief that we should all think the same. The other video we have seen about separate realities demonstrates that the key to having healthy relationships and resolving conflict is to take into account separate realities. When we realised that we are designed to see life through our own thinking, it might allow us to understand how and why people see things differently. We too can see something different from one moment to the next as the thought changes our perspective/ opinion/ reality. We are all

interconnected by this amazing system. After watching these videos, I started to think what if everyone has separate realities in my working environment? I vaguely remember that when I was doing my internship in Türkiye, my and one of my colleagues' ideas towards punishment were totally conflicting with each other. She was arguing that we should punish students with SEN for their physiological needs.

Suppose that one child in the class does not pay attention to the lesson. She claims that we should fine him by not letting him drink any water or eat food during lunchtime. Conversely, from my point of view owing to the fact that we all have some fundamental rights as human beings, we cannot punish anyone for their basic needs namely hunger, thirst, sleeplessness, etc. So, how did we compromise with each other? I think once when we came more from that place of deeper understanding, we naturally began to forge closer ties. These questions carried me back some time. I found myself asking this question: 'What were my separate realities when I was a student'? When I was a student, I was very quiet in literature classes. Sometimes the teacher was asking me some questions and I would answer them. Otherwise, I would not attend the class. The teacher had told my mother that I had to work in the lab at the parents' meeting one day. This is because he used to think that I did not like literature lessons and that I am only interested in numerical classes. However, that was not true at all. On the contrary, I had a great interest in Social Sciences. It was the hidden face of the iceberg. My teacher had misinterpreted my interests since I did not attend the class. In my opinion, there was no linear relationship between attending class and showing interest in it. On the other hand, my teacher was thinking the opposite. Obviously, I and my teacher had separate realities regarding the same issue. After a quick glance at the past, I noticed that your reality is yours, and my reality is mine. We all see and feel life through our own eyeballs. I understand that others do not see things the same way as me or do not think like me. We listen to better understand others. We explain our thinking so that others can better understand us. Resilience, wellbeing, love, and so on, we all have these innate capacities. Therefore, we can benefit from them. We have got psychological freedom. We are independent of that.

16.01.2020/Thursday

Today's topic was about dissolving the barriers to learning and motivation. We started today via an activity called 'Bridging and Big Idea'. In this regard, students were put into different groups according to their numbers and they had a discussion on some questions showing up on the board. What they learned, address any misunderstanding our disagreements, and answer any relevant questions such as 'What do you think makes someone intelligent? Are all people equally intelligent? What do you think makes a person feel motivated? What do you think makes a person demotivated'? I have taken part in this activity with Group 3. The question we tried to answer was ***'What do you think makes a person feel demotivated?*** We thought that compare to others, time limitations, lack of self-confidence and beliefs, and bad previous experiences, when success is not tangible if you are not engaged in the topic (lack of knowledge) might make a person feel demotivated.

The other question we chewed on it was ***'What is insight'?*** From our points of view, insight is knowledge, and truth we already know. All learning is inside. Inside creates new ideas and perspectives for us. Inside is a gift of superpower thought. We are born with innate intelligence, motivation, and infinite potential for learning new ideas and new things. We do not have to be good learners or brainy or smart. When thinking falls off our minds, the innate intelligence of the mind is free to learn and discover a new, irrespective of the specific content or circumstances. Subsequently, we have seen a video about 'You can learn everything'. The video points out that we can learn everything as learning is innate. We are born to learn. We do not need to be brainy or smart to learn. There is a built-in intelligence that already knows what to do. We all learned these things without even realising we were learning them. Then we did an activity to better understand that we can learn everything. Student teachers were broken into pairs,

and Mrs. Taplin asked them if they recall how they learned to walk, talk, breathe, see, balance, and remember. She gave each pair a different example to explore and added in any other examples that the facilitator or students come up with. I attended this activity with Group 4. In this activity, our group expressed an opinion about talking ability, and we thought that there are lots of factors playing an active role in our intelligence system since there is multiple intelligence just as Gardner claimed. After that, Mrs. Taplin asked whether we could recall a time when we had an insight or new idea that helped to resolve a problem for us. I shared my experience in the Math exam when I had an insight that helped to resolve a problem for me. I do remember that I was in a math exam and quite struggling with one of the challenging questions. I spent more than 30 minutes to figure it out, and suddenly solution just popped into my mind. Otherwise, I was almost going to fail.

That time I was able to answer this Math question because the capacity for learning just has been built naturally. The intelligence to learn is innate. We all have got the capacity inside to develop new understanding. Nobody is born smart. We all start at zero. We are born to learn slowly and surely. Whoever and wherever we are, we must know one thing: We can learn everything. We had insights millions of times in a day. In other respects, if learning is innate, why does sometimes learning might not happen? Why is someone not motivated to learn? I think this is because people may tend to think I am not good enough. The truth is that we do not need to have a career in it. If we want, we can improve our skills. Yes, the ability to learn was inherent, nevertheless, a thought-provoking question was still challenging my mind. *'If we had a student with learning difficulties like dyslexia, was the ability to learn still there'?* I can answer this question by means of working experience in mainstream schools. My experiences up to now shed light on me that every child can learn everything. Teachers, therefore, should try to find out some different methods for teaching while working with students having learning difficulties. Following that, we have thought over some learning theories. In this regard, we started with Piaget. According to Piaget's Cognitive Development Theory, children move through four different stages of mental development. Piaget's stages are sensorimotor (birth to 2 years), preoperational (age 2 to 7), concrete operational (ages 7 to 11), and formal operational (ages 12 and up). Piaget claims that children act on their environment to learn. Around this

time, Vygotsky was proposing his opinions about child cognitive development. He states that learners learn through social interactions and their culture. For this reason, our culture shapes our cognition. Just like Vygotsky, Bandura also draws attention to the importance of social learning. According to Bandura, people learn from one another via observation, imitation, and modelling. The theory has often been called a bridge between behaviourist and cognitive learning theories because it encompasses attention, memory, and motivation. Besides that, Bruner says people need support and resources to learn. Both Bruner and Vygotsky emphasise a child's environment, especially the social environment, more than Piaget did. Both agree that adults should play an active role in assisting the child's learning. On the contrary, Watson claims that babies are innately intelligent, and everybody has access to reach this intelligence. As can be clearly seen every scientist has different approaches to learning theories. Yet, I think having knowledge about learning theories plays a significant role for teachers in the school environment. Due to the fact that plenty of learning theories might guide teachers in terms of implementing different teaching approaches for students who have diverse sets of learning needs.

23.01.2020/Thursday

Today's topic was about making sense of worry, stress, and anxiety. In this regard, we started today by watching an animation about the Inseparable Thought- Feeling Connection Animation. The video emphasises that we are thinking creatures. As we think, we feel. It is the most natural thing for human beings. Our feelings come from thought now, even though it often appears as if they come from other things such as people, situations, and events. My thought only knows what is going on at the moment. People, situations, the past, and the future do not have the power to make us feel a particular way. It does not mean that things do not happen. They do. But they do not have the power to dictate how we feel. The only thought at right now can do that. Common-sense, innate intelligence, and wisdom, therefore, take over when we think inside of logic. The event will not disappear. Just our common-sense thinking will be available to guide us in our lives. So, why is it important to understand the connection between thought and feeling? Since people are confronted with many stress factors in the struggle for life, we should know where the stress comes from. Abnormal stress levels moved into secondary school and increased dramatically year by year.

The Organisation for Economic Co-Operation and Development (OECD) recently conducted a survey involving 72 countries and consisting of 540.000 student respondents aged 15-16 years. On average across OECD countries, 66% of students reported feeling stressed about poor grades and 59% reported that they often worry that taking a test will be difficult. The OECD further found that 55% of students feel very anxious about school testing, even if they are well prepared. However, we can never know what experience we will have of that future event as there is a piece of the puzzle missing. For this reason, we should recognise that all feelings are perfectly normal so nothing to worry about as long as waiting for a while until our snow globes which are full of different thoughts settled down. Later, we did an activity called *'What makes me stressed?'* After watching this video, I noticed that overthinking begins to cause stress out of control. This overthinking is just made up and does not really exist. Nothing outside

is causing us stress. The only thing left is a little bit of excitement and motivation. Following that, I participated *'Thought Balloon Activity'* with Group 2. In that case, Mrs. Taplin asked student teachers to write down their chosen example on the balloon and to focus on all the thinking that fills their heads when they believe that their chosen example can create a feeling of stress in them. As they told Mrs. Taplin what they would think, she wrote it up on the RHS of the poster and told them to blow into their balloon (One blow for every thought) until it is completely blown up. Mrs. Taplin reminded student teachers to hold the balloon tightly so that it does not deflate and let them observe what is written on the balloon (Thought). She explained that all the stress (air) in the balloon came from overlooking thoughts at the moment and believing that what they wrote down had the power to make them feel stressed.

She let them know that when they realise this fact, they can let go of the balloon and watch all the stress dissolve/deflate no matter how stressful something appears to be, it cannot put a feeling into us. No one or nothing has the power to make us stressed. Is that so? How much we are affected by external circumstances? I think as human beings we are all affected by our environment. At this point, the severity of our reaction to the important events might play a significant role. This is because the severity of our reaction to the events determines the level of stress that we faced. Therefore, thinking inside of logic can help us to reduce our stress levels. Subsequently, we watched a video called *'Are you an ostrich?'* The video points out that being outside of logic is just a trick of the mind. The power of thought knows how to deal with any situation without insecurity because we know that a situation cannot put a feeling on us. We feel our resilience. We get creative, find solutions, and handle stuff. In other respects, how about if kids' parents complained about me when something happened in class? After asking this question myself, my mind has already been flooded by producing negative scenarios. To exemplify, the head teacher might get angry with me, and I can lose my job. So, how could I think logically when my mind was so full of negative thoughts? In other words, how do I stop thinking about this? The reason is that it is just a thought for a moment. On the other hand, my past beliefs make an inference toward the future which has not happened yet. Therefore, I should not try to take the future under hypothecate with my beliefs. After then, we did an activity called the missing

piece challenge. Mrs. Taplin gave each student a story sum and we picked one of the unknown variables to complete the story. We tried to make up a story with some clues which we had.

Yet, there was a missing piece of the puzzle about thought in the future moment. That is why suddenly I realised that the only reason it makes sense to worry about the future is that we overlook how things work.

We, therefore, split thought and feeling and think that a future event can and will make us feel a particular way. It will make less and less sense to worry about the future when we realise that there is a vital piece of the puzzle missing. Our future thinking will create our future feeling.

Iheart Programme Session 10 Diary 10:

30.01.2020/Thursday

Today was the last session of the Iheart Programme. For this reason, I was in mixed feelings. On the other hand, I was sad as we had the last session with student teachers today. Mrs. Taplin had given some topics to the student teachers to choose from in the previous sessions. All groups except group 2 chose the same subject. The topic of Group 2 was *'Understanding Bullying, Bad behaviour and Anger'.* Besides that, the topic which was chosen by the other groups was *'Self-imagination and Identity'.* We started the day with Group 2; hence student teachers were asked some questions about bullying. To exemplify, *'Does everyone behave badly at times? At what point does bad behaviour become bullying behaviour? Does everyone react in the same way to the same bullying behaviour? If not, why not?'* After these questions were answered by student teachers, I gained an insight that we all sometimes might behave badly. In this regard, there is no such thing as a good or bad guy in the classroom. The words bullying and bad behaviour mean different things to different people. Not everyone reacts in the same way to the same

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behaviour, indicating a subjective perspective. After then, we did an activity which was about setting the scene. In that case, Mrs. Taplin gave student teachers a piece of paper including Bullying Scenario A to crumple the paper and then smooth it to read it. Afterwards, she asked them if they agree or disagree with this.

Everyone agreed with this Bullying Scenario A without any exceptions. Following that we did another activity to realise that no one can make us feel a way that we do not think. We must think about it to feel it. In this regard, Mrs. Taplin divided the student teachers into pairs and gave each pair different quotes below so that no one else sees their quote. Then, she asked them to read and discuss what their quote would mean about bullying.

- *'No one can make you feel inferior without your consent'. (Eleanor Roosevelt)*

- *'You can chain me, you can torture me, you can even destroy this body, but you will never imprison my mind'. (Mahatma Gandhi)*

- *'I am the master of my fate; I am the captain of my soul'. (William Ernest Henley)*

- *'Sticks and stones can break my bones, but words can never harm me'. (Popular playground chant)*

After having a discussion on these quotes, I realised that no one and no action can create a feeling in another person. Other people do not have the power to make us feel bullied, fearful, embarrassed, or inferior. The only thought at the moment can give us any feeling including the feeling of being bullied or put down. Subsequently, Mrs. Liz Taplin explained that someone who had been learning about their innate wellbeing and resilience came across the exercise that the teacher had done and, realising that it was not true, wrote another one. She asked one of the student teachers to read Bullying Scenario B aloud.

Then, she let the message sink in that we are psychologically whole and resilient and can never be damaged by another person's bad behaviour in the activity of Crumpled Paper Story. The other activity we have done in this session was about creating and breaking the aggressive/ reactive cycle. Mrs. Taplin showed students the slide with the Nelson Mandela quote and let the message sink in for a minute. *'Man's goodness is like a flame that can be hidden but never extinguished'.* Then student teachers shared their opinions about this quote. Finally, before we ended up session with Group 2, we have seen some clips about different people's lives. Rihanna was telling her story about being bullied. Dave and Alfie talked about their stories when they were suffering from anger. They all were saying that when we feel insecure, this feeling is just coming from our thought since thought creates our reality. The other topic which has been chosen by the other groups was Self-Image and Identity. Mrs. Taplin asked, *'What do self-image and identity mean to you as a student teacher'?* They expressed their opinions on these terms. Afterward, Mrs. Taplin said *'Identity and Self-Image'* are made of thought, and we are so much more than we think. This is because labels are for jars, not people! I do not completely agree with this statement as an SEN teacher. From my point of view, labels are not only connected with diagnosis and pathology, but they might also be part of a special needs' identity. At this point, labels can sometimes be useful for people with SEN regarding giving them a diagnosis to put them into a box. The other thing which I had on my mind was the difference between self-image and identity. I was chewing over if is there any difference between them and I am led to the conclusion that identity is perhaps who I think I am. On the contrary, image is more likely what other people think about me. So, what is my self-image?

What is my identity? I think I am easy-going, friendly, impatient, overthinking, and so on. Later, I started to ask myself why we make up who we are. In other words, what happens to create self-identity and self-image? I think our experiences, perspectives looking at issues, and other people's feedback towards our personality characters play an effective role in our self-identity and image. In this way, we may take our own inner journey and get to know our positive and negative personality characteristics better while organising our social life. In that case, are we born with our personality, or does it develop? In other words, I was trying to find out

whether babies are born with a self-image or identity. If so, what this might be? In other respects, if babies are not born with a self-image or identity, then how do these get created? As far as I am concerned new-born babies are pure not totally potential. The reason is that, from my point of view, our personality traits are caused by both genes and the environment. As Erikson has expressed clearly in the stages of psychosocial development theory, characterises an individual advancing through the eight life stages as a function of negotiating their biological and sociocultural forces. At this point, I am convinced that genetic factors are as effective as environmental factors in our personality development. Subsequently, Mrs. Taplin divided student teachers into pairs to do the *'Who you really are?'* activity. She asked pairs to take a few minutes to fill in the screens based on what they wrote on their pure potential baby handouts. She instructed them to only write down things that describe their personality, e.g. I am kind, shy, a good listener, insecure, friendly, smart, and cheeky… After student teachers shared their ideas about their self-images and identity, Mrs. Taplin asked student teachers where they think all these labels are coming from. After Mrs. Taplin's question, I fell into a brown study. *'Did the labels I had for my personality really reflect who am I'?*

This is because some days I felt energetic, hopeful, friendly, and energetic, whereas some days I was feeling the opposite. However, that did not mean I did not have some personality traits. In other words, if I do not want to talk to people since I do not feel very well nowadays does not mean that I am normally not a friendly person. This is because if I put aside all the personality traits I have, then will I not lose my sense of self? In the meanwhile, we should not let labels lead our lives. Otherwise, we have ignored the free will we have as human beings. Therefore, we are responsible for the consequences of our own decisions and how we treat others. Then, we watched some different scenes from different movies. The one common thing in the movies was the fact that they were playing on the same screen. The activity points out that the power of thought beautifully creates realities on the screens of our awareness all day long yet none of these are who we really are. We are so much more, we are pure potential, and we are the creators of our own reality. We are love, gratitude, compassion, resilience, wisdom, and peace of mind. I truly believe that as human beings, we have great potential to create our own reality since we are not victims. Then we watched a video about

record companies, and we loved the movie Prince Ea's-Shirt. The video highlights that whatever name we call ourselves is just a label. Tags do not belong to us. Tags are just tags. I think the best and fastest thing we learn from birth is to label ourselves and others. This is because it comes from our nature. At first, we label ourselves with various terms such as baby, child, sister, and brother. Then, with the influence of the competitive system, we try to add meaning to ourselves by giving adjectives such as smart, hardworking, docile, lazy, talkative, introverted, and extroverted.

Worst of all, we measure our own worth with these attributes we have. Of course, as I mentioned at the beginning, I believe that genetic factors also effective on our personality as well as environmental factors. However, this does not mean that we cannot improve our shortcomings in the future as a result of gaining experience and socialising with people. Finally, we watched a video about Jenny Kennard suffering from anxiety. In this video, Jenny was talking about self-confidence. The idea of self-esteem comes from our thoughts, she said. There is no such thing as self-esteem. The important thing for us to learn is where our experiences come from. The way we see ourselves is formed when we go beyond reason and believe that what we experience, or feel is fixed and cannot change. Who we truly are is pure potential filled with wisdom, love, compassion, peace of mind, gratitude, resilience, and wellbeing. After watching this video, Mrs. Taplin thanked everyone for their participation in the Iheart programme and ended the video by informing student teachers about their future plans for the programme.

Summary of the researcher diaries

I have obtained some findings as a result of the observations I made with 100 Y1 for 10 weeks, and 4 Y2 student teachers for 4 weeks. Besides that, I also got involved online due to COVID with new Y1 students. In each session, we did some activities in the class so that we could further solidify the Iheart principles in our minds. By actively participating in these activities as a participant observer, I had the opportunity to further internalise Iheart's teachings, both within myself and from the perspective of student teachers. In the first session of Iheart, there was the doctrine that wellbeing is innate. In other words, according to Iheart's teaching, although our wellbeing is affected by external factors, the impact of these variations on our lives is short-lived. Happiness, however, is an innate ability and we carry this state of wellbeing within us from birth to death. For this reason, no matter what disaster befalls us, it is possible for us to reveal the wellbeing and resilience hidden within us again, without being bound by any conditions. At this point, in the first session of Iheart, we discussed with student teachers and programme coordinator Mrs. Liz Taplin whether happiness is innate or an acquired skill. We watched some videos on this topic. First of all, I think our feelings are like the captain of our lives. They shape our lives by influencing them to a great extent. But they are two-sided. Sometimes they surround us with love and blow us up with happiness, and sometimes they cause us to experience great stress, fear, and anxiety. It can be said that the concepts of love and fear have a significant place in human life. Nevertheless, these concepts are diametrically opposed to each other. When we are filled with love, we can feel happiness and excitement, but when we are filled with fear, we can feel disappointed, helpless, sad, angry, and anxious. In fact, our feelings are an extension of our thoughts.

We, therefore, cannot consider them independent of our feelings. This is because our thoughts are under the control of our consciousness. For this reason, we can choose the thought we want through the channel of consciousness. For instance, if we have negative feelings about an event, we are more likely to have negative thoughts about that event. Iheart's core teaching is based on the Three Principles. According to Iheart, our minds work like projection machines, forming the mental images we have.

Our consciousness guides us to bring these mental images to life. The mind, on the other hand, plays an important role in our feelings and thoughts by representing the essence of intelligence behind life. When these Three Principles are combined, they shed light on human nature. They gently remind people that they play an active role in the control of their lives. Nonetheless, the point to be noted here is that our thoughts often take shape in our subconscious until they reach our analytical mind. In other words, the main source of our thoughts is our belief patterns in our subconscious. Our belief patterns do not always have to be based on a logical reason. Herein, student teachers' misconceptions about their self-image may push them to feel anxious, stressed, and self-confident in the inclusive environment. In this respect, understanding what the thought is for student teachers can support them in breaking down the templates that they have and that leads them to negativity one by one. Because otherwise, our false belief patterns can lead us to lose control of our lives by dragging us into a victim mentality. To give an example, before I got involved in the Iheart project, as a special education teacher, I did not feel good enough to work with individuals with special needs. As a consequence of the observations, I made and the qualitative data I collected, I noticed that some student teachers think the same as me. Before joining the Iheart, I thought this might be due to my lack of training and experience in the field of special education. Yet, after participating in the programme, I discovered that my inability to see myself well enough could be owing to not knowing enough about our intelligence system, which we all have innately, according to Iheart. I precisely do not deny the effect of factors such as education and lack of experience on student teachers' self-confidence and mental wellbeing regarding inclusion practices. On the flip side, from my point of view, this is only a small part of the big picture. As a researcher, when I focused on the big picture and tried to get a holistic perspective, I realised that the main reason was that student teachers did not have enough information about the hidden gem inside them.

This hidden gem was their innate intelligence system. As a matter of fact, in the 2nd session of Iheart, we discussed our universal intelligence system, which is claimed to exist in everyone, and we did some activities (such as jumping off the chair and playing with play dough). After doing this session, I observed that a few student teachers became more aware of their own strengths. The

reason for this is probably because student teachers consider the universal intelligence system, which is believed to be innate, from a different perspective. In other words, a handful of student teachers noticed that everyone has different abilities, needs, experiences, and goals. They, therefore, came to the conclusion that they need to look more into their inner world in order to discover their own competencies. In addition to this, some student teachers have gained some insights into the solution to the problems they may encounter both in their professional lives while working with individuals with special needs in inclusion environments, and in their daily life.

Thus, some student teachers will get to know themselves better and contribute to their self-confidence and mental wellbeing through the universal intelligence system they have. In the third- and fourth-week's sessions, we discussed that when we fill our minds with unnecessary and dirty thoughts, our minds can lose their clarity. This situation, therefore, can harm the qualities such as goodness, love, passion, and wisdom, which are proposed to be innate. We carried out some activities (snow globe and teddy bear etc.) in order to make the subject more concrete for student teachers. This session showcased the inextricable bond between thoughts and feelings and the impact of this bond on student teachers' self-confidence and wellbeing. During this session, some student teachers encountered the concepts of "inside and outside the logic" for the first time.

To put it in a different way, they realised that they could not always make decisions within the framework of logic when their minds were filled with excessive negative thoughts while practicing their profession as student teachers. Thoughts, however, could be misleading and unreliable from time to time. Moreover, thoughts are invisible. In consequence, student teachers entered a deep question about how much we should trust thought. For student teachers, being intimately involved with thought and understanding its inseparable connection with emotions could play an important role. Thus, they could avoid having false beliefs when making a decision in their professional life or having a negative judgment about their self-image. We did some activities in the classroom with the student teachers to further reinforce this issue (writing down some feelings on the page about what makes us happy, upset, angry, and stressed; tea bag; and the story about childbed fever to reveal how we sometimes might think outside the logic). In the

5th and 6th weeks, we performed a metaphor activity using Jenga blocks on what the thought was. The student teachers tried to build the highest building on the paper floor with Jenga blocks. Mrs. Liz Taplin gave them about 90 seconds to build it. They had the ability to rebuild it if it fell. The paper was then taken out. When they realised where this feeling was coming from, their reasoning became unsteady. It was thought-driven. The power of thought is symbolised by a piece of paper, and the game of Jenga depicts our ability to think through the scenario we have on paper. What happens then when we remove thought? Personal thinking disintegrates when we run out of thinking strength. It enables common sense to manifest. At the end of this activity, some student teachers got away from the negative thoughts we had accumulated and better grasped the importance of having common sense in our lives.

Thus, some emphasised that they felt better, calm, and more peaceful. This may help them to replace the negative beliefs and attitudes they have developed towards themselves while working with school students in the school environment in their professional lives with positive ones. To set an example, if student teachers did not notice that they were thinking outside of logic before taking part in the Iheart project, they may feel inadequate to cope with a child who exhibits challenging behaviour in a school environment. Nevertheless, when they realise that this situation may be caused by their contaminated thinking, they can increase their self-confidence. The mental wellbeing of student teachers whose self-confidence increases is also positively affected. In this way, they can establish healthier relationships with both school students and colleagues and better understand each other's needs. This brings us to the topic of week 7, "separate realities". The concept of "separate realities" is based on the fact that the perception of reality that individuals have can change from person to person. In order to make this concept clearer and more understandable for student teachers, we implemented some activities in the classroom (emoji cards, the death penalty, and football match sheet, etc). The common purpose of these activities was related to the fact that the interaction we established with the same person, event, situation, and object could be quite different from each other. In other words, two people could look at the same event, situation, person, and object and think differently. The reason is that environmental factors such as backgrounds, life views,

interests, and education that people have can play a role in creating their own realities. It has been observed that when a few student teachers can face this situation, it contributes to breaking their prejudices towards other people.

For example, during the interview, one of the student teachers stated that she felt inadequate while working with a difficult student in the mainstreaming class and that she had some difficulties in expressing herself to the classroom teacher. At the same time, after the Iheart Project, a handful of student teachers gained an insight that it is perfectly normal for individuals to have different needs and views. More importantly, according to the statements of some of the student teachers, it should not be an obstacle for these people to establish good relations with each other and try to understand each other. Insomuch as looking at the same event and making different interpretations does not have to prevent us from being able to get along well with each other or from being able to freely express our thoughts to each other.

And finally, in weeks 8-9 and 10, we brainstormed and did some activities on dissolving the barriers to learning and motivation and self-image identity (Bridging and Big Idea etc.). In the session we held on to learning and motivation, we emphasised that learning is an innate quality; we referred to the quotations of some theorists about learning (Gardner, Bandura, Piaget, Vygotsky, etc.). The purpose of this session was to instil in student teachers that learning is innate. Hence each individual can learn everything regardless of being smart or brainy. At this point, it would not be wrong to say that I have been partly agreeing on this subject throughout my 10-week Iheart adventure. The reason for this, in my opinion, is that although everyone has the capacity to learn everything, the success of everyone's performance in realising that learning will not be the same. By virtue of the fact that as far as I am concerned, the effect of individual differences such as learning speed, interest, ability, and readiness on learning should not be ignored. For this reason, although this session increases the motivation of pre-service teachers and encourages them to learn, I think it would be beneficial to look at learning from a more realistic perspective by including individual factors. Accordingly, despite the fact that this session increases the motivation of student teachers and encourages them to learn, I think it would be beneficial to look at learning from a more realistic perspective by including individual factors. Herein, if we consider learning about terrorists, I

can say that I mostly adopt Bruner and Vygotsky's views on learning. Starting Bandura claims that people learn from one another via observation, imitation, and modelling. The idea, which takes into account attention, memory, and motivation, has frequently been referred to as a link between behaviourist and cognitive learning theories. In addition, Bruner contends that learning requires resources and assistance for people.

Both Bruner and Vygotsky place a strong focus on how crucial a child's social environment is to their learning. As seen in the example here, I believe that it can create a convenient environment for learning only if the necessary environmental conditions are met. Therefore, from my perspective, environmental factors play a huge role in learning as well as genetic features. On the other hand, although I am of the opinion that everyone can perform learning, albeit at a minimal level, only if appropriate environmental conditions are provided, I cannot deny the positive reflections of this session on some student teachers. One of the biggest benefits of this may be to prepare an environment where student teachers can reveal the learning closure believed to be innately brought by school students by providing the most appropriate conditions for learning.

For instance, the approaches they take from different learning terrorists while working with children with special needs in the classroom environment can guide pre-service teachers. And then they might tend to implement different teaching approaches for students who have a diverse set of learning needs. And lastly, we had discussions and some activities (giving some scenarios to student teachers about bullying and on the theme of self-image and identity within the framework of the Iheart Project. The fundamental topic of this session was about creating a self-image and identity for us by constantly labeling ourselves with many adjectives good or bad such as diligent, lazy, warm-hearted, unconfident, etc. How others see us also plays an important role in the labels we produce for ourselves.

Nevertheless, according to Iheart's teaching labels are for jars, not people. Therefore, no one has any influence over our feelings and personality image unless we allow it. I would like to state that I do not agree with this statement as a special educational need's

teacher. This is because labels do not have to mean having negative effects all the time. In fact, influences make sense according to what you use them for. They can also sometimes help us to understand them better by shedding light on the wants and needs of individuals. To give an example, looking at the subject in terms of the needs of individuals with special needs labels are not only connected with diagnosis and pathology, but they might also be part of the individual identity. At this point, labels can sometimes be useful for people with SEN regarding giving them a diagnosis to try to have a better understanding of their needs. In addition to my views, student teachers also expressed the things that come to mind when self-image and identity are mentioned in the classroom. Afterward, Mrs. Liz Taplin said, "Identity and Self-Image are made of thought, and we are so much more than we think. Because labels are for jars not people". On the other hand, the difference between self-image and identity was still confusing me. I was debating if there was any distinction between them and concluded that identity may simply be a matter of perception. On the contrary, my image is more likely to influence what others think of me. So, why were we trying to create an identity for ourselves? I think our genetics, experiences, perspectives looking at issues, and other people's feedback towards our personality characters play an effective role in our self-identity and image. In other words, our personality traits might cause by both genetics and environment. The stages of psychosocial development theory put forward by Erikson make it abundantly evident that personality development happens in stages.

According to Ericson, a person advances through eight life stages by balancing their biological and societal advantages. Although, I approach the teachings of this Iheart session with a critical point of view, I can still say that the teaching of this session may contribute to some student teachers' self-confidence and wellbeing in a way. The reason for this is that at the end of this session, some student teachers began to look at the subject from a different perspective by better understanding the external factors that affect the formation of their self-image and identities. By attempting to reduce these influences in their personal and professional life, it might be expected that student teachers who are impacted by environmental elements in the creation of self-identity should have a more positive self-perception. Thus, student teachers with increased self-confidence can feel more comfortable in their professional lives, particularly working in inclusive classrooms, and can establish more positive relationships with school students.

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In summary, although I do not agree with the doctrines in Iheart that the truth is one and only, as a researcher who has a critical realistic philosophical approach, I have observed that the Iheart Project has positive effects on some student teachers. Thus, some student teachers had the opportunity to re-question the concepts they knew before and take a closer look at the meanings they gave to them (mind, thought, consciousness, wellbeing, self-image, identity, etc.). By breaking some stereotypes about themselves, they had the opportunity to get to know their nature better. They realised that the feelings they had that were driving them into depression, such as stress and fear, could basically stem from their own thoughts.

As a consequence, they gained an insight that if they could change their way of thinking and look at things from a different perspective, their negative feelings and experiences could change to that extent

Appendix 18. Student Information Sheet for Interview

Students Information Sheet for Interview

Project: Reflection on the Iheart Programme by Different Stakeholders

What is this project about?

The aim of this research is to investigate students' self-confidence and mental wellbeing regarding inclusive practices by the Iheart

Programme. I wish to invite you to participate in an **audio-recorded online interviews** (lasting approximately 30 minutes).

Benefits of taking part?

Participating in this study may help to reflect on your experiences of the Iheart Programme. Research findings might also contribute to the development of effective teaching training programmes.

Informed consent

Your participation is voluntary, and it is up to you whether you wish to participate. You have been invited to participate in this study because you took part in the Iheart programme which is about increasing the self-confidence and mental wellbeing of young people.

Right to withdraw

If decide that you do not want to continue to take part in the study, you are free to withdraw any time up to 2 weeks after online interview. If you decide not to take part in the research, it will not have any negative effects on you as students.

Confidentiality[1]

The confidentiality and anonymity of individual respondents will be assured, and consent will be sought for online interviews to be audio-recorded. Anonymity of participants will be protected, and any data collected by interviews would be used only for the purposes of the study and destroyed after 10 years. Participants' responses will be anonymised; no names of participants will be included at any point. The transcription of online interviews will be anonymised. The information which participants provide will be used for the research purpose only and will not be passed to anyone outside the research team.

Planned Outputs

The results of this research project will greatly contribute to my thesis. This study will help me to improve my knowledge about how we can contribute to students' mental wellbeing, and self-confidence. In this regard, I also will be able to have some knowledge about how to improve teaching training system in the UK. I believe that the findings of this research will be helpful for the further studies related to improving student teachers' training programmes.

Thank you for your interest in this research. Please do not hesitate to contact me if you have any questions.

---

[1] In accordance with Plymouth University Ethics Policy

Project contact details:

Name of researcher/student: Gulsah Selin Tumkaya

Email address: gulsah.tumkaya@plymouth.ac.uk

Name of Supervisor: Dr Jan Georgeson

Email address: janet.georgeson@plymouth.ac.uk

Appendix 19. Student Consent Form for Interview

Iheart Programme Coordinator Informed Consent Form for Interview

Project: Reflection on the Iheart Programme by Different Stakeholders

I confirm that (please tick box as appropriate):

•   I have been given the opportunity to ask questions about the project and my participation. ☐

•   I voluntarily agree to participate in the project. ☐

•   I understand I can **withdraw up to 2 weeks after online interview** without giving reasons and that I will not be penalised for

withdrawing nor will I be questioned on why I have withdrawn. ☐

•   The procedures regarding confidentiality have been clearly explained to me. ☐

- I consent to audio recording of interview. ☐

- The use of the data in research, publications, sharing and archiving has been explained to me. ☐

- I consent to my data being used for the purposes described in the information sheet. ☐

Participant:

_____   _____   _____

___   __

Name of Participant   Signature   Date

Researcher:

_____   _____   _____

_____   ___   ___

Name of Researcher   Signature   Date

Appendix 20. High School Student Interview Questions

High School Student Interview Questions

1. How did you find the Iheart Programme so far in terms of your self-confidence and mental wellbeing?

2. Did the teaching of Iheart help you in terms of your academic achievement?

3. Do you apply some techniques regarding mental wellbeing?

4. Do you think the Iheart Programme affects your relationship with yourself, your parents, friends, and teachers?

5. What would you say if I ask you, what your understanding of the three principles of mind, conscience, and thought is?

6. Do you have any closing remarks? Is there anything you like or dislike about the Iheart Programme?

Appendix 21. Interview Questions of Y2 Student Teachers

Interview Questions of Y2 Student Teachers

1. How, if at all, might you adapt what you learned from the **"Exploring the inseparable connection between thought and feeling"** session in the Iheart programme in the school environment?

2. How, if at all, might you adapt what you learned from the **"Separate realities"** session given in the Iheart Programme when working with children with SEN in the school setting?

3. How, if at all, might you adapt what you learned from the **"Separate realities"** session given in the Iheart Programme when working with your colleagues in the school setting?

4. What are your thoughts on the teachings of the **"Removing the Barriers to Learning and Motivation"** session? How can you apply to these teachings while working with students?

5. Do you think you might apply to the doctrines of the Iheart Programme during the difficult period we are in at the moment?

6. What do you think about the Iheart Programme?

7. Are there any differences between the first time you joined the Iheart Programme and now that you can review the teachings of the programme? If so, what are the differences?

8. Can you sum up your ideas toward the Iheart programme, please?

Any other comments.

Appendix 22. Interview Questions for Mrs. Liz Taplin

Interview Questions of Mrs. Liz Taplin

1- Can you share with us the story of iheart that started in the UK?

2- How did you start this Journey in the Iheart programme?

3- What is your understanding of the Iheart 3 Principles namely thought, mind and consciousness?

4- How do you think the implementations in the Iheart will contribute to the teacher training programmes?

5- How can university students use this programme in their professional life?

6- How did you observe the effect of this programme on self-efficacy and self-confident of university students?

7- How did you observe the effect of this programme on wellbeing of university students?

8- Do we have to believe the Iheart or is it just a technique?

9- How do you reflect positive and negative comments on feedback forms?

Appendix 23. Interview Questions for Primary Education Students Teachers

Interview Questions for Primary Education Students Teachers

1) What are your assessments on the overall achievements you have gained from the training process in the Iheart Programme?

2) What are your views on the usefulness of the training practices provided during the Iheart Programme t?

3) Do you have anything to say overall about the sessions in the Iheart Programmme? (Format, contact, materials, timetabling)

3-A) Which of the experiences or events in this session was the most important to you? Why?

3-B) What do you think you learned from this session?

3-C) Which was the least useful session, and why?

4) How, if at all, might you adapt what you learned from the training given during the Iheart Programme to daily life?

5) How, if at all, might you adapt what you learned in this Iheart Programme to the school environment as a student teacher who is expertise in Primary Education?

6) What kind of effects do you think this project-might have on your self-confidence while working with children with special needs?

7) What kind of effects do you think this project might have on your wellbeing and mental health while working with children with special needs?

8) How do you think the principles of the Iheart Programme might help you in this challenging process we are in due to Covid-19?

Any other comments.

Appendix 24. Interview Questions for SEN Students Teachers

Interview Questions for SEN Students Teachers

1) What are your assessments on the overall achievements you have gained from the training process in the Iheart Programme?

2) What are your views on the usefulness of the training practices provided during the Iheart Programme?

3) Do you have anything to say overall about the sessions in the Iheart Programme? (format, contact, materials, timetabling)

3-A) Which of the experiences or events in this session was the most important to you? Why?

3-B) What do you think you learned from this session?

3-C) Which was the least useful session, and why?

4) How, if at all, might you adapt what you learned from the training given during the Iheart Programme to daily life?

5) How, if at all, might you adapt what you learned in this Iheart Programme to the school environment as a student teacher who is expertise in Special Educational Needs?

6) What kind of effects do you think this programme-might have on your self-confidence while working with children with special needs?

7) What kind of effects do you think this programme might have on your wellbeing and mental health while working with children with special

needs?

8) How do you think the principles of the Iheart programme might help you in this challenging process we are in due to Covid-19?

Any other comments.

Appendix 25. Iheart Programme Coordinator Information Sheet for Interview

Iheart Programme Coordinator Information Sheet for Interview

Project: *Reflection on the Iheart Programme by Different Stakeholders*

What is this project about?

The aim of this research is to investigate student teachers' self-confidence and mental wellbeing regarding inclusive practices by the Iheart Project. I wish to invite you to participate in an **audio-recorded online interviews** (lasting approximately 45 minutes).

Benefits of taking part?

Participating in this study may help to reflect on your experiences of the Iheart Programme. Research findings might also contribute

to the development of effective teaching training programmes.

Informed consent

Your participation is voluntary, and it is up to you whether you wish to participate. You have been invited to participate in this study because you are the programme coordinator of the Iheart which is about increasing the self-confidence and mental wellbeing of student teachers.

Right to withdraw

If decide that you do not want to continue to take part in the study, you are free to withdraw any time up to 2 weeks after online

interview. If you decide not to take part in the research, it will not have any negative effects on you as students.

Confidentiality[2]

The confidentiality and anonymity of individual respondents will be assured, and consent will be sought for online interviews to be audio-recorded. Anonymity of participants will be protected, and any data collected by interviews would be used only for the purposes of the study and destroyed after 10 years. Participants' responses will be anonymised; no names of participants will be included at any point. The transcription of online interviews will be anonymised. The information which participants provide will be used for the research purpose only and will not be passed to anyone outside the research team.

Planned Outputs

The results of this research project will greatly contribute to my thesis. This study will help me to improve my knowledge about how we can contribute to student teachers' wellbeing, mental health, and self-confidence to prepare them for inclusive practices. In this regard, I also will be able to have some knowledge about how to improve teaching training system in the UK. I believe that the findings of this research will be helpful for the further studies related to improving student teachers' training programmes.

---

[2] In accordance with Plymouth University Ethics Policy

Thank you for your interest in this research. Please do not hesitate to contact me if you have any questions.

Project contact details:

Name of researcher/student: Gulsah Selin Tumkaya

Email address: gulsah.tumkaya@plymouth.ac.uk

Name of Supervisor: Dr Jan Georgeson

Email address: janet.georgeson@plymouth.ac.uk

Appendix 26. Iheart Programme Coordinator Informed Consent Form for Interview

Iheart Programme Coordinator Informed Consent Form for Interview

Project: *Reflection on the Iheart Programme by Different Stakeholders*

I confirm that (please tick box as appropriate):

• I have been given the opportunity to ask questions about the project and my participation. ☐

• I voluntarily agree to participate in the project. ☐

• I understand I can **withdraw up to 2 weeks after online interview** without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn. ☐

• The procedures regarding confidentiality have been clearly explained to me. ☐

- I consent to audio recording of interview. ☐

- The use of the data in research, publications, sharing and archiving has been explained to me. ☐

- I consent to my data being used for the purposes described in the information sheet. ☐

Participant:

_____   _____   _____

___   __

Name of Participant   Signature   Date

Researcher:

_____   _____   _____

_____   ___   ___

Name of Researcher   Signature   Date

Appendix 27. Iheart Programme Facilitator Information Sheet for Interview

Iheart Programme Facilitator Information Sheet for Interview

Project: *Reflection on the Iheart Programme by Different Stakeholders*

What is this project about?

The aim of this research is to investigate student teachers' self-confidence and mental wellbeing regarding inclusive practices by the Iheart Project. I wish to invite you to participate in an **audio-recorded online interviews** (lasting approximately 45 minutes).

Benefits of taking part?

Participating in this study may help to reflect on your experiences of the Iheart Programme. Research findings might also contribute to the development of effective teaching training programmes.

Informed consent

Your participation is voluntary, and it is up to you whether you wish to participate. You have been invited to participate in this study because you are the Iheart Programme facilitator which is about increasing the self-confidence and mental wellbeing of young people.

Right to withdraw

If decide that you do not want to continue to take part in the study, you are free to withdraw any time up to 2 weeks after online interview. If you decide not to take part in the research, it will not have any negative effects on you as students.

Confidentiality[3]

The confidentiality and anonymity of individual respondents will be assured, and consent will be sought for online interviews to be audio-recorded. Anonymity of participants will be protected, and any data collected by interviews would be used only for the purposes of the study and destroyed after 10 years. Participants' responses will be anonymised; no names of participants will be included at any point. The transcription of online interviews will be anonymised. The information which participants provide will be used for the research purpose only and will not be passed to anyone outside the research team.

Planned Outputs

The results of this research project will greatly contribute to my thesis. This study will help me to improve my knowledge about how we can contribute to student teachers' wellbeing, mental health, and self-confidence to prepare them for inclusive practices. In this regard, I also will be able to have some knowledge about how to improve teaching training system in the UK. I believe that the findings of this research will be helpful for the further studies related to improving student teachers' training programmes.

---

[3] In accordance with Plymouth University Ethics Policy

Thank you for your interest in this research. Please do not hesitate to contact me if you have any questions.

Project contact details:

Name of researcher/student: Gulsah Selin Tumkaya

Email address: gulsah.tumkaya@plymouth.ac.uk

Name of Supervisor: Dr Jan Georgeson

Email address: janet.georgeson@plymouth.ac.uk

Appendix 28. Iheart Programme Coordinator Informed Consent Form for Interview

Iheart Programme Coordinator Informed Consent Form for Interview

Project: **Reflection on the Iheart Programme by Different Stakeholders**

I confirm that (please tick box as appropriate):

- I have been given the opportunity to ask questions about the project and my participation. ☐

- I voluntarily agree to participate in the project. ☐

- I understand I can **withdraw up to 2 weeks after online interview** without giving reasons and that I will not be penalised for

withdrawing nor will I be questioned on why I have withdrawn. ☐

- The procedures regarding confidentiality have been clearly explained to me. ☐

- I consent to audio recording of interview. ☐

- The use of the data in research, publications, sharing and archiving has been explained to me. ☐

- I consent to my data being used for the purposes described in the information sheet. ☐

Participant:

_____   _____   _____

___   __

Name of Participant   Signature   Date

Researcher:

_____   _____   _____

_____   ___   ___

Name of Researcher   Signature   Date

Appendix 29. The Interview Questions of Iheart Programme Coordinator

1- Could you share with us the story of how Iheart that started in the UK, please?

2- How did you start your journey with the Iheart Programme?

3- What is your understanding of the Three Principles namely thought, mind and consciousness which were set up by Sydney Banks?

4- To what extent do you agree/disagree with the fundamental logic behind what is taught in the Three Principles?

5- How did you develop your own framework/curriculum for the Iheart Programme devoloping from the Three Principles so that it is more logical and impactful?

6- Do we have to believe in Iheart or is it just a technique?

7- How might school students can use the teachings of the Iheart Programme in their daily life in terms of improving their self-confidence and wellbeing?

8- How do you reflect on positive and negative comments on feedback forms by school students?

9-How do you think the implementations in the Iheart might contribute to teacher training programmes?

10- How did you see the modalities of the Iheart Programme developing overall?

11- Do you have any other comments?

Appendix 30. Student teachers Information Sheet for Interviews

UNIVERSITY OF PLYMOUTH
Plymouth Institute
of Education

Student teachers Information Sheet for Interviews

Project: *Reflection on the Iheart Programme by Different Stakeholders*

What is this project about?

The aim of this research is to investigate student teachers' self-confidence and mental wellbeing regarding inclusive practices by the Iheart Project. I wish to invite you to participate in an **audio-recorded online interviews** (lasting approximately 45 minutes).

Benefits of taking part?

Participating in this study may help to reflect on your experiences of the Iheart Programme. Research findings might also contribute to the development of effective teaching training programmes.

Informed consent

Your participation is voluntary, and it is up to you whether you wish to participate. You have been invited to participate in this study because you took part in Iheart programme which is about increasing the self-confidence, wellbeing and mental health of student teachers.

Right to withdraw

If decide that you do not want to continue to take part in the study, you are free to **withdraw any time up to 2 weeks after online interview. If you decide not to take part in the research, it will not have any negative effects on you as students.**

Debriefing

Student teachers will be invited to a feedback seminar.

Confidentiality[4]

The confidentiality and anonymity of individual respondents will be assured, and consent will be sought for online interviews to be audio-recorded. Anonymity of participants will be protected, and any data collected by interviews would be used only for the purposes of the study and destroyed after 10 years. Participants' responses will be anonymised; no names of participants will be included at any point. The transcription of online interviews will be anonymised. The information which participants provide will be used for the research purpose only and will not be passed to anyone outside the research team.

Planned Outputs

The results of this research project will greatly contribute to my thesis. This study will help me to improve my knowledge about how we can contribute to student teachers' wellbeing, mental health, and self-confidence to prepare them for inclusive practices.

---

[4] In accordance with Plymouth University Ethics Policy

In this regard, I also will be able to have some knowledge about how to improve teaching training system in the UK. I believe that the findings of this research will be helpful for the further studies related to improving student teachers' training programmes.

Thank you for your interest in this research. Please do not hesitate to contact me if you have any questions.

Project contact details:

Name of researcher/student: Gulsah Selin Tumkaya

Email address: gulsah.tumkaya@plymouth.ac.uk

Name of Supervisor: Dr Jan Georgeson

Email address: janet.georgeson@plymouth.ac.uk

Appendix 31. Student Teachers Informed Consent Form for Interviews

Student Teachers Informed Consent Form for Interviews

Project: **Reflection on the Iheart Programme by Different Stakeholders**

I confirm that (please tick box as appropriate):

•   I have been given the opportunity to ask questions about the project and my participation. □

•   I voluntarily agree to participate in the project. □

•   I understand I can **withdraw up to 2 weeks after online interview** without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn. □

•   The procedures regarding confidentiality have been clearly explained to me. □

- I consent to audio recording of interview. □

- The use of the data in research, publications, sharing and archiving has been explained to me. □

- I consent to my data being used for the purposes described in the information sheet □

Participant:

_____   _____   _____

_____   ____   ____

Name of Participant   Signature   Date

      Researcher:

_____   _____   _____

_____   ____   ____

Name of Researcher   Signature   Date

Appendix 32. Ethical Application Form

	(For EdRESC use only) Application No:	
FACULTY OF ARTS AND HUMANITIES **Education Research Ethics Sub-committee** **APPLICATION FOR ETHICAL APPROVAL OF RESEARCH**	**Chairs action (expedited)**	Yes/ No
	Risk level **-if high refer to UREC chair** **immediately** **Cont. Review Date**	High/ low / /
	Outcome (delete as necessary)	Approved/ Declined/ Amend/ Withdrawn

ALL PARTS OF THIS FORM MUST BE COMPLETED IN FULL IN ORDER TO GAIN APPROVAL. Please refer to the guidance notes.

Part A: PROJECT INFORMATION	
1.	Investigator *Note1*	

	Contact Address**:**
2.	Title of research:
3.	Nature of approval sought (Please tick relevant boxes) *Note 2 a) PROJECT: b) TAUGHT PROGRAMME (max. 3 years):
	If a,) please indicate which category: ☐ *Funded/unfunded Research (staff)* ☐ *Undergraduate* ☐ √ *MPhil/Ph.D, ResM, BClin Sci, EdD* ☐ *Taught Masters* ☐ *Or Other (please state)* ☐
4.	Funding body (if any): If funded, please state any ethical implications of the source of funding, including any reputational risks for the university and how they have been addressed. *Note 3
5.	a) Duration of project/programme: b) Dates:
6.	Has this project received ethical approval from another Ethics Committee? Yes☐ No ☐ a) Committee name: b) Are you therefore only applying for Chair's action now? Yes☐ No ☐

7.	Attachments (if required):
	a) Application/Clearance (if you answered Yes to question 6) Yes☐ No ☐
	b) Information sheets for participants Yes☐ No ☐
	c) Consent forms Yes☐ No ☐
	d) Sample questionnaire(s) Yes☐ No ☐
	e) Sample set(s) of interview questions Yes ☐ No ☐
	f) Continuing review approval (if requested) Yes☐ No ☐
	g) g) Other, please state observation schedule, headmaster letter

*1. Principal Investigators are responsible for ensuring that all staff employed on projects (including research assistants, technicians and clerical staff) act in accordance with the University's ethical principles, the design of the research described in this proposal and any conditions attached to its approval.

*2. In most cases, approval should be sought individually for each project. Programme approval is granted for research which comprises an ongoing set of studies or investigations utilising the same methods and methodology and where the precise number and timing of such studies cannot be specified in advance. Such approval is normally appropriate only for ongoing, and typically unfunded, scholarly research activity.

*3. If there is a difference in ethical standards between the University's policy and those of the relevant professional body or research sponsor, Committees shall apply whichever is considered the highest standard of ethical practice.

*4. Approval is granted for the duration of projects or for a maximum of three years in the case of programmes. Further approval is necessary for any extension of programmes.

8	**If you are staff**, are there any other researchers involved in your project? Please list who they are, their roles on the project and if/how they are associated with the University. Please include their email addresses. (*Please indicate School of each named individual, including collaborators external to the Faculty/University)*:

	If you are a student, who are your other supervisors? Have you discussed all ethical aspects of your research with your Director of Studies prior to submitting this application? Yes □ No □
9	Type of application: Initial application Resubmission with amendments □ Version Number: Amendment to approved application * □ Renewal □ *For full details of the amendment's procedure, please see the guidance notes*
10	Summary of aims objectives and methods (max 250 words)
11.	When do you need/expect to begin the research methods for which ethical approval is sought?

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	How long will this research take and/or for how long are you applying for this ethical approval?		
12	What will be the outcomes of this project?		
13	Is the project subject to an **external** funding bid? No *(please go to Part B)*		
14	Bid amount:		
15	Bid status: ☐Not yet submitted Submission deadline: ☐Submitted, decision pending ☐Bid granted		
16	University Project Finance Team costing approved with Dean's signature? Yes: ☐No: ☐ (Please contact the University Project Finance Team as soon as possible)		
17	Has the funding bid undergone ☐ Yes ☐ No peer review?		
18	Partners & Institutions:		
	Name (including title)	School:	Institute / Organisation:

Part B: ETHICAL REVIEW STATEMENT

The purpose of this statement is to clarify whether the proposed research requires ethical clearance through an Ethics Protocol. Please read the relevant section of the guidance notes before you complete your statement.

Please indicate all the categories into which your proposed research fits:

	Data collection / analysis involved:	**Action required:**	
1	This study does not involve data collection from or about human participants.	➢*Complete this Ethical Review Statement and add a brief (one page) description of your research and intended data collection methods.* *Part C not required.*	☐
2	This study involves the analysis or synthesis of data obtained from/about human subjects where such data are in the public domain (i.e., available in public archives and/or previously published)	➢*Complete this Ethical Review Statement and add a brief (one page) description of your research, the nature of the data and intended data collection methods.* *Part C not required.*	☐

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3	This study involves the analysis of data obtained from/about human participants where the data has been previously collected but is not in the public domain	*Complete this Ethical Review Statement* *Please complete Part C – Ethical Protocol*	☐
4	This study draws upon data already collected under a previous ethical review but involves utilising the data in ways not cleared with the research participants	➢ *Complete this Ethical Review Statement* ➢ *Please complete Part C – Ethical Protocol* ➢ *Submit copy of original ethics protocol and additional consent materials (if relevant) attached.*	☐
5	This study involves new data collection from/about human participants	➢ *Complete this Ethical Review Statement* ➢ *Please complete Part C – Ethical Protocol* ➢ *Submit copies of all information for participants AND consent forms in style and format appropriate to the participants together with your research instruments.*	☐

Please Note: Should the applicant wish to alter in any significant regard the nature of their research following ethical approval, an application for amendment should be submitted to the committee together with a covering letter setting out the reasons for the amendment. The application should be made with reference to one or more of the categories laid out in this document. 'Significant' should be interpreted as meaning changing in some fundamental way the research purposes and processes in whole or part.

Part C: ETHICS PROTOCOL

Please indicate how you will ensure that this research conforms to Plymouth University's Research Ethics Policy - *The Integrity of Research involving Human Participants.* Please complete each section with a statement that addresses each of the ethical principles set out below. Please note that you should provide the degree of detail suggested. Each section will expand to accommodate this information.

Please refer to Guidance Notes when completing this section.

1	**Informed consent**
2	**Openness and honesty**

3	**Right to withdraw**	
4	**Protection from Harm**	

Indicate here any vulnerability that may be present because of the:
- *participants e.g. children or vulnerable adults.*
- *nature of the research process.*

If you tick any box below, please indicate in "further information" how you will ensure protection from harm.

Does this research involve:

Children	☐
Vulnerable adults	☐
Sensitive topics	☐
Permission of a gatekeeper in place of consent from individuals	☐
Subjects being academically assessed by the researcher	☐
Research that is conducted without full and informed consent	☐
Research that could induce psychological stress and anxiety	☐
Intrusive intervention (eg, vigorous physical exercise)	☐

	Further information:
	If student teachers become upset during observation, the observation will be stopped by the researcher and the student teachers will be signposted to the university wellbeing centre.
	Do ALL researchers in contact with children and vulnerable Yes: ☐ No: ☐ N/A: ☐ *adults have current DBS clearance? If Yes, please give disclosure number(s)*

	Name	Number

	If No, please explain:

5	**External Clearance** **Research Project has been approved by the iheart programme.**
6	**Participant/Subject Involvement** *Has this group of participants/subjects already been the subject of research in the current academic* *year?* Yes ☐ No ☐
7	**Payment**

8	**Debriefing**
9	**Dissemination of Research**
10	**Confidentiality**
11	**Ethical principles of professional bodies**

12	**Declarations:**			
	For all applicants, your signature below indicates that, to the best of your knowledge and belief, this research conforms to the ethical principles laid down by Plymouth University and by the professional body specified in C.11 above. **For supervisors of PGR students:** As Director of Studies, your signature confirms that you believe this project is methodologically sound and conforms to university ethical procedures.			
		Name(s)	Signature (Electronic is acceptable)	Date
	Applicant			
	Other staff investigators:			
	Director of Studies (if applicant is a postgraduate research student):			

Completed Forms should be forwarded by email to Faculty Research Ethics Administrator (artsresearchethics@plymouth.ac.uk). Submission deadlines and meetings dates are published on the intranet (Applying for Research Ethics Approval in the Faculty of Arts and Humanities). Please ensure that your application reaches the Research Ethics Administrator by the published deadline to ensure that your application is reviewed at the next meeting. You will receive approval and/or feedback on your application within 2 weeks of the meeting date at which the committee discussed this application.

Appendix 33. Further Supporting Documents

Student Teachers Informed Consent Form for Interviews

Project: **Reflection on the Iheart Programme by Different Stakeholders**

I confirm that (please tick box as appropriate):

• I have been given the opportunity to ask questions about the project and my participation. □

• I voluntarily agree to participate in the project. □

• I understand I can **withdraw up to 2 weeks after online interview** without giving reasons and that I will not be penalised for

withdrawing nor will I be questioned on why I have withdrawn. □

• The procedures regarding confidentiality have been clearly explained to me. □

• I consent to audio recording of interview. □

- The use of the data in research, publications, sharing and archiving has been explained to me.

- I consent to my data being used for the purposes described in the information sheet □

Participant:

_____ _____ _____
Name of Participant   Signature   Date
Researcher:

_____ _____ _____
Name of Researcher   Signature   Date

Student teachers Information Sheet for Interviews

Project: Reflection on the Iheart Programme by Different Stakeholders

What is this project about?

The study aims to reveal the Iheart Project affects student teachers' wellbeing, mental wellbeing, and self-confidence for teaching regarding inclusive practices. I wish to invite you to participate in an audio-recorded online interviews (lasting approximately 90 minutes).

Benefits of taking part?

Participating in this study may help to reflect on your experiences of the Iheart Project. Research findings might also contribute to the development of effective teaching training programmes

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Informed consent

Your participation is voluntary, and it is up to you whether you wish to participate. You have been invited to participate in this study because you took part in the Three Principles Training Project which is about increasing the self-confidence, wellbeing, and mental health of student teachers.

Right to withdraw

If decide that you do not want to continue to take part in the study, you are free to withdraw any time up to 2 weeks after online interview. If you decide not to take part in the research, it will not have any negative effects on you as students.

Debriefing

Student teachers will be invited to a feedback seminar.

Confidentiality[5]

The confidentiality and anonymity of individual respondents will be assured, and consent will be sought for online interviews to be audio-recorded. Anonymity of participants will be protected, and any data collected by interviews would be used only for the purposes of the study and destroyed after 10 years. Participants' responses will be anonymised; no names of participants will be included at any point. The transcription of online interviews will be anonymised. The information which participants provide will be used for the research purpose only and will not be passed to anyone outside the research team.

Planned Outputs

The results of this research project will greatly contribute to my thesis. This study will help me to improve my knowledge about how we can contribute to student teachers' wellbeing, mental health, and self-confidence to prepare them for inclusive practices. In this regard, I also will be able to have some knowledge about how to improve teaching training system in the UK. I believe that the findings of this research will be helpful for the further studies related to improving student teachers' training programmes.

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[5] In accordance with Plymouth University Ethics Policy

Thank you for your interest in this research. Please do not hesitate to contact me if you have any questions.

Project contact details:

Name of researcher/student: Gulsah Selin Tumkaya

Email address: gulsah.tumkaya@plymouth.ac.uk

Name of Supervisor: Dr Jan Georgeson

Email address: janet.georgeson@plymouth.ac.uk

Classroom Observation Consent Form

Project: **Reflection on the Iheart Programme by Different Stakeholders**

I understand that by signing this form, I agree that Selin can observe our lesson. I understand that my name will not be used in anything that Selin writes about the Three Principles Training Project. I have been informed that photographs and videos might only be taken during the observation as long as all participants in the project have given their approval.

Name	Signature

Sample Questionnaire

Teacher Self-Efficacy for Inclusive Practices (TEIP) Scale

Dear Students,

The results of these surveys will be used in my dissertation. After reading these statements you are asked to evaluate yourself and put a cross (X) in front of an option that is most suitable for you. The information here will remain strictly confidential. Please try to respond to all items.

Thank you for your sincere answers and contributions.

Plymouth University Ph.D in Education   Ph.D Student

                                                         Gulsah Selin Tumkaya

Personal Information Form

Gender: ( ) Female　　　　( ) Male

Age: ( ) 18-20　　( ) 21-23　　( ) 24 and above

Class Level: ( ) Y1　　( ) Y2　　　( ) Y3

Apart from your current study at UoP have you ever attended a course on inclusion and special needs education?　( ) Yes　　( ) No

If you have participated, please enter the name of the course …………………………………………

1	2	3	4	5	6
Strongly disagree	Disagree	Disagree somewhat	Agree somewhat	Agree	Strongly agree

		SD	D	DS	AS	A	SA
1	I can use a variety of assessment strategies (for example, portfolio assessment, modified tests, performance-based assessment, etc.).	1	2	3	4	5	6
2	I am able to provide an alternate explanation or example when students are confused.	1	2	3	4	5	6
3	I am confident in designing learning tasks so that the individual needs of students with disabilities are accommodated.	1	2	3	4	5	6
4	I can accurately gauge student comprehension of what I have taught.	1	2	3	4	5	6
5	I can provide appropriate challenges for very capable students.	1	2	3	4	5	6
6	I am confident in my ability to get students to work together *in pairs or in small groups.*	1	2	3	4	5	6
7	I am confident in my ability to prevent disruptive behaviour in the classroom before it occurs.	1	2	3	4	5	6
8	I can control disruptive behaviour in the classroom.	1	2	3	4	5	6
9	I am able to calm a student who is disruptive or noisy	1	2	3	4	5	6
10	I am able to get children to follow classroom rules.	1	2	3	4	5	6
11	I am confident when dealing with students who are physically aggressive.	1	2	3	4	5	6

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12	I can make my expectations clear about student behaviour.	1	2	3	4	5	6
13	I can assist families in helping their children do well in school.	1	2	3	4	5	6
14	I am able to work jointly with other professionals and staff (e.g., aides, other teachers) to teach students with disabilities in the classroom.	1	2	3	4	5	6
15	I am confident in my ability to get parents involved in school activities of their children with disabilities.	1	2	3	4	5	6
16	I can make parents feel comfortable coming to school.	1	2	3	4	5	6
17	I can collaborate with other professionals (e.g., itinerant teachers or speech pathologists) in designing educational plans for students with disabilities.	1	2	3	4	5	6
18	I am confident in informing others who know little about laws and policies relating to the inclusion of students with disabilities.	1	2	3	4	5	6

Ethical Amendment to Approved Application

8 April 2020

CONFIDENTIAL
Selin Tumkaya
Plymouth Institute of Education
Faculty of Arts, Humanities and Business
University of Plymouth

Dear Selin

Amendment to Approved Application

Amendment Reference Number: 19/20-282
Original application Reference Number: 19/20-267

Application Title: **Reflection on the Iheart Programme by Different Stakeholders**

I am pleased to inform you that the Education Research Ethics Sub-committee has granted approval to you for your amendment to the application approved on 22 October 2019.

Please note that this approval is for three years, after which you will be required to seek extension of existing approval.

Please note that should any MAJOR changes to your research design occur which effect the ethics of procedures involved you must inform the Committee. Please contact Claire Butcher on (01752) 585337 or by email claire.butcher@plymouth.ac.uk

Yours sincerely

Professor Jocey Quinn
Chair, Education Research Ethics Sub-committee -
Plymouth Institute of Education

Faculty of Arts and Humanities

Email sent to Iheart Programme founder and facilitator to get permission to use their real names in data analysis

Permission to use Mrs. Terry Rubenstein's actual name in the research
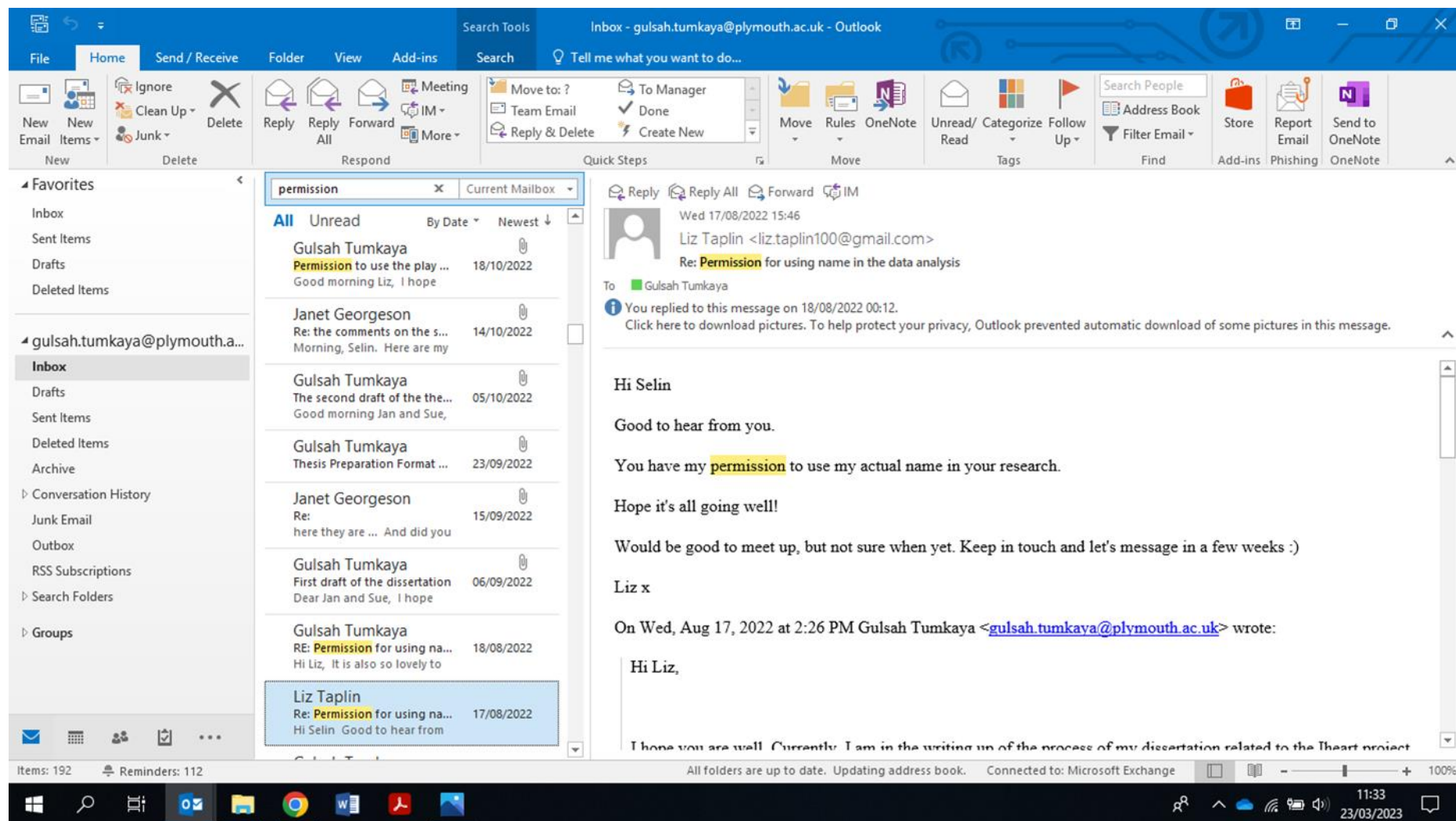
Permission to use Mrs. Liz Taplin's actual name in the research

Permission to take some photos obtained from the student teachers while doing some classroom activities

Dicken Bettinger
Active 8 h ago

22/08/2020, 20:11

Hi Selin,

Your study sounds intriguing. I wish you all the best.

Here is a collection of a lot of the research that has been done on the 3ps. I hope this is helpful:
https://innateevolution.com/research/
For training I would contact Dr. Aaron Turner in the UK.
He is also the current president of the board of the 3 Principles Global Community.

Let me know if you get other questions.

Warmly,
Dicken

E-mail from Dr. Dicken Bettinger about the resources of Three Principles

Hi Dicken,

Thank you very much for your kind response! I will definitely look at the research which has been done on 3ps to have better understanding regarding the three principles. Many thanks.

Have a lovely evening!

Best Regards,

Selin Tumkaya

The response from the researcher to Dr. Dicken Bettinger about sharing resources related to the Three Principles