

Teachers' professionalism, self-identity
and the impact of Continuing
Professional Development.

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Teachers' professionalism,
self-identity and the impact of Continuing
Professional Development (CPD).

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Abstract

This research explores the impact of changes in government policy on teachers' professionalism, self-identity and practice in the context of Continuing Professional Development (CPD). Initial data was gathered through the use of evaluations, impact data and interviews from conferences and courses undertaken as part of professional development programmes. This data provided a range of background information which then informed a second stage of research where in-depth case studies of three secondary school science teachers was conducted. Thus the first stage data helped identify, and focus the later research themes and questions. The case-study research consists of semi-structured interviews which explores the contexts, experiences and viewpoints of the three teachers involved.

This research draws attention to the potential damage being done to teachers' professionalism and self-identity as a result of central government policy, and the impact that this has on their ability to carry out their roles effectively. It also considers the extent to which teachers' professionalism is influenced by the process of engaging with CPD. This research adds knowledge to the field through the provision of a fresh perspective, from the teachers' viewpoint, in the field of research of teacher professionalism and that of teachers CPD. The research gives teachers a forum within which to voice their thoughts and share their concerns about the struggles they face, and the conflicts they experience between their personal values and pressures to conform. At the heart of the problem, encountered by teachers, is the fact that professional standards and CPD activities predominately focus on the behavioural component of professionalism. The failure to consider the teachers' intellectual or attitudinal development is what threatened their identities, ideologies and aspirations to meet their goals. It also affects the way they felt about themselves and education as a whole.

An alternative model to illustrate effective professional development is proposed as a consequence of this research which highlights the complexities of the processes and practices affecting teachers' engagement with CPD and the potential for external policies to impact adversely on classroom practices.

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Chapter 1: Introduction

1.1 Contextual Background:

When I started this research I was employed as an Assistant Director at the Science Learning Centre North West (SLC NW). The SLC NW was part of a network, funded jointly by the Department for Education (DfE) and Wellcome Trust, which provided professional development for everyone involved in the science education of children aged from 5 to 19 years. The aim of the network was to improve science teaching and to inspire pupils by providing them with a more exciting, intellectually stimulating and relevant science education, thus enabling them to gain the knowledge and understanding required to be effective scientists and citizens of the future. The SLC NW worked closely with schools, local authorities, higher education institutions and a range of other partners, to develop and deliver a Continuing Professional Development (CPD) programme that would be embedded in teachers' professional practice and have an impact on their attitudes to science and on their classroom practice. It was believed that pupils' experiences and learning in science would be influenced by their teachers' experiences of CPD, resulting in improved attitudes towards school science, and science more widely. The next generation of scientists were, therefore, expected to be inspired by the process of inspiring and motivating their teachers through their CPD. It was important to note that, due to the nature of the funding, the CPD programme provided by the SLC network had to meet the approval of the government's education policy. This consequently had an influence on the type of CPD being offered to teachers.

The initial purpose of my research was linked to the responsibility I had for assessing the effectiveness of the SLC's CPD programme and identifying ways to improve the professional development opportunities offered to teachers. The evaluation process used by the SLC to measure the impact of CPD on teachers' classroom practice comprised of an Impact Analysis Tool-kit, a self-reflective analysis process based on Guskey's (Guskey *et al*, 2001) model of effectiveness. This consisted of an *Intended Learning Outcomes* (ILO)

form (Appendix I), which participants completed and returned in advance of the course, where teachers were asked to consider the reasons for attending the course and what they hoped the impact would be; the course evaluation (Appendix II) which determined if the course had met the required objective, a *Learning Nutshell* (Appendix III), where participants could indicate learning taking place during the course, and finally the *Impact of Professional Development* form (Appendix IV) which identified any impacts that could be attributed to attendance on the course. An additional measure of effectiveness, carried out separately by central government departments, was to analyse trends in pupils' performance, this was used to make judgements about teachers' performance and as a consequence evaluate the effectiveness of the CPD programme which was directed and funded by the Department for Education and Skills (DfES, now known as the Department for Education, DfE). Government targets imposed on the SLC predominantly involved increasing the numbers of individual teachers attending single episodes of CPD, since it was assumed that more teachers attending one day of training would result in teaching practices generally improving and positively influencing pupil performance data. In other words, the effectiveness of the CPD programme was seen as a measure of how many different teachers the SLC could get through the door to attend a one-day CPD course (this was referred to as 'throughput' by the SLC network).

When the SLC was first established there were large numbers of teachers actively seeking and attending a range of CPD, however the numbers of teachers attending courses has subsequently decreased. This made it difficult to meet the government throughput targets which increased yearly. Anecdotal evidence from teachers who were interviewed, as part of the annual SLC evaluation processes, was that it was increasingly difficult for them to be 'allowed' to attend CPD due to pressures in school. Head teachers were apparently less willing to let teachers out of school for a number of reasons: course costs, quality and cost of supply cover. A significant issue raised by teachers was the pressure of meeting pupil performance targets. This meant that they were not permitted to leave their classes to attend CPD opportunities for fear of the students being adversely affected.

While working at the SLC, and as a consequence of these targets, I was constrained by established structures and methods of working that did not parallel my views on what

constituted effective CPD. I considered that providing appropriate, focussed and timely interventions over a period of time to a smaller numbers of teachers would result in long term improvements in their teaching practices and eventually be conveyed to their colleagues. This was in direct contrast to the aforementioned, and seemingly, arbitrary government 'throughput' targets, which I did not believe would be effective in changing teaching practices. I was therefore frequently torn between doing what I considered to be in the best interests of the teachers and meeting these targets. I managed these tensions by making effective use of the ILO form (Appendix I), together with information gleaned from participants at the beginning of each course, in order to tailor activities to have maximum value; ensuring they addressed most, if not all, of the participants' individual needs.

Additionally, I was constantly being reminded by my manager that it was my leadership role as an Assistant Director to find creative ways of meeting the challenging throughput targets and I felt that increasingly more time was being devoted to this activity rather than to my other management and training roles. Working within the constraints of the target driven nature of the SLC, it appeared to me that anything of meaning required justification according to current education policy and procedures. This perception resulted in a reduction in my ability to be creative, it challenged my professional integrity and caused a loss in job satisfaction. My personal and professional values (care of self against duty to others) were in conflict to those imposed by external agendas. This conflict appears to be echoed in the experiences and comments made by the teachers involved in this research and I became interested in investigating how it influenced them on both personal and professional levels. The juggling between the plurality of roles, uneasy allocations of priority, and uncertain attributions of 'identity' was identified by Stronach *et al* (2002) as a balance between 'economies of performance' (manifestations of the audit culture - league tables, targets etc.) and 'ecologies of practice' (professional dispositions and commitments, experience and expertise which laid claim to being professional). A consequence of educational policy changes has, according to Day *et al* (2005), left many teachers:

'...unsure of the extent to which they are able to use their discretionary judgements and their capacity to carry out the responsibilities associated with their new performative identities that challenge traditional notions of professionalism and professional purposes and practices.'

Day *et al* (2005: 566)

Around Easter 2013 there was a major upheaval in the organisation of the network of SLCs as a consequence of changes in government policy. The new DfE education policy resulted in the development and implementation of a new delivery model for CPD. This re-organisation was not based on evidence of good practice identified and recognised in many evaluation reports (Bennett *et al*, 2011; Garet *et al*, 2001; Lydon and King, 2009; Wellcome trust and DCSF, 2008) but was considered, by government ministers, to be a better model where professed 'good' teachers would provide CPD for other teachers within their school settings. This new model saw a decline in established centres of excellence for CPD provision (e.g. SLC NW and similar centres) and an increase in high performing schools, such as Teaching Schools, themselves becoming training centres with reporting lines to the DfE through the Science Learning Partnerships (SLPs). These Teaching schools evolved from the training schools programme established as part of London Challenge in 2005, and were formalised in 2010 as part of the government's approach to raise standards. They were given the remit to provide a more cohesive approach to training and development as a way of driving school improvement. This included initial teacher training, continuous professional development, leadership training and school-to-school support, promoting specialist leaders of education and research and development. These schools would be responsible for maintaining their excellent pupil performance targets while providing training for all teachers and would be expected to meet similar throughput figures found to be unrealistic by the more experienced CPD providers at the previously existing SLCs.

As a consequence of this policy shift I became an independent consultant, with the intention of supporting these schools and SLPs in the process of providing CPD. What became evident at the outset, however, was that previously existing CPD courses were being re-worked to provide a 'script' for the new training providers. This was intended to guarantee consistency of approach in courses, regardless of the geographic region or the individual needs of teachers attending. The courses were, consequently, delivered in exactly the same way to different groups of teachers, regardless of their range of experience and expertise, no alterations by the trainer were permissible to make them potentially more effective. This was in contrast to what was considered good teaching (DfE 2012), where lessons are adapted to meet the different requirements of different groups

of students. As an educator and researcher, with a vested interest in provision of high quality CPD, I was unhappy with these developments, in my opinion delivering CPD by rote would not meet teachers' professional development needs.

The initial purpose of the research was to make valid recommendations for improvements to the CPD programme, this was as a result of the funding made available due to my former position at the SLC. The change in my circumstances, however, freed me from these institutional constraints and enabled me to extend my research to investigate the views and experiences of selected teachers; to consider how their experiences of CPD influenced their status as professionals and the impact it had on their identities. Preliminary data was used to provide a framework for the more in-depth, qualitative approach in the main research, this enabled me to gain a richer, deeper understanding of what was happening.

1.2 Research Focus:

The aim of this research was, therefore, to explore the recent changes in government policy, in relation to CPD, and consider the potential for these to impact on teachers' professionalism, identity and practice. The research had two main objectives: Firstly, to explore how policy changes affect teachers' perceptions of themselves as professionals and their identities, together with the subsequent effect these have on their ability to carry out their roles effectively. Secondly, to consider to the extent to which teachers' professionalism could be influenced by the process of engaging with CPD. It was important for the purpose of the research to determine whether teachers were provided with adequate opportunities for professional development and how their experiences of CPD affected their professional identity.

The data presented as part of the preliminary research was routinely collected through the NSLC evaluation processes, permission was secured to use this information for the purposes of this research. At the end of each CPD activity, teachers were required to reflect on the impact of the CPD in relation to their own practice, their colleagues practice, any whole school impacts and finally impacts on their students (loosely based on Guskey's

model). Therefore, this data was in the form of subjective self-evaluations that teachers completed as a result of attending CPD and constituted the final part of an Impact Analysis Toolkit (i.e. the *Impact of Professional Development* form, Appendix IV). Some of the data included in the preliminary research, was gathered while I worked as part of a research team, led by Bennett *et al* (2011). This team was commissioned, by the NSLC, to evaluate the effectiveness of models of CPD delivery and was included in the *Modes of Professional Development Report* (MoPD). As part of this process, I worked alongside the project lead, taking responsibility for collecting information relating to experiences of CPD from a range of teachers', following these up with a series of interviews with a small selection of teachers and senior leaders (permission secured to make use of these transcripts in future research projects). I transcribed and analysed the findings according to agreed protocols and submitted these to the research leaders for inclusion in their final report.

The data emerging from this pilot research offered clues as to why teachers engaged with CPD, the difficulties they encountered in securing release for professional development and how different forms of CPD impacted on their classroom practice. It raised questions, however, such as: what were the enablers and barriers that influenced teachers' engagements in CPD? To what extent did government policy affect the implementation, delivery and uptake of CPD?

Following the preliminary research, I selected three teachers to study in greater depth their experiences and perceptions of professionalism and identity, and ascertain where CPD was positioned within this. These teachers were selected because they had been actively involved in CPD activities since gaining Qualified Teacher Status (QTS). Thus the research was conducted by means of three case studies, which illustrated the experience, expertise and educational contexts of each teacher. Interviews were used for the process of gathering information about the types of the CPD the teachers experienced, the impact it had on their classroom practice, and any factors which enabled or hindered their progress or career developments. As indicated earlier, I was particularly interested in how they felt as professionals and if their experiences of CPD had any bearing on this. The main lines of enquiry were: How did teachers think they were viewed by stakeholders¹, for example

¹ Anyone who has a vested interest in the quality of the teaching being provided

policy makers, parents etc.? What expectations were placed on teachers? Did these expectations change as a result of changes in policy? In analysing the data, I compared the experiences of these three teachers, to identify any commonalities and determine whether it was possible to make any generalisations related to my research focus.

It is important at this point to mention potential issues relating to terminology in connection to the research topic, these were to do with the frequently used terms 'impact' and 'effectiveness'. These terms are open to interpretation: What is meant by 'impact' and how was it measured? What constitutes effective CPD? These terms are discussed in the Literature review² together with a brief explanation of Saussure's work on language.

Engaging critically with educational research, considering the nature of interventions, together with the issues they raised enabled me to gain a broader perspective and greater insight into the nature and complexities of social research. The process of investigating the impact of systematic change in relation to my own, and others', professionalism and identity, allowed me to understand my own practice and I began to construct myself as a researcher; understanding new ways of thinking through the interactions with my peers, supervisors and by the nature of the research itself. I hoped that through this research, teachers would recognise the value and significance of continuing their professional development throughout their careers. The research attempts to illustrate the potential for CPD to impact on teachers' perceptions of identity, and contributes to the argument for teaching to be re-professionalised.

1.3 Thesis Structure:

In this section I will indicate how the rest of the thesis is set out. A synopsis of each chapter is provided to signpost the main phases of the research.

In Chapter 2 literature relevant to the research is presented. It chronicles the ways in which successive government policies have had an impact on teachers' professionalism, their

² Section 2.8 page 35

perceptions of identity, learning and development. A rationale for Continuing Professional Development (CPD) is offered and its implications for teachers explored. The chapter provides a brief overview of the most common models of CPD, plus, what is meant by both impact and effective CPD is briefly considered. It concludes with reiterating the focus of the research along with the key questions the research addresses.

In Chapter 3 the appropriateness, choice and justification of research methodology and rationale for selection are discussed, along with my positionality in relation to the research. It provides an overview of the research methods utilised to collect, interpret and analyse the data relevant to the study. The process of data analysis and the principles applied in the methodology are outlined and explained in the context of the research undertaken, this includes a brief timeline and ethical considerations.

Preliminary research findings are presented in Chapter 4, these consisted of extended use of the impact analysis process that formed the SLC evaluation process. This pilot consisted of an analysis of course and conference evaluations (Appendix II), an analysis of the *Impact of Professional Development* forms (Appendix IV), together with questionnaires and interviews with course participants and senior leaders. Information was gathered from a wide range of teachers receiving professional development at the SLC. The data emerging from this initial study provided a basis for the main research and enabled common themes to be identified. The questions used in the case study interviews were developed and refined as a result of this pilot to gain further insight into the impact of CPD on teachers' professionalism and practice.

Chapter 5 presents the data collected from case study interviews with Emma, Faye and Jane³. It includes an exploration of their CPD experiences along with their perceptions regarding the effect of CPD on their professionalism. A pen portrait of each respondent is provided, these are followed by the findings from the three case studies. The findings are organised around the three key themes emerging from the interviews and thus take a data-led approach. The chapter concludes with a summary of the common themes: the raising standards agenda, teachers' views on CPD and the status of teachers

³ Fictitious names given to preserve the teacher's anonymity

Chapter 6, provides an analysis of the emergent data and considers each theme in relation to the reviewed literature. Firstly, the significance of CPD to the three teachers is discussed, this includes an exploration of the effect of CPD on their practice and difficulties in engagement with professional development opportunities. The impact of the raising standards agenda on leadership is then examined together with how these issues affect teachers, their self-identities and professional status.

Chapter 7 summarises the research findings and draws conclusions based on the research findings and data analysis. It provides an evaluation of the effectiveness of the selected research methods and concludes with a personal reflection of the learning gained through the process. Recommendations are proposed along with suggestions for further research.

In the next chapter I review the issues, concerns and key learning that the literature brings to the study of teachers' professionalism, the rationale for teachers' Continuing Professional Development (CPD) and the impact of changing teachers' classroom practice. This literature review will be used to focus the discussion in subsequent chapters.

Chapter 2: Literature Review

This chapter considers how successive government policies have impacted on teachers' professionalism, identity, learning and development. Firstly, it offers a brief overview of education policy changes since 1988, highlighting how expectations of teachers have changed as a result, the impact this has on perceptions of identity and the process of teachers' learning. This leads to the rationale for Continuing Professional Development (CPD), a discussion about what constitutes professional development. This raises questions about why teachers engage with CPD and the types of CPD available. The chapter concludes with a brief overview of the most common models of CPD, briefly considering what is meant by impact and effective in relation to the different forms of CPD, and finally providing a reminder of the research focus.

2.1 Teachers as Professionals

The 1988 Education Reform Act heralded a period of significant change for teachers, as a result they were subjected to increasing levels of standardisation and normalisation. This opened a debate about the notion of teacher professionalism; a debate where 'the teacher [was] an absent presence in the discourses of education policy' (Ball, 1993: 108). While teaching is generally considered a profession, it is not always accorded the same status as other professions like law and medicine (Armour and Makopoulou, 2012). Traditionally, professionals are distinguished from other groups of workers because they have a professional autonomy, code of ethics and specialised knowledge base (Day, 1999; Sachs, 2001; Cribb and Ball, 2005).

‘A profession is a disciplined group of individuals who adhere to ethical standards and uphold themselves to, and are accepted by, the public as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and who are prepared to exercise this knowledge and these skills in the interest of others.’

The Australian Council of Professions (2004,
<http://www.professions.com.au/defineprofession.html>
 - accessed 3rd January 2012)

Different professions are deemed to be ethically distinct from each other because they are organised around a particular set of goods and virtues (Cribb, 2009). However, the imposition of a national curriculum, national testing and interventions into pedagogical decision-making effectively reduced opportunities for teachers to exercise their professional autonomy or use their professional judgements (Ball, 1993; Day, 1999 and 2002, Whitty, 2006). In other words, these increasingly direct attempts to shape the quality, character and content of teachers’ classroom practice, resulted in an increase in the *technical* elements of teachers’ work and a reduction in the *professional* (Gray, 2007). The Labour government, elected in 1997, expressed a commitment to raise the status of teachers and the teaching profession. Prime Minister Blair referred to the government’s programme of far-reaching reform and investment in terms of:

‘... the need for a step change in the reputation, rewards and image of teaching, raising it to the status of other professions such as medicine and law, which are natural choices for our most able and ambitious graduates. Teaching has this status in many other countries. There is no good reason why it shouldn't have it here too...’

Prime Minister’s Speech (1999,
<http://webarchive.nationalarchives.gov.uk/20061004051823/http://number10.gov.uk/page1446> - accessed 7th January 2013)

More recently ‘*The importance of teaching*’ (DfE White Paper 2010) further raised the profile of the teaching profession; in this the Secretary of State for Education made the following statement:

‘At the heart of our plan is a vision of the teacher as our society’s most valuable asset. We know that nothing matters more in improving education than giving every child access to the best possible teaching. There is no calling more noble, no profession more vital and no service more important than teaching.’

(DfE, 2010: 7)

This raises questions about the extent of the esteem to which teachers believed they were held. Concerns over the de-professionalisation of teachers has prompted the Royal College of Surgeons of England to investigate why teaching lags behind in professional status and to recommend that teachers should support proposals for a Royal College of Teaching (Royal College of Surgeons of England, 2013).

Central to teachers' professionalism is the premise that practitioners are positioned as holding expert bodies of knowledge, which are specific to them and their professional group (Day, 1999; Sachs, 2001; Edwards and Nicoll, 2006; Cribb and Ball, 2005). Evans (2011) described three components of teacher professionalism: behavioural professionalism (associated with what teachers do), attitudinal professionalism (associated with their motivation and job satisfaction) and intellectual professionalism (the knowledge and understanding teachers have of knowledge structures). Teachers professional standards were found to be focused predominately on the behavioural aspect of professionalism identified by Evans (2011). Teachers' roles have been re-shaped to include new⁴ professional and institutional standards, and they are expected to show a high degree of competency in them.

Defining teachers as professionals, consequently, has become more complicated as a result of changes in the nature of their work (Sachs, 2001; James, 2007). A key characteristic of the teaching profession is moral purpose which underpins all teaching, leadership and management in every school (Sachs, 2001; Day, 2002; James, 2007). Professional Identity, according to Sachs (2001), is based on a set of attributes imposed on teaching either from the outside or by the teaching profession itself. Sachs (2001) also noted that, while professional identity provided a shared set of attributes and values, in teaching these were multifaceted due to the complex of factors in which teachers work. Identity was also found to change at different career stages and as a result of relationships with peers and pupils (Day *et al*, 2006). Teaching demands a significant personal investment (Day *et al*, 2006), subsequently, a teachers' identity was observed to be linked to both professional and personal aspirations and values (Day, 2002; Ball, 2003; Day *et al*, 2006). Emotional

⁴ Established September 2012

experiences had the potential to affect teachers' identities, attitudes and beliefs, due to the personal investment involved in teaching (Sachs, 2001; Ball, 2003; Day *et al*, 2006).

Day (2002) considered reforms to have an impact on identity, and found that the erosion of autonomy challenged both professional and personal identities. Identity was observed to be affected by external policy, internal organisation and personal experience. Ball (2003) noticed that reform changed what it meant to be a teacher, and resulted in doubts about professional judgements. The conflict between professional and personal identities was also highlighted by Ball (2003); teachers felt their duty to others was at the expense to the duty to their selves. The history, professional traditions and evolving policy in the context of teaching, together with the factors that influence them, are shaping and re-shaping the ethics of teaching. As teaching roles have evolved so have the sets of goods and virtues embodied in teaching. Cribb (2009) identified two potentially conflicting 'role-specific' ethics in teaching: one extrinsically serving the institutional policy (meeting policy goals - 'doing the Job'), the other intrinsically at the heart of professional practice (nurturing students - 'doing the right thing'). This conflict was seen by Stronach *et al* (2002) to be a balance between 'economies of performance' and 'ecologies of practice'. When the range of core values considered to typify teacher identity (commitment to children, interests in particular curriculum subjects and sometimes a wider sense of moral duty and/or public service) coincided with the policies and practices promoted at a national and local level, then teachers were reasonably content. If the policies are, however, in opposition to these core values then teachers were left dissatisfied and discouraged. All these factors and experiences need to be taken into account in the process of managing and implementing change (James and Jones, 2008). It is important that senior leaders understand the potential damaging effects of change on teachers' perceptions of identity.

2.2 Teachers' as Learners

Teachers, as members of a professional group, are bound by professional standards and a code of ethics (Cribb and Ball, 2005); they are required to continue to demonstrate that they can meet the standards of competence initially set out in the Green Paper, *'Teachers: Meeting the Challenge of Change'* (DfEE, 1998). In March 2001 the DfEE (now the DfE) launched and published *'Learning and Teaching: A strategy for professional development'* which placed professional development at the heart of school improvement. In 2009 this was followed by the White Paper *'Your child, your schools our future'* which proposed the removal of central government prescription of teaching methods, empowering teachers and further raising the quality and status of the teaching profession. This meant that teachers had an entitlement to professional development and training:

'Every teacher will need to keep their skills up to date and demonstrate periodically that their professional practice and development meets the standards required for the profession.'

(DfEE, 2009: 12)

Edwards and Nicoll (2006) discussed Eraut's (1994) model of technical rationality which assumed that a front-end model of learning, through initial education and training, provided everything teachers needed to know. This model assumed that, everything trainee teachers were taught in college could be applied effectively in the school context; it did not, however, take into account the complexities involved in dealing with classroom situations. Newly Qualified Teachers (NQTs) could, therefore, be seen as achieving a basic level of competence which allowed them to practice. It was believed they only became effective teachers through classroom experience; this learning was expected to take place throughout their careers. Edwards and Nicoll went on to argue that the demand for change was part of the drive for quality and excellence. It was the desire to enhance the learning experience of students that partly undermined the model of a 'technical expert', resulting in the need for continuing professional development. Engeström (2001) pointed out that, while standard theories of learning are focussed on an individual acquiring knowledge or skills, learning is not a stable process; in transformative processes new practices are learned as they are being created.

Vygotsky (1962) considered learning as a social interaction and that teaching contexts should aim to take learners into the zone of proximal development (ZPD) enabling them to construct knowledge for themselves. The ZPD was the 'gap' between what a person could learn independently and what they were capable of learning with appropriate support. Marton *et al* (1984) discussed different approaches to learning and identified two in particular which they defined as surface and deep learning. Surface learning was seen as passive transmission of information and techniques while deep learning involved developing understanding and meaning from the information and a rationale for the techniques. Teachers in the early stages of their career were more likely to exhibit surface learning; they had competence in their subject knowledge and soon learnt the 'tricks of the trade' but without necessarily understanding the rationale behind them. Russell (1988), found that new teachers often resorted to unreflective practice, imitating observed classroom routines rather than developing an understanding of the relevance of theory, which meant examining their practice in the light of theoretical knowledge. This suggests that a teachers' identity develops through the process of learning what it is to be a teacher. At the start of their careers 'identity' may be a 'role' they adopt, but becomes embedded and refined by the process of learning more about their profession. Thus identity is open to change at different stages in their career. Russell continued by pointing out those more experienced teachers, who had become competent in the classroom, were able to criticise and question their performance and start to relate theory to their own actions. These teachers exhibited deep learning, involving critical reflection which shifted concepts and values at a much deeper level.

Lieberman (1996) recognised that teachers learnt in a similar way to that of their students; they learn best through active involvement, thinking about and becoming articulate about what they have learned. This view was at the heart of a more expanded idea of teacher development which encourages teachers to involve themselves as learners. Cochrane-Smith and Lytle (1999) identified three conceptions of knowledge associated with teachers' learning and development:

- *Knowledge-for-practice*: constitutes formal knowledge generated by researchers outside the school e.g. new theories of teaching, subject matter knowledge and

pedagogy. This did not, however, include ‘pedagogical content knowledge’ a blend of content and knowledge developed by teachers through an understanding of their practice

- *Knowledge-in-practice*: teachers’ practical knowledge acquired through experience and generated through their own systematic enquiry concerning their own practice, i.e. a teachers’ ability to use their reasoning and adapt their understanding to changing classroom situations.
- *Knowledge-of-practice*: generated by teachers critically examining their own practice, independently or collectively, and evaluating the policies and practices of their school.

In the latter two, learning was considered to take place as a result of professional challenge, dialogue and in experiencing new ways of thinking. In the process of learning we encounter what Dweck (1999) referred to as ‘the learning pit’ where, after the initial challenge, we lose confidence and struggle with new concepts but through social interactions new, deeper understanding is constructed. For example, adopting new pedagogical approaches required teachers to reassess themselves, to identify themselves as learners, experiencing for themselves the struggle for personal and intellectual growth which was an essential part of learning (Lieberman, 1996). Teachers who learnt to teach in this constructivist manner, gained new knowledge about their students’, their learning and the nature of learning itself (Milbrey and Oberman, 1996). This process of internalisation was essential for teachers to embrace new practices (Evans, 2011) and adopt new identities as a result.

Day and Sachs (2004) recognised the importance of the teacher as a person involved in their own development and added a fourth ‘conception of knowledge’ to those identified by Cochrane-Smith and Lytle (1999). This was associated with teachers’ learning and development: *Knowledge of self*: generated by teachers’ engaging regularly in reflection on and about their values, purposes, emotions and relationships. The role of reflexive thinking in helping teachers to develop this deeper understanding of the impact CPD had on their practice, was an important feature of the learning process. It is through reflexivity that we develop and begin to understand how we influence and construct the world around us:

‘... the practitioner researching in his or her classroom brings about changes both through acting in the classroom itself and in producing writing commenting on this practice. That is, descriptions of classroom practice, made by the practitioner, effect changes in reality attended by this practitioner.... actual professional practices and the ways in which these are described can function dialectically in influencing each other.’

Brown (1996: 262)

Reflectivity was, according to James *et al* (2007), an essential aspect of a teachers’ professional role. Tichenor and Tichenor (2005) acknowledged that teachers needed a depth of knowledge and understanding of *what* they teach (i.e. subject content) as well the skills of *how* to teach as (i.e. pedagogical knowledge) in order to be effective. High quality CPD interventions, therefore, need to have an appropriate balance between the level of challenge and the support structures provided. In addition, teachers need time, after any development activity, to consolidate thoughts into new and novel contexts (Bubb and Earley, 2007). How teachers learn, and the development of teacher identity, therefore, needs to be a consideration in the context of CPD and educational change.

2.3 Rationale: Why is CPD important?

‘All teachers are required to engage in professional development; to identify, document, record and evaluate it as they cross through the barriers of qualified teacher and induction standards [and] grapple with targets for performance management.’

Campbell *et al* (2004: 13)

Professional development activities, therefore, provided teachers with the opportunity to optimise their current teaching and improve future teaching (James and Connolly, 2009). They were also opportunities for teachers to learn more about their profession and adapt and refine their teacher identities as a consequence. The DfE White Paper (2010) highlighted the importance of CPD for teachers and expressed a commitment to support this for all teachers. New teacher’s standards introduced in September 2012 (DfE 2012): set a clear baseline of expectations for the professional practice and conduct of teachers, from the point where they achieve qualified teacher status. These standards clearly indicated that appropriate self-evaluation, reflection and professional development

activity was critical to improving teachers practice at all career stages. These standards are used to assess all trainees working towards Qualified Teacher Status (QTS), and all those completing their statutory induction period; they are also designed to help teachers develop a wide range of professional skills and competencies appropriate to the role they are fulfilling, and the context in which they are working.

The importance of teachers continued professional development was further strengthened by changes in performance appraisal systems. James and Colebourne (2004) found, however, that schools used these systems in different ways, based on their individual contexts. Criteria such as contributions to the school community were anticipated to be the main contributing factors to performance management judgements. In their performance management there was no requirement for teachers to be judged purely on exam results; the DfE expected teachers to make the education of their pupils their first concern. Nonetheless, teachers were expected to be accountable for achieving the highest possible standards in work and conduct, have strong subject knowledge and keep their knowledge and skills up-to-date.

Statutory performance management in schools was introduced in 2007 with the intention of rewarding teachers and enhancing their professional development, they are now linked to new pay structures (Gray, 2007; Evans, 2011). This suggests that teacher identities such as, commitment to children, interests in particular curriculum subjects and a wider sense of moral duty are less likely to be recognised and rewarded in comparison with performative criteria. New arrangements, outlined in the School Teachers' Pay and Conditions Document (STPCD) came into force in September 2013. The main change being introduced was linking teachers' pay progression to performance rather than length of service, with the most successful teachers progressing faster and moving to the upper pay range. Teachers' professional development needs were assessed through performance management processes and actions identified to address them. Regulation 7 of the School Teachers' Appraisal legislation (DfE, 2012) required:

'The annual appraisal of the performance of teachers, which must include an assessment of the teacher's performance against the appropriate standards and that teacher's objectives, an assessment of the teacher's professional development needs and, where relevant, a recommendation on the teacher's pay.'

The Education (School Teachers' Appraisal) Regulations (DfE, 2012)

By engaging in CPD teachers demonstrated the characteristics of a profession identified by Burbules and Densmore (1991) as 'a clearly defined, highly developed, specialized, and theoretical knowledge base'. Practitioners had the right and responsibility to engage in appropriate and effective career-long professional learning and, according to Brunetti (1998), this was a key characteristic of any profession. Day (1999, 2002) also considered actively engaging in professional development an essential part of a teachers' professional role, this meant setting and maintaining high standards of teaching in a changing climate of educational reform. Teachers who exhibited this aspect of professionalism were constantly looking for ways to improve their practice and adjust to the individual needs of their students (Tichenor & Tichenor, 2005; James *et al*, 2007; James, 2007). The central purpose of professional development was, therefore, to enable teachers to fulfil this role and to enhance the quality of their practice.

It was particularly important for teachers to be able to draw on the best knowledge available to enhance their students' learning experiences. The teacher's standards recognised that:

'Teachers learn best from other professionals. Observing teaching and being observed, and having the opportunity to plan, prepare, reflect and teach with other teachers can help improve the quality of teaching.'

DfE (2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283567/Teachers_standards_how_should_they_be_used.pdf accessed 26th

August 2014)

Professional development was central to change and promoting better teaching practices and was an integral part of the governments drive for quality and excellence (Ostermann and Kottkamp, 2004; Edwards and Nicoll, 2006). The government first recognised the vital role of teachers in raising standards of student performance in the Green Paper '*Teachers Meeting the Challenge of Change*' (DfEE, 1998), through this they aimed to engender a strong culture of professional development. The '*Learning and Teaching: A strategy for professional development*' (DfEE, 2001) took this idea further and set out a CPD strategy designed to ensure that teachers were given more opportunities for relevant, focused,

effective professional development; and that professional development should be placed at the heart of school improvement. Through professional development teachers' can reflect and improve on their practice and, as a consequence, their identities may be challenged and changed. It is the responsibility of the head teacher to promote the participation of staff in appropriate CPD and this was included as a requirement for senior leaders in the Teachers standards (DfE, 2012).

2.4 What do we mean by Continuing Professional Development?

CPD is defined by Day (1999) as:

‘All natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives’

Day (1999: 4)

Day's definition reflected the complexity of the professional development process and is still considered applicable, thus no single form of CPD could be deemed appropriate for all teachers (Guskey, 2000); an 'optimal mix' of pedagogical approaches was required to suit particular teachers at different stages in their development. The '*Learning and Teaching: A strategy for professional development*' (DfEE, 2001) document defined CPD as 'activities...that increase the skills, knowledge and understanding of teachers, and their effectiveness in schools and promotes continuous reflection and re-examination of professional learning'. The term CPD, therefore, has diverse meanings, the 'purposes, processes and impacts are often undifferentiated and diffuse' (Day & Sachs, 2004: 23); it is now used to refer to on-going education and training in the teaching profession. The function of CPD, according to Day and Sachs (2004), was threefold: to align teachers' practice with educational policies; to improve the learning outcomes of students' by improving the performance of teachers; and the more aspirational function of enhancing the status and profile of the teaching profession. CPD opportunities carried out away from

the workplace were considered to enhance theoretical knowledge as a basis of practice that could then be applied within it.

The term CPD, often used by many teacher educators, was closely associated with the deficit model identified by Day and Sachs (2004). This model assumed that teachers needed to be provided with something, like knowledge or skills, which they did not have and furthermore that they were unable to identify their own development needs. The types of CPD which typified this approach were short training courses and workshops designed to provide new information relevant to teacher's work. These one-day or multi-day courses were a mixture of the training, cascade and deficit model described by Kennedy (2005). This model of CPD delivery was generally considered to be the most efficient and cost-effective way to reach a large population of teachers and was driven by an expectation that teachers' must engage in learning in some form as they strive towards maintenance, improvement or change in practice.

Midgley (2000) defined systemic interventions, such as CPD, as purposeful actions by an agent which creates change. He explored judgements about what was feasible and how things 'ought' to be done, the importance of wide spread stakeholder participation and the need for intervention agents. These systemic interventions were the product of the culture in which the change was embedded and were customarily top down. The deficit model of CPD could, therefore, be considered as a period of expert intervention, followed by a learning process leading to changes in teachers' professional practice and in their thinking about that practice. The 'continuing' aspect of CPD would therefore take place over a period of time, subsequent to the interventions, and be reliant on teachers taking responsibility for their own professional development. This view defined continuing professional development as:

'... an on-going process encompassing all formal and informal learning experience that enable [teachers] to think about what they are doing, enhance their knowledge and skills and improve ways of working so that pupils learning and well-being are enhanced.'

Bubb & Earley (2007: 4)

Day and Sachs (2004) proposed another, 'aspirational model' of professional development, one which enhanced the status and profile of the teaching profession. This model acknowledged that teachers were already proficient in their practice and could build on this and continue to improve. Day and Sachs went on to argue that the deficit and aspirational models were not in conflict but complemented one another in the broad educational landscape; combining the instrumental change-driven needs of employers with the broader educational purposes of those for whom teaching was more than delivering a product.

According to Day and Sachs (2004), the kinds of CPD which predominated at any given time often reflected views of teachers' needs by those outside the classroom. For example, the introduction of the National Curriculum and National Strategies, with prescribed content and pedagogy, which were driven by government initiatives. In 2004, Day and Sachs (2004) noticed a change in the importance and significance of CPD over recent years:

'... there has been a shift in the rhetoric of teacher training and development from one in which individual teachers have been able to choose at will from a [menu] of (mainly) short one-shot workshops and lectures, to one in which lifelong learning is regarded as essential for all as a mandatory part of every teacher's needs.'

Day and Sachs (2004: 8)

It was surprising, therefore, that the former one day models of CPD remained central to the current governments raising standards agenda and throughput measures.

2.5 Why do teachers engage with CPD?

Stenhouse (1975) was one of the first to recognise the importance of promoting teacher development and professionalism as a means of achieving school improvement since it

relied on, and resulted in, effective classroom practice. This also has implications for the teacher identity, since good teachers are considered to recognise the importance of, and engage in, educational research and challenging practice. Stenhouse identified the capacity for autonomous professional self-development as a key characteristic of an extended professional. To be effective professionals, according to Fullan (1993), teachers needed to become career-long learners of more sophisticated pedagogies and technologies and be able to form and reform productive collaborations with colleagues, parents and the wider community. Fullan identified personal vision as essential since this gave meaning to work, especially in a moral occupation like teaching; without it they would not be able to stimulate students to be continuous learners.

As early as 1999 Day recognised that a teacher's professional development was located in their personal and professional lives, as well as in the policy and school settings in which they work. Self-identity was, therefore, crucial to the way in which they interpret and construct the nature of their work (Day *et al*, 2005). The personal investment of engaging with CPD, as an integral part of their role and responsibility, was also noted by (James and Connelly, 2009). Ultimately, all teacher development had the improvement of pupils learning as its main aim (Craft, 2000).

Government initiatives, past and present, relating to teachers' professional development were based on improving teaching and learning:

'...the success of ambitious education reform initiatives hinges, in part, on the qualifications and effectiveness of teachers.'

Garet *et al* (2001: 916)

The effectiveness of education reform, together with improvements in teachers' knowledge and skills, was measured by how well they addressed the issue of raising pupil performance. The heavy emphasis on raising standards driven by central government prevented teachers having autonomy and ownership of their practices (Campbell *et al*, 2004). This reinforced the top down approach to CPD highlighted by Dadds (1997) which reflected the views of teachers' needs by those outside the classroom (Day and Sachs, 2004). Consequently, teachers believed the visions and experiences of others were better

than their own; they sought the expert *outside* and denied the fact that there was an expert *within*.

Campbell *et al* (2004) suggested that there was a tension between a teachers' *personal* professional development and the raising standards agenda i.e. identification of CPD based on the needs of the school or department and how teachers view their roles.

'[Professional teachers] recognise the necessity to change and continually seek to improve their classroom practices.....[They] understand current trends in education, actively seek opportunities to grow professionally, participate in meaningful professional development activities, initiate changes if appropriate...and are lifelong learners.

Tichenor & Tichenor (2005: 93)

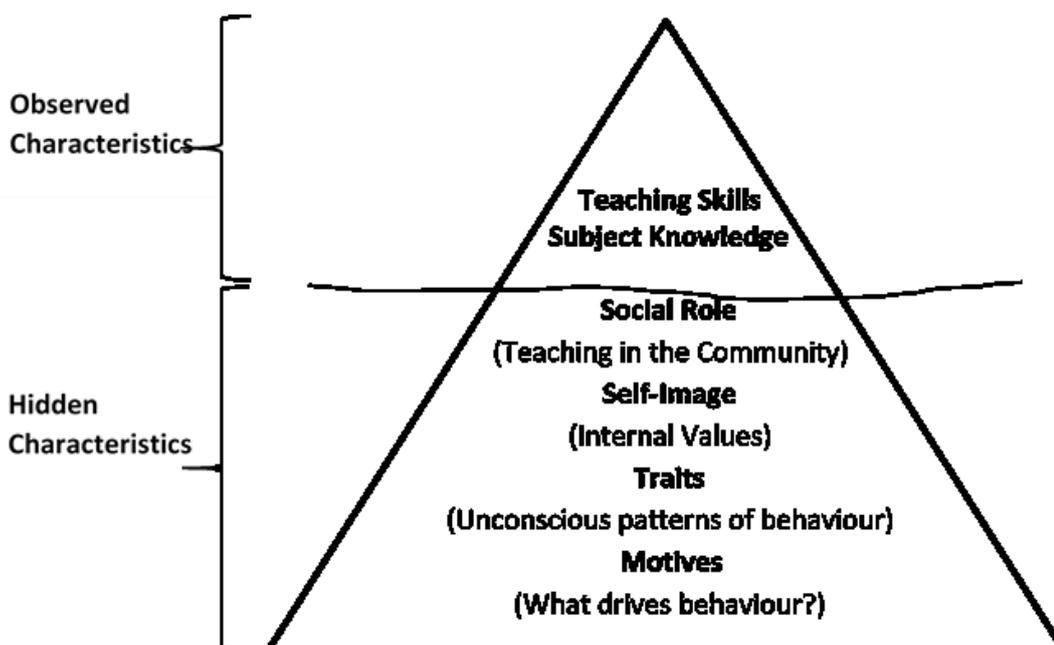
In their research Tichenor & Tichenor (2005) found that teachers recognised the need to change and exhibit professionalism by demonstrating a commitment to continuous improvement, this commitment was also noted by Day *et al* (2005). These teachers looked for ways to improve their classroom practices and adjusted their teaching to the individual needs of students. Personal virtues or 'character component' was also considered to be an important part of teacher professionalism. These were concerned with the way teachers perceived themselves, their identity: how they taught rather than what they taught (Tichenor & Tichenor, 2005).

'The behaviours' exhibited by a professional teacher are what identify a teacher's professionalism. Professional teachers teachers who represent the best in the profession and set themselves the highest standard for best practice'.

Tichenor & Tichenor (2005: 90)

A study, commissioned by the Government and undertaken by Hay McBer (2000), set out to find the characteristics which underpinned excellent practice in teachers. This was adapted into the 'iceberg model' of teacher effectiveness (Fig.1) used by Bubb and Earley (2000: 16) which was useful in illustrating the importance of the whole person in relation to CPD:

Fig. 1: The 'Iceberg' Model of Teacher Effectiveness



Teaching skills and subject knowledge were observed characteristics, above the surface; hidden below the surface, however, were characteristics such as ‘events and experiences in the personal lives of teachers that were intimately linked to the performance of their professional roles’ (Day, 2002:682). These hidden characteristics contribute to teacher identity but are not necessarily taken into account in the context of professional development.

O’Sullivan (2003) pointed out that motivation to engage with CPD was linked to professional responsibility. Research conducted by Hoekstra & Korthagen (2011) found the failure of many innovations to be due to teachers’ preconceptions, values and beliefs; these indicated significant resistance to change. Where teachers were opposed to the values embodied in an imposed change it was difficult for them to adjust to new roles and thought patterns. In these instances, CPD was viewed as a series of ‘inputs’ rather than changes related to thinking (Bubb and Earley, 2009). It is essential, therefore, to consider the teacher as a person, addressing their identity and underlying fears of losing certainty and stability through the change process.

The type of CPD which teachers engaged with depended on a number of factors, for example, their experience, career phase and context. Teachers, regardless of their career stage, did not enter into CPD as empty vessels, they brought existing experience, practices,

perspectives, insights and most usually anxieties about the highly complex nature of their work (Dadds, 1997). They engaged with CPD with implicit or explicit beliefs about education and their work with children. CPD was often perceived by teachers to be fragmented, disconnected and irrelevant to the real problems of classroom practice (Liebermann & Pointer-Mace, 2008). Huber (2011) recognised that the success of a CPD programme and the readiness to 'make use of the programme, in terms of taking part', was directly related to how it was judged by the participants, their colleagues and their school leadership.

Bubb and Earley (2007) considered that engaging with CPD encouraged and promoted a commitment, on the part of an individual, towards professional growth. They recommended that initial training and induction should not be considered final preparation for a career in teaching but seen as a platform from which to build through the process of CPD. This included, but went beyond the typical training courses, a wide variety of other on and off the job activities; these alternative professional development opportunities needed to be seen to have equal value to CPD courses.

In summary, CPD and other similar interventions were identified as an integral part of being a professional, however engaging with interventions raised issues concerning professionalism. Externally imposed educational interventions resulted in a certain amount of resistance from teachers, since challenging practice from the outside impacted on personal and professional identities. CPD provided by external agencies did not necessarily change practice unless the teachers themselves wanted it; even if it was wanted, the capacity of the organisation to implement the change needed to be considered.

2.6 What factors need to be in place to enable teachers to engage with CPD?

Liebermann (1996) pointed out that school reform was concerned with issues of conceptions of knowledge building and teacher learning, so that professional development goes beyond the technical aspect previously characterised by CPD. More recently, classroom impacts have been found to show greater improvements when the professional development experiences addressing teachers' needs are closely linked to the reality and objectives of the school (Garet *et al* 2001). Aubrey-Hopkins and James (2002) noted the importance of middle leaders in ensuring that CPD activities were appropriate and matched to individual and school needs. It is also important for teachers to identify themselves as learners in order to be open to new ways of thinking and be willing to expedite changes in teaching practices. It was, therefore, important to determine ways to enhance the professionalism of all teachers (Tichenor & Tichenor, 2005) for the benefit of the whole school. Instead of a one-size-fits-all approach to CPD teachers needed to be provided with opportunities to learn from, and support, each other in order to deepen their knowledge about their practice.

A culture of collective endeavour and professional challenge needs to be driven by the school leadership team, this was seen as a key feature of effective leadership.

'Effective teams have a kind of ' culture' of reflection which routinely includes structures review and evaluation of their work. Professional challenge is accepted as part of normal working relationships. That professional challenge is not compromised within the team because it is understood by all to be distinct from and separate from interpersonal relationships.'

Jones & Sparks (1996: 49)

Garet *et al* (2001) also supported the importance of collective participation in professional development activities.

'...collective participation of groups of teachers from the same school, subject, or grade is related to both coherence and active learning opportunities, which in turn are related to improvements, knowledge, skill and changes in classroom practice.'

Garet *et al* (2001: 936)

These findings supported a culture of professionalism rather than a culture of conformity (Lieberman & Pointer-Mace, 2008). Schools that had a comprehensive understanding of

what staff development meant were found to make more rapid improvements (Bubb and Earley, 2009).

According to Ostermann and Kottkamp (2004) it was important for senior leaders to find ways to share and implement outcomes, for example through dissemination and provision of time to allow teachers to collaborate, reflect on and plan for development or change. Cordingley (2008), however, pointed out that some heads teachers saw CPD as being concerned with the development of the teacher as an individual, leaving the interpretation and application of what has been learned as a matter for personal professional judgement. The process of restructuring schools, therefore, placed demands on the whole organisation, which made it imperative for individuals to refine their work in relation to the way the whole school works (Bubb and Earley, 2009). The challenge for schools was to adopt conditions that would invite teachers to embrace change and effect improvements in their practice; to provide an environment that supported innovative practice, reflection and discussion (Day *et al*, 2005; Bevins *et al*, 2011). This multilevel professional development, instructional, organisational and personal, was previously discussed by Bush and Burnham (1994) and identified by them as an effective principle in education management. CPD, consequently, needed to be effectively managed, allowing space for individual exploration, collaboration and development (Bubb and Earley, 2009).

The capacity of the teachers to implement changes in practice depended on what Bennett *et al* (2011) referred to as 'the schools' implementation space'. This described ways in which the human and physical resources in a school were brought together to plan, manage and implement CPD and its outcomes. Management systems needed to be organised so that individual, departmental and whole school needs were identified, and appropriate CPD provided. This implementation space should include processes to collect and analyse evidence of CPD impact, for example through observations, monitoring of teachers' and departments' action plans, pupil work monitoring, surveys of pupils' voice and collection of pupil performance and other data.

2.7 What are the different models of CPD?

As mentioned earlier, the strategies most commonly used to deliver CPD included a range of one-day or multi-day courses and large conference events; these were most closely allied to the deficit model of professional development. This model has already been discussed and criticised since it does not take into account teachers' prior experience, according to Dadds (1997) it assumed that good practice would come about from decisions made about teaching from those outside the classroom environment. Dadds went on to point out that these delivery models did not take into account the complexities of the curriculum nor the knowledge and expertise that teachers brought with them.

The provision of CPD has gone through many different phases over the years, and what is considered effective has similarly changed. In the early 1990's effective CPD was described as:

‘the most promising forms of professional development [which] engages teachers in the pursuit of genuine questions, problems and curiosities, over time, in ways that leave a mark on perspectives, policy and practice. They communicate a view of teachers not only as classroom experts but also as productive and responsible members of a broader professional community.’

Little (1993: 133)

In 1996, Lieberman found that workshops and conferences conducted outside school counted as staff development, but that opportunities to learn from and with colleagues inside school did not count. Lieberman (1996) proposed an ‘expanded view of professional learning’, locating CPD in three settings: *Direct learning* based on the deficit model (through conference and workshops), *Learning in school* (through coaching and mentoring) and *Learning out of school* (through networks and professional communities). Helsby and McCulloch (1997) also pointed out that that many professional learning opportunities could be informal. Learning in school and learning out of school are aspects of the aspirational model proposed by Day and Sachs (2004). These findings supported the view of professional learning described by Little (1993) and remains true in contemporary research. A key legacy of recent education reforms, therefore, was the recognition of teacher learning as a complex and multi-faceted activity, requiring a range of different approaches to be effective (Armour and Makopoulou, 2012).

2.7.1 One-day and Multi-day CPD (*‘Direct Learning’*):

The increase in competence-based professional learning in education resulted in a need for a baseline measure of these competences (Craft, 2000). It put the blame of poor performance on the individual and not on organisational or management practices. One-day and multi-day CPD courses were a mixture of the training, cascade and deficit models described by Kennedy (2005). These courses used CPD to attempt to remedy perceived weaknesses in an individual teacher's performance and tended to be set within the context of performance management. The one-day course was the most common model of CPD, it was generally *delivered* to the teacher by an *expert*; the agenda was determined by the deliverer and the teacher as a participant in a passive role. It was generally delivered off-site and was often subject to criticism about its lack of connection to the classroom context of the participant. This was, therefore, unlikely to change teachers' perceptions of themselves as teachers or bring about long term changes to practice.

This type of CPD was compatible with a standards-based view of teacher development where teachers endeavoured to demonstrate particular skills specified in a nationally agreed standard. It was characterised by a high degree of central control and maintained a narrow view of teaching and education, where teachers were not allowed to be proactive in identifying and meeting their own development needs. There was an expectation that teachers attending these one-day courses cascaded the information to their colleagues, this was reliant on having time available in school for this to happen. This cascade model resulted in a dilution of key messages and, according to Kennedy (2005: 240) 'supported a technician's view of teaching, where skills and knowledge [were] given priority over attitudes and values.'

2.7.2 Bespoke CPD ('*learning in school*')

Personalised, bespoke CPD became an increasingly popular model for schools, since it eliminated the dilution effect which was a common drawback to the cascade model. These

episodes of CPD generally drew upon elements of a common one-day course but were adapted to the context and expertise of the particular group of teachers. Craft (2000) recognised that professional development served both individual and organisational requirements but that the individual needs arising from within a team or department should also be considered. This form of CPD was reliant on the expertise and ability of the trainer to providing learning experiences specific to the particular group of people. The fact that everyone was involved ensured that the key learning and pedagogical approaches were more consistently implemented; 'Collective synergy of communal effort' (Craft, 2000: 29). In accessing CPD in this way, teachers were developing deeper understanding of teaching practices and were active participants in their own CPD. Research conducted by Armour and Makopoulou (2012) highlighted the importance of tailoring existing CPD modules to meet teachers' and schools' needs. They also explored the benefit of involving whole teams in the CPD activities; this collective participation formed the basis of subsequent team work and peer-support during the post-training implementation phase.

2.7.3 Communities of Practice (*'learning out of school'*):

Lieberman (1996) explored a number of practices that supported teacher development and made the point that by joining informal groups, teachers could use first-hand experience to create new possibilities for student learning. Through collaborative work teachers developed a community of shared understanding that enriched their teaching and provided intellectual and emotional stimulation. The interactions that take place serve to enhance professional learning (James, 2007). Teachers working collaboratively in this way developed a shared sense of identity, they were more open to new ideas and ways of thinking and this brought about longer term shifts in teaching practices.

The added value of these collaborations was that teachers developed stronger voices to represent their perspectives and learned to exercise devolved leadership with their peers. Fundamental to successful CPD within a community of practice was the issue of power and positions of authority (Kennedy, 2005), consequently, there should not include any form of accountability or of performance management in order for professional learning to take place. Kennedy went on to point out that, depending on the role played by the individual,

learning could be both positive and proactive or a passive experience, where the collective wisdom of dominant members of the group shapes other individuals' understanding of the community and its roles.

Communities, according to Wenger (2000), were the basic building blocks of social learning systems because they were social 'containers' of the competences that made up the system; by participating in these communities' teachers defined with each other what constituted competence in a given context. This concurred with the findings of Lieberman (1996) and Dweck (1999) regarding teachers learning together through mutual support and challenge.

'Communities of practice grow out of a convergent interplay of competences and experience that involves mutual engagement. They offer an opportunity to negotiate competence through an experience of direct participation.'

Wenger (2000: 229)

Engeström (2001: 153), however, described learning in these communities as a 'vertical process, aimed at elevating humans upward, to higher levels of competence'. He suggested that truly collaborative communities enable horizontal or sideways learning and development but that these required different kinds of co-ordination to the traditional vertical structures. Key aspects of this learning process included: questioning of current practice, analysis to define problems and for solutions to be explored, followed by modelling of these new solutions. The role of the co-ordinator in these communities was crucial to their success. They needed to develop conceptual tools in order to understand the dialogue, multiple perspectives and complex interrelations occurring between the individuals, as well as an appreciation of the cultural dimensions of the community. As a result of further research Engeström developed the analogy that novices started at the periphery and gradually moved towards the central positions of skill and authority (Engeström, 2007).

There was a growing consensus that the most efficient form of professional learning focused on teachers' classroom practice as a collaborative endeavour (Bubb and Earley, 2007; James *et al*, 2007). These learning communities were 'sensitive to their environment and constantly evolving, making use of the skills and talents of all its members to greatest

benefit'. They developed a learning culture where learning and development were valued and seen as an integral part of efficient performance. Teachers discussed their work openly, and sought to improve and develop their practice through collaborative enquiry. It was argued that, while communities of practice potentially served to perpetuate dominant discourses in an uncritical manner, under certain conditions they could act as powerful sites of transformation. In these communities the sum total of individual knowledge and experience was significantly enhanced through collective endeavour (Kennedy, 2005).

2.7.4 Networks:

Teacher networks were similar to Kennedy's (2005) communities of practice model where all members worked together through mutual engagement, support and challenge, to develop and refine their teaching practices. Learning took place as a result of the community and its interactions. The difference between the communities of practice and networks was the involvement of a facilitator who provided opportunities for planned learning episodes. This was moving towards what Kennedy referred to as a transformative model; a balance between the knowledge-focussed model and the context-specific approach. Here teachers were proactive in their own professional development.

2.7.5 Action Research:

In 1975, Stenhouse highlighted the importance of teachers being actively involved in professional enquiry, since all forms of educational reform require teacher implementation. He considered it essential for teachers to research their own practice in order to understand and improve. Action research was a process which built on the idea of professional enquiry, it placed the teacher at the heart of the process of gaining knowledge. Learning through Action Research provided a platform from which managers could combine objective analysis with subjective commitment and recognition of the need to

change. It is not possible for an individual to change a system without changing themselves first; consequently, external impacts and internal developments were interlinked (Lessem, 1991).

Weinstein (1995) considered that learning was more effective when it happened in the company of others who are learning:

‘Action Learning is a ‘process’ underpinned by the belief in individual potential.... It involves a group of people who work together on their ‘doing’ and their ‘learning’; it requires regular and rigorous meetings ... to allow space and time for this process of questioning and reflection.’

Weinstein (1995: 9)

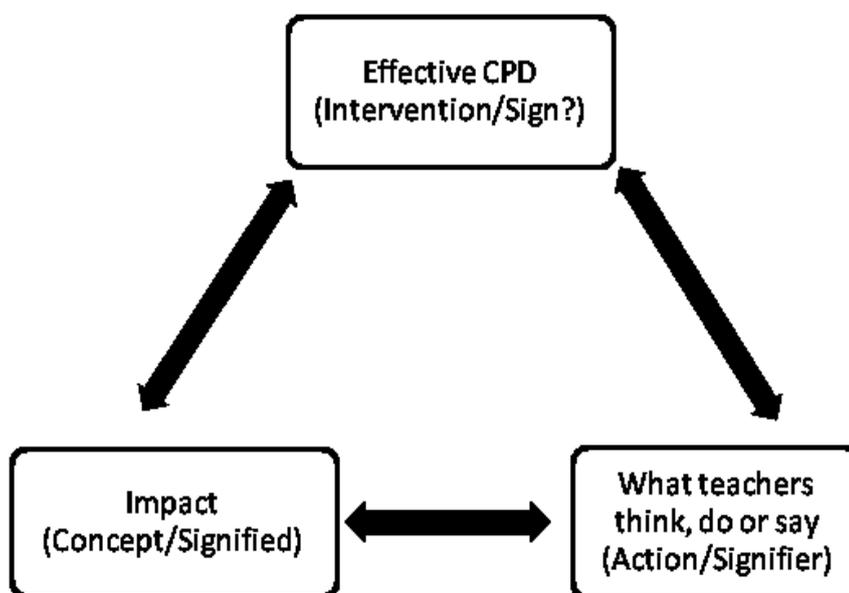
Collective participation of groups of teachers from the same school led to coherence and consistency in improvements, knowledge, skill and changes in classroom practice (Garet *et al*, 2001). Kennedy (2005) noted that Action Research had a greater impact on practice when it was shared in communities of practice. Collaborations found in communities of practice were not, however, a pre-requisite for Action Research. Interventions that were collaborative and participatory depended on teachers themselves being the drivers for change; these could be individual teachers or whole departments. Participatory practitioner research was strongly associated with Action Research but there were the problems with this model relating to data collection, and engaging teachers in research. Action Research as a model of CPD was acknowledged, by Kennedy (2005), as being successful in allowing teachers to ask critical questions of their practice, reducing the dependency on externally produced research. This shifted the balance of power towards teachers themselves and it therefore had the capacity for transformative practice and professional autonomy.

2.8 What models of CPD are effective?

In attempting to quantify the effectiveness of CPD the term ‘impact’ was frequently used. The term ‘effective’ was used when discussing which form of CPD activity has most impact. Saussure, as described by Palmer (1997), believed that words were defined by the

relationships they have with other words; that meaning could change according to the context in which words were used. This was evident when attempting to define what was meant by 'effective' and 'impact'. If there was an improvement in teachers' practice as a result of engaging with CPD then the intervention may be considered to have had an impact, if it results in an improvement in students' learning it could be considered as having an impact. Subsequently, if there was a positive impact the CPD experience was considered to be effective. Fig.2 attempts to illustrate how a teachers' actions might *signify or indicate* some form of impact (which could be positive or negative) and illustrates the relationship between impact and effectiveness, and between intervention and teacher action.

Fig. 2: Saussure's Inter-relationship between terms.



This was loosely based on Palmer's (1997) explanation of Saussure's work on language but was further complicated by the instability of meaning in language - a recurring issue that complicates research findings and theory.

There was a tendency to measure the success of CPD activities by looking for improvements in student performance this, however, did not take into account the effect of improved teaching on students' enrichment and learning experiences. Guskey (2002) identified five critical levels in evaluating the effectiveness of CPD; the structure is hierarchical, each level building on the previous one, success at one level was considered necessary for success at the higher levels.

Table 1: Guskey's five levels of impact.

Level	Impact
1	Participant's reactions to the course
2	Participant's learning
3	Organisational (i.e. school or department) support and change
4	Participant's use of knowledge and skills
5	Student learning outcomes

Garet *et al* (2001) pointed out that although the traditional forms of CPD, such as one day courses and workshops were common, they were 'widely criticised as being ineffective in providing teachers with sufficient time, activities and content necessary for increasing teacher's knowledge and fostering meaningful changes in their classroom practice'. Garet *et al* also noted that longer activities provided opportunities for in-depth discussion which developed teachers understanding and were, consequently, more likely to result in changes in their practice. Where CPD was long term, further needs were met e.g. critical friendship (sharing and building knowledge and skills), vision needs (relating theory to practice), and personal needs (self-esteem) in addition to skill development needs and intellectual needs (Lydon and King, 2009).

Research carried out by GHK Consulting Ltd, commissioned by the national network of SLC's (Wellcome Trust and DCSF, 2008: 64-5), suggested that impact takes place in two stages. First stage impacted, at a personal level with development of teachers' knowledge and skills, these were considered to be unsustainable. Second stage impacts such as changes in pedagogy, management and leadership were more sustained. Hence, the authors of the report concluded that multi-day courses were more likely than single day courses at bringing about changes at the second level and on longer term professional development. There was an implication here, that changes in teachers' knowledge and skills were separate from changes in teachers' pedagogy; in practice they are inextricably linked.

The following models of CPD, according to Day & Sachs (2004) were found to contribute to improving teacher performance and student learning:

- School based 'bespoke' CPD - this enabled context and local needs to be accommodated.
- Partnerships between schools - where schools had shared responsibilities and ownership
- Networks of teachers and schools – an effective strategy which reduced the isolation and conservatism of teachers, they could exist within school or across regions.

This was supported by Cordingley *et al* (2005), who compared results from collaborative CPD and non-collaborative CPD and found that individual CPD had weaker effects on teacher and pupils. Networks were found to be an effective model of CPD, according to Bennett *et al* (2011). They had impacts at the first and second stage, since they allow time between episodes of intervention for teachers to try out and evaluate new teaching strategies, to reflect on practice and share with colleagues. In conclusion, the traditional CPD model of sporadic one-day 'courses' for teachers, disconnected from previous professional learning, and delivered out of the school context, failed to have measureable impact on teachers' practices (Armour & Makopoulou, 2012).

2.9 Research Questions

As discussed earlier, the rationale behind this research was to explore the impact of recent changes in government policy in relation to CPD on teachers and their practice. The research had two main objectives: Firstly, to explore how policy changes affect teachers' perceptions of themselves as professionals, their identities, and the subsequent effect this had on their ability to carry out their roles effectively. Secondly, to consider to the extent to which teachers' professionalism could be enhanced or otherwise by the process of engaging with CPD.

A number of issues are presented through the literature review, in regard to the requirement for teachers to engage with CPD, these raised questions which the data analysis sought to answer. Key questions were: Did government policy provide a suitable platform for increased autonomy and professionalism, or was it simply government rhetoric? Were teachers given the opportunity to engage with relevant and appropriate CPD? Did it enhance their professionalism? As far as teachers themselves were concerned: How did they perceive themselves in the context of CPD and educational change? It is these questions which the data analysis sought to answer.

The next chapter outlines the methodologies and methods used through this research to collect and analyse the emergent data.

Chapter 3: Methodologies and Methods

In the previous chapter, the literature review explored the perception of teachers as professionals, the rationale and significance of CPD and the impact it had on teachers' identity, learning and developing practice. This chapter outlines the research methodology selected for the research and the reasoning behind it.

The appropriateness of the selected methodology and methods used to collect, interpret and analyse the data, and their suitability for the research, are defined and discussed. It was crucial to weigh the advantages and disadvantages of the research structure since justification of the techniques used strengthened the overall validity of the research. The data collection methods were selected according to the accessibility of practitioners, as a result of the change of context which occurred during the period of study. The process of data analysis and the principles applied in the methodology are outlined and explained in relation to the research undertaken. Ethical issues were considered and the anonymity of respondents was respected; the fundamental basis of ethical standards - being honest and transparent, was upheld throughout.

In the process of engaging with the practicalities of research, it was important to set out to understand the theoretical components too; this led to a deeper understanding of engagement in research actions and allowed for a more objective lens on the collection and analysis of the data. This chapter, therefore, begins with considering the choice of paradigm suited to the research, my positionality in regard to the research and implications for research design and validity.

3.1 A Question of Paradigm

The first task was to decide on a methodological paradigm for the purpose of the research and to justify this choice in relation to the research aims. There has been a long running debate surrounding social research methodologies, centred round the issue of which is considered appropriate and which is 'scientific'. Different methodologies were popular at different social, political, historical and cultural times, each having specific strengths and weaknesses that needed to be addressed by any researcher (Ernest, 1994; Mertens, 2005; Dawson, 2009). Brew (2001: 3) noted that anyone '...wanting to understand more about the nature of research faced a number of [issues]' due to the fact that there were alternative forms of enquiry competing with the more traditional approaches to research. All these differing paradigms were unfamiliar and confusing to me at the start of this research, especially since I was coming from a predominantly scientific background.

The term 'paradigm' comes from the Greek 'paradeigma' meaning a set of assumptions, concepts, values, and practices that constitute a way of viewing reality for the community that shares them (The Oxford English Dictionary, 2002). Guba and Lincoln (1994: 107) took a more philosophical approach and defined a paradigm as:

'... a set of *basic beliefs* ... that deals with ultimate's or first principles. It represents a *worldview* that defines, for its holder, the nature of the "world", the individuals place in it, and the range of possible relationships to the world and its parts ... The beliefs are basic in the sense that they must be accepted simply on faith (however well argued); there is no way to establish their ultimate truthfulness'.

In their opinion, any given paradigm represented the most informed view of its advocates; that they were inventions of the human mind and relied upon persuasiveness and utility rather than proof in arguing their position. Guba and Lincoln (1994: 108) continued by explaining that '*Inquiry* paradigms defined for the *inquirers* what it was they were about and what falls within and outside the limits of legitimate *inquiry*.' When discussing Kuhn's work on paradigms, Yates (2004: 41) provided a potentially more scientific view, defining a paradigm as '...the word that described the amalgam of theories, assumptions, conscious and unconscious decisions within which scientists worked at a particular time...'

As a scientist, and teacher of science, I began to recognise my natural inclination towards a positivist approach to the scientific research which I had previously engaged with. O’Leary (2007: 196) provided a core definition of positivism which is based on the position that ‘... all true knowledge is scientific and should be pursued by the scientific method’. Most of the literature (including Cohen *et al*, 2007; Creswell, 2009; Somekh and Lewin, 2011) suggested that positivists believed in the scientific method for all research and that a systematic scientific approach was the only way to get at, what they considered to be a universal truth (what was meant by truth is discussed later in this chapter).

Ernest (1994) described a ‘top-down’ approach to positivist research, where generic knowledge was used to describe any particular situation. This generalisability could be considered a strength of this approach since its rigour enabled it to be scientifically tested and standardised. A weakness of this paradigm was that generalisations involved simplifying complex findings and making assumptions that were unquestioned (Ernest 1994). Positivism was based on the assumption that there were universal laws governing social events, and that uncovering these laws enabled researchers to describe, predict, and control social phenomena (Wardlow, 1989, cited in Kim, 2003). The ‘universal law’ assumption led Mertens (2005) to believe that the social world could be studied in the same way as the natural world. Mertens thought that there was a method for studying the social world which was value free, and that explanations of causal nature could be provided. Mackenzie and Knipe (2006) summarised this by claiming that positivists aimed to test a theory or describe an experience.

The world, however, is not fixed, the study of social science involves the complexities and unpredictability of human nature which poses problems for the objectivist approach favoured by positivist researchers. Anti-positivists like interpretivists/constructivists⁵, argued that an individuals’ behaviour could only be understood by the researcher sharing their frame of reference and understanding ‘...the world of human experience’ (Cohen *et al*, 2007: 21). This led to the view that social science research should be subjective rather than objective. Constructivists were more concerned with human understanding,

⁵ The terms Interpretivist and Constructivist are used in many texts to refer to the same paradigmatic approach and can be used interchangeably; for simplicity the term constructivist will be used from this point onwards.

interpretation and 'lived truths' (Ernest, 1994), according to Creswell (2009) they generated or inductively developed a theory or pattern of meaning throughout the research process, relying on participants' views of the situation being studied. The 'bottom up' approach, described by Ernest (1994), allowed exploration of features and circumstances around particular cases to serve as an illustration of something more general. The constructivist paradigm had the strength of capturing the uniqueness and individuality of individuals, circumstances and contexts which the field of education presented (Ernest, 1994). However, special measures, such as triangulation of data, had to be taken to overcome weaknesses of subjectivity enabling generalisations to be made so that the findings could be used in other contexts (Gillham, 2000; Cohen *et al*, 2007). Case Studies (discussed in detail later in this chapter) were a particular feature of the constructivist paradigm and one that I adopted, since it appeared to suit my context and the data available to me. As a newly established independent consultant I had fewer opportunities to work with teachers in their school settings and did not have access to the same level of data which I had whilst working at the SLC. The three teachers involved in this research were selected from the network of teachers with which I had worked during the last year of my employment with the SLC and who had provided initial consent.

Another approach under consideration by me was Critical Theory, which was similar to the interpretive/constructive paradigm, and was closely linked to Action Research. This approach was concerned with social critique and institutional change i.e. to improve schooling by improving situations and institutions. The disadvantage of this approach was the fact that I was no longer employed by an institution, and therefore not in a position to directly impact any institutional structures or processes.

The basic beliefs which defined a particular paradigm are summarised by the responses given to three fundamental questions (Guba and Lincoln, 1994; Ernest, 1994; Somekh and Lewin, 2011; Hamilton and Corbett-Whittier, 2013): the ontological question (i.e. what is the theory of existence or nature of reality?), the epistemological question (i.e. what is the basic belief about knowledge /what can be known?) and the methodological question (i.e. how can the researcher go about finding out about whatever they believe can be known?).

These key questions were considered in relation to my research, taking into account my own practice, experience and professional situation.

3.2 Researcher Bias and the search for Truth:

A set of basic beliefs and differing views of the world defined each paradigm. What was, however, common to all research paradigms was an attempt to make sense of the world around us. In the introduction I presented my ontological position by stating my interest in doing this research, namely to explore the impact of recent changes in government policy on teachers and their practice, and to consider effect of these changes on teachers. Through this research I hoped to gain a better insight into teachers' perceptions of professionalism and identity in the world in which they work, how they felt as professionals and whether their CPD experiences had any bearing on this. At the start of the research process I came with a particular purpose and set of ideas due to my role as an Assistant Director of the SLC, researching an issue that I was employed in meant that I had a predisposed agenda and associated ideas about what I expected to find. My positionality in regard to the research shifted as a result of the change in my circumstances and through the doctoral process which challenged these predisposed ideas and opened up new ways of thinking.

Closely linked to the ontological position was epistemology, the idea of what truth could be gained from investigation and what forms of knowledge were to be communicated to others. Positivists claimed that truth was about proving their theories correct, compared to constructivist who gathered evidence from which they attempted to make sense of the world and then make claims about it. Cohen *et al* (2007: 5) viewed research as '...concerned with understanding the world'; this was informed by how the world was viewed, what understanding was taken to be, and what was seen as the purpose of this understanding. They went on to propose that research was a means to discover truth. Borg (1963, cited in Cohen *et al*, 2007), described research as a combination of both experience and reasoning and was to be regarded as the most successful approach to the discovery of truth, particularly as far as the natural sciences were concerned. But what was meant by truth?

Was it possible to find out the truth? These were some of the questions I was asking myself and trying to make sense of. Dunne *et al* (2005: 11) made the point that ‘... what counts as legitimate knowledge, in a world of competing and contradictory paradigms, is itself often unclear’.

In this form of research, it was impossible to be completely impartial to the subject of the research; the presence of the researcher in the situation being studied effected a change. What was observed could be due, in part, to their presence and as a consequence would not necessarily reflect the ‘truth’ of the situation, it only serves to provide an insight into it. The evidence gained through this process could be used to illustrate the context and provide an indication of its complexity. I noticed the effect of an observer’s presence many times in my work as an education consultant, when observing a teachers’ classroom practice to identify opportunities for development. The classroom dynamics were fundamentally changed, both the pupils and the teacher’s behaviour was changed by having another adult present and consequently it was impossible to know what the ‘true’ situation was; all that can be gained through observation was our own perception of the situation. As researchers we ‘construct’ what we take from any given situation; we report our perceptions of what we see and make unconscious and conscious decisions about what we see. Guba and Lincoln (1994) compared this constructivist view with the more simplistic positivist view that ‘inquiry takes place through a one-way mirror’, that the researcher can research an object of inquiry without influencing it or being influenced by it. A significant strength of the constructivist paradigm, and why I chose to adopt it, was that it took into account these multiple perspectives and acknowledges that it was impossible to represent an undisturbed view of ‘reality’.

Consequently, did the reality that I attempted to establish in my research only exist if it was reflected in the reality of others? How did my actions demonstrate my perceptions of reality in my professional world? Narratives and discourses were valuable as they sought to discover ‘truth’ and give power to those who benefit from that ‘truth’ (O’Leary, 2007). As a consequence of this I needed to be aware of my own perception of reality, that others may have differing perspectives and that all ‘realities’ co-exist. What was important in

implementing educational change was how we deal with these differing realities in practice, as Gorard and Taylor (2004: 152) pointed out:

‘Recognising the existence of genuine multiple perspectives does not mean the end of truth as an ideal.... Each account may be true, but they are also [aligned] to all of the others. Truth is deemed what works in practice, where research has been testable, and has practical consequences’

Gorard and Taylor (2004: 152)

According to Guba and Lincoln (1994), constructivism considered reality to be intangible, a construction of the human mind and shaped by experiences of the world, the ways in which teachers construct their identities is an example of this. In reflecting on my research practice I was aware that in describing the world, I said a lot about myself and the way I saw my actions gearing in to the world (Brown, 1996). Hence, it was essential as an educator for me to recognise the potential for practitioner bias; in order to support others through a process of change I needed to reflect on my own involvement, to understand myself and identify any internal barriers to change.

‘People have long been concerned to come to grips with their environment and to understand the nature of the phenomena it presents to their senses.... In our endeavours to come to terms with the problems of day-to-day living, we are heavily dependent on experience and authority [but] as tools for uncovering ultimate truth, they have decided limitations’

Cohen *et al* (2007: 5)

Social research cannot be conducted as if the things we are examining are stand alone, objective entities; here learning takes place in the social context and the researcher constructs not only the paradigm but also themselves through social processes. I was increasingly recognising this in my own practice, and in constructing myself as a researcher; my own understanding was being constructed by new ways of thinking through the interactions with my peers, supervisors and by the nature of the research itself. Consequently, our own perceptions, approaches and ways of reading the work place, the people and practices within it and the way we see ourselves all needed to be considered.

‘... in describing my classroom, I affect the way I see it, thus the way I act in it and hence, the way I subsequently describe it (since it has been changed by my actions)’

Brown (1996: 26)

This highlighted a key aspect that had to be taken into account when using the constructivist approach, the fact that by being actively involved in research I was fundamentally affecting the situation I was researching by being part of it.

Social constructivists argue that social phenomena are created and become embedded into our world as 'real'; for example, money is only paper or metal until meaning is socially constructed (O'Leary, 2007). It could be argued, therefore, that social constructivism should be of interest to all researchers, in order for them to consider whether knowledge is a social product or based on objective 'truths' that are not affected by the social world. The words 'effective' and 'impact' were frequently used in educational research along with an assumption of a common understanding of what they mean. If this was the case, were they the result of social constructs too? In the Oxford Dictionary, the definition of 'impact' is to have a noticeable affect or influence, but what did it mean in the context of CPD? Could it be measured? If so how?

The choice and justification of methodological approach, and the methods associated with it, was a major issue since there needed to be a good match between these and the research focus to lend credibility to research findings and claims. Should the positivist research methodology be used despite its narrow focus, or was the constructivist approach more appropriate since it would take into account a range of variables? These were some of the questions I needed to address.

Some of the many variables being considered in my research were: an individual's knowledge skills and pedagogy, the departmental and school policy and culture and the interplay between them. I was relying heavily on teachers' views of the situations being studied in order to make sense of the subjective data provided through teachers' course evaluations (Appendix II) and self-reflective impact analysis (Appendix IV). These, together with the range of factors and experiences which needed to be explored, determined that constructivist methodologies would be best suited to my research since they focused primarily on social practices (Scott and Usher, 1996: 18). From this standpoint I hoped to generate or inductively develop a theory or pattern of meaning (Creswell, 2003) and to

suggest causal relationships between CPD activities and subsequent changes (or otherwise) to teachers' practice. To do this I also needed to recognise the potential impact of my own experiences on the research while exploring the background and experiences of the teachers involved, this is why I opted to use case studies as a means of collecting and interpreting the relevant data. The use of case studies encompassed a range of causal factors, perspectives and interpretations generated through social interactions which all had to be taken into account when generating meaning from these differing truths.

'In contemporary societies, the researcher can explore the different ways in which people handle the 'truth' and the impact this has on their own lives and those of others. In doing this, critical researchers must also make known their own ways of constructing the 'truth' of their own project and the 'truth' status of what it says about the worlds of others. Hence, there are many layers involved in researching the 'truth'.

Schostak (2002: 138)

A predominant feature of the constructivist methodology was that it is linked to interpretation of language and construction of meaning in a wide range of contexts. Discourses were described by O'Leary (2007) as communicative practices which provide meaning and often set invisible boundaries for what was said and left unsaid (and therefore what was thought and what was not thought). The words we use to communicate our thoughts and ideas have a variety of meanings and although ways of thinking are not visible they become wrapped up in language, are shaped by it and become 'real', as per Saussure's 'instability of meaning' in language. Subsequently, another key factor to consider when using constructivist research methodology, was the potential to impose my own definitions of situations onto the participants since the process of constructing knowledge was primarily through language and dialogue (Cohen *et al*, 2007). There were clearly implications here for researcher bias in the choice of this methodology and the method used to collect the data being predominantly through interviews.

3.3 Research Design:

3.3.1 Case Study and Narrative Inquiry:

The choice of case study as a means of collecting and interpreting the relevant data, mentioned earlier, provided opportunities for teachers to tell their stories and share their experiences. This provided extensive data from which I could suggest causal relationships between CPD activities and subsequent changes (or otherwise) to teachers' practice and notions of professionalism.

Hegarty and Evans (1985) described Case Study as a qualitative research strategy that aimed to identify and report the distinctive character of social and educational phenomena, primarily by description, which was then used to make generalisations. It was an approach to research which sought to engage with, and report the complexity of, social and educational activity, in order to represent the meanings that individuals bring to their settings. It assumed that 'social reality', created through social interaction, attempts to identify and describe before trying to analyse and explain (Somekh and Lewin, 2011). According to Gillham (2000) the researcher works inductively to generate a theory from the evidence that turns up, therefore it was essential to keep an open mind. This was difficult since we all carry conceptual 'baggage' with us. In my situation, I thought I 'knew' what it was like to be a teacher, and therefore thought that I could identify with them. This familiarity had the potential to blind me and close my mind to what the teachers were saying and result in my making incorrect assumptions. As a researcher, I needed to be acutely aware of the existence of multiple identities and potential prejudices when conducting and interpreting interview data; Gillham (2005) noted that it was not simply a matter of keeping an 'open mind' but being alert to unexpected findings and meanings.

A criticism of case study, highlighted by Somekh and Lewin (2011), was the difficulty in generalising from a small number of cases studies to the population as a whole. Nevertheless, many case study reports implied their findings were at least of general relevance and interest. A reader may recognise aspects of their own experience in a case and intuitively generalise from the case to their own practice. Somekh and Lewin (2011) also noted that there were a number of epistemological issues that needed to be taken into account when doing case studies, such as which cases to select, where to draw the boundary i.e. what to include/exclude and subsequently what claims can be made?

The case studies used in this thesis were concerned with three teachers, their contexts, complex inter-relationships, and CPD experiences; interviews were used to offer an insight into their memories and explanations of why things have come about, as well as descriptions of current problems and aspirations (Somekh and Lewin, 2011). The intention was that these descriptions would enable the reader to understand the teachers' reality, by identifying and empathising with their stories. Consequently, case studies were used in this research to identify commonality between the experiences of the three teachers and to use them as a basis for making generalisations in a wider context, as suggested by Yin (2003). The case studies are intended to be 'illustrative of a more generalizable and complex 'truth' ... derived from identification with and living through a narrative story that has richness and complex inter-relationships of social and human experiences' (Ernest 1994: 26). Knowledge created and constructed through stories of lived experiences, and the meaning generated by it, helps us to make sense of the ambiguity and complexity of human lives. This was described by Bruner (1986) as 'narrative knowing'.

Narrative inquiry is an umbrella term that captures human and personal dimensions of experience over time and takes into account the relationships between individuals' experience and cultural context. It allows us to hear how individuals construct meaning within systems of beliefs, attitudes, values and ideas that shape a sense of self (Clandinin and Connelly, 2000). It was a means of systematically gathering, analysing and representing the teachers' stories, as told by them, which may challenge the traditional view of truth, reality and knowledge. These stories were reconstructions of the teachers' experience, remembered and told, at a later date, for the purpose of this research. This had a bearing on how the stories were told, which stories were told and how they were represented. These stories do not represent 'life as lived' but a re-presentation of those lives as told, consequently, this was a key factor for the validity of any claims made as a result of the research (Etherington, 2011).

3.3.2 Methods

Preliminary data, collected as part of the Science Learning Centre (SLC) evaluation process, was used to provide background evidence to help focus the research questions. These preliminary findings explored the reasons why teachers engaged with CPD, the impact CPD had on their practice and the type of CPD that was considered to be most effective at bringing about changes to teachers' practice. This research did not, however, explore the impact CPD on teachers' attitudes and beliefs, or investigate the extent to which teachers' professionalism was affected by the process of engaging with CPD. The questions which emerged as a result of the literature review and preliminary research, were taken forward to explore in more depth through three case studies.

In my research to date, qualitative methods predominate through the use of questionnaires and interviews. The use of quantitative data to support the analysis of the qualitative data was a significant feature in my preliminary data along with the requirement to report course evaluations as grades, these were imposed by institutional constraints while working at the SLC. Mackenzie and Knipe (2006) made the following point:

'The constructivist researcher is most likely to rely on qualitative data collection methods and analysis or a combination of both qualitative and quantitative methods (mixed methods). Quantitative data may be used in a way, which supports or expands upon the qualitative data and effectively deepens the description'

Mackenzie and Knipe (2006: 96)

Was this why we converted the data into numbers to be able to get an average or mean consensus? Although there was an attempt to quantify the data, by numerical values associated with conference grades, the evidence collected in this way did not add anything to 'deepen the description', the data needed to be contextualised and consequently could not be used to form any specific conclusions. This was why exploring the impact of CPD through case studies was important, it enabled contextual influences and personal experiences of teachers' to be taken into account. The three case studies allowed a thorough exploration of the reasons why teachers continued to engage with CPD, along with a consideration of the impact it had on their professionalism and practice.

In the preliminary research the views and experiences of course participants were collected qualitatively, through course evaluations (Appendix VIII), questionnaires (Appendix IX and

X), comprising a mixture of closed and open-ended questions, and interviews (Appendix XI). The questionnaires focused on the reasons for selecting CPD courses, the perceived impact related to Guskey's levels, and any available evidence to support the perceived impact. The careful construction of questions was an important feature of this method; the content and language used in the questions was validated through an initial pilot to ensure they were interpreted in similar ways by the participants. As a result of this process, terminology, structure of language and or layout was modified to ensure less variation of interpretation. A similar process of validation was equally important and carried out during the analysis of questionnaire responses, to ensure accuracy of interpretation. This process was described by Guba (1990: 27) as:

‘individual constructions are elicited and refined hermeneutically, and compared and contrasted dialectically, with the aim of generating one (or a few) constructions on which there is substantial consensus’.

Face-to-face, semi-structured interviews were a key element of the data collection for the purposes of the research; I hoped they would help to gain a deeper insight into teachers' perceptions on the impact CPD had on their practice (as identified in their *Impact of Professional Development Forms* Appendix IV). These interviews explored the type of CPD experienced and how institutional structures supported or hindered their evolving practice. This provided an opportunity to discuss with teachers their perceptions of professionalism and identity, and how CPD and government policy influenced these views. In conducting these interviews, I was conscious of needing to develop my interview style so that I facilitated rather than lead the respondents, remembering that it was not a conversation and had to be kept on target (Hamilton and Corbett-Whittier, 2013). I was already acquainted with the teachers I was interviewing, so the process required a significant shift from the mentoring/coaching conversations that I had previously conducted with them. Neutrality was the key to the whole process, managing transitions between topics and questions, suggesting prompts or encouraging elaboration together with the use of pauses and nods rather than responding to their comments.

The use of semi-structured rather than structured interviews allowed discussions to flow more naturally and other potentially important information to arise. A series of interviews were conducted over a period of two terms with the three teachers as follows:

- initial interviews to gather contextual data and background (Appendix XII)
- follow-up interviews to discuss in detail any key issues identified through analysis of the initial interview (Appendix XIII to XV)

All the interviews were recorded using an audio device which resulted in lengthy recordings that were time consuming to transcribe. The first set of interviews were fully transcribed to identify initial themes. Subsequent recordings were listened to repeatedly to identify and extract particular sections and key quotes relevant to the research aims, these were then transcribed noting where in the recording they occurred. Selecting extracts for transcription, and providing a negotiated account of the full interview, helped cut down the time required for full transcriptions and due to the small nature of the research it lacked administrative support (Campbell *et al*, 2004; Gillham, 2000). An advantage of transcribing the interviews myself was that it made it easier to do the analysis and themes emerged throughout the process. Gillham (2005) highlighted the difficulty of analysing transcriptions done by external means, due to the fact that the written transcript does not indicate change in the tone or tenor of voice which might point toward some alternative interpretation.

3.3.3 Data Analysis

Bogdan and Biklen (2007:159) stated that data analysis ‘involved working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them, and search for patterns’; in essence, the goal of data analysis was to make sense of the data; to draw out distinct and generalizable features from it. In this research, the data was primarily derived from semi-structured interviews which ideally lent itself to the narrative

or thematic analysis described by Gillham (2005). Manual methods for analysing the data were used which provided a greater opportunity to understand the findings. The initial interview transcripts and audio recordings were reviewed a number of times to get a holistic overview to identify emerging themes which could then be analysed. This was in accordance with Gillham's (2005) cascade approach to data analysis: progressing from representing the whole interview in full transcript format, to the identification of themes within relating to the research question, then carrying out stage structure analysis of the text within these themes. This was contrary to the 'thematic network' approach proposed by Attride-Stirling (2001) in which the basic theme is derived from the text which is grouped into organizing themes and encompassed by a global theme. In my analysis I developed a similar thematic structure of Attride-Stirling (2001: 388) to the data by working in the opposite direction - outwards from the 'global theme' towards the 'basic theme's arising from the data.

The main themes for analysis were derived from the initial transcripts, subsequent interviews were only selectively transcribed since they added substantive content but little in the way of new themes. It was more economical, therefore, to listen to the audio recordings of subsequent interviews for new or exemplar statements to include under the identified theme headings and to transcribe these to expand on the substantive content. I recognised that there was the potential to introduce researcher bias here, based on what to include and what not to include, which I was prepared to accept for the purpose of adhering to the research aims. The level of transcription depends on the level of analysis required and should be driven by the research questions (McLellan *et al*, 2003). In the case of my research this required a greater number of lengthier transcripts since I was interested in identifying patterns and salient themes. This included exploring how teachers articulated their experiences, for example: opportunities and engagement with CPD, relationships with peers and senior leaders, and other aspects of the profession. Additionally, some elements were missing because I was not able to steer or prompt the interviewees to talk about them, or they were unwilling to discuss certain issues further. There were, however, other unexpected elements that emerged as a result of the semi-structure interview approach.

3.3.4 Case studies: Background and context

The three teachers selected to be part of this research study are referred to throughout by fictitious names used to preserve their anonymity. Emma, Faye and Jane were all known to me for a number of years through my role as a CPD provider. In the case of Emma and Faye I had previously taken on the role of mentor and/or coach (a discussion of the ethical issues regarding the selection of interviewees is included in this methodology chapter). They were useful to the research because they had actively engaged in a range of professional development activities throughout their careers and continued to find ways to improve their professional practice. Science teachers, like teachers of the two other core subjects, English and Mathematics, were considered good case studies to ascertain views on CPD since they had more opportunities for professional development than teachers of other subjects as a consequence of The Secondary National Strategy (SNS). Emma, Faye and Jane were particularly useful because they had a range of cross-curricular experiences and had access to information from a range of sources. The three teachers were pleased to be part of the research because were keen to help safeguard the professional development available to them and their colleagues. They also valued the opportunity to share their experiences and articulate their views, as Emma expressed in an email communication 'she relished the opportunity to stand on her soap box and talk for hours'.

Emma went into teaching within a year after graduating and had been in teaching the longest with 15 years of experience. She was selected because she had experience of receiving CPD in a number of contexts, for example through the Secondary National Strategy (SNS), Science Learning Centre network and from various other CPD providers. She worked at the same school for the whole of her career but had first-hand knowledge of a number of other schools, through her role as an Advanced Skills Teacher (AST), so could offer alternative perspectives.

Faye, a teacher with 12 years' experience, went into teaching after working for a short period of time as a hospital radiographer. She was also selected for the depth of experience in receiving and providing CPD; she had the additional experience of working in two very different schools as well as a good knowledge of other establishments. Her role as an AST

meant that she had whole school leadership experiences, these leadership views were considered useful to the research.

Jane in comparison has worked for a shorter period of time, 8 years, and whilst she had received CPD she did not have the experience of providing training to others. Jane went into teaching much later than Emma and Faye as a result of many years working in scientific research. She was selected due to the negative experiences she had in her first school to explore the impact this had on her attitudes to teaching.

Emma and Jane were working at the same school at the time of the interviews, this provided an opportunity to study two differing perceptions within the same school context. It was interesting to explore how these viewpoints affect their attitudes and beliefs, both in themselves and in education more generally.

The initial interviews were primarily used to collect contextual and background information from each teacher and to ascertain their initial views in relation to the research aims. A set of questions were prepared to provide a focus for the interviews (Appendix XII), these were phrased in a manner that opened up opportunities for the teachers to talk freely about themselves, their teaching, career and experiences. As mentioned earlier, the advantage of selecting teachers who were known to me, was that they were comfortable in talking unreservedly about their thoughts and experiences. The first question 'Why and how did you get into teaching?' provided the background and context for each teacher but the direction of the interviews varied from that point onward, reflecting what revealed to be significant features pertaining to their circumstances and experiences at the time of interviewing. A second interview was used to clarify and to provide further evidence to support the initial findings. These second interviews had the same core questions but specific questions were addressed to each teacher in order to clarify particular issues which emerged from the initial interviews (Appendix XIII, XIV and XV).

3.3.5 Validity

In determining whether CPD had an impact, much of the evidence provided was subjective and anecdotal, as a researcher I therefore needed to evaluate the relative effectiveness and validity of this self-evaluation and consider what other types of evaluation methods could be used. Questionnaires and Impact Form analysis (Appendices VIII, IX and X) were initially used to gather preliminary data for this research, these were followed up by interviews (Appendix XI) with teachers to explore in more detail what the initial data suggested and to triangulate and corroborate these initial findings. The use of three teachers for case study and interview produced sufficient data and opportunities to make comparisons with an appropriate level of triangulation for the findings to be valid. The interview transcripts, observations and emerging themes were shared with my director of studies, through supervisory meetings, to determine if my interpretations were reliable. Consistency of interpretations by different individuals helped to ensure validity (Gillham, 2005), this alternative method of triangulation was described by Guion *et al* (2002) as 'theory triangulation'.

A key issue in practitioner research was the potential for bias in conducting face to face interviews. The process of constructing knowledge was primarily through language and dialogue, I as the researcher had the potential power to impose my own definitions of situations on the interviewee (Cohen *et al*, 2007). The use of semi-structured interviews, consisting of a general discussion around a few basic questions, allowed the respondents to talk freely about their individual experiences, thus avoiding the potential for interviewer bias. In order to eliminate researcher bias, I presented my findings back to the teachers for feedback on their validity and accuracy of interpretation; these were approved and authenticated by them. There may have been unintentional power relationships within the dynamics that had the possibility to affect the validity of the subsequent discourse analysis, particularly due to the previous professional relationships between myself and the teachers being interviewed. Did the subjects of the interview reflect back to what they thought the researcher wanted to hear or did they voice their own thoughts/perceptions as suggested by Campbell *et al* (2004)? I needed, therefore to be cognisant of the fact that the teachers may have felt that they were 'helping' me in some way by saying what they thought I want to hear.

One drawback of my research was that I was only exploring the views of teachers that engaged with CPD programmes and have agreed to be part of this research. This may have introduced bias in the research claims, since these teachers generally have a vested interest in their professional development. What of the others, those who did not engage with CPD at all or did not continue to engage with CPD after their first experiences? It was impossible to explore the reasons for this when institutional constraints prevented having any contact with these teachers. This raises further questions: Did they get what they needed? Did they value the experience? Did they want to continue with their CPD? If so how and where?

More importantly, what did the questions I ask say about myself as a researcher? Was I making assumptions that the teachers who did not engage further with the CPD had negative experiences? It may be the case that they gained sufficiently from the experience and were able continue their learning through other avenues. By making these assumptions I was also risking the introduction of bias through the questions I asked in questionnaires and interviews. I was prepared to accept certain assumptions and bias in my research since I would be breaking ethics by contacting teachers who had opted out of CPD programmes and requested no further contact.

3.3.6 Ethics

Interviews had an ethical dimension since they involved interpersonal interactions and produced information about the people involved (Cohen *et al*, 2007). In case studies, the richness of data generated comes from prolonged interactions with practitioners and required a strong degree of trust to be achieved between myself, the researcher, and teachers being researched. Identifying myself as a researcher was the first ethical issue to be addressed according to Gillham (2005), in doing so there was the possibility of changing the perception of the interviewee; this could have made them either more cautious or more helpful. I needed to accept these are unavoidable consequences for the purpose of honesty and taking the ethically safest stance of being overt about my role as a researcher.

It was essential and helpful to have clear guidelines and processes in place to ensure that a sound ethical relationship was developed (Hamilton and Corbett-Whittier, 2013). Trust was a fundamental feature in allowing freedom of discussion, as well as decisions to be made on what and how the information provided would be used. The advantage of interviewing teachers I was familiar with was that trust was already firmly established, this enabled me to probe and question much deeper; they talked freely and were comfortable in sharing their, often emotive, experiences. The interviewees needed to know what they were letting themselves in for (Gillham, 2005), any potential difficulties or concerns were avoided by provision of a simple research information sheet and signed consent forms. The MMU Ethics form was completed (Appendix V) and information about the research, purpose and aims, were shared with all three teachers (including information about what was expected from their involvement, who the research would be shared with etc.) (Appendix VI). Permission was granted through the completion of consent forms by all the teachers in advance of the research (Appendix VII). The right to withdraw and the right of refusal made clear at outset and at the start of each interview. Privacy, confidentiality was outlined throughout along with the right to anonymity.

Chapter 4: Preliminary Research

As indicated in the previous chapter on methodology, I used a range of preliminary data as a foundation from which the main research was based. The data was collected routinely, as part of my role of Assistant Director at the Science Learning Centre (SLC), and was an integral part of evaluating the effectiveness of the CPD provided by the SLC. It explored the reasons for engaging with CPD, the impact it had on their practice and the type of CPD that was considered the most effective. This preliminary data was used to provide background for the research, it helped identify commonalities, emerging themes and raised questions that were explored in the subsequent case study interviews.

4.1 Preliminary Data

The first piece of preliminary data was concerned with the reasons why teachers engage with CPD. This data was collected while I worked as an Assistant Director at the SLCNW and part of a team involved in the *Modes of Professional Development Report (MoPD)*⁶ research project, led by Bennett *et al* (2011). In this research the views and experiences of course participants were collected via a web based questionnaire. The data I collected was collated with those of other regional SLCs and is shown in Table 2.

⁶ Commissioned by the National Science Learning Centre (NSLC)

Table 2: Factors influencing teachers' choice of the CPD (Bennett et al 2011).

Rating	The CPD experience					
	Self-identified CPD	To help other colleagues	Linked to schools CPD policy/plan	To change school or dept. policy	Suggested by a senior colleague	Recommended by colleague or friend
Very important	79% (118*)	49% (74)	31% (47)	23% (34)	21% (32)	13% (20)
Quite important	17% (26)	41% (61)	55% (83)	59% (88)	55% (82)	48% (72)
Not very important	2% (3)	7% (10)	9% (14)	13% (19)	16% (24)	26% (39)
Not important	2% (3)	3% (5)	4% (6)	6% (9)	8% (12)	13% (19)

* n.b. numbers in brackets are numbers of responses

The data in Table 2 indicate that the choice of CPD was influenced by a complex set of factors but was mainly self-directed, i.e. influenced by factors related to the teacher. The choice, in the case of almost all the teachers, was determined by the CPD needs they had identified themselves: 96% considered this a very important or quite important influence. The potential for supporting others through the CPD influenced the CPD choice for 90% of the respondents, whereas policy related-issues (the fit with the school development plan, and a possible contribution to a change in school policy) were considerations for 86% and 82% of the teachers, respectively. Suggestions by others, for example senior colleagues and particular by peers and friends, had less influence (only 76% and 61% considered this to be a factor in their choice). The reasons why experienced teachers continue to engage with CPD was a key area explored through interviews with Emma, Faye and Jane.

The second piece of preliminary data, concerned with the perceived impact of CPD, was collected from course participants as part of the SLC evaluation process. All course participants were asked to complete a reflective self-analysis using an *Impact of Professional Development Form* (Appendix IV) which they are sent six weeks after attendance on a course. Participants were required to identify any impacts that could be attributed to attendance on the course, and included a quantitative grade, qualitative

description and evidence as appropriate. Table 3 shows the collated responses for the summer term 2013, the last evaluation report provided by the SLCNW before its closure on 31st August 2013.

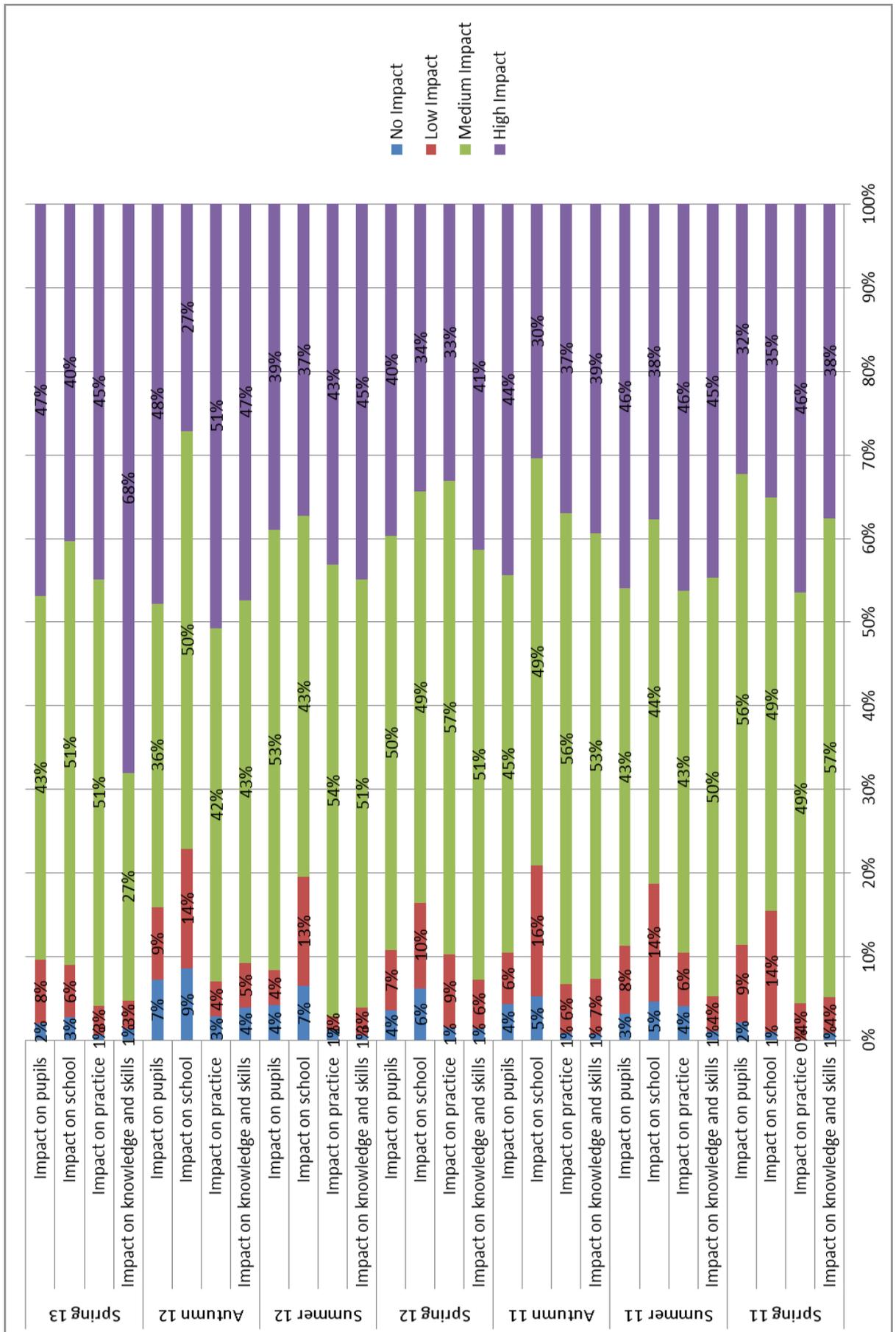
Table 3: Impacts of SLC NW course spring term 2012: overall ratings

	no impact	low impact	medium impact	high impact	Total
impact on knowledge and skills	1.4%	3.4%	27.2%	68.0%	100.0%
impact on practice	0.7%	3.4%	51.0%	44.9%	100.0%
impact on school	2.8%	6.3%	50.7%	40.3%	100.0%
impact on pupils	2.1%	7.6%	43.4%	46.9%	100.0%

The data highlights that the highest impact ratings for SLC NW courses related to improved knowledge and skills (these had the largest proportion of 'high impact' responses). Participants also gave high impact ratings in relation to impact on pupils. These quantitative grade ratings were used alongside the qualitative comments to ascertain how useful the courses were to participants practice. This type of analysis was found to be problematic in that often the grade rating and the participant's comments did not reflect one another, for example, the comment and evidence could indicate high impact, whereas, the rating may be given as medium impact. In other instances, a rating of no or low impact was given when the learning had yet to be implemented due to curriculum constraints.

Comments relating to impact on pupils were also quite difficult to categorise; teachers tended to state impact on pupil motivation, which may have had an impact on their learning, however this was not possible to evidence. There were also frequent comments regarding sharing learning with colleagues after attendance at scheduled courses. This implied that it would improve the teaching of others, although this was not often directly mentioned and was difficult to evidence. These findings were compared to previous terms (see trend data graph Fig. 3), although it was not possible to make out significant trends over time using this data it indicated that participants reported increased impacts on knowledge and skills over time (68% reported high impact in spring 2013 compared to 38% in spring 2011).

Fig. 3: SLC Termly trend data spring 2011 to 2013



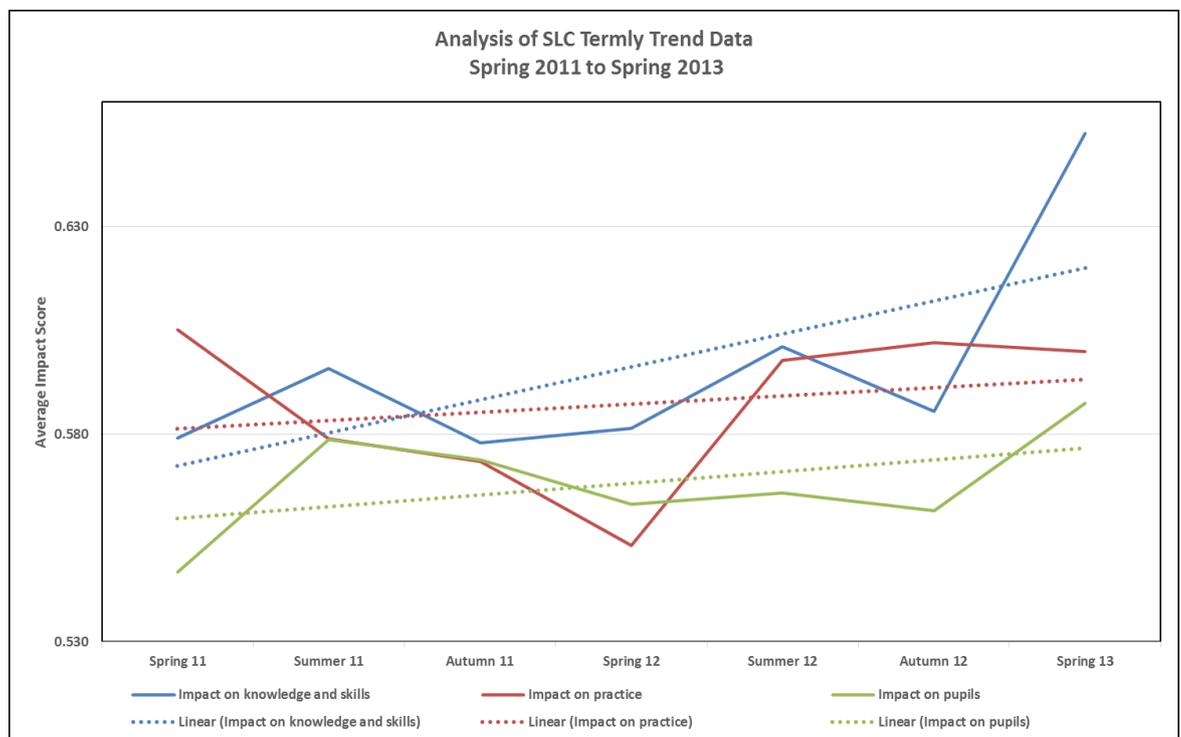
Further analysis of the data, to identify and clarify any emerging patterns, involved calculating an average score of impact using the SLC impact values from the *Impact of Professional Development* form (Appendix IV):

- 0 = No Impact
- 1 = Low impact
- 2 = Medium impact
- 3 = High impact

n.b. These numerical values were subjective values provided, for the purposes of easy analysis, by teachers as part of this self-reflective process.

These numerical values were multiplied by the average number of responses for each category. This produced a much clearer trend graph (Fig. 4) which allowed comparison of teachers improved knowledge and skills, with their practice and perceived impacts on pupils. Fig. 4 shows that there were improvements in all categories but that teachers' knowledge and skills showed the greatest improvement.

Fig. 4: Analysis of Termly Trend Data



Improvements in teachers' knowledge and skills did not, however, appear to be reflected to the same extent in the impacts on their practice or on their pupils. The disparity between the perceived impact on knowledge and skills and impacts on practice (and pupils) was another area explored through my interviews. If, as expected, improvements in teachers' knowledge and skills leads to improved practice why did this preliminary data indicate otherwise? Was there anything preventing teachers from using their new knowledge and/or skills?

There were some researchers (Garet *et al* 2001, Day and Sachs 2004, Cordingley *et al* 2005 and Bennett *et al* 2011) who suggested that different types of CPD had differing levels of impact on teachers practice, and that shorter episodes of CPD were less effective than prolonged periods of training. An analysis of the evaluations from a one-day conference (Appendix VIII) shown in Table 4 provided evidence that these shorter forms of CPD could be as effective as full day courses or networks. 100% of evaluations were Good or better (81% rating the conference Very Good) and 98% found the course Good or better in terms of usefulness to their practice (66% Very Good).

Table 4: Summary of Conference Evaluations

	V Good	Good	Satisfactory	Poor
Overall	107*	25*	0	0
Outcomes met	77	53	2	0
Usefulness of course	87	43	1	0
Personal Interest	95	33	2	0
Recommend	124 (yes)	0 (no)		

**n.b. In total 132 evaluations were received but some evaluations were incomplete*

An important feature in evaluating the effectiveness of any CPD opportunity was the extent to which it met the teachers' personal interest and needs; at this conference 99% graded it Good or better in terms of personal interest (73% Very Good). Motivation was an important factor in establishing a change in practice that would indirectly influence pupils' attitudes; if teachers were not motivated how could they motivate their pupils?

'A survey of 1,274 children and young people identified image and interest [as one] of the critical success factors in improving take-up and achievement in science There is evidence that participation by teachers in Learning Centre programmes is associated with improved teaching and learning, and higher take-up and achievement in science at their schools.

Department for Education (2010: 5-6)

'Seventy-seven per cent of respondents to our survey for the current report said that lack of enjoyment and interest was their main barrier to continuing with science, technology, engineering and math's studies post-GCSE'

Department for Education (2010: 27)

In their research, Tichenor & Tichenor (2005) identified the following characteristics of professional teachers: innovative teaching, motivating students to learn, knowing how and when to use a variety of teaching strategies. The following quotations from conference evaluations (Appendix VIII) highlighted the effect of the conference on teachers' engagement and motivation:

'Really pleased I chose the workshops that I did - all really useful and enjoyable. Inspired me to continue to develop'

'Thoroughly enjoyable - recharged my batteries'

NW Teachers

The use of quantitative data, views and experiences of conference participants collected through questionnaire (Appendix IX and X) and follow up interviews (Appendix XI), supported the positive correlation between teacher motivation and the attitudes of pupils. Mackenzie and Knipe (2006: 96) made the point that 'Quantitative data may be used in a way, which supports or expands upon the qualitative data and effectively deepens the description'. The positive effect on pupils as a result of the change in teachers' attitudes was further highlighted by middle leaders in follow up interviews. These findings were broadly consistent with evaluations of other SLC programmes. 80% of science educators who participated in a SLC courses felt it had a positive impact on their personal motivation, and 90% were satisfied with the quality of training received (Wellcome Trust and DCSF, 2008). In a similar survey, 82% of teachers reported that pupils had access to new and better learning activities, 73% said that pupil motivation had improved, and 56% indicated an improvement to pupil learning (National network of Science Learning Centres: Report on impact, 2008-2009: 16).

An analysis of *Impact of Professional Development Forms* (Appendix IV), from teachers attending a one day conference (Table 5), provided further evidence for longer term changes to teachers as a result of attending this relatively short episode of CPD: 83.3% teachers indicated a high level of impact on their knowledge and skills (45.8% with significant impact), 95.5% teachers indicated a high level of impact on their practice (54% with significant impact), 74.8% indicated a high level of impact on their colleagues (45.8% with significant impact) and 74.8% indicated a high level of impact on pupils (54% with significant impact).

Table 5: Impact Grades from conference attendees:

	0 No Impact	1 Some impact	2 Reasonable Impact	3 Significant Impact	Total responses
Teachers' Knowledge & Skills		4	9 (37.5%)	11 (45.8%)	24
Teachers' Own Practice		1	10 (41.7%)	13 (54%)	24
Teachers' Colleagues	2	4	7 (29%)	11 (45.8%)	24
Pupils	1	5	5 (20.8%)	13 (54%)	24

The SLC evaluation process was set up to provide evidence to the DfE that their CPD programme was effective; this was primarily focused on identifying positive relationships between professional development and improvements in students learning. In real-world settings, however, the issues are far too complex and include too many intervening variables to permit simple causal inferences such as these (Guskey, 1997: 36-40):

'In the absence of proof, you can collect good evidence about whether a professional development programme has contributed to specific gains in student learning.'

Guskey (2002: 49)

4.2 Preliminary Research Findings

Firstly, the preliminary data highlights that the highest impact ratings for SLC NW courses related to improved knowledge and skills and impact on pupils. Teachers frequently commented on sharing learning with colleagues after attendance at scheduled courses, this implied that it would improve the teaching of others, although this was not often directly mentioned and was difficult to evidence. Secondly, improvements in teachers' knowledge and skills did not appear to be reflected to the same extent as the impacts on their practice or on their pupils. The disparity between the perceived impact on knowledge and skills and impacts on practice (and pupils) was interesting and provided another area of exploration in the case studies. Finally, the choice of and uptake of CPD was found to be influenced by a complex set of factors but was mainly self-directed, i.e. influenced by factors related to the teacher.

The preliminary research provided evidence that short episodes of CPD, such as conferences did have an impact at both the first and second stages identified by GHK Consulting Ltd (Wellcome Trust and DCSF, 2008: 64-5). Follow up interviews with middle leaders provided further evidence that, when all or most teachers from a department attend, the impact was greater and more sustained at the second level. It also suggested that school structures and peer influence could be potential barriers to teachers engaging effectively with CPD. This data raised questions about how CPD was viewed by the school senior leadership team and what systems, if any, are in place for supporting dissemination of information in school.

The following quotation, obtained from the school senior leader interviewed as part of the MoPD research (Bennett *et al*, 2011), identified aspects of the school's implementation space for CPD which reflected a wide and open view of CPD and its ramifications for the school:

'We expect all staff to appreciate that CPD takes very many forms. It could be research for instance, action based research in the classroom. It could be some reading. It could be some shadowing of other people, a whole variety of activities. We've had staff ... brainstorming and coming up with a long list of things that they feel are valuable forms of CPD. So that they can recognise how many different ways

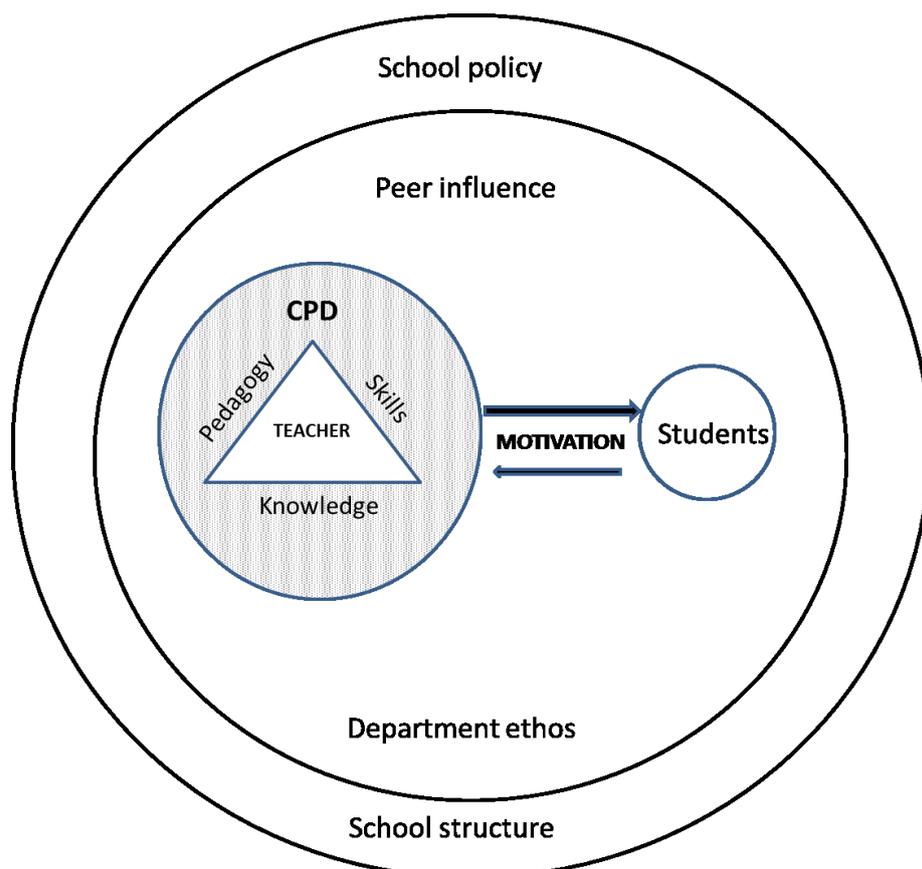
that can happen... It's not just students that learn here. We all learn here, every single one of us, and we all have that responsibility as a professional, to keep learning and to keep developing and that's very much the ethos that we're trying to generate...'

NW senior leader (Bennett *et al*, 2011)

This raised the question of whether the view of this senior leader, towards CPD, was consistent with those of senior leaders in other schools?

As a result of these preliminary findings a model (Fig.5) was developed to illustrate the factors influencing teachers' engagement with CPD and the impacts of CPD on teachers themselves and on their pupils.

Fig. 5: Factors Influencing Teacher Engagement with CPD:



Teachers exhibiting commitment to change and continued professional development, as a key feature of professionalism (Tichenor & Tichenor, 2005), were constantly looking for ways to improve their practice and adjust to the individual needs of their students.

‘The behaviours’ exhibited by a professional teacher are what identify a teacher’s professionalism. Professional teachers teachers who represent the best in the profession and set themselves the highest standard for best practice’.

Tichenor & Tichenor (2005: 90)

4.3 Research Rationale

The purpose of this preliminary research was to provide a foundation for the main research, it helped to focus the areas being explored for the purpose of this thesis project. As stated earlier, this data was collected as part of the SLC evaluation process which assessed the effectiveness of the CPD programme. This evaluation, however, did not go beyond the initial subjective assessment provided by the course participants, middle and senior leaders. Most of the research conducted by the SLC was focussed on CPD effecting changes to teachers practice. The questions posed, as part of the MoPD research, in particular, were set by the team of researchers leading the research and were predominately focussed on determining the most effective model of CPD. These preliminary findings offered clues as to why teachers engaged with CPD, the difficulties they encountered in securing release for professional development and how different forms of CPD impacted on their classroom practice. It was my involvement in this research that initially sparked my interest educational research and prompted me to discover more about teachers’ and their experiences of CPD. The MoPD research did not investigate the impact CPD on teachers’ attitudes and beliefs, how it affected their professional status and identity, or the extent to which teachers’ professionalism was enhanced or otherwise by the process of engaging with CPD. These were key issues of interest and explored through the case study interviews. I was especially concerned with considering ways to enhance CPD so that it impacts on the intellectual and attitudinal aspect of professionalism discussed by Evans (2011).

The disparity between teachers’ perceived impact on knowledge and skills and impacts on practice (and pupils) was an interesting discovery and provided another area of exploration in the case studies. Did the view of senior leaders towards CPD affect the implementation of new practices and how did this affect the systems they put in place to support dissemination of information back in school?

The main research involved collecting more specific data from a smaller number of teachers to analyse in more depth, through the subsequent case study interviews. The questions used in the case study interviews were developed and refined as a result of this pilot to gain further insight into the impact of CPD on teachers' professionalism, identity and practice.

The next chapter presents evidence from the case studies of Emma, Faye and Jane in answer to these questions.

Chapter 5: Case Study Findings

This chapter presents the data collected from case study interviews with Emma, Faye and Jane⁷ which recounts their CPD experiences and communicates their feelings regarding the effect CPD had on their perceptions of professionalism. First a pen portrait of each respondent is presented, these are followed by the findings from the three case studies. Findings are organized around the key themes emerging from the interviews and thus take a data-led approach. An insight into each case study is offered based on a detailed analysis and interpretation of their comments, both in isolation and within the context they are presented. The chapter concludes with a summary of these common themes and significant points are identified to take forward into the analysis chapter.

5.1 Pen Portraits

In order to fully appreciate the emerging data, it was valuable to understand the background and context of each teacher, consequently this chapter begins with a brief overview of the participants selected for interview, together with a description of their background and experience. These pen portraits were developed using data provided by the teachers themselves, using their own words, they offer an impression of what each person is like and allowed the data to be interpreted in relation to their specific contexts. The pen portraits were sent to each teacher for approval (as proposed in the methodology) and were verified as a true reflection of their background, experiences and context.

5.1.1 Emma

⁷ Fictitious names given to preserve the teacher's anonymity

Emma was in her 15th year of teaching, she was an experienced teacher with Leadership responsibilities [Advance Skill Teacher (AST) and Lead Teacher]. She considered a career in teaching while at university as a result of her work experience placement. She spent a year at a local Wildlife Trust where she particularly enjoyed the education aspect, whilst there she spent a lot of her time working with groups of children from local schools. As a result of this experience Emma felt that she came back to the final year of her degree much more motivated and considering a future in teaching. After graduating, Emma worked for a year as an information officer for a University careers service which re-affirmed her decision to go into teaching.

The extremely positive experiences in the teaching placements that were part of her Initial Teacher Training (ITT), together with the positive role models, were considered by Emma to be important factors in setting her on a career path in the teaching profession. In her opinion, the ITT tutors and mentors played a significant part in encouraging trainee teachers to continue into teaching when others would drop out. Emma had worked at the same school since qualifying as a Newly Qualified Teacher (NQT), she was attracted to the school as a result of the positive experience there when completing the final teacher training placement. At School A, Emma had been provided with numerous opportunities to progress her career and become a leading professional:

‘I’ve been looked after, right from the beginning, I did feel that I was supported if there were things that I wanted to do or to try. They were very supportive of me doing a Masters ... the head teacher talked to me about applying to be Advanced Skills Teachers (ASTs). (Emma, 9.58 mins)

Throughout her career Emma actively sought and attended a number of CPD opportunities at the Science Learning Centre (SLC) and through other providers, such as the Secondary National Strategy (SNS), in order to continue to provide the best education possible for the children she teaches. As a lead practitioner she shared her experience and knowledge by providing CPD to colleagues within her school context and other educational establishments. She believed that teachers should cultivate a culture of self-belief and confidence in children so that they can all try to improve within their own limits, the development of positive relationships were considered essential to this process.

Emma had strong views on teaching and a clear understanding of her own identity as a teacher:

‘Teaching is never a finished job and every kid is different and you want to do your best, it’s not a boring job. I’m sure you can make it boring if you don’t want to develop.’ (Emma, 34.59 mins)

In the first part of this quotation Emma illustrated the challenges of teaching as a consequence of dealing with individuals and the constantly changing contexts, it also reveals the excitement she feels on account of these challenges. In the second part of the quotation, Emma implied that some teachers did not seek to improve their practice and inferred they were, somehow, less professional and she did not identify with them. The interviews revealed that Emma had ‘some really strong opinions’ (Emma, 21 mins) about teaching and professionalism and teacher identity which she recognised as being contentious. The following quotation provided some evidence to suggest that she viewed some of her colleagues as lacking the same degree of understanding:

‘I think I need to watch out sometimes because I certainly don’t want to make any of my colleagues think that I think they are idiots.’ (Emma, 29.17 mins)

Through this ‘othering’ of her colleagues, and by comparing herself to them, she appeared to identify herself as being in some way ‘more professional’. Another example of this was where Emma voiced concerns about a trainee teacher allocated to teach her class:

‘We had somebody a couple of years ago and I had no idea how he got on the [ITT] course because frankly he didn’t take a word of advice, it was like ‘What are you doing here?’ and I actually felt very protective over our kids because we were all telling him “This is basic stuff” ...’ (Emma, 7.19 mins)

Here she implied a criticism of students enrolling on ITT courses and of the higher educational institutions who ‘take risks because they’ve got a quota [to fill]’ (Emma, 7.43 mins). She suggested that some people entered teaching for what she considers the wrong reasons and they were not prepared to do what was necessary to become a good teacher. It provided evidence that she was passionate⁸ about educating young children and wanted the best for them.

⁸ Emma’s own description

‘To me a professional doesn’t clock in and clock out, if you look at engineering or chartered accountant or in medicine, it’s not quite so much the clocking, you do things to develop yourself.’ (Emma 2, 19.21 mins)

This quotation reinforced Emma's opinion of teachers for whom education was a life choice as much as a profession and the importance she placed on them engaging with professional development. In Emma’s estimation teachers’ demonstrated their professionalism by putting their students first and always striving to improve and provide the best education for their students, regardless of the time it took. Emma’s strong views on what constitutes professional identity and the role of the teacher, both positive and negative, was a recurring feature in her interviews.

Currently Emma works part-time to enable her to achieve a good work-life balance between teaching and family commitments; although only working three days a week, Emma spends the other two weekdays in lesson preparation and assessment. When she was not in school teaching, Emma explored opportunities to extend her own (and others’) knowledge-base; she followed a series of educational debates, read extensively about various educational initiatives and attended education conferences. She therefore had the luxury of time during the week which she dedicated to teaching, leaving the weekends free to devote to her family.

5.1.2 Faye

Faye was in her 13th year of teaching. She was an experienced teacher, previously an Advanced Skill teacher (AST) with whole school responsibilities in School B and was now Head of Science at School C. She started to think about her career at the age of 14 when deciding on subject options, her initial career choices were either teaching or working in a hospital, which she considered to be secure and well paid jobs (this was influenced by her upbringing in a relatively poor, one parent family). Faye had also considered a career in the legal service but discounted this because they did not match her subject interests or desire to work with people. She felt that careers in health care or teaching and education were good public sector jobs that were guaranteed, university places for these careers were government funded at that time; this was another deciding factor since she came from a relatively poor background.

While at school Faye did some work experience in a Primary school and arranged to spend some time in a hospital looking at potential professions associated with medicine, such as nursing, physiotherapy etc. After graduating Faye worked as a radiographer for two years and while she enjoyed the work and dealing with patients, she did not like the on-call aspect, working nights and weekends etc. She re-considered a career in teaching and spent two weeks with a teacher friend, working in her school and teaching students which she really enjoyed. She subsequently enrolled on an ITT course and after qualifying took up her first teaching post in September of 2002.

The following quotation provided an insight into Faye's motivation to teach:

'I love being with people, working with people, and I get a lot out of teaching the subject and helping people be successful at it.... It's never boring and it's never dull. Teaching I find its less physically demanding than being a radiographer but more mentally and emotionally demanding, so you're more drained emotionally and mentally at the end of the day'. (Faye, 4.55 mins)

It revealed that Faye found teaching a rewarding experience despite recognising the challenging nature of the job. The view of teaching 'never being boring' was a consequence of working with different individuals which led to constantly changing environments. The fact that Faye found teaching to be mentally and emotionally tiring was because she acknowledged the investment of personal characteristics and a commitment to building

relationships with students in order for the to be successful. This demonstrated Faye's vocation for teaching and the way she identified herself as a teacher, it also provided an insight into her professionalism.

As part of her induction period in School B, Faye was encouraged to attend many of the CPD opportunities available at the time through the SNS and was always keen to explore new and exciting teaching strategies. Faye remained at School B for a total of 12 years, during this time she was identified as an excellent classroom teacher by the Office for Standards in Education, Children's Services and Skills (Ofsted) and became an AST in 2009, working at both department, whole school and local authority level. She was seconded to the senior leadership team for her last 5 years at this school before her appointment as Head of Department at School C in the summer term of 2013. This move resulted in a drop in salary and perceived position but was considered by her to be a necessary step to enable future career progression. Faye had previously been unsuccessful in obtaining a senior leadership position due to her lack of direct line management experience. She considered this gap in her *Curriculum Vitae* would be addressed by serving a period of time as a Head of Department.

Faye was first interviewed as part of the research early in the spring term when she had completed two terms in her new position at School C, she was extremely demoralised at the time due a perceived lack of trust she felt the leadership team had in her:

'You don't feel like a professional, and if you have an opinion, it's not accepted, they're so worried about the school being in "Requires Improvement".' (Faye, 22.11 mins)

The school inspection process, carried out by Ofsted, had judged the school as 'Requires Improvement' the term before she arrived and she felt that she was being treated as a teacher who 'Requires Improvement' as a consequence of this judgment. This was in direct contrast to the way she identified herself as a teacher. The perceived distrust of her professionalism, due to the fact she was subjected to the same level of micromanagement as everyone else, despite her proven capabilities resulted in a significant impact on her enjoyment of teaching. This could be a contributory factor for the opinions and attitudes to teaching which emerged from the interviews:

'I've only been in teaching 12 years and it's changed so much since I first came into it that it's not enjoyable anymore... I've considered a career out of teaching. It's a shame because I do love teaching but I'm getting to the stage where I can't do what I want to do with teaching.' (Faye, 32.02 mins)

Faye had faced many new teaching initiatives in her teaching career and was able to effectively incorporate the new learning, acquired through CPD opportunities, into her teaching repertoire; she had proven ability to develop new and effective teaching approaches as a result. The comment above indicated that although many changes, experienced in Faye's 12 years of teaching, have influenced her perspective and identity as a teacher, it was the experiences of the two terms at School C that resulted in her considering leaving the job she professed to love.

The lack of trust, and the judgements of the school inspection framework, experienced in School C, appeared to have impacted on Faye's perceptions and identity as a teacher at the time of interviewing. A few months after the initial research interview Faye was successful in being appointed Head of Department at another school. The second interview took place late in the summer term to explore in more detail the themes emerging from the first interview and to determine if the prospect of starting at a new school had affected her outlook.

5.1.3 Jane

Jane was in her eighth year of teaching. She entered the teaching profession as a mature student as a result of her experience of working in industry where she developed a vocation for working with young children. Jane worked as an industrial Chemist for over four years at Unilever and was responsible for setting up the company outreach programme with local primary and secondary schools. This resulted in her being seconded to the Science and Technology Regional Organisation (SATRO) delivering educational workshops full time. These workshops included a range of activities such as providing CPD for teachers, working with students, and organising conferences. SATRO was eventually disbanded due to lack of funds but Jane did not want to go back to Unilever, and because she had enjoyed doing the outreach in schools, she went instead into recruitment for Science and Engineering. Although she enjoyed this new role she did not feel fulfilled so she enrolled on a teacher training course because of the positive experiences she had with the outreach programme whilst at Unilever. As a result of her previous industrial placements she was able to fund her year in Initial teacher training and was prepared to take a reduction in salary to become a teacher; in her own words Jane ‘... wasn’t interested in making money’ she was more interested in working with children. ‘I’m a passionate believer and want to do something that enriches a child’s science learning experience.’ Jane’s experience as an industrial chemist had a significant influence on her identity as a teachers and the belief that students need to be taught independent learning skills to enable them to be successful in life.

After qualifying, Jane took up her first teaching post at School D where she worked for 4 years before looking for promotion. At this time there was a change of head teacher at the school and Jane was encouraged to stay and take on the responsibility for establishing a new vocational course for students; the following year she was given the responsibility for coordinating Key Stage 4 Science. The first year under this new leadership she felt really positive, however in subsequent years Jane was extremely unhappy, due to what she considered bullying by a newly appointed Head of Department and a new member of the senior leadership team:

‘The first year was fine and then he got a new leadership team and I had problems with one of them basically, and I just felt like she had it in for me. The Head of Department as well, I just think he felt intimidated cos I went for the Head of Department job...’ (Jane, 14.54 mins)

The matter of leadership highlighted here was not concerning the Head teacher but with one of his team. Whilst the Head teacher was happy to discuss many issues with Jane she was not allowed to discuss this particular problem with him. It became evident that something was going on here that she was not willing to discuss and this throws up some confusion about her situation which appeared to have a bearing on what she says, her attitudes and perceptions. Jane's believed that her identity as a teacher did not align with the staffing profile the new leadership team were trying to develop and considered this to be the cause of the problems she encountered. She made frequent references to a number of other teachers who she assumed had left the school for the same reason. This feeling of persecution could, however, be a consequence of the perceived bullying by the new Head of Department (HoD), although the fact that she had also applied for the same post could have an influenced her perspective and clouded her judgement. Jane went on to explain what she considered to be the basis for what she considered bullying:

'From the get-go, you know when you just get a feeling about someone, I just felt we were not going to get on and I just think it was because he was very insecure in his own experience or ability.' (Jane, 15.33 mins)

She felt that the HoD delegated too much of his own responsibilities to her, without the appropriate level of support, and criticised her if they were not carried out correctly. This delegation of responsibility could be why she considered him to be insecure, or unable to carry out the tasks himself. The alternative view, that he valued her experience and judgement, did not occur to her and could be a consequence of her own negative self-esteem. These experiences appeared to have deeply affected her identity as a teacher and as a result of this and the perceived bullying she '...just survived the 6th and 7th year...' at the school and at the end of her 7th year at School D she moved to another school for a main scale teaching position '...just to get out...'.

Student behaviour appeared to be a significant issue for Jane and she returned to this topic many times in her interviews, a fact which may explain the way she viewed herself as a teacher, her ability to teach effectively and her apparent lack of confidence:

'I mean poor behaviour of students, and I know it has always been an issue, but I think that the government is taking away anything we could have used to modify

and manage behaviour effectively, they're just taking that power away from us.'
(Jane, 18.21 mins)

This comment referred to a complaint by a student as a result of Jane following departmental procedures, she did not feel supported by her HoD who had introduced these procedures (or the new member of leadership team) and the issue escalated, resulting in her teaching being closely monitored. There was a question here to do with Jane's behaviour management and whether there were any concerns by the school leadership regarding this. Nonetheless, the unpleasant experiences in School D had a damaging effect on Jane's identity and confidence, resulting in the feeling of persecution and a negative perception of teaching. The focus on student behaviour continued in School A⁹, and although they could be a consequence of starting a new school with the difficulties in becoming established, these issues persisted in the second interview which took place when Jane had been given time to establish herself.

5.2 Emerging themes

There was substantial overlap between the topics that began to emerge from interviews with these three teachers which at first made them difficult to categorise. Nonetheless they

⁹ School A is where Emma also works

were grouped, for ease of discussion, into three main areas based on the teachers' main concerns. This enabled a way of exploring the set of complex and interrelated issues which arose from the interviews. The three themes being discussed were therefore:

- The Raising Standards agenda
- Teachers experiences of CPD
- Status of Teachers

The teachers' engagement with CPD, their identities as teachers and perceptions of professionalism, while not explicitly identified at the outset, were evident from all three interviews. The teachers' experiences of CPD emerged through comments regarding issues, such as the raising standards agenda, school inspections and performance management systems. These issues were considered to have influenced the choice of, and opportunity to engage with, CPD. The raising standards agenda in particular was believed to be the main contributory factor for the barriers which prevented teachers from engaging with CPD, implementing new teaching approaches and restricting their practices. The role of senior leaders featured significantly in the interviews in relation to the impact of the raising standards agenda on management structures and processes. These sub-themes were, as a consequence, closely associated with the teachers' experiences of CPD and the effect it had on their status as professionals.

The next section takes each theme in turn, the findings from the data are discussed and an insight into each case study is offered. These insights were based on a detailed analysis and interpretation of their comments, both in isolation and within the context they were presented. Taking each quotation in isolation was a means of addressing potential bias, introduced as a consequence of a professional knowledge of each teacher's context, and attempted to strengthen claims being made about the findings. Evidence is presented, to substantiate the claims being made as a result of this interpretation, through supporting quotations from the teachers themselves.

5.2.1 The Raising Standards agenda

School performance targets were perceived by all three teachers to be the main driving force in schools and had repercussions on all aspects of teachers' professional

development. It was therefore important for the aims of the research to consider how this impacted on the opportunity for teachers to engage with CPD and the type of CPD available to them. There were also suggestions that the three teachers lacked the opportunity to use their professional judgement and employ their knowledge and skills.

5.2.1.1 The Impact of Performance Targets:

Faye highlighted the pressure for schools to perform well and achieve their targets in the following quotation:

[The SLT] keep bringing up the need to make three levels of progress and that's the minimum and now its 4 or 5 level of progress and these targets now, they are such a driving force in schools to meet these targets. They have to be all monitored and regulated and everything has to be evidenced because the professional trust isn't there.' (Faye 2, 1.21 mins)

The responsibility of senior leaders to ensure that their schools met prescribed targets was an issue observed by Faye to have implications for the management of the school. The view of raising standards as a driving force in schools was also held by Emma:

'Over the years, I think pressures have been more on schools getting results rather than what's best for children.' (Emma, 46.22 mins)

It was Emma's belief that Personal, Health and Social Education (PHSE) and nurturing the child as a whole was of equal importance to academic success, but that the raising standards agenda was having a negative effect on children's education by focussing more on academic progress than pastoral care.

Jane was similarly 'disillusioned with regard to the target driven culture that schools were measured by.' (Jane, 19.27 mins):

'I'm all for raising standards but what they're actually trying to do to raise standards doesn't work, cos all it does is to force teacher to do things they don't want to do in order for the kids to get those grades. For example, I know for a fact that some of these coursework grades that students' get are not through their own efforts. It's cos the teachers have told them what to do.' (Jane, 19.40 mins)

Jane also believed that the pressure to raise standards was impacting on teaching approaches by not providing students with strategies she considers they needed to be effective and independent learners. The criticism implied here was illustrative of the frustration Jane felt as a result of the constraints imposed on her, and was indicative of the anxiety she suffered as a consequence of the challenge to her identity as a teacher and the pressure she felt under to conform to the expectations of the senior leaders.

5.2.1.2 The Influence on Curriculum Choices:

The raising standards agenda and government policy also had an observable influence on the choice and organisation of curriculum made by senior leaders. The decision to discontinue with vocational qualifications such as the Business & Technology Education Council (BTEC) qualification in Key Stage 4, was seen as a direct result of the need to meet prescribed targets. All three teachers talked about the decision made by senior leaders to strip away the vocational BTEC qualifications and replace them with what the government considered to be more highly regarded General Certificate of Secondary Education (GCSE's). The teachers worried that this decision would adversely affect the group of students the BTECs was originally intended for:

'It's that 8 thingy.... The way future measurements are going to be on kids getting this certain spread of A's.' (Emma, 20.05 mins)

This reference by Emma to the 'Progress 8' school performance measure, due to be introduced in 2016, would measure student progress from Primary school to the end of Key Stage 4 across eight specific GCSE subjects. Teachers were concerned that vocational qualifications would not be included in the Progress 8 measures and consequently the decision by the senior leaders to drop the BTEC qualification was widely criticised by all three teachers:

'With the BTECs and the National Vocational Qualifications being stripped away it's all going back to GCSEs again, higher level..... it's a real shame because there is that body of students that did have a way forward with the BTEC, a more vocational

route, that's gone, it's been eroded away. So I'm worried about what's going to happen to them now.' (Faye, 34.13 mins)

In this statement Faye demonstrated her concern for the students who would be adversely affected by the change and illustrated her strong views about the detrimental effect of the current education system. Here she identified herself as a middle leader, inferring that she had students' interests as her first priority but that the senior leaders were more concerned with meeting targets.

Faye rationalised the decision but stressed the fact that she believed it to be the result of imposition of a more challenging curriculum and examination system. Jane equally rued the decision to remove this qualification:

'I just felt with the BTEC it gave the students more opportunities to be independent learners and learn enquiry which is how we should be teaching and I just felt it was a better model of learning' (Jane, 26.17 mins)

She reflected on the benefits to the students of teaching the BTEC and highlighted the advantages of the teaching approaches used to develop what she considered to be life-long learning skills. Emma also disagreed with the decision regarding the removal of the BTEC and acknowledged that the reasons for stopping the BTEC course was about meeting government targets. She considered the implications for students if the course was kept viable and concluded that it would limit their subsequent curriculum choices:

'I know it's about more than just one subject and getting the balance of their overall school experience, so we could in theory teach in the BTEC style and prep them for the exams.' (Emma, 21 mins)

Here Emma demonstrated an appreciation for the difficulties of school management and an awareness of the constraints imposed by the curriculum and school timetabling. It also revealed high degree of self-identity and belief which afforded her the ability to work within these constraints, adapting her teaching style to be appropriate to the needs of her students. In contrast Faye and Jane felt their identities and expectations of them were in conflict, as a result they were powerless to change the decision being made on behalf of their departments. Jane as a consequence found that she was unable to use the teaching style she considered appropriate to students learning:

‘What we were taught was good practice at School D i.e. active learning.... In school A I’ve been told not to do it. I’ve got to use what they have already got and a load of it is sitting, listening to the teacher talk and completing work from text books’. (Jane, 29.08 mins)

She explained that she was prohibited from using active teaching strategies in place of the more traditional teaching methods favoured by the senior leaders in School A. Jane believed the reason for the decision was to ensure the students were quickly provided with the information they needed to pass their exams rather than spending time on developing students’ independent learning skills.

5.2.1.3 The Impact of National Curriculum Changes:

Jane also commented on the recent changes to the National Curriculum, which take effect from September 2015, specifically in relation to the raising standards agenda:

‘The Key Stage 3 stuff basically all they’ve done is taken stuff out of Key Stage 4 and shifted it down... some of the things they’ve taken out of Key Stage 4 the current students can’t cope with it so how are they expecting younger children to cope with it? And I just think the pressure they’re putting on Primary school teachers is ridiculous.’ (Jane, 26.41 mins)

She believed the way the government was changing the curriculum, to make it more challenging and robust, was not realistic and putting pressure on teachers to teach concepts that she considered were not age-appropriate. In particular, she felt this was mostly true for Primary school teachers who are not necessarily science graduates and could potentially find teaching these concepts difficult. The imposition of the National Curriculum and the different ways it was being implemented in schools was a feature raised in all the interviews. Faye pointed out:

‘The curriculum now, you just roll with it, it’s changed so much that we’ve got so used to doing what we’re told, there’s no freedom anymore.’ (Faye, 35.55. mins)

This highlighted the fact that there had been many changes imposed on teachers as a result of government policy and that the increasingly restrictive nature of the curriculum was

leaving teachers feeling ineffectual and unable to use their professional judgment. In School C Faye found that the curriculum was organized primarily around qualifications:

'The enrichment now in schools is seen as an extra qualification, rather than things just for interest. There's got to be a reason for doing it.' (Faye, 36.25 mins)

There was no flexibility in the timetable for what she considered to be activities that would enrich the experience of the students unless they would lead to a direct improvement in student attainment. Faye considered that education had "lost its way with what is best for students" (Faye, 31.50 mins) and she was concerned about the education in this country saying "people with young children now, what kind of education system are they coming into?" (Faye, 35.42 mins). As a result, Faye believed that the policy makers were out of touch with the chalk-face¹⁰ and that many of the changes would be detrimental to the experience of students.

5.2.1.4 Ofsted's Influence on School Management:

The response of school senior leaders to Ofsted inspections, in relation to assuring high standards, was also considered to have an impact on teachers' practice, their identity and their self-esteem, as reported by Faye when comparing the senior leaders at two different schools she has experienced:

'[Ofsted grades] gives the school that is good or outstanding the professional respect and they have more confidence in themselves that what they are doing is right and they'll just carry on and then there is not the pressure that Ofsted is going to arrive at any time. Whereas our SLT [at School C¹¹], for everything it's because of Ofsted, because Ofsted want it and they could arrive tomorrow. So we have to be Ofsted ready all the time.' (Faye 2, 3.03 mins)

She considered the micromanagement she was experiencing at School C to be a direct result of the insecurity on the part of the senior leaders and that they were constantly reviewing their own leadership decisions aligned to what they thought was expected of

¹⁰ To work "at the chalk-face" means to work in education, specifically in a school.

¹¹ School C classified as 'Requires Improvement' by Ofsted

them by Ofsted. There was a lot of significance placed by senior leaders on regular monitoring and assessment due to the expected Ofsted inspection which increased the workload on teachers:

‘We have to submit a level or a grade every half term and if they are on target or not, for every single child. Which means you are having to do more robust and rigorous assessments a lot more often, so the marking load has increased dramatically. All your marking has to be fully comment based with the improvements, then you have to make sure that the child responds to that and then you have to respond again to their response. Everything is evidence based.’ (Faye, 8.11 mins)

This remark was illustrative of Faye’s frustration with the level of reporting she had to provide and the lack of professional trust she felt the senior leaders had in their middle leaders, and specifically in her ability to manage her own department. The actions of the senior leaders and the ensuing micromanagement could be attributed, as Faye suggested, to the Ofsted judgments, it could equally be due to the leadership style adopted and embraced by the SLT:

‘I think they’re panicky and that gets passed down to middle leaders and part of Ofsted is that middle leaders should be running the school and the SLT should monitor and challenge if needed. So it’s a real big shiftbut they make all the decisions and you just have to go with it.’ (Faye, 23.01 mins)

5.2.1.5 The Issue of ‘Professional Trust’:

Faye made frequent references during her interviews to the lack of trust she felt the senior leaders showed in their middle leaders due to their micromanagement of the school. A

further example of where she felt they undermined her position was in the deployment of teachers in her department:

‘They wanted one teacher to teach all the science and I tried to tell them that with the high end groups we try to give them a specialist but they wanted to go with just one teacher.’ (Faye, 31.11 mins)

Faye would have preferred to organise the curriculum to allow teachers with the relevant specialism to teach the top set students but the senior leaders insisted on each class having only one teacher. According to Faye the reason for the single allocation of teachers to the sets was to do with accountability:

‘... they wanted to hold that teacher to account [for the results]. If it is one teacher and the children fail, it’s that teachers fault.’ (Faye, 31.29 mins)

The decision for all classes to have just one teacher was not to provide continuity for the students or for the benefit of the students but to identify and hold teachers to account for their students’ results. Faye argued that lack of student progress could be due to a number of reasons not just the result of a teacher’s unsatisfactory practice; poor classroom management or other factors relating to the attendance and ability of the students could also be contributory factors which she felt were not taken into account by the senior leaders.

The pressure and responsibility for senior leaders to ensure that targets are met had implications for the CPD opportunities they provide for their teachers. Faye found that in School C teachers were not trusted, or allowed, to manage their own CPD; when she had CPD time with her department she was required to provide documentary evidence, for her senior leaders, that something was being done:

‘[If] I allow them to go off and do their own CPD, because they know what areas they need to improve in, that’s not good enough, because teachers can’t be trusted to go and manage their own CPD’. (Faye, 15.16 mins)

Faye remembered a time, early in her career, when teachers could observe colleagues, and learn from their experiences, but now found that there is no trust that teachers would undertake this form of CPD. This exemplified Faye’s ‘middle leader’ perspective that

teachers were not allowed the freedom to identify their own CPD needs and the lack of trust she felt the senior leaders had in their professionalism. It also showed the difficulty she had in providing appropriate CPD for her department and the constraints imposed on her by the SLT.

5.2.1.6 The Effect on Autonomy

The following statement further exemplified the lack of autonomy Faye experienced and illustrated how her professional judgment was ignored when she was prevented from providing appropriate CPD for her department:

‘I’ve put a request in for the INSET day in April to run subject specific CPD, put that to the Head but no response. [SLT] want the results to improve but when you share the strategies for me to skill up the teachers and build their confidence, and it’s not being done.’ (Faye, 28.10 mins)

Faye believed that she was the best person to decide what CPD was appropriate for the teachers on her department based on her experience, but that the senior leaders in School C appeared to value the judgements of the ‘expert outside’ and denied the ‘expert within’ preferring the whole school approach to CPD. This ‘one-model fits all’ approach did not allow teachers to engage in what Faye considered appropriate CPD and resulted in the feeling that the senior leaders did not trust her professional judgement or value the experience of leadership she brought with her.

‘The Head teacher wants an external person’s opinion, and an Ofsted inspector was [brought in] for their judgement.’ (Faye, 17.35 mins)

Faye acknowledged the need for senior leaders to be actively involved in the professional development of their teachers’ and recognised that they were key to driving it forward:

‘The SLT knowing what CPD is happening, knowing how they can support you in putting it into place in school and making sure it happens.’ (Faye 2, 36.53 mins)

This, however, suggested that she believed the senior leader should take a more supportive role in facilitating teachers’ CPD rather than dictating the type of CPD that teachers engage

in. The following comment, made by Emma also directed criticism of the whole school approach to CPD and implied a lack of commitment to it on the part of the Head teacher:

'I personally think if you really want to think about CPD, we should have the guts to do what some schools do, which is actually you timetable it so there is a slot.... it's been made clear to me that I don't think anything will persuade our Head that that's a good idea.' (Emma, 14.52 mins)

In this comment she proposed a solution to the problem of providing teachers with opportunities for CPD but pointed out that the way forward was being blocked at leadership level. This perception of senior leadership from a middle leadership position implied that Emma was frustrated by the lack of time being provided for CPD and she felt that it was not highly valued by the Head teacher in School A.

Emma did, however, mention that some senior leaders recognised the importance of teachers taking responsibility for their own professional development and provided the opportunities for this to happen.

'The important thing for me is that stuff is happening, in spite of the fact that schools are set up against each other. So we need to let the people at the top worry about that, [in this case] this is a place where those people at the top are actually letting us work together and it's not us versus them.' (Emma, 25.03 mins)

This statement highlighted that the senior leaders in some schools placed a value on providing CPD opportunities for teachers that outweighed the pressure of competition arising from the raising standards agenda. Nonetheless all three teachers felt that the continued drive for school improvement has resulted in a reluctance of senior leaders to allow teachers out of school to develop their practice, it was considered to be the main contributory factor for the reduced and prescriptive nature of CPD opportunities.

5.2.1.7 Synopsis

A number of leadership issues emerged as a result of exploring the raising standards agenda that had a bearing on the research. The raising standards agenda, and the

accompanying performance targets, National Curriculum changes and Ofsted inspections, had a significant effect on the actions of senior leaders. The lack of trust and autonomy experienced by all three teachers was a direct result of these actions. Since the culture of a school was primarily determined by the senior leaders, the behaviour and actions of the staff reflected the expectations of the senior leaders.

There was an emerging perception amongst middle leaders, like Faye, that some senior leaders were resistant to delegating management responsibilities to middle leaders for fear of losing control. It appeared that there was an issue of power dynamics between middle and senior leaders about who should make decisions at the departmental level. The hierarchy of management in secondary schools is complex and varies from school, as witnessed by Emma:

‘I’ve watched friends and colleagues move to other places where the mind set in one school is so different from the next.’ (Emma, 38.19 mins)

Nevertheless, what was becoming clear, from what the three teachers said, was that there were different perceptions as to where the power should and does sit. The interrelationships between teachers and middle leaders and those between middle and senior leaders were key to understanding the process of school management. Leadership styles had a significant impact on the teachers involved, it affected the way they perceived themselves and others.

As a consequence of the raising standards agenda it appeared that senior leaders were under pressure to ensure their schools ‘perform’ and meet the set of prescribed government targets. This may have subsequently influenced their management processes and their interpretation (or misinterpretation) of government policies. Senior leaders were therefore emerging as gatekeepers to teachers’ professional development opportunities, in determining the nature of the CPD that was made available to their teachers and the ensuing effects on teachers’ attitudes to their professionalism. These are explored in the next section.

5.2.2 Teachers Experiences of CPD

This section explores the three teachers' views and experiences of CPD. It starts with their reasons for engaging with CPD and its value to them, it then looks at the type of professional development opportunities available and finally considers their views on the impact of professional development activities on their practice and on their pupils. This section further explores the factors emerging from the previous section in relation to the impact of the raising standards agenda on teachers' professional development activities.

5.2.2.1 Reasons for Engaging with CPD?

All three teachers quoted the improvement of teaching practices in order to benefit their students as the main reason for engaging with CPD. Jane recognised the need for CPD due to the constant changes that are taking place:

'I think [CPD] is really important cos things just change so quickly, unless you keep on top of the changes you're not going to survive in your workplace.' (Jane, 47.46 mins)

What was interesting is Jane's choice of the word 'survive' to explain why CPD was important to keep abreast of the changes taking place in education. This could have been a consequence of the experiences outlined in her pen portrait and provided further evidence to suggest that she was struggling with either self-confidence or student behaviour and her identity as a teacher was in some way threatened by all the changes taking place. In Jane's opinion a key element of engaging with CPD was to provide the best possible experiences for students, as Jane remarked:

'I'm only interested in doing stuff that I can use to help kids learn.' (Jane, 38.41 mins)

This implied that she believed CPD opportunities to be valuable only if it led to improving student learning rather than developing herself. It also inferred that some CPD was not aimed at improving students learning but served a different purpose, possibly career

development. Emma, by contrast, always looked to 'do things to develop', she considered CPD was important in striving to be the best possible teacher she could be:

'I want to get better at something and I want to be able to work out how to get better or even to meet other teachers to share different ideas and experiences.'
(Emma 2, 35.16 mins)

What she was stressing here was that, in her opinion, CPD was not simply about being shown or told how to do something but being an active participant in a process of reflexivity and self-development. To Emma an important part of the process involved a high degree of self-reflection, facilitated by collaboration with other teachers, which allowed her to understand and develop her practice. In this way she was adapting and refining her identity as a teacher and learner. This was also considered important by Faye who stated more explicitly:

'[CPD] is important because it gives you time to reflect and share ideas.' (Faye 2, 21.34 mins)

CPD opportunities were valued because they provided time out of the classroom for teachers to reflect and evaluate their practice, to discuss their practice with peers and work towards improvements. CPD also provided opportunities for teachers to refresh their practice, to learn new ways of working and the potential to take on new improved identities, as Faye explained:

'CPD motivates me and keeps me going and gives me fresh and up-to-date ideas.'
(Faye 2, 24.45 mins)

As highlighted in their pen portraits, Emma and Faye comment that teaching is 'never boring ... never dull', as a result of dealing with individuals and the constantly changing environment, therefore they sought to keep up-to-date with these changes through CPD opportunities.

5.2.2.2 What CPD was valued?

Evidence emerging from these interviews suggested that in these schools the only forms of CPD allowed were those that do not require teachers to be out of the classroom, this was highlighted by Jane's experience in School D and more recently by her experience in School A:

'At School A they are really keen on CPD but it's the kind of CPD that's going to differ..... They are very keen on Action Research, so basically stuff that you don't have to be taken out of school for.' (Jane, 33.00. mins)

Jane recognised value and importance that the leadership in School A placed on teachers' professional development, providing it did not impact on students by teachers being out of the classroom and having to rely on the variable quality of supply cover. Emma and Jane both highlighted Action Research as the predominant form of professional development in school A, since this did not require teachers to be out of the classroom. Emma however, did explain that this was not the only form of CPD permissible:

'We can have CPD, as long as there is staffing and cover, it can be in school time, and it doesn't have to be at the end of the school day.... There may be things that are whole day events, it doesn't mean you are not allowed to do those but it has to be a balance with other thing [and] if it's going to have an impact on [pupils]. You don't have to come up with here is my measureable impact but it can't be "Oh I just fancy this" (Emma, 15.27 mins)

Emma highlighted a number of issues here, she reinforced the need to link CPD to school development plans (based on raising standards) and budget constraints but she also stressed that it needed to be linked to meeting targets of pupil attainment. The lack of importance, however, given to teacher's individual needs and interests, in relation to choice of CPD, is implied. Jane did, however, consider that the school valued their teachers and were keen for them to develop, provided it had a positive impact on the attainment of students:

'I think what they are looking for is developing people as teachers... What they want is CPD that's going to develop you as a person and work for you in the classroom to get results. (Jane, 34.20 mins)

The difference in viewpoint of these two teachers in the same school was thought-provoking, the causal factors could potentially be due to length of service at the school

(with Jane being relatively new). It could equally be the result of how they identified themselves, due to their position within the school hierarchy, or to do with their interpersonal relationships with members of the SLT.

5.2.2.3 Opportunities for CPD

Jane regularly attended CPD activities at the SLC while at School D, many of these were in her own time out of school hours, and she was always keen to try a range of new teaching approaches.

‘Basically they were happy to let me do anything that wasn’t in school time. So the networks were brilliant because they were twilight sessions, the conferences were great because they were at weekends.’ (Jane, 54.01 mins)

There were occasions, however, when Jane was able to attend CPD during school time but since moving to School A she felt that that these opportunities have been increasingly limited:

‘There has been a few things that I’ve asked if I can do and the answer’s been “no” cos of being taken out of school. I can understand because they’ve only got a limited budget for cover’. (Jane, 33.55 mins)

This statement illustrated that she was still interested, and taking the initiative, in getting involved in CPD despite the barriers she feels are present, or was Jane seeking courses as a way of avoiding time in the classroom? It was surprising that the requested CPD was denied since Jane believed it would have improved her subject knowledge and subsequently benefitted her students. This raised a question about what CPD was considered acceptable by the school leadership and highlights the budget constraints that are existent in many schools. An alternative explanation could be that the SLT considered it more important for Jane to establish her own classroom management or were worried that student behaviour might worsen as a result of her absence.

Emma’s experiences at the same school are in direct contrast to Jane’s, she found that she was able to take up many different professional development opportunities from the

beginning of her career and considered that they were very supportive of her if she wanted to try new things.

‘If [you] look at a course and tie in what you are wanting to do, particularly with how it fits in with the school and the department plan, anybody can go and say I’m interested in this and if there is a way to fund it you will be supported which is great’. (Emma, 12.44 mins)

This quotation from Emma implied that teachers with purely personal development requests were less likely to be successful in obtaining permission to attend CPD unless they were directly to departmental and whole school development plans.

Faye differing background and context was studied in comparison to both that of Emma and Jane, in order to identify any similarities or differences. Faye also evidenced reduced opportunities for teachers’ professional development, and lack of time to reflect on their practice, from her experiences in both School B and School C:

‘When you used to have your CPD, there just seemed to be more time [to reflect]’ (Faye, 14.29 mins)

She expressed concern over these reduced opportunities for CPD, especially those available to NQT’s and early career teachers, due to the removal of programmes like the Secondary National Strategy (SNS) and lack of local authority consultant support (Faye, 16.02 mins).

‘There’s no external course or training that’s allowed, it’s all done internally and then it’s down to the calibre of the people who are running the course in school and how much experience they have, and what they think is right or wrong.’ (Faye, 13.24 mins)

These external courses were freely available to teachers of core subjects, such as Science, English and Mathematics and came with bursaries to cover supply cover costs which made it possible for teachers to attend, since it did not put a strain on the school budget. In this statement she implied that, in comparison to external courses, the internal training being provided by schools was less effective and she was disparaging of the knowledge and

experience of the trainers in deciding what is 'right' or 'wrong'; in doing so she set herself up as being somehow more professional.

5.2.2.4 What forms of CPD were available?

The CPD opportunities available in School C appeared to be prescribed by the SLT and did not necessarily take into account the individual needs of the teachers involved.

'A lot of schools organise a CPD programme that everybody has to follow regardless of experience.' (Faye 2, 22.42 mins)

Faye remarked that this whole school approach to CPD, did not recognise or value the range of experience of teachers present, and was a widespread occurrence. The prescriptive nature of the CPD which teachers were provided in School C was perceived to be consequence of the performance management process and closely allied to the raising standards agenda. The need for teachers to be treated as individuals with specific development needs was also highlighted by Emma:

'[CPD needs to be] appropriate to whatever the person needs, because we all need different things.' (Emma 2, 32.50 mins)

The point Emma was also making here was that she considered that different forms of CPD were required for teachers at different stages in their career, dependent on their experience and level of confidence but implied, however, that this was not the case.

The predominant form of CPD being offered to teachers in these schools appeared to be allied to the deficit model of professional development which assumed that teachers need to be provided with something like knowledge or skills:

'In a lot of schools the CPD is what is being done to teachers, rather than saying what CPD do you want and how can we facilitate that.' (Faye 2, 31.44 mins)

Here Faye suggested that teachers were prohibited from identifying their own development needs and that the decisions were being made for them by the school

leadership. She went on to argue that teachers ought to be considered as autonomous professionals allowed to be active participants in the process of identifying their own CPD requirements:

‘CPD is important but it should be managed by the teacher as they see fit. So a good teacher should be able to choose the CPD they want to do.’ (Faye 2, 22.42 mins)

The value of CPD to Faye, was illustrated here but it also inferred that it became less valuable if it was not managed appropriately. It was Faye’s opinion that teachers themselves were best placed to identify their own CPD requirements. She considered that the deficit model would not motivate or encourage teachers to engage with CPD, or other potentially valuable learning experiences, such as coaching. She felt that coaching had negative connotations associated with it and that they were avoided as a consequence:

‘Some of the better schools run [coaching programmes] properly but lots of schools run coaching programmes for teachers who are failing so it’s got a very negative connotation to it. “You require improvement, you’re inadequate, this persons going to be your coach, we need to see improvement or you’re on capability” ...’ (Faye, 14.00 mins)

The types of coaching programmes described by Faye, made assumptions about a teacher’s professional practice, labelling them as incompetent based on external judgements¹². She felt this was potentially damaging to teachers’ identities and implied a criticism about the misappropriation of what she believed should be a supportive process, which, if carried out correctly could be seen as a positive learning experience. This viewpoint was linked to the negative effects Faye has experienced and a result of the school being in ‘Requires Improvement.’

5.2.2.5 The Impact of CPD

When questioned about the most effective CPD experiences, it was interesting to note that all three teachers considered the model of CPD to be less important; all CPD activities could

¹² As a result of Ofsted inspections

potentially have an impact on practice and that time to reflect and implement new learning was considered more important.

‘I’ve seen lots of research about people saying this CPD is effective, this one isn’t, so I do think it is something that will be unique for everybody.’ (Faye 2, 21.45 mins)

This view appreciated that individuals had different perceptions of what was effective and highlighted that individuals could gain different things from engaging with the same CPD experience. Emma and Faye both talked about their early experiences of CPD, but their reflections indicated that not all these experiences were effective:

‘Looking back on my career, I can remember having training on Brain Gym, I can remember having training on it all, so much of it is a whole lot of codswallop’. (Emma, 26.02 mins)

This criticism referred to teaching approaches prescribed by perceived educational ‘experts’ but with no evidence to show their effectiveness and which Emma condemns as waste of time. The example of Brain Gym she refers to was popular in aiding learning since the late 1980’s but there has since been criticism of its claims being unscientific and its benefits unproven. She implied that Brain Gym was one amongst other techniques taking precedent over others in the last 15 years. She went on to explain that in her opinion ‘a lot of stuff has been imposed on people that’s not necessarily been appropriate or useful’ (Emma 2, 19.21 mins).

Emma likewise described the type of CPD available in her early years of teaching:

‘You’d have a lovely person talk at you, they wouldn’t make us do anything... it rarely led to something directly changing what I was doing.’ (Emma, 16.47 mins)

The lack of impact indicated here was a consequence of the deficit model of CPD where an expert instructed teachers, in for example a new way of working, and they were then expected to replicate these strategies in their own practice. What was considered an important feature of effective CPD by these three teachers was having the opportunity to reflect and the time to think clearly about what changes to adopt and understanding why

these changes were necessary. This would result in changes to the way teachers viewed themselves, as well as effecting subsequent changes to teaching practices. Faye found that having time away from the classroom with other colleagues and people with more experience, who gave her ideas and then being able to try things out before going back into the classroom, has been the best CPD for her (Faye 2, 21.50 mins). Jane also found collaboration with colleagues a valuable form of CPD:

‘Most effective forms are where you can actually get to talk to people straight away about maybe something you’ve seen; you’ve done or you’ve experienced whilst you’ve been doing whatever it is. That’s the most effective form when you can actually share in real time... It could be on the day or the next day but usually on the day is better because you can bounce ideas off people.’ (Jane, 50.11 mins)

In this comment Jane observed that sharing of ideas and expertise was more likely to result in new strategies being implemented and implied that this needed to take place as soon as possible after the CPD activity to be successful. Emma also believed collaboration to be important:

‘The best thing about going on a course was the breaks when you got to speak to people.’ (Emma, 18.27 mins)

The value placed on informal networking happening as a result of engaging with externally provided CPD was illustrated here and implied the limited opportunities within schools to have informal chats or discussions. Jane also mentioned the significance of these informal networks ‘it’s the discussion that goes on that is very important’ (Jane 52.19 mins). A particular feature of networks was that they helped to keep professional development at the top of the agenda as a lifelong process for teachers:

‘Sometimes to actually change anything about your practice you need to be drip-fed. It takes more than one day here or there, it can take years because of course we get into habits. That’s why the C for continuous is so very important.’ (Emma 2, 37.15 mins).

This comment appreciated that professional development needed to be a continuous process and that Initial Teacher Training (ITT) should not be seen as the end of the learning process. It also alluded to the need for adapting to the changes taking place in educational

contexts. Emma went on to discuss the more recent forms of CPD which she believed to be more effective:

'I think CPD now seems to be much smarter than that, we're building networks for people who know each other overtime and the fact that you might do something in a chunk and come back to it is really important. It means that you have time to think about it and you have to want to think about it to be doing it. So I think that's a huge improvement.' (Emma, 18.34 mins)

This further exemplified the importance of establishing and facilitating networks of teacher so that they could learn and develop together.

5.2.2.6 Synopsis

The value that these teachers placed on their professional development was beginning to emerge from these interviews but it appeared that the raising standards agenda was again having an impact on the choice and opportunities for CPD. Senior leaders appeared to be reluctant to allow teachers out of the classroom to further their professional development for fear that this would have a negative impact on their students' attainment. The CPD opportunities that were being provided appeared to meet the obligatory requirements they have to adhere to; this resulted in reduced opportunities for an individual's professional development, and an increase the prescribed nature of CPD. The whole school approach to CPD was having a subsequent influence on teachers' autonomy and on the attitudes and beliefs they hold.

5.2.3 Status of teaching

This section explores the three teachers' views regarding their identity and status as professionals in the light of the issues emerging from the previous two sections. The reduced autonomy was described earlier in relation to curricular choices, staff deployment, choice and opportunity for professional development and these were shown to have impacted on the teachers' ability to function as autonomous professionals. The effect this was having on the teachers' attitudes and beliefs is explored in this section, it also considers the changes in attitudes as a result of educational reform.

5.2.3.1 How were Teachers viewed?

Twelve years ago teaching, being considered a 'highly professional public sector job', was a significant factor for Faye in choosing a career path. She believed, however, that there was shift from this position and that reasons for choosing teaching as a career have changed as a result of government initiatives and the strong emphasis on raising standards. She believed that the wrong people were now going into teaching:

'It's not just about academia and qualifications to be a good teacher. I think recent government initiatives to get more into teaching has focused just on qualifications (e.g. TeachFirst¹³) rather than everything else that we know is vital, such as great inter-personal skills. You've got to have the right people in education who aren't just necessarily subject specialists but are good communicators who understand and want to work with young people and I think sometimes the wrong people go into it.' (Faye, 34.13 mins)

Faye appeared to be suggesting in this statement that teacher training programmes were putting too much emphasis on recruiting top graduates whom she considered did not have the interpersonal and communication skills required to be a good teacher. It was interesting that she ignored the role of theory in teacher training in this statement. The use of 'we' in this quotation signified that she identified herself amongst other experienced teachers who 'know' what was necessary in education and implied that the policy makers do not. The need for 'good communicators' and 'understanding' illustrates that Faye regarded teaching as a vocation, this together with the use of 'young people' as opposed to 'kid's' which indicated her respect for the children she taught. Emma also questioned the motives of some teachers entering the profession, thinking that they 'might be a bit idealistic' and not prepared for the workload, unlike herself. She proposed this as the cause for the high percentage of teachers leaving within five years.

In Faye's opinion the public's perception of teachers had changed from the high regard she initially observed:

¹³ An initiative to recruit top graduates into teaching for two years before moving onto other careers

'I think we're viewed by the general public as work shy, lazy, overpaid, too many holiday's and it's about time they got put into place, and the media and the government back up that perception because then they can use that then to make cuts to pensions, cuts to pay, change the schooling system as a whole from comprehensives to academies, change the hours of working and everything. I don't think they understand the hours that teachers do work and what goes into it and how emotionally involved teachers are in their jobs.' (Faye, 32.34 mins)

Faye accepted that there were many misconceptions held by the public and policy holders of what teaching involves and believed these were being used to make unfavourable decisions about the way in which schools were organised. She inferred a criticism of the new academies and the adverse effect they were having on teachers working environments. She also revealed the demoralising effects of recent changes to teachers pay and conditions. There was further suggestion here of Faye's personal investment in her job and the implication that she considered teaching as a vocation.

Jane, similarly, considered the status of teacher to be affected in recent years but associated this with the effects of the last recession and the fact that many people went into teaching for a more secure job:

'I think a lot of it is to do with social mobility, cos I think that not too long ago, maybe 20 - 25 years ago teaching was considered a middle class profession and with a lot of non-middleclass people, myself included, joining the profession I think it seems to have lost some of its kudos.' (Jane 2, 1.36 mins)

Jane identified herself as working class and in this comment she implied that the public 's perception of teachers had been adversely affected by a lower social class of people entering the profession. This could be indicative of a feeling of low self-esteem due to the unpleasant experiences in School D which have affected her outlook. She portrayed people like herself as having lowered the tone or quality of teaching with the implied assumption that the middle classes do things better.

Emma by contrast considered that teaching was still highly regarded as a career, despite Faye's and Jane's arguments to the contrary, but that the view depended on who was being asked.

‘It’s difficult really when you think how much it gets slated sometimes. I think with all the things going on in education people accept that it is not an easy job to do. Although you might have different views of education from whatever paper you might read, you still get that it’s a big complicated job.’ (Emma 2, 11.56 mins)

She acknowledged that these views could be contentious and implied that they served the various purposes of different political standpoints. Emma allowed that teaching was recognised as a challenging job despite the fact that some people had a negative perceptions of teachers.

5.2.3.2 Changing Expectations of Teachers

The change in expectation of teachers was noted by Faye, who commented that ‘at the moment it’s a struggle to keep going, especially with the new government agendas and wave after wave of change’ (Faye, 6.29 mins).

‘From what I can tell from the people I’ve worked with, there’s a real low feeling in teaching at the moment.’ (Faye, 32.02 mins)

The enjoyment of teaching which Faye expressed in her pen portrait appeared to have been affected by these changes, she believed there were many other teachers who were similarly disillusioned with how government policies and school leadership have impacted on their professionalism. Faye suggested that the changes being made were as the result of the school inspection framework and school performance targets. School C was graded ‘Requires Improvement’ the term before she took up the post of Head of Department and this resulted in some negative experiences which were illustrated by the following remark:

‘With Ofsted who now *rule*¹⁴ education, and everything is influenced by Ofsted, to get good or outstanding grades. [Changes mean that] those who once used to be considered outstanding are now good and now what was good requires improvement..... it’s really demotivating; people are just worn out.’ (Faye, 7.39 mins)

¹⁴ Faye emphasised the word rule.

Ofsted grades were judged to be more challenging as a result of the governments drive for raising standards and as Faye highlights, it was no longer enough to get a satisfactory grade, everyone had to be good or outstanding. The following quotation provided further evidence that Faye considered the pressures on teachers to be unreasonable:

‘We’re so scrutinised, the pressure that’s on you, that if you have the odd bad lesson, like everybody has had at some time, then that can be enough to have you flagged up as somebody who needs more scrutiny, more stress and before you know it, you’re on the route to capability and everything like that. So it’s not a pleasant place anymore’ (Faye, 38.04)

It appeared that Faye believed the policy makers had an unrealistic view of teaching, expecting them to perform at the highest level every minute of every lesson. Students were expected to show progress within each lesson otherwise teaching was deemed to be unsatisfactory and the teacher was at risk of being put into capability procedures¹⁵. The labelling of teachers as being incapable was, according to Faye, demotivating and it was this change in culture which she implied was causing the low feeling and reducing the enjoyment she once had in teaching. The unrealistic expectations and pressures on teachers to ensure their students ‘perform’ is highlighted in the following quotation:

‘It’s almost like they want every child to make accelerated progress every single minute of the lesson, no excuses. So you can’t say “Oh this lady was absent last lesson so she’s not quite sure where we are up to yet, I’m going to get the class started, then I’m going to spend some time with her” That’s not a reasonable excuse. Or this child is targeted a B and currently on a D – Why? And you look at their attendance and they’re on 65% attendance – that’s not an excuse, it’s your fault. So it’s changed from when it was almost a shared responsibility with the child we were teaching to do well, it’s completely and utterly the teachers fault now.’ (Faye, 11.42 mins)

As Faye illustrated, students were expected to make constant and continual progress and the increasingly challenging targets did not allow for students who have reached their peak. This comment suggested that Faye considered teachers to be in the best position to make decisions about learning in the classroom based on their knowledge of the students but this view was not shared by the senior leaders. It implied that, as far as the senior leaders of School C are concerned, students were not considered to be active participants in the

¹⁵ A process for addressing weaknesses in teachers’ performance

process. Faye felt that there was no trust that teachers would provide the best education for their students:

‘..... where it used to be “you’re a professional, you’re highly trained (laughs), there was an element of trust – it’s not there..... I think the professionalism and trust of teachers has just been eroded.’ (Faye, 8.55 mins).

The move in accountability, from children being partners in their own education to being totally the teachers’ responsibility, was seen by Faye as a detrimental consequence of the raising standards agenda and performance management systems.

5.2.3.3 The Impact of Performance Management

Performance management systems were intended to assess teachers against the professional standards (DfE, 2012), to ensure that they maintained a high level of competence. They were also designed to help teachers develop a wide range of skills and competencies, the process expected teachers to be actively involved in their own performance management through a process of ‘appropriate self-evaluation and reflection’. There was an implication, from what Faye and Jane divulge, that these systems were being misused; they were perceived to be an opportunity to get rid of teachers when they showed the first signs of poor performance, rather than supporting and developing them:

‘If a teacher got low grades in their performance management and the classes were not doing well, the department pulled together, you supported that teacher, you looked at the classes they had, if there were some children in there who misbehaved, that was dealt with, whereas it doesn’t happen like that now. They’re straight on capability, is never the children’s fault.’ (Faye, 12.39 mins)

As Faye explained, once there was a time when teachers who needed to improve were supported by their colleagues in the department, and inferred that it would rarely result in formal procedures. She suggested that teachers were now feeling under more pressure to perform. Progress measures and performance management processes were considered to

be influenced by targets and perceived to be adversely affecting deployment of teachers. Teachers who had sound classroom management were previously allocated to the more demanding students, there was now a reluctance to do this since it would mean more challenging targets. There was consequently a seeming culture change in schools, where teachers were in fear of being put into capability procedures and did not feel valued or supported.

Faye and Jane's negative viewpoints could simply be the result of the unpleasant incidents they have experienced in their school contexts, but there was a strong suggestion that they had lost their professional integrity, identity and enjoyment in teaching. Jane in particular became very disillusioned with teaching as a result of the experiences in School D and these continued despite the move to School A, due to the challenging nature of the students she encountered there. These could be contributory factors which influenced her views, nevertheless, Faye also spoke of a reduction in the professional elements of her job. Emma on the other hand had been in the same school for her entire career, and was not quite so negative in her outlook. She did make the following interesting observation:

'I've been in education long enough now and it's like when you cook a lobster, you stick it in a cold pan and turn the heat up gradually, I think for people coming into teaching now would be like putting a lobster in a pan of hot water going "B***** H****" and I'm just going "Oh, just turn it up a little bit, I'm all right I'm still all right" so that helps.' (Emma, 47.56 mins)

This remark, where she compared the effect of recent educational reforms on established teachers with those newly entering the profession, may partially explain her less negative stance. It illustrated that she had been exposed to many changes and was able to adapt slowly, while in Jane's case she was suddenly been exposed to a change in school structure and management compared with what she was previously used to. In this quotation Emma demonstrated an awareness of the difficulties faced by teachers new to the profession.

5.2.3.4 Synopsis

What was emerging from these teachers was that their professional identities, attitudes and beliefs were being negatively influenced as a consequence of the way schools were organised and managed which was in turn a result of the raising standards agenda. They all considered that the myriad of changes to the education system, pressures from Ofsted and the often unreasonable expectations of the SLT to have had a negative effect on the teaching profession. This resulted in Faye and Jane considering leaving the profession they loved and wanted to enjoy, while Emma has opted to work part time to be able to have a reasonable work-life balance.

5.3 Conclusion

The key feature to emerge from the interviews was that all three teachers considered the government pressure for schools to raise standards in pupil achievement and attainment to be the main driving force in education. This was perceived to have a negative impact on the management of schools since it put senior leaders under pressure to meet prescribed targets for measuring student success. The anxieties over meeting statutory targets appeared to be the reason for senior leaders preventing teachers from accessing CPD along with the micromanagement occurring in some underperforming schools. The opportunities for CPD were being increasingly reduced as a consequence. They also considered that any professional development being provided was inclined to be allied to the deficit model of CPD and therefore not appropriate to their experience or career stage.

It appeared from these findings that the actions of the senior leaders arising from their interpretation of government policy, rather than the policies themselves, was contributing to the erosion of the status of teachers as professionals. The style of leadership was a key feature in gaining the personal investment of their staff and this appeared to be lacking particularly in the case of school C and D. The leadership actions in these two schools gave rise to a reduction in teachers' professional status. The resulting erosion of professional autonomy adversely affected the teacher's identities, attitudes and beliefs. School senior leaders needed, therefore, to consider how they interpret and implement statutory guidelines, such as performance management and Ofsted guidelines and have a professional trust in their teachers to carry out their jobs effectively.

To summarise, the issues in relation to the emergent themes were:

- The raising standards agenda had implications for school leadership. The management of schools by senior leaders was observed to be directly affected by external pressures, for example from Ofsted and government policy.
- Teachers' experience of CPD have changed in recent years, they were finding it more difficult to identify and select their own CPD since their views on CPD were often in contrast to their senior leaders. The lack of autonomy impacted on their identities, attitudes and beliefs and had implications for their status as professionals
- The status of teachers was being eroded as a consequence of a combination of both these factors

In the next chapter these outcomes are discussed in relation to the research aims and the reviewed literature. The emerging data was analysed to consider how Emma, Faye and Jane's experiences could be used to reflect the experiences of teachers more generally and assess the impact of these issues on the professional status of teachers.

Chapter 6: Data Analysis

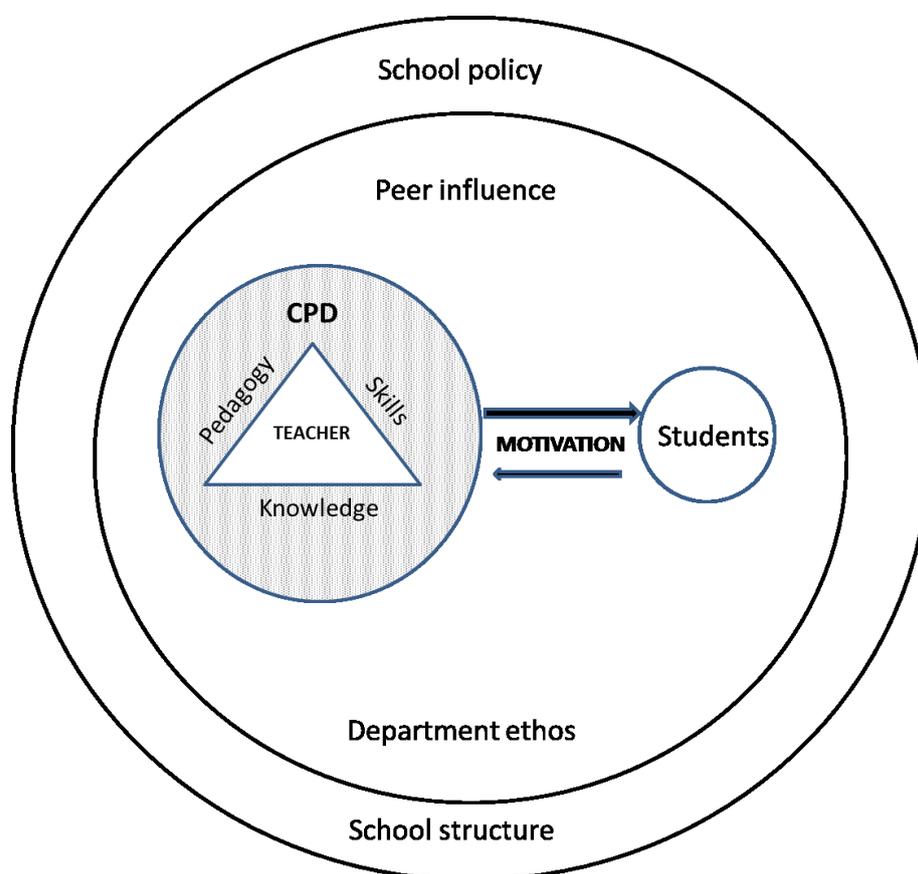
Data analysis "involves working with the data, organizing it, breaking it into manageable units, coding them, synthesizing them, and searching for patterns" (Bogdan and Biklen, 2007:159). This research relied heavily on teachers' views in order to make sense of the extensive data, to develop a pattern of meaning (Creswell, 2003) and suggest causal relationships between CPD activities and subsequent changes (or otherwise) to teachers' practice. It was impossible to be completely impartial to the subject of the research and consequently the evidence gained through the process is used to illustrate the context and provide an indication of its complexity. The aim of this data analysis was to make sense of the case study findings, it draws on evidence from the data, to make informed comments about how CPD and implementation of government policies by school senior leaders affected teachers' identities, their attitudes to education and subsequently their status as professionals.

The previous chapter highlighted common themes such as reduced or inadequate opportunities for Continuing Professional Development (CPD), leadership actions resulting in an erosion of teachers' autonomy, and a perceived decrease in the status of teachers as professionals. Emma, Faye and Jane's experiences of CPD were found to be inextricably linked to their views on professionalism, identity and autonomy, similarly comments about leadership were associated with a perceived lack of status and reduction in their professional responsibilities. Through their comments these teachers demonstrated what teaching was to them, what they felt was important in educating their students and how they identified themselves as teachers. This chapter therefore focuses on these main areas for the purpose of analysis. First the significance of CPD to the three teachers is explored with regard to the effect it had on their identities, professionalism and practice. The impact of the raising standards agenda on leadership is then considered and finally, the impact of these issues on teachers and their professional status are explored.

6.1 The Significance of CPD for teachers

This section considers the value placed by Emma, Faye and Jane, on continuing their professional development and the impact this had on their professional identity and practice. Fig. 5, proposed as a result of the findings of the preliminary research, was used in this analysis to illustrate the different facets, previously identified, as having the potential to influence the effectiveness of teachers' CPD. The model was also used to highlight the complexity of the process of professional development and the factors which had the potential to impact on teachers and their pupils.

Fig. 5: Factors Influencing Teacher Engagement with CPD:



The model placed teachers and pupils at the heart of all professional development activities, it acknowledged that the teachers' immediate surroundings and wider environment had the potential to affect their engagement (or not) in CPD. Teachers were central to the model because they had critical role in educational reform, since they were the ones required to incorporate new strategies into their teaching. The model also

considered the effect of the teachers' departmental ethos, together with the attitudes of their colleagues, middle and senior leaders to professional development.

6.1.1 CPD and teachers' professionalism.

In this section the positionality of Emma, Faye and Jane, in relation to their development and growth as professionals is considered. The potential for CPD to reinforce, or detract from their identities as professionals is examined through the process of exploring their views.

The reviewed literature highlighted the fact that when teachers entered teaching they became bound by a set of professional standards, practices and ethical positions that were part and parcel of the teaching profession (Cribb and Ball, 2005). They were required to demonstrate that they could meet the standards of competence, initially set out in the Green Paper *'Teachers: Meeting the Challenge of Change'* (DfEE, 1998). These standards indicated that appropriate self-evaluation, reflection and professional development activities were critical to improving teachers' practice at all career stages. The need to practice reflexivity was considered by James *et al* (2007) to be an essential feature of being a teacher's professional role. It was evident from their interviews that Emma, Faye and Jane all considered CPD to be an essential part of their roles as professionals, it enabled them to enhance the quality of their practice and thus fulfil the professional requirements of their jobs. The desire to seek professional development opportunities, with the aim of improving pupils learning, demonstrated their commitment to developing their professional working practices; they kept up-to-date with current educational trends in order to improve the learning experiences of their students. CPD was, therefore, seen by these teachers as a way of achieving their primary task: 'ensuring effective and enriched teaching for learning for all pupils and improving and further enriching teaching and learning for all pupils' (James *et al*, 2007:546 and James, 2007:34). Through their professional development activities teachers were able to optimise current teaching and improve future teaching (James and Connolly 2009). These actions provided evidence of what Tichenor & Tichenor (2005) considered as being actions exhibited by professional teachers:

[Professional teachers] recognise the necessity to change and continually seek to improve their classroom practices.....[They] understand current trends in education, actively seek opportunities to grow professionally, participate in meaningful professional development activities, initiate changes if appropriate...and are lifelong learners.

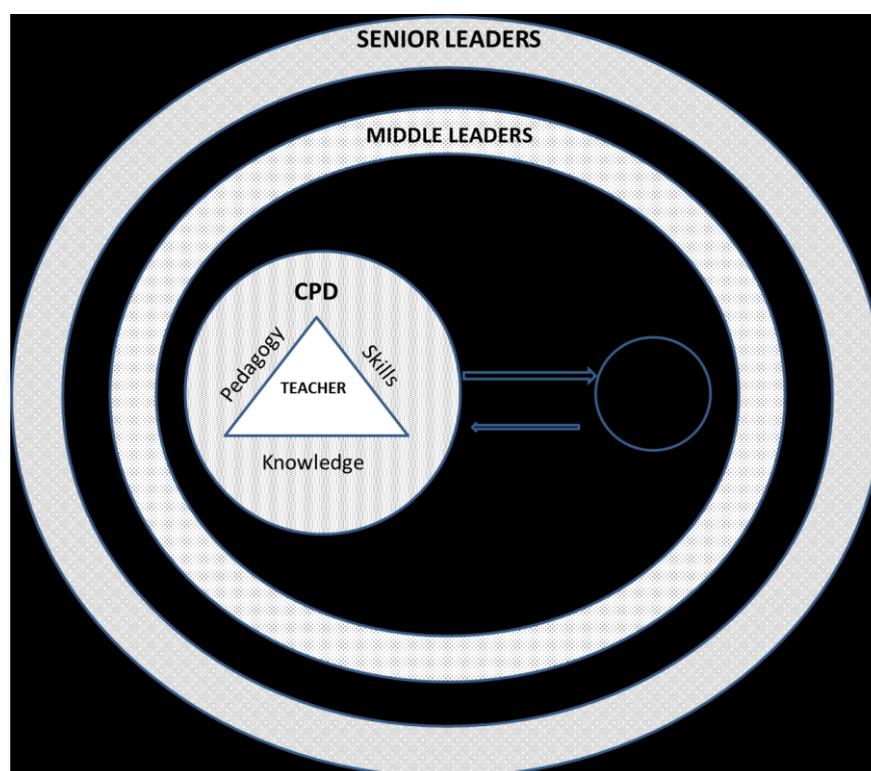
Tichenor & Tichenor (2005: 93)

In the Green Paper (DfEE, 1998) the government proposed that professional standards should provide a framework for individual teachers to plan their professional development throughout their careers. The requirement and expectation for teachers to be actively involved in their own professional development, was expressed by all three respondents. Faye, in particular, was very clear in her opinion that teachers should be trusted to identify their own professional development requirements and to be allowed time to effectively participate in them. Stenhouse (1975) believed that a key characteristic of an extended professional was the ability to choose which forms of professional development to engage with. Emma, Faye and Jane, however, experienced problems associated with a lack of autonomy in decision-making when identifying and selecting their CPD.

The ability to engage (or not to engage) in CPD was, however, found to be facilitated by the senior leaders in the school and was considered to be a consequence of the drive to raise standards. It appeared that teachers were not able to choose which CPD activities to attend since senior leaders had particular concerns that they felt staff should address which did not necessarily match what teachers might have selected for themselves; furthermore, budget constraints were identified as part of this consideration. The top down approach to CPD being described by Emma, Faye and Jane, 'reflected the views of teachers' needs by those outside the classroom' (Day and Sachs, 2004), the resulting one-model-fits-all approach did not therefore reflect their level of experience or career stage. Emma, Faye and Jane additionally believed these opportunities were often more allied to 'teacher training' which they felt restricted their development, detracted from their professional growth and consequently did little to enhance their professionalism. Rudduck (in Calderdale 1988) argued that real curriculum improvements, as a result of teachers' professional development, could not be achieved by teachers who felt so used and acted upon and that teachers needed to have a sense of control over their situation.

Jane and Faye both felt that the CPD opportunities available to them were increasingly limited and that they were prohibited from activities which required them to be out of the classroom. This embargo on teachers being out of school for CPD, identified by Bubb and Earley (2009), was found to be due to the senior leaders' concern regarding disruption to pupil learning and behaviour. Emma implied that CPD opportunities were limited but not completely precluded, in her experience the success of an application to attend out of school CPD activities was dependent on whether it matched the school or departmental development plan. She pointed out that the success of an application to attend CPD relied on the need to 'tie in what you are wanting to do, with how it fits in with the school and the department plan' (Emma, 12.44 mins). This adds layers of management to the model illustrating teacher CPD and Fig.5 was modified to illustrate that external CPD is accessed via senior and middle leaders and linked to school policy and structure, illustrated by Fig. 6:

Fig.6: Additional Factors Influencing Teacher Engagement with CPD:



This multilevel professional development, instructional, organisational and personal, was discussed by Bush and Burnham (1994) and identified by them as an effective principle in

education management. The importance of linking individual development to school improvement was also noted by Bubb and Earley (2009) and was expected to take place through processes of self-evaluation, performance management and career development. In Faye's experience, however, performance management was being used to criticise teachers rather than to facilitate professional development or support career progression. The role of middle leaders in 'managing the participation of department members in formal [CPD] activities was a significant way in which they influenced the practice of members of their department' (Aubrey-Hopkins and James, 2002:312). Matching CPD to the needs of the individuals in their department was, therefore, considered to be a middle leader's responsibility and not a senior leader's role. Faye felt strongly, however, that her opinion as a middle leader was not taken into account when identifying her departments' development needs.

Emma and Jane had different perspectives regarding the CPD opportunities available to them. Emma found that she could attend most of the CPD she requested, while Jane had been refused permission to attend a course which she considered would help improve her subject knowledge. As previously highlighted, these differing perspectives could be due to length of service at the school, their relative positions of responsibility in the school or how they identified themselves as teachers. Emma had been at School A since qualifying and her successful career to date had been largely nurtured by the school:

'I've been looked after, right from the beginning, I did feel that I was supported if there were things that I wanted to do or to try. They were very supportive of me doing a Masters ... the head teacher talked to me about applying to be Advanced Skills Teachers (ASTs). (Emma, 9.58 mins)

This may explain their amenability to requests for CPD since it could be seen as a continuation of her development. Emma's point of view could equally be due to her strong personality, the way she saw herself and how she dealt with people around her, which enabled her to work within the constraints of the school organisation:

'I'll do what [can be tailored] to what we have to do but this is really where my efforts are.... Working smarter but not breaking the rules.' (Emma 48.23 mins)

Emma explained that she would appear to be conforming to the school policy on setting homework but that she would only set homework which she considered to be beneficial to students learning and not result in needless, lengthy marking.

Jane's view, that teachers are not allowed out of school to attend CPD, could be restricted by the fact that she joined the school as an already established teacher, expected to be confident in her abilities and therefore perceived as not requiring the same level of CPD. As a new member of staff Jane may not have been as familiar as Emma with the system of applying for CPD, she may not have had time to establish her teaching credentials within the school and to the SLT. This could have been compounded by a lack of confidence in dealing with new leadership personnel after the experiences of her previous school. Additionally, Emma and Jane had different roles within the department, Emma was more senior with some whole school responsibility for teaching and learning while Jane had no additional responsibility beyond her teaching role. This could have been another reason why Emma was allowed to engage in CPD, since her experience could be shared more widely with the other teaching staff at the school.

Faye and Emma believed that the predominant form of CPD available to the majority of teachers in their schools did not recognise the optimal mix required to suit teachers at different stages in their development (Guskey, 2000). Although Emma commented on the restrictive nature of the professional development opportunities being provided in School A, she was able to source an appropriate level of professional development for herself. The deficit model of professional development which appeared to be prevalent, promoted a mechanistic approach to change and did not acknowledge the fact that teachers had the right and responsibility to engage in *appropriate* professional learning (Brunetti 1998). In this model educators were 'told' how to implement someone else's solution to perceived educational problems and were seldom involved in identifying the problem or developing a response to the solution (Ostermann and Kottkamp, 2004). All three teachers were critical about this form of professional development and did not consider it to be useful to their practice.

The actions of the senior leaders in being gatekeepers to professional development, also illustrated by Fig. 6, was seen to have effectively reduced the capacity for teachers' autonomous self-development and restricted the use of their discretionary judgements. There appeared to be a tension experienced by teachers between the use of their 'professional' judgements and the 'technical' compliance expected by the senior leaders to their directives, this affected the three teachers in different ways. Jane's experiences in particular were a consequence of this mechanistic approach. In School A she was instructed to use a teaching approach which did not come naturally to her and one that she felt was inappropriate for her students. As a new teacher in the school she appeared to lack the confidence to justify her own approach and complied with the expected methods of teaching prescribed by the school. This resulted in an inner conflict between her inherent teaching style, the new teaching approaches that she considered worthwhile and what she was expected to do. Emma, by contrast, was able to reconcile herself to the constraints imposed and felt able to work flexibly within them, for example using teaching approaches she felt beneficial to students who were no longer be able to study the vocational BTEC course. Faye was dissatisfied because her professional judgement, when identifying professional development requirements or modification to curriculum arrangements, was not taken into account by her senior leaders. This resulted in her considering leaving teaching altogether. As Campbell *et al* (2004) argued, these experiences were illustrative of the tension between teachers' professional identities, their personal development and the raising standards agenda.

As previously mentioned, the requirement and responsibility for all teachers to engage in CPD was identified as an essential aspect of professionalism, (Burbules and Densmore, 1991; Day, 1999; Tichenor and Tichenor, 2005; and Brunetti, 1998). These all implied that teachers were judged *unprofessional* if they did not engage with professional development. The expectations placed on professionals which influenced their identity were, however, not static (Sachs, 2001; Stronach *et al*, 2002; Ball, 2003; Day *et al*, 2005; and Day *et al*, 2006). 'What it means to teach and what it means to be a teacher are subtly changed in the process of reform' (Ball, 2003: 218). The effect of the recent educational reform, resulting in changing expectations of teachers, had subsequently de-stabilised their identities. Emma, who considered herself to be a professional teacher, believed teachers

who did not value, or actively seek professional development, had an unprofessional attitude. There was an ambiguity here since voicing criticisms of colleagues was not considered a professional behaviour. Bubb and Earley (2009) found that CPD was viewed by some teachers as a series of 'inputs' rather than a change relating to thinking and practice and that schools needed to have a shared understanding of professional development. Emma was also critical of colleagues who had this view of CPD, she explained that the senior leaders at School A once provided the opportunity for all teachers to choose their own CPD focus but the response of some teachers was one of apathy saying 'We've got an hour and were being made to do a thing' (Emma, 40.20 mins). These teachers were considered to have a limited view of CPD, thinking of them as activities to be engaged with rather than the development of knowledge and expertise. In her opinion having this negative attitude and not engaging with CPD resulted in a teachers' practice atrophying and their teaching in a 'boring' way, and that this had a detrimental effect on themselves and their pupils alike.

The negative views of these 'unprofessional' teachers were also observed to have had an adverse effect on the opportunities of colleagues, 'they were totally destroying anything that anybody in that group might have wanted to do, they were just full of cynicism' (Emma, 40.51 mins). The attitudes of these teachers resulted on the senior leaders of the school reverting to the whole school approach to CPD where everybody attended the same training session regardless of interest or need. This criticism of her colleagues illustrated Emma's poor opinion of teachers that did not have any interest in professional development, she referred to them as the 'black hole person' (Emma, 40.26 mins) who were apathetic about engaging in the CPD offered by the school. In contrast to her previous allegations, she recognised that the lack of engagement in CPD could be the result of teachers attempting to balance their work commitments in order to achieve a work life balance. The way development programmes were judged by colleagues and senior leaders was an important factor in a teacher's readiness to make use of any CPD programme by taking part (Huber, 2011). The potential for peers to affect a teacher's engagement with CPD was indicated by Fig.6. This could be particularly true for new teachers who may experience adverse effects as a result of coming into contact with teachers having these negative perspectives.

The setting and maintaining of high standards in teaching was a significant feature in the changing climate of educational reform (Day, 1999). However, as Ostermann and Kottkamp (2004) pointed out, even when professionals were committed to implementing new initiatives, translating new ideas into practice was a complex process. This was highlighted by all three teachers when they talked about teaching being a difficult job because of the constant changes being introduced. Change was an integral feature of teaching due to the fact no two individuals are alike and teachers are faced with numerous individuals in every classroom situation. Ostermann and Kottkamp (2004) explored the series of far-reaching changes that have occurred since the Education Reform Act of 1988, they concluded that professional development, as a means of promoting better teaching practices, should be seen as a crucial part of the drive for quality and excellence.

According to Ostermann and Kottkamp (2004) education reform initiatives often failed because teachers did not understand what the proposed changes were trying to achieve, and why they were trying to achieve them. They also considered it important for teachers to recognise how education reform was connected to their own professional development needs and why there was the necessity for change. Teachers who did not have these understandings were found to be unsuccessful in implementing the required changes. Additionally, school improvement initiatives were often perceived by teachers to be unrelated to one another, reflecting ideas that were popular at the time or another, for example the use of Brain gym¹⁶, mentioned previously by Emma (Emma, 26.02 mins). These initiatives were seen to be disconnected to the teachers' self-declared problems, such as poor behaviour management, or concerns about improving their knowledge or practice. 'As educators they felt bombarded with one 'solution' after another and this fragmented approach which mitigated against sustained change' (Ostermann and Kottkamp, 2004: 6). Day and Sachs (2004) proposed that the function of CPD should be more aspirational and seek to 'enhance the status or profile of teachers'. Emma inferred the poor quality of CPD she experienced in her early years of teaching because it did not 'directly changing what I

¹⁶ Brain gym encouraged the use of exercise in lessons - it was believed to improve students' performance but evidence to support this has been found to be questionable

was doing' (Emma, 16.47 mins). She considered CPD activities to be a waste of valuable time if they did not result in any change in knowledge, understanding or practice.

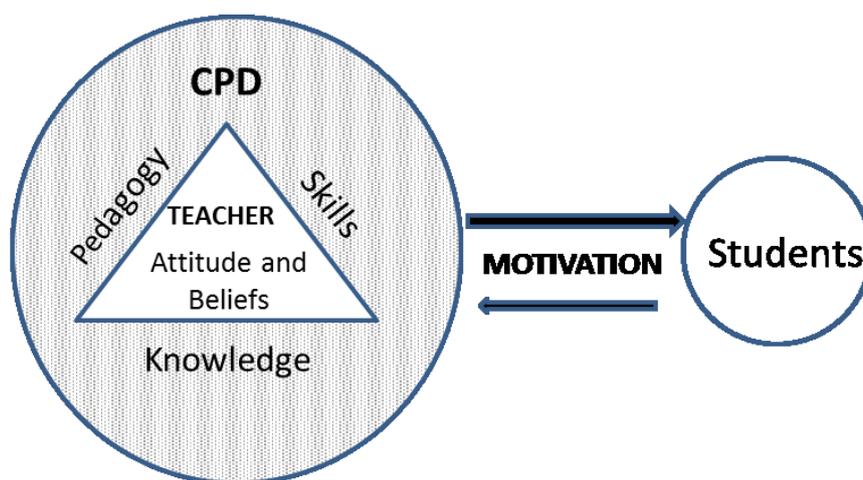
Self-identity was a crucial element in the way that teachers' interpreted and constructed the nature of their work, as documented by Day *et al* (2005). This was evidenced by Emma who believed that professionalism was somehow associated with personal characteristics. She considered being a professional was about 'doing the right thing, carrying yourself appropriately, even dressing in a way that is appropriate.' (Emma 2, 16.15 mins), 'it's about what is in the inside and your approach to how you do your job.' (Emma 2, 17.31 mins). The importance of personal virtues or a 'character component' of teacher professionalism was also highlighted by Tichenor & Tichenor (2005). They believed it was impossible to separate the character of the individual teacher from the act of teaching:

'Professional teachers teachers who represent the best in the profession and set themselves the highest standard for best practice. The behaviours' exhibited by a professional teacher are what identify a teacher's professionalism.'

Tichenor & Tichenor (2005: 90)

These behaviours identified by Tichenor & Tichenor (2005) consisted of the personal characteristics of teachers (patience, commitment and respect for children), and the responsibilities and practices of teachers. Day *et al* (2005) regarded commitment as a necessary element of professionalism and pointed out that motivation, self-efficacy, job satisfaction and commitment were closely linked with teachers' identities. The inclusion of personal characteristics, attitudes and beliefs, and their influence on teachers' uptake of CPD is illustrated by Fig. 7:

Fig. 7: Personal Characteristics and influences on Teacher Engagement with CPD:



The events and experiences in the personal lives of Emma, Faye and Jane which emerged from the data, were found to be intimately linked to their identities and in the performance of their professional roles. The difference in viewpoint between Jane and Emma in particular, arose from their different experiences in the same school and provided evidence to support this supposition. Jane felt that she had lost her job satisfaction due to the negative experiences in both School D and School A, this was compounded by the difficulties she faced as a result of the challenging student behaviours. Faye likewise was frustrated by the micromanagement of the senior leaders which prevented her from managing her own department and was demoralised by the lack of trust shown in her abilities. In contrast, Emma's positive outlook was partially due to the fact she worked part-time, it could also be a result of her strong sense of identity and positive experiences, or being in a more senior position where her opinions were recognised and accepted by the senior leaders.

Edwards and Nicoll (2006: 117) believed that teachers should recognise that 'adapting to change is at the centre of imperatives to learn throughout life', this is a contentious notion which has implications for how lifelong learning is conceptualised and understood. The disorientations and upheavals associated with change have the potential to threaten a teachers' status and confidence (Ostermann and Kottkamp, 2004). This was illustrated by the lack of confidence revealed by Jane in her interviews and the low morale in teaching mentioned by Faye (Faye, 32.02 mins). The fact, highlighted by Emma that some teachers did not value or wish to participate in CPD could be linked to a perceived threat to their professional identity, status and confidence. Faye, in particular, believed that the reduced

and restrictive nature of CPD being offered, and the lack of autonomy in the choice of CPD, was detracting from what she considered to be her professionalism.

Faye and Jane's experiences served to illustrate that the type of CPD valued by senior leaders was not necessarily valued by the teachers themselves. School managers have the responsibility to work together with their teachers to create a personal investment in professional development that could provide a basis for re-establishing the professionalism of teachers. Teachers brought professional and personal experiences, their knowledge and own way of seeing themselves to bear in the learning process (Huber, 2011). If, therefore, teachers were to continue to develop professionally they needed to feel that these experiences are valued and that CPD should be viewed as a means of enhancing their professional identity and status rather than detracting from it.

To summarise, the literature and the data both highlighted the importance of teachers having a voice in relation to the CPD they identified and engaged with. There were two key findings from the research. First, these teachers lacked the autonomy to manage their own professional development which was threatening their professional status, the way they identified themselves and their roles. Second, imposed decisions resulting in teachers' conformity or resistance had an adverse effect on educational reform.

6.1.2 CPD and the impact on teachers' practice

This section continues to explore Emma, Faye and Jane's positionality in relation to their professional development and considers the potential impact of CPD on their identity and practice.

As teachers of a core curriculum subject, they were previously able to benefit from a range of CPD opportunities between 2002 and 2010, consequently if they considered the CPD currently available to have limited value in comparison, then it could suggest that it was an issue for others teachers in schools. The previous experiences of CPD, referred to by these three teachers, focussed on developing pedagogical approaches to teaching specific curriculum subjects. The model of CPD described provided a fully comprehensive training programme. Initial training was later followed-up, in classroom situations, by an experienced subject specialist who supported teachers in implementing new techniques. This model of specialist training, expertise and in-class support was considered to be a valuable and effective means of professional development. In comparison, the 'one-day' and 'one-off' approach to CPD, more recently experienced by these teachers, were considered too generic. This together with the fact that there was no in-class support made them feel it was less effective in achieving a change in their practice. It appeared that the subject specific CPD, follow-up support for classroom implementation and the expertise of the trainer were key factors in determining the value of any CPD activity.

There has been a lot of research concerning which form of CPD is 'best' and which is most 'effective', much of this research concluded that networks and multi-day courses were better than the traditional one-day courses (Garet *et al*, 2001; Lydon and King, 2009; Bennett *et al*, 2011; and Armour & Makopoulou, 2012). Effective CPD was considered to have a significant impact on teachers practice; these provided opportunities for teachers to think, reflect on and evaluate their practice, so that they could make their own decisions about why and how to implement change. A range of CPD models was believed necessary to help teachers accept new information and motivate them to question outdated patterns of thinking this would enable them to gain some measure of control over their own practice.

The preliminary research findings (Tables 2¹⁷, 3¹⁸, 4¹⁹ and 5²⁰) indicated that teachers considered their CPD to have had the greatest impact on their knowledge, understanding and confidence in teaching; there were less observable impacts reported concerned with student attainment. While these impacts were not easily quantifiable they provided an indication of the teachers' attitudes to CPD and what they considered important to their professional development. This link between teachers' development and impact on pupils is illustrated by Fig.7.

The disparity between teachers' perceived impact on knowledge and skills and the impact on practice (and pupils), identified by the preliminary research, could be due to one of two factors. It could be the result of a 'lag-phase' between teachers improved knowledge and/or skills, whereby they are reflecting and assimilating this new knowledge and considering how best to implement it. The evaluation of impact, used by the SLCs, takes place six weeks after the CPD activity which may have been too short a period for teachers to have the opportunity to articulate their changes to thinking or demonstrate their learning. Alternatively, it could be, as Jane indicated by her comment 'basically I am doing what I am told, what School A has told me to do', that the school leadership were enforcing a particular pedagogical approach that did not allow teachers to use their new knowledge. This differed from Jane's preferred teaching style and it was the ensuing internal conflict left Jane feeling demoralised and demotivated.

Faye commented in her initial interview that 'CPD motivates me and keeps me going.' (Faye 2, 24.45 mins) but then went on to say that she was becoming de-motivated due to the type of CPD currently being enforced by her senior leaders. The fact that Faye and Jane were feeling de-motivated, and considered leaving teaching, implied the recent experiences of CPD were adversely affecting their self-identity and views on teaching. Teacher motivation, as a key factor in establishing a change in practice, had been previously observed to have a direct influence on pupils' attitudes and learning:

¹⁷ Table 2 Page 60

¹⁸ Table 3 Page 61

¹⁹ Table 4 Page 64

²⁰ Table 5 Page 66

‘A survey of 1,274 children and young people identified image and interest [as one] of the critical success factors in improving take-up and achievement in science’

DfE (2010:5-6)

Motivation was a key factor in teachers seeking to develop their practice. The relationship between teachers’ motivation to engage with CPD and the subsequent impact on students is illustrated in Fig. 7. Interviews with teachers as part of the preliminary research supported the positive correlation between teacher motivation and the attitudes and learning of pupils. Teachers were seen as positive role models, providing the ‘image’ and ‘interest’ which engaged students and leads to success. Guskey’s (2002) idea that there were five defined stages, culminating in whole school teaching, before there is an impact on student learning was not consistent with observed practice. Preliminary research revealed that teachers attending weekend CPD activities came back to school on the Monday feeling refreshed and revitalised, they considered this optimistic mind-set and upbeat approach had a positive impact on the attitudes of their students and other colleagues. Negative attitudes of teachers could therefore, have the potential to adversely affect their students without the teachers themselves even being conscious of it.

The period of significant change in education from 1988 resulting in changes to teaching approaches taught to trainee teachers was observed by Emma. As a result of mentoring many Initial Teacher Training (ITT) students Emma experienced these transitory trends and consequently began to question, not only her own practice but of teaching in general. In her pen portrait she remarked that she did not want to make any of her colleagues ‘think that I think they are idiots’ but implied that she did consider some of them to be behaving more like technicians, unquestioningly implementing a prescribed curriculum. Although she wanted to raise other teachers’ professional awareness, she was acutely aware of the potential impact her opinions could have on others:

‘I want to help [them] question, not as in the way of kicking off, but why do we do these things? The more you look at whatever research there is, the more you’ve really got to question; well even on this scale, that might work for this class at that time but it doesn’t work for another class, that is supposedly similar, at a different time of day or the next year.’ (Emma, 29.17 mins)

Here she pointed out that the technical approach to teaching, delivering lessons in a prescribed way advocated by some deficit models of CPD, resulted in what Marton *et al* (1984) described as the passive transmission of information and techniques. This was referred to by Marton *et al* (1984) as surface learning. This approach does not take into account contextual differences between classes of students or the environmental conditions that occur in the classroom. By questioning these teaching approaches, gaining understanding and meaning from the information being provided, Emma developed a rationale for the techniques and exhibited what Marton *et al* (1984) considered deep learning. According to Russell (1988), teachers like Emma, exhibited a strong sense of teacher identity, they were competent in the classroom, able to criticise and question their performance and have begun to link theory to their own actions. This 'pursuit of genuine questions' was thought to 'communicate a view of teachers as productive and responsible members of a broader community' (Little, 1993: 133).

Emma, Faye and Jane found that working collaboratively in networks was a particularly effective and valuable form of continual development. This corresponded with the findings of Cordingley *et al* (2005) that non-collaborative, individual teacher CPD had a weaker effect on both teachers and pupils compared to collaborative CPD. A particular beneficial feature of networks was that it helped to keep professional development at the top of the agenda as a lifelong process for teachers:

'Sometimes to actually change anything about your practice you need to be drip-fed. It takes more than one day here or there, it can take years because of course we get into habits. That's why the C for continuous is so very important.' (Emma 2, 37.15 mins).

The fact that networks took place after school hours as twilight sessions meant that more teachers had the potential to attend, since it was not reliant on senior leaders' approval, and was not subject to the same level of budget constraints. The forming of productive collaborations with colleagues according to Fullan (1993), provided a route to becoming effective professionals. The interactions that take place between colleagues which facilitates mutual reflection and co-operation was found to enhance professional learning (James, 2007). Teachers therefore needed to be provided with opportunities to learn from and support each other, to create a culture of professionalism (Lieberman and Pointer-

Mace, 2008) and develop their professional identities. Jane made the point that 'it's the discussion that goes on that is very important' (Jane, 52.19 mins) and as Emma remarked 'it's even wanting to talk about the learning' (Emma 2, 16.40 mins). These views highlighted the importance of collaboration in improving teachers' practice, developing stronger identities and increasing confidence in their decisions. As James *et al* (2007) remarked, teachers can learn and develop together through the process of reflectivity. Emma considered the formation of networks was a huge improvement in CPD provision:

'CPD seems to be much smarter in that, we're building networks for people who know each other over time ... the fact that you might do something in a chunk and you come back to it, is really important, it means the you have to think about it and you have to want to think about it to be doing it.' (Emma, 18.10 mins)

This fundamental mind-set of teachers who worked together and actively engaged in the process of regularly 'reflecting upon all aspects of their work with a view to improving' was also acknowledged by James and Connolly (2009:400).

If professional development did not provide teachers with time to explore their assumptions and beliefs about their work, there was a potential for them to lack a deep understanding of what they were doing and why they were doing it (Ostermann and Kottkamp, 2004). Emma, Faye and Jane all highlighted the tensions resulting from not having time to reflect on their CPD and quoted it as a key feature in evaluating the effectiveness of CPD opportunities. The three teachers were not provided with time away from their teaching commitments to reflect on their practice, time for reflection had to be balanced alongside budget constraints and the need to have teachers' in the classroom to provide continuity for students learning. Teachers needed to find time away from teaching for reflection but this had to be balanced against the daily demands of school life. 'Trying to make the time is difficult' (Emma 2, 44.02 mins), because of the increased workload highlighted by all three teachers and the frequent assessment and detailed student feedback which many schools expect teachers to provide. The difficulty of finding reflection time was particularly difficult in School A where the lunch time had been reduced and quiet places for teachers to work were sacrificed to provide larger teaching spaces. This difficulty was effectively resolved by Emma, she established a Teaching and Learning forum for like-

mind²¹ teachers to meet after school every fortnight (after school was the only time when they were not directed by senior leaders to other school activities). She identified herself with these teachers because she felt they shared the same view of teaching and, like her, they were interested in developing their teaching practices. This further illustrated potential barriers at departmental and school level to teachers engaging in professional development activities and the fact that teachers who valued their CPD, like Emma, found ways to work around the constraints imposed on them.

To be successful, therefore, CPD needs to be effectively managed, allowing space for individual exploration, together with collaboration and development, this is the role of the school leadership team. It appeared, however, from the experiences of Emma, Faye and Jane, that their SLTs were not necessarily meeting this key objective. CPD programmes need to be monitored and impacts evaluated, learning should be shared, acknowledged and celebrated in order for improvements to be sustained Bubb and Earley (2009). This process required a learning-centred culture, with opportunities for teachers to develop individually and collectively. Faye recognised the need for school SLTs to be actively involved in the professional development of their teachers' but criticised them for not putting trust in their teachers to carry out what she considered to be effective forms of CPD.

Liebermann (1996) noted that school reform was concerned with issues of conceptions of knowledge building and teacher learning, and that professional development goes beyond the technical aspect previously characterised by CPD. The process of restructuring schools consequently placed demands on the whole organisation, which make it imperative for individuals to refine their work in relation to the way the whole school works. Garet *et al* (2001) also found that classroom impacts increased if the professional development experience addressed teachers' goals were closely linked to the reality of the school. This could be why senior leaders were more likely to allow teachers to attend out of school forms of CPD that were allied to their school development needs.

²¹ The term used by Emma to describe colleagues with a similar mind-set

Teachers' knowledge, skills and pedagogy were recognised as key elements of successful teaching, these may be enhanced by effective CPD but effective leadership and management, at both departmental and whole school level, was essential. Guskey (2002) pointed out that the extent of any impact on student learning was dependent on departmental and whole school structures, this was further illustrated by Fig. 6. According to Bubb and Earley (2009) schools with a broad, deep understanding of what staff development means make more rapid improvements. This understanding is aided and supported by the school staff development policy but appeared to be lacking in the senior leaders of the school where Emma, Faye and Jane worked. It was particularly evident in School C which was under constant pressure to perform as a result of being in 'Requires Improvement', the CPD being provided to teachers did not result in the expected rapid improvements.

The effectiveness of teachers CPD, and the subsequent success of educational reform, was reliant on teachers implementing new initiatives but this seldom made explicit links to teachers' professional development (Evans, 2011). According to Evans (2011), previous research on models of CPD did not fully explain the internalisation process required in order to prompt an individual to adopt a new practice or process (internalisation was considered to be a cognitive process which leads directly to an individual's professional development). The process of internalisation challenges a teachers existing identity; it brings about changes to thinking which results in teachers adopting new identities. Social exchange, where more informed others encourage learners to consider conceptual innovations, was considered by all three teachers to be an essential part of the process of their learning. The teachers' positionality in relation to their development and growth as professionals was viewed differently by their senior leaders. While the teachers valued opportunities to network and share their experience with others' as a means of improving their knowledge and developing their practice, senior leaders only valued what could be translated directly into improved student attainment. This resulted in further internal conflicts affecting their perceptions, attitudes and status.

In summary, the data and supporting literature signified the importance of providing teachers with time to work collaboratively with colleagues so that they could internalise

their learning and bring about changes to practice. It was equally important to involve teachers in decisions regarding the change process.

6.2 Implications of the raising standards agenda

The raising standards agenda emerged as a significant factor in Emma, Faye and Jane's ability to engage in what they considered to be appropriate CPD. They believed the continued drive to raise student attainment levels had implications for senior leaders and their management of schools, and which subsequently impacted on their professional identity and status.

Since 1988 there have been many changes to the already established education system which continued to prescribe what should be taught and how it should be taught, as evidenced by all three teachers. These changes together with the introduction of league tables resulted in what has been widely regarded in education as 'teaching to tests'. The raising standards agenda began with the Educating Reform Act of 1988 and the establishment of the National Curriculum, this has since been added to by a series of other educational reforms. Ofsted was created and school league tables were introduced in 1992, the Teacher training Agency (TTA) was established in 1994, and the Qualifications and Curriculum Authority (QCA), which regulated the National Curriculum, was set up in 1997. These all had the aim of increasing student attainment by strengthening leadership and enhancing teaching. The league tables introduced in 1992, were published for the first time in 1994 to provide parents with consumer information to allow them to make informed choices for their children. It can be argued that this resulted in competition between schools. More recently these league tables have been used as justification for directing school systems, such as the organisation of the school curriculum. The removal of vocational qualifications like the BTEC illustrated by Emma, Faye and Jane is an example of this. These strict levels of control and assessment were a key factor in the de-professionalisation of teachers' work which has rendered them governable rather than autonomous. It did not allow them to engage in curriculum design in anything but a routine way and therefore rendering them 'technicians rather than professionals' (Gray, 2007).

Teachers felt as a result that they had lost their moral purpose, along with some of their creativity (James, 2007). Emma believed that teachers who essentially delivered lessons, rather than teaching students, added to the argument for teachers being viewed as technicians.

The raising standards agenda had implications for how performance management systems were being used by senior leaders. When performance management systems became statutory in 2007, replacing the previously existing appraisal systems, they operated in conjunction with the teachers' professional standards. Their intention was to increase transparency and efficiency in the process of rewarding teachers and enhancing their professional development (Gray, 2011). The focus of these performance management systems was to set objectives for teachers linked to school improvement, pupil progress and CPD support. It was expected that this would be the joint responsibility of the teachers themselves and the senior leaders carrying out the performance management process. It appeared, however, that this was not the case in School C since these decisions were being made solely by the senior leaders. This resulted in the identity of successful teachers, like Faye, being challenged. As Faye indicated, based on her perspective from the senior leader's stance: 'You require improvement, you're inadequate, this persons going to be your coach, and we need to see improvement or you're on capability' (Faye, 14.00 mins). James and Colebourne (2004) found that organisations adapted performance management systems to their own changing requirements, and this subsequently had the potential to result in a wide variety of practices, especially in linking pay to performance.

The White Paper - *The importance of Teaching* (DfE, 2010), maintained the focus on linking teacher standards, performance management and professional development but had the message that 'clearly defined and expressed standards will provide more precision in identifying and dealing with unsatisfactory performance' (Gray, 2007:853). This was evidenced by Faye's comment 'if a teacher got low grades in their performance management and the classes were not doing well.... they're straight on capability' (Faye, 12.39 mins). In this way some teachers were identified as failing to meet the required teachers' standards. She felt that her professional judgments were not being taken into account when providing reasons for a student poor performance, such as high percentage

of absence. This could be particularly demotivating for a teacher with strong behaviour management strategies expected to teach a high proportion of lower attaining students with challenging behaviours.

There was no requirement in the regulations DfE (2012) for teachers to be judged purely on the results of pupil performance, despite this fact, however, the move to upper pay spines was being linked to the success criteria of pupils' progress. The experiences of Emma, Faye and Jane suggested that they *were* being judged solely on their students' attainment. They also felt that even when their efforts lead to success and raised attainment they were not valued; they were expected to achieve even greater improvements. These frequent changes to school performance measures left the teachers' feeling that the goal posts are constantly changing, as Faye remarked, 'those who once used to be considered outstanding are now good and now what was good requires improvement..... it's really demotivating, [teachers] are just worn out.' (Faye, 7.39 mins). Schools were initially measured by value-added information, then contextual value-added and now progress made 'over time' without the aid of levels²². The changes to the school assessment systems and the rigorous accountability by Ofsted were seen as having a huge impact on senior leaders and teachers as a consequence.

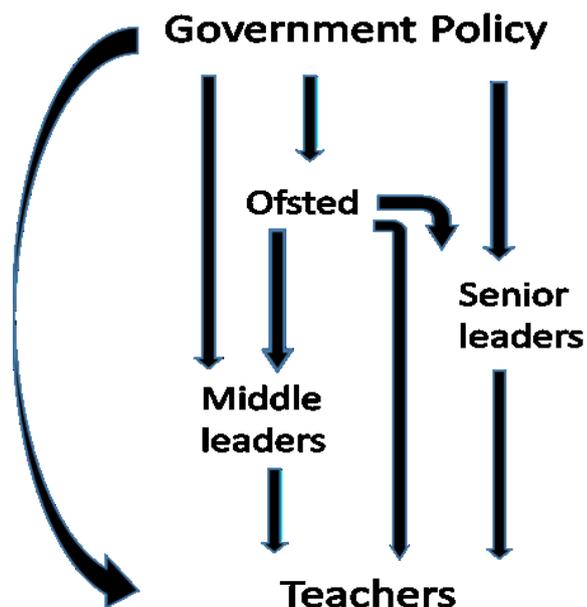
The response of senior leaders to Ofsted inspections was observed to have a significant impact on teachers' practice and their esteem. Faye's evident criticism of the micromanagement evident in School C was potentially due to her previous position as a member of the SLT in School B where she had senior leadership responsibilities. As a middle leader in School C she may have expected more autonomy in her position and have her proven leadership abilities acknowledged by the senior leadership. It was clear that the culture of micromanagement experienced in School C had adversely affected Faye's attitudes to her work and her own professional identity.

Having previous experience of management in other schools, Faye considered the role of middle leaders was the day-to-day management of the school while the senior leaders should be responsible for the leadership functions of monitoring and evaluation. This view

²² National Curriculum Levels used to assess pupils progress are no longer statutory from 2015

came from her interpretation of Ofsted guidelines for school management and which subsequently had a bearing on her opinions of senior leadership actions. The Ofsted inspection placing the school in 'Requires Improvement' resulted in the senior leaders making decisions about CPD, which Faye considered to be her responsibility as a middle leader, she felt her position and professionalism was being undermined as a consequence. In Faye's opinion the type of leadership exhibited by her senior leaders did not allow middle leaders the responsibility of managing their own departments. This difference in standpoint contributed to the impression that the recommendations for school improvement suggested by Ofsted, were being interpreted differently by senior leaders and middle leaders. The senior leaders' insecurity and concern, about ensuring improvements were implemented, eventually filtered down through the layers of management until the whole school was believed to be in constant fear of another unsatisfactory report. The response of senior leaders to Ofsted inspections and the effects of performance management appeared, therefore, to be due to the differing interpretations of government policy by Ofsted, school senior leaders and middle leaders rather than as a result of the policy itself. In the school organisation there are many different layers of management and there is the potential for interpretation (or misinterpretation) by individuals at every level, as illustrated by Fig. 8, this resulted in mixed messages being relayed to individual teachers.

Fig. 8: Layers of Interpretation:



The difference in interpretation may partly explain the frustrations experienced by the three teachers. In the case of school inspections Faye believed the senior leaders to be excessively worried about being judged as ‘Requires Improvement’ and quoted this as the reason for their control over every aspect of the school organisation.

Through exploration of the two issues, reaction to school inspections and performance management processes, there appeared to be a power struggle between senior leaders and middle leaders. This struggle appeared to be having a detrimental effect on teachers’ identities, attitudes and perceived status. Education reform was understood to be giving increasing autonomy to senior leaders while at the same time taking it away from teachers (Ball, 1993). School development plans focused on raising standards resulted in classroom planning decisions being taken out of teachers’ control and them being monitored, judged and compared by criteria set elsewhere. This was evident from all three teachers in regard to curriculum design and removal of the BTEC. In Faye’s case it additionally restricted her ability to deploy her staff while Jane found it prescribed the teaching approaches she was expected to use. There was evidence, from Jane in particular that this lack of autonomy made her lack of confidence in these alternative systems (Gray, 2007).

Ball (1993) observed that senior leaders were being taken further away from teaching by the responsibilities of school management. He believed them to be caught between what

classroom based teachers see as being in the best interest of students (in educational terms), and the constraints of their budget. The training, values and purposes of senior leaders were increasingly separating them from their classroom based colleagues, being replaced by accountability (Ball, 1993). This had the potential for an ethical dilemma and resulted in Emma, Faye and Jane feeling frustrated that they were not able to use their discretionary judgments. Senior leaders were not necessarily experienced managers; they were teachers who take on the role of managers as part of their career progression. Support and training was available to them through leadership programmes, such as the National Professional Qualification for Headship (NPQH), however many effective management practices are reliant on interpersonal skills that are not easily taught. The success of methods employed by senior leaders to get classroom-based colleagues to implement their initiatives, depended largely on the way they communicated their ideas and how they regarded their teachers. If, as Ball (1993) suggested, these classroom-based teachers were viewed as resources to be deployed, the resulting de-personalisation and de-humanisation would adversely affect the successful implementation of new policies.

A key feature of effective leadership, according to Garet *et al* (2001), was primarily to determine the culture of the school organisation. School leadership teams (SLTs) had an important role in 'instilling an attitude and culture where teachers felt themselves accountable while at the same time committed and with a personal investment in the institution' (Ball, 2003: 219). Teachers were, however, becoming more accountable to the government and less responsible for design structures (Gray, 2007). In the process of school improvement, the status, knowledge and approach of CPD leaders affected the prospect of staff development being taken seriously by teachers (Bubb and Earley, 2009). The challenge for senior leaders therefore, was to adopt conditions that invite their teaching staff to embrace change and welcome improvements to their practice (Bevins *et al*, 2011). It was the responsibility of the head teacher in particular, to promote the participation of staff in appropriate CPD and why it was included as a requirement for senior leaders in the Teachers standards (DfE, 2012). In order to do this effectively senior leaders needed to connect the priorities of the school with their teachers' personal, professional, collective identity and commitment (Day *et al*, 2005). There was evidence, however, in the case of all three teachers that senior leaders were often unsuccessful with this goal.

To summarise, key leadership issues that emerged from the data, and of particular concern to all three teachers, were: firstly, the potential for misinterpretation of government policies and the resulting actions to implement these policies; secondly the apparent lack of interpersonal skills exhibited by senior leaders which failed to secure the commitment of their teachers to engage effectively with CPD.

6.3 Status of Teachers

This section considers how Emma, Faye and Jane's experiences affected their views on teaching as a profession and how their own professional identities were being shaped as a result.

As highlighted earlier the debate around the notion of teacher professionalism, where teachers were 'an absent presence in the discourses of education policy' (Ball, 1993:108), had been ongoing since 1988. The Education Reform Act heralded a period of change which subjected teachers to increasing levels of standardisation and normalisation. Day (1999 and 2002) commented that 'being a professional' was an expectation placed on teachers that distinguished them from other groups of workers. This included having a specialised knowledge base, code of ethics, commitment and autonomous control over their classroom practice. As James (2007) pointed out, defining occupations as professions has become more complicated as changes in the nature of the work and technological changes have blurred the professional/non-professional boundaries. These have shifted even more as a result of the workforce remodelling initiatives that were at the heart of the government's education policies.

Teaching, whilst generally considered a profession, has not generally accorded the same status as other professions like law and medicine (Armour and Makopoulou, 2012). Emma believed that the argument for teachers being accepted as professional or viewed as technicians, went through different phases. Emma's comments suggested that she was of the opinion that teachers *should* be viewed as professionals and that they *should* have a

professional stance because they are at the chalk-face²³ and therefore were in the best position to know what teaching involves. She was also aware of the counter arguments and understood the need for a balance between what teachers deem to be important and the restrictions they had imposed on them.

Emma followed the discussions of alleged educational experts about the quintessence of teaching and the ongoing debate about whether teachers were professionals or technicians:

'I get the impression that there's different people saying different things in different speeches. We can talk about teachers as professionals and I hear the Head teachers round table and I think "This is an opportunity right now to argue our case, we're the ones in the classroom etc." but I think as well you get impressions from other people that we're going to be technically delivering things and it's a balance.'
(Emma, 28.22 mins)

She highlighted the fact that many policy makers were ignorant of the reality of the job and did not consider the implications and impact of their policies. She recognised that there were others who were better informed but restricted themselves by government policy.

In 1999, Prime Minister Blair referred to the government's programme of far-reaching reform and investment in terms of 'the need for a step change in the reputation, rewards and image of teaching, raising it to the status of other professions such as medicine and law, which are natural choices for our most able and ambitious graduates' (Prime Minister's Speech, 1999). This commitment to raise the status of teachers and the teaching profession through their programme reform did not, however, appear to be reflected in the views of all teachers. There were indications that government reform was having the opposite effect to what it purposed. All three teachers felt that the myriad of changes to the education system, pressures from the Ofsted and the often unreasonable expectations of their senior leaders was having a negative effect on the teaching profession. This was another reason why Faye and Jane considered leaving the profession they loved and wanted to enjoy.

²³ A reference used earlier to refer to working in the classroom

It was becoming evident, from the evidence presented, that the governments anticipated elevation in the profile of the teaching profession was not materialising. The removal of centralised prescription of teaching methods (DfEE White Paper, 2009) and raising ‘the quality and status of the teaching profession’ (DfE White Paper, 2010), did not appear to have been successful. The three teachers did not feel the DfE held them in high esteem and considered that government policies, which increasingly reduced opportunities for autonomy, had detracted from their professionalism. Emma earlier remark illustrated the importance she assigned to raising the professionalism of teachers also implied that she felt the status of teachers was being influenced from within by the actions of teachers themselves.

The emphasis on raising standards, driven by central government, prevented teachers from having autonomy and ownership of their practices, nor did it take into account a teachers’ personal investment and commitment in the education of children (Campbell *et al*, 2004). There was evidence, which agreed with Day *et al* (2005), that teachers’ believed they have lost their identity, professional integrity and enjoyment in teaching. This was the opposite of the government proposed vision in 2010:

‘At the heart of our plan is a vision of the teacher as our society’s most valuable asset... There is no calling more noble, no profession more vital and no service more important than teaching.’

DfE (2010: 7)

The experience’s illustrated by Jane and Faye provided evidence that the attempts to shape the quality, character and content of teachers’ classroom practice had resulted in an increase in the *technical* elements of teachers’ work and a reduction in the *professional*. This was highlighted by Ball as far back as 1993. The fact that teachers were effectively prevented from using their discretionary judgements was suggested by Day *et al* (2005) and was evidenced by all three teachers in relation to the choice of teaching approach, deployment of teachers and curriculum organisation. The reduced capacity to carry out their responsibilities further highlighted that external pressures were having a detrimental effect on the status of teaching. Gray (2007) suggested that teachers were becoming more compliant and less willing to challenge systems imposed on them and that there was a noticeable shift away from vocational commitment to a primarily instructional one.

A key feature of these case studies was the concern that all three teachers had for the care, wellbeing and education of their students. They all made some reference during their interviews about doing what was best for their students but that they were constrained by restrictions imposed on them. There was an apparent value conflict between doing what they believed was the right thing to do and doing what they were instructed to do. This was particularly apparent, as highlighted earlier, when Jane was told to teach in a more traditional way rather than use the active learning approaches she believed to be better for the students. The enforced pedagogic approach posed a threat to her identity and challenged her ideals and teaching style. This value conflict was what Cribb (2009) identified as conflicting 'role-specific' ethics in teaching: one extrinsically serving the institutional policy (meeting policy goals - 'doing the Job'), the other intrinsically at the heart of professional practice (nurturing students - 'doing the right thing'). The professionalism of these teachers was, therefore, bound up in the dynamics of addressing and re-dressing these dilemmas, it was through these experiences that they constructed their professional identity (Stronach *et al*, 2002). The ensuing struggle between the 'economies of performance', manifestations of the audit culture (such as performance measures of pupil assessment and staff training), and 'ecologies of practice', concerned with professional dispositions and commitments, was described by Stronach *et al* (2002).

The ability of teachers to continue doing what they considered 'right' in contradiction to the external pressures revealed how strongly they held their identity, values and beliefs, as Faye remarked:

'It depends how strong you are as a teacher to carry on doing what you know is right'. (Faye 2, 14.50 mins)

Jane's experience illustrated that not all teachers had the confidence to do this. Emma went on to talk about the guilt teachers felt in trying to achieve a balance between their work and private lives:

'I've got colleagues who can't job share like me and they're swamped and perpetually guilty about having enough time to do everything.' (Emma 2, 16.40 mins)

She further exemplified this struggle in the following quotation:

‘Guilt because teaching is never finished. It can always be better and there’s always ways to improve.... So there’s never an endpoint. Perhaps those who might be in some ways healthier are those that decide here are the lines, and here’s where I am not going to look at that lesson again and tweak it for the umpteenth time...’ (Emma 2, 17.38 mins)

Emma believed some colleagues were unprofessional because they acted as technicians, going through the motions, delivering lessons, doing what is expected of them and leaving at the end of the school day without feeling guilty. She accepted that there were teachers who could not do any more, due to pressures of balancing their family life with their work commitments, and implied that these teachers could still be considered professionals if they felt guilty about taking on this technical role. Faye and Jane also commented on teaching being a time consuming job that was never finished and there were always improvements to be made; it was an example of what they attributed to professional identity. These internal conflicts and external pressure was having a detrimental effect on the status of teaching and leaving these teachers feeling de-motivated and de-professionalised. Faye and Jane were considering leaving teaching as a result of a combination of these factors. Multiple and complex social change places numerous demands on teachers, a well-educated, flexible teaching force is required to handle these changes and foster practices which are responsive to the needs of all children (Dadds, 1997). Teachers behaving as technicians was associated with a delivery concept of educational reform and was seen as inappropriate for developing this well-educated teaching force.

The way that teachers were viewed by the public also had an impact on the way teachers felt about themselves and their profession. Emma, Faye and Jane considered the external views held by the public were based on their own schooling and influenced by personal experiences. Since parents and students did not see what goes on behind the scenes, the three teachers assumed that they did not appreciate the time consuming nature of their jobs. Emma believed teaching to be a highly regarded career but this view depended on who was being asked (Emma 2, 1.40 mins). Jane suggested that the view of teaching was

linked the proverb of George Bernard Shaw (1903): ‘Those who can’t, teach.’ (Jane 2, 3.00 mins). This proverb was used to disparage teachers; it suggested that people who were able to do something well would do it for a living, while people who were not able to do anything well made a living by teaching about it. Jane believed this to mean that people generally thought that those good at science would be scientists rather than teachers (Jane 2, 2.39 mins). Emma also referred to this quote but disregarded the remark as having a simplistic view of teaching:

‘That whole phrase about those who can’t, teach, I’m not so convinced of that any more. I think more people think I wouldn’t do that.’ (Emma 2, 1.12 mins)

Shulman, as early as 1986, considered teaching to be a more complex occupation than Bernard Shaw supposed and that teaching was tougher than just ‘doing’. Shulman argued that teachers needed to know how to teach as well as knowing about how people learn.

Day *et al* (2005) found that teaching commitments were enhanced or diminished by student behaviour, parental demands, education policies and collegiate administrative support. As illustrated, some teachers, like Emma, have found room to manoeuvre despite the imposed external reform initiatives. These teachers, according to Day *et al* (2005) survive and flourish in the most challenging circumstances, principally because of the strength of the values they hold. Emma admitted that working part time allowed her time to reflect on the educational landscape and she actively sought opportunities to find out more about the profession; regularly following educational blogs and debate on Twitter, watching live streams at the Teacher Development Trust, reading education related books for pleasure and going to watch educational guru’s saying that ‘it’s almost like I’m a groupie, I don’t go to see pop concerts any more I go to see educational people’. As a result of this reflection she was beginning to question her own practice and felt confident enough use her professional judgment to make decisions about what and how to teach, to push the boundaries imposed by the senior leaders in School A.

How teachers perceived themselves depended on a number of factors such as context, position and experiences. In the case of Jane, it was affected by a series of unpleasant experiences in School D, this affected the way she perceived the management at School A

and impacted on her attitude to teaching as a whole. With Faye the lack of trust shown by the senior leaders at School C became a focal point in her interviews and was key element in her considering leaving teaching altogether. Once she had secured a new position for the following academic year her attitude became more positive as a result of new senior leaders giving her the professional recognition she sought as a middle leader. In comparison to Faye and Jane who felt oppressed by their experiences, Emma had more positive experiences, she was more optimistic in her outlook as a consequence, able to step back to see the 'bigger picture' of education. She thought there was a growing number of teachers who believed they had the opportunity to reclaim the profession, to fight for what they considered was 'right', but she wondered if there were enough to make a stand against the establishment:

'Are there enough of us really left to go "actually no, this is what is important and this is what we are going to do". I think there is a growing number of professionals who are saying "this is what we are going to do and we believe this is the right thing to do and this is why we think it is the right thing to do."' (Emma 2, 6.25 mins)

The way in which education reforms were received adopted adapted and sustained (or not) was influenced by the extent to which they challenged existing identities (Day, 2002). The interplay between personal and professional was a key factor in job satisfaction and sense of identity and their effectiveness as teachers. This was unavoidable because teaching involves a significant personal investment as Faye illustrated in her pen portrait. Teachers' were becoming frustrated, not just as a result of changed job descriptions, but due to the pace and pattern of work, which were seen to disrupt the experience of doing a 'professional' job. The myriad of changes had undermined the teachers' vocational commitments making it harder for them to realise what they saw as the real rewards of their work – the children's development and creativity in teaching (Stronach *et al*, 2002). Day (2002) remarked that challenging operational definitions of professionalism required working closely with teachers and their individual emotional and intellectual identities. He considered that rebuilding professionalism required sustained critical dialogue mutual trust and respect.

James (2007) described professional teachers as having a sense of moral purpose which underpins all teaching, leadership and management in every school. Teachers with a clear

sense of 'moral purpose' want to make a difference and often become disheartened as a result of the conflicting values and social pressure (Fullan, 1993), this was evident in the case of Emma, Faye and Jane. Educators needed the tools to engage productively in change and to be provided with opportunities to develop better strategies for accomplishing their moral goals. If teaching is to be more widely recognised as a profession it is important for the educational community to determine ways to enhance the professionalism of all teachers (Tichenor & Tichenor, 2005).

In summary, Emma, Faye and Jane's experiences highlighted the changing expectations placed on teachers. These experiences, together with the pressure to perform, impacted on their identities, attitudes to education and their status as professionals. There was a perceived reduction in their professional autonomy and an increase in the technical elements of the job which resulted in an internal conflict between their personal characteristics, values and beliefs and their professional roles and responsibilities.

6.4 Summary of Outcomes

It seemed that these three teachers believed that they were viewed from the outside, and by senior leaders, predominantly based on what they do. This was described by Evans (2011) as the behavioural component of professionalism. The attitudinal component (associated with their motivation and job satisfaction) and intellectual professionalism (the knowledge and understanding teachers have of knowledge structures), also identified by Evans (2011), were not considered or valued. This issue appeared to be at the heart of the

problem which these three teachers encountered, it threatened their identities, ideologies and aspirations, and subsequently affected their ability to meet their own and others' goals.

The raising standards agenda put increasing pressure on senior leaders to ensure that their schools perform well and achieved prescribed targets for pupil attainment. The school league tables caused competition between schools in securing a full complement of student numbers which was important to the school budget because it brought in money²⁴. This pressure was seen to be having an adverse impact on the way in which these senior leaders managed their schools and impacted on the attitudes and beliefs of their teachers. As Faye illustrated, the senior manager's reaction to recent school inspections lead to what she described as the micromanagement of every aspect of the school organisation. The pressure upon the senior leaders and the anxiety they experienced was transferred to the teaching staff through their management actions. James and Jones (2008) highlighted the complex way in which feelings, such as anxiety, disrupt the decision making process in schools and undermine change management processes and that resistance developed as a consequence. Senior leaders were teachers first, taking on management responsibilities as a secondary role, this could explain their apparent poor management practices.

Senior leaders appeared to be misinterpreting government policy, by taking it too literally, or choosing to take from it what they believe supports their chosen position. When determining whether to support or hinder teachers' in their professional development, senior leaders need to balance two potentially opposing guidelines. The first was the previously highlighted right and responsibility to engage in *appropriate* professional learning (Brunetti, 1998) which was reflected in the White Paper, *The importance of Teaching* (DfE, 2010). This reiterated the government focus on teachers' professional development. The second was the government policy which provided more autonomy and flexibility for senior leaders in managing their schools independently of local government control. Senior leaders were therefore seen as the gatekeepers of teachers CPD, providing only the professional development opportunities they felt were matched to the school development plan. This resulted in what the teachers believed to be a narrow focused and

²⁴ School receive a bursary for every student on their roll

deficit model of professional development. The reduced autonomy and choice over their own professional development had a negative impact on how they felt about themselves and education as a whole. It did not allow them to grow as learners, or to challenge their own position on things. In the case of Faye and Jane it was training them to be conventional rather than professionals in their own right.

The use of these case studies encompassed a range of causal factors, perspectives and interpretations generated through social interactions which all had to be taken into account when generating meaning from their differing 'truths', as Schostak (2002) pointed out:

'In contemporary societies, the researcher can explore the different ways in which people handle the 'truth' and the impact this has on their own lives and those of others.'

Schostak (2002: 138)

As a researcher I report my perceptions and make unconscious and conscious decisions about what I see and hear to construct meaning from it. While taking into account these multiple perspectives, I acknowledge that it is impossible to represent a completely undisturbed view of 'reality'. The next chapter takes these findings and considers what conclusions can be drawn from the research and how it can be used to promote the professionalism of teachers.

Chapter 7: Conclusion and Evaluation

This chapter begins with a conclusion drawn from my interpretations of the research findings and the data analysis. A key feature of the constructivist methodology employed was the interpretation of language and construction of meaning in a wide range of contexts. Discourses are communicative practices that provide meaning and often set invisible boundaries for what was said and left unsaid (O’Leary, 2007); the words used to communicate thoughts and ideas can have a variety of meanings. There was the potential here to impose limitations on the claims being made by placing my own definitions of situations onto the participants. The introduction of bias was reduced by consistency of interpretations involving my supervisory team in a process of ‘theory triangulation’ (Guion *et al*, 2002). The use of three teachers in the research produced sufficient data and opportunities to make comparisons. This together with an appropriate level of triangulation overcame weaknesses of subjectivity for the findings to be considered valid, enabling generalisations to be made so that the findings could be used in other contexts (Gillham, 2000; Cohen *et al*, 2007). The aims of the research and the rationale for conducting it are revisited in the second part of this chapter, along with a reflection on personal learning as a result of being involved in the process of the research. It includes an evaluation of the research process, recommendations for action and the potential for future research.

7.1 Conclusion

The research findings highlight the changing expectations placed on teachers as a consequence of recent educational changes. These experiences, together with the pressure to perform, have impacted on their identities, attitudes to education and their status as professionals. Together they begin to exemplify what it might mean to be a teacher and what can happen when this is threatened. Teaching skills and subject knowledge are observable characteristics, above the surface in the 'Iceberg' Model of Teacher effectiveness (Fig. 1²⁵) used by Bubb and Earley (2000). Although easily identified these characteristics are not easily measured as they suggest. Below the surface are hidden characteristics which are overlooked, such as 'events and experiences in the personal lives of teachers that are closely linked to the performance of their professional roles' (Day, 2002: 682). It is essential, therefore, to consider the teacher as a whole in relation to their CPD needs, addressing their identities and underlying fears of losing certainty and stability through the change process.

The model illustrating factors that influenced teachers' engagement with CPD (Fig. 5²⁶), proposed as a result of the preliminary research was too simplistic and did not take into account the complexity of the situation, it was modified in the light of the case study findings. This model was adapted to include additional features that were identified as having the potential to influence teachers' engagement with CPD. The revised model (Fig. 9) illustrates the complexity of the processes and practices affecting the teachers' engagement with CPD. The original model (Fig.5) was firstly adapted to highlight that CPD is accessed via senior and middle leaders and linked to school policy and structure, illustrated by Fig. 6²⁷. The inclusion of arrows highlights the fact that external messages are filtered down these layers of management and have the potential to be affected by varying interpretations and power struggles. The model was further adapted to include personal characteristics, attitudes and beliefs, and their influence on teachers' uptake of CPD, illustrated by Fig. 7²⁸. The revised model (Fig. 9) illustrates that a teacher's personal

²⁵ Fig. 1 Page 25

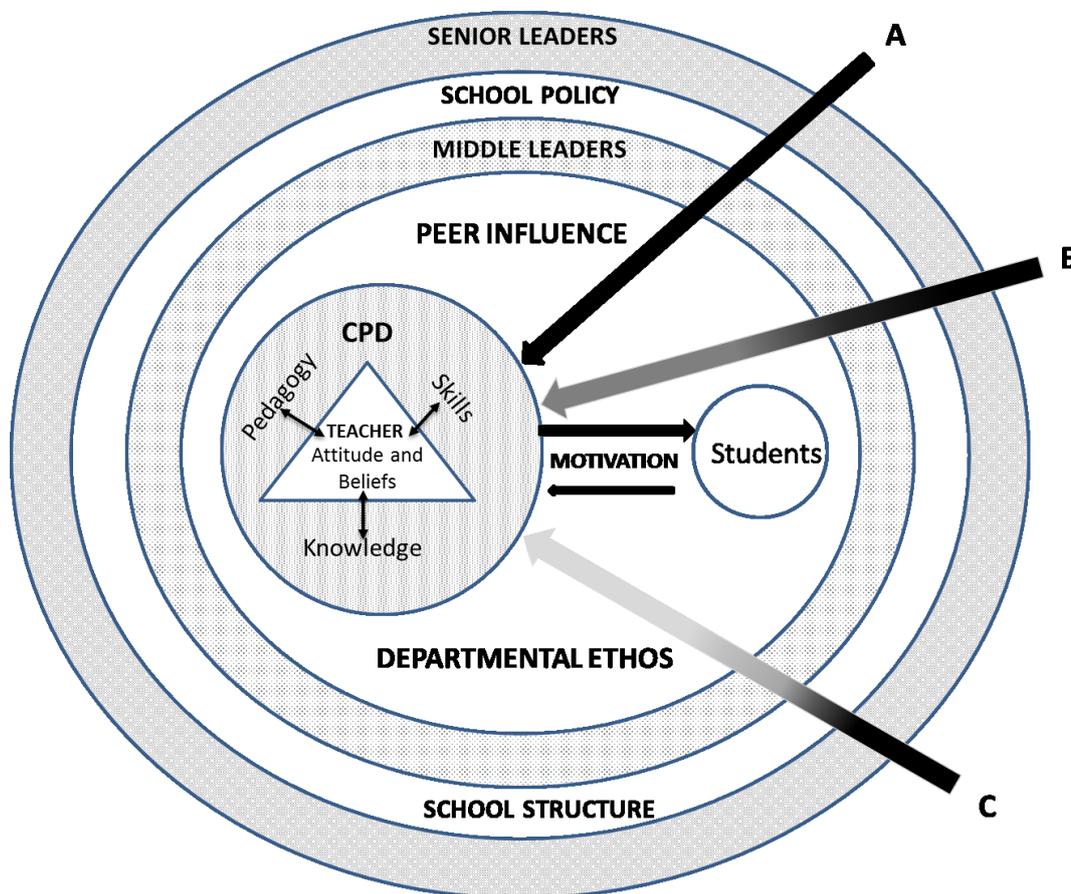
²⁶ Fig. 5 Factors Influencing Teacher Engagement with CPD - Page 68 and 110

²⁷ Fig. 6 Page 114

²⁸ Fig. 7 Page 121

characteristics are not impervious. Teachers identities, attitudes and beliefs has an influence on their choice and engagement with CPD, but likewise, engagement with appropriate forms of CPD has the potential to impact on their identities, attitudes and beliefs. Teachers’ attitudes to CPD are also influenced by the views of their peers and senior leaders; apathy and negativity shown towards CPD effectively prevented others from engaging with their own CPD. This model is helpful to provide new understandings about the accessibility of CPD for teachers and the relationship between CPD and teachers attitudes and beliefs.

Fig. 9: Factors Influencing Teacher Engagement with CPD (amended)



Key to Arrows:

A = External messages received directly by the teacher

B = External messages received by the teacher via middle leaders

C = External messages received by the teacher via senior leaders

The motivation for teachers to engage with CPD, and the effects on their students, is also a key feature shown by the model and concurs with the findings of the preliminary research and the Department for Education White Paper (2010: 5-6).

Teachers are not afforded the capacity for autonomous professional development. The lack of autonomy, along with imposed decisions concerning use of teaching practices, staffing and curriculum organisation, threatens the way teachers feel about themselves, their roles and their professional status. The degree to which teachers are affected by the external and internal pressures depends on their personal characteristics and result in varying degrees of conformity and resistance. Some teachers become overwhelmed by these pressures and conform to senior leader expectations, with a resulting loss of enjoyment and motivation to teach. Others are resistant to the imposed changes, refuse to conform to imposed practices and may even consider leaving the profession. Teachers with personal characteristics such as strong identities and beliefs are able to absorb the pressures, these teachers find ways to work within the constraints and maintain their attitudes and philosophies of what education should entail.

The importance of teachers having a voice in relation to their CPD was highlighted by the data analysis. Teachers recognised the need to change practices and actively sought CPD opportunities, however they were not provided with 'meaningful professional development activities' as described by Tichenor & Tichenor (2005: 93) nor did they necessarily enable the teachers to 'initiate changes [as] appropriate' (Tichenor & Tichenor, 2005: 93). Providing the autonomy to identify CPD beneficial to their practice, appropriate to their specific needs would empower teachers to have a positive impact on the wider school environment. A further modification of Fig. 9 could be the introduction of a fourth arrow, emanating from the teacher, which illustrates the potential for an individual teacher to have an impact on their peers, middle leaders and whole school.

A fundamental aspect of recent education reform is the responsibility for teachers to provide personalised learning for their students. The expectation to improve classroom practices and adjust their teaching to the individual needs of students was noted by Day *et al* (2005). There is not, however, a similar commitment to provide personalised CPD for

teachers. The data illustrates that the only forms of CPD made available to the three teachers was a 'one-model-fits-all' approach which did not take into account their experience or level of expertise. A wide variety of other professional development opportunities, such as work based learning: observing other teachers and trialling new teaching approaches, were considered to have equal value to CPD courses. Allocated and protected time for these alternative professional development opportunities linked to professional appraisal could, according to O'Sullivan (2003), result in more effective, focused CPD. Time to work collaboratively with colleagues facilitated the internalisation process, identified by Evans (2011), and enabled teachers to adopt new teaching approaches and effect changes to their practice.

Senior leaders are gatekeepers to teachers CPD and provide access only the professional development opportunities which they deemed relevant to their school policies. A positive and supportive environment, both at middle leader and senior leader level, is essential to allow a teacher to flourish, this is the responsibility of everyone involved, including the teachers themselves. Senior leaders need to understand how their actions impact on the different individuals in their organisation, both personally and professionally, during the process of managing change (James and Jones, 2008). Managers in educational settings have an important role in 'instilling an attitude and culture where teachers feel themselves accountable while at the same time committed and with a personal investment in the institution' (Ball, 2003: 219). In my experience as a teacher, educator and researcher, this was an important but tricky balancing act and one that some senior leaders have yet to achieve, as highlighted in the accounts of at least one of the teachers interviewed. The apparent lack of interpersonal skills exhibited by senior leaders in this small sample failed to secure the commitment of their teachers to engage effectively with CPD.

Another conclusion to emerge from the research is how government policies, implemented in schools by senior leaders, impacted on the teachers. The school environment, school policy and structure, is managed by the senior leaders in response to external influences such as government policy and Ofsted guidance. Senior leaders, therefore, serve as an intermediary between the teachers work in the classroom and these external pressures. The original model (Fig.5) was modified to include the different layers of management and

external messages found to have the potential to act as barriers, or layers of support, for teachers and students alike (Fig. 9). In all forms of communication there is the potential for many different interpretations, Faye believed her senior leaders had misinterpreted government policy which in her opinion had an adverse effect on their management practices and the micromanagement of School C. Teachers hear key messages from external sources, for example, government bodies and Ofsted through a variety of means. These messages are received directly by the teacher through government policy, Ofsted inspectors and the way in which society views education (Fig. 9 Arrow **A**), the same messages are also received indirectly via middle leaders and senior leaders (Fig. 9 Arrows **B** and **C**). These indirect messages are subject to interpretation by middle and senior leaders and when they are received by the teachers their meaning may be changed or diluted. If the messages are passed from senior leaders to middle leaders and then on to the teachers the messages may be significantly altered (Fig. 9 Arrow **C** compared to arrow **B**). These mixed messages and potential constraints placed on teachers by their senior leaders and/or middle leaders' results in teachers experiencing internal conflict and tension – do they do their job or do what they believe is best for students (Stronach *et al*, 2002 and Cribb, 2009).

The cooking lobster analogy (Emma, 47.56 mins) indicates that education changes have slowly eroded teachers' professionalism, this together with the internal tensions, have varying consequences for the teaching profession. Teachers' may simply become indifferent, compliant and conforming, or they may be resistant and despairing – both extrinsically serving the institutional policy (meeting policy goals - 'doing the Job') Stronach *et al* (2002). Alternatively, they may have a strong personality and views on education to find ways to do what is intrinsically at the heart of professional practice (nurturing students - 'doing the right thing') Stronach *et al* (2002). There are some teachers who believe it is time now to stop complying, 'this is an opportunity right now, where we should be really, OK we're professionals and this is our chance to argue our case, we're the ones in the classrooms' (Emma, 28.22 mins). Revisiting the lobster analogy, is it time for teachers to move away from a compliance culture, to 'jump out of the pot' and re-connect with their professionalism; to have the confidence of their convictions for what they believe is best for their students?

In conclusion, this research illustrates that educational policies imposed on teachers over recent years together with their experience of change processes, is having an adverse effect on teachers' identities, their roles and responsibilities (Ball, 1993; Day, 1999 & 2002; Sachs, 2001; Gray, 2007; and James 2007). Teachers believed that they were viewed from the outside, and by senior leaders, predominantly based on what they do; what Evans (2011) described as the behavioural component of professionalism. The attitudinal component (associated with their motivation and job satisfaction) and intellectual professionalism (the knowledge and understanding teachers have of knowledge structures), also identified by Evans (2011), did not appear to be considered or valued. This issue was at the heart of the problem that the teachers encountered; it threatened their identities, ideologies and aspirations to meet their goals and affected the way they felt about themselves and education as a whole.

7.2 Evaluation and Reflection

The purpose of the research was to explore the impact of recent changes in government policy on teachers' professionalism, identity and practice, and to consider the extent to which teachers' professionalism can be enhanced, or otherwise, by the process of engaging with CPD. At the start of the research process I inevitably came with a particular purpose and set of ideas due to the fact that I was researching an issue connected to my position as Assistant Director at the SLC²⁹ which meant that I had a predisposed agenda and associated ideas about what I expected to find. My positionality in regard to the research shifted as a result of the change in my circumstances and through a doctoral process that challenged these predisposed ideas and opened up new ways of thinking. The main shift was to consider teachers' experiences of CPD from the teacher's perspective rather than from that of an educator/trainer stance. When planning the CPD programme at the SLC there were many discussions among the tutors relating to what type of CPD they judged teachers *needed* in contrast to what they said they *wanted*.

²⁹ Science Learning Centre

As an educator and researcher I believed my challenge was to:

‘[revitalise] issues of teacher professionalism and professional identity.....addressing issues such as dealing with the challenges of working under conditions of rapid change, ambiguity and uncertainty, while at the same time having a clear and articulated sense of what it means to be a teacher in contemporary society’.

Sachs (2001: 159)

I hoped that through this research, teachers would recognise the value and significance of continuing their professional development throughout their careers. I was particularly interested in whether teachers’ experiences of CPD had any bearing on their identity and status as professionals and if these findings could contribute to the argument for teaching to be re-professionalised. Changing definitions of professionalism was fundamental to my research, it required working closely with teachers through sustained critical dialogue, mutual trust and respect. In the process of conducting the research I was also changed, challenged by new ways of thinking, getting involved with the data, reading and thinking more broadly. In reflecting on my research practice I became aware that in describing the world, I said a lot about myself and the way I saw my actions gearing in to the world (Brown, 1996). Understanding my own perception of reality, appreciating that other differing ‘realities’ co-existed and dealing with these differing realities in practice, was an important element in implementing educational change, as Gorard and Taylor (2004: 152) pointed out:

‘Recognising the existence of genuine multiple perspectives does not mean the end of truth as an ideal.... Each account may be true, but they are also [aligned] to all of the others. Truth is deemed what works in practice, where research has been testable, and has practical consequences’

Gorard and Taylor (2004: 152)

Hence, it was essential to recognise the potential for practitioner bias in order to support others through a process of change. I needed to reflect on my own involvement, to understand myself and identify any internal barriers to change. I also recognised the potential impact of my own experiences on the research while exploring and interpreting the experiences of the teachers involved as highlighted by Schostak (2002).

‘critical researchers must also make known their own ways of constructing the ‘truth’ of their own project and the ‘truth’ status of what it says about the worlds of others. Hence, there are many layers involved in researching the ‘truth’.

Schostak (2002: 138)

An initial concern was the change in my circumstances, released from the institutional constraints of the SLC, I found that I had lost focus and direction in the research I had already started. It was only after reading Evans (2011) describing the research on the three concepts of professionalism: behavioural, attitudinal and intellectual, that I had a Eureka moment and realised that what I was endeavouring to investigate the effect of CPD on teachers attitudinal and intellectual professionalism, their beliefs and understanding of their knowledge, rather than the behavioural aspect of professionalism which was the focus at the outset. Identifying relevant issues and how they interacted helped provide structure to my research study, this was further helped by the development of a mind map to highlight the different aspects of the research.

The preliminary research provided initial generic data which informed the interview questions, opening it up to challenge. I especially struggled with the data section in deciding what to include and what to leave out, since this was crucial to making sense of the findings. Whilst struggling with these issues and adhering to the ethical considerations in the analysis of the data, I also needed to ensure the research yielded valid conclusions. The data I collected was specific but within a wider setting, from which I sought to make generalisations. The structure of the first interviews resulted in a range of data emerging that revolved around critical issues affecting the teachers at the time of interviewing. These produced sufficient data to identify common themes and only necessitated a second, follow up interview to gather more detail about these specific themes. The series of interviews planned at the outset became redundant as a consequence of the way in which the first interview was conducted.

Engagement with social research methodologies provided an alternative way of thinking about the data I gathered, and helped me to consider alternative meanings. This was particularly important since I interviewed teachers who were known to me, in my professional capacity, I was conscious that they could have provided views influenced by what they thought I wanted to hear. In the analysis of the data it was, therefore, necessary

to take each quotation in isolation, examining it for clarity of interpretation. This process, together with triangulation of interpretation with my doctoral supervisors, prevented me from taking statements at face value and meant that I was able to discover meanings about the data that I did not expect, such as implied unprofessionalism of colleagues.

The process of doing a doctoral research project is often likened to going on a journey, it implies a linear route with a final destination. Adams *et al* (2012), however, remarked that engagement with ideas and theories problematise this metaphorical representation because the use of theory was 'frequently neither linear nor finite' (Adams *et al*, 2012:4). My experience of using theory was bewildering and finding one that suited me was disconcerting because I felt that I lacked a sufficiently strong philosophical knowledge background to work within these theoretical frameworks. Engaging critically with educational research, considering the nature of interventions, together with the issues they raised has enabled me to gain a broader perspective and greater insight into the nature and complexities of social research. The process of investigating the impact of systematic change in relation to my own, and others', professionalism, allowed me to understand my own practice, allowing me to construct myself as a researcher. Understanding new ways of thinking through the interactions with my peers, supervisors and the nature of the research itself is a transformative process rather than a journey one takes that does not necessarily change one's thinking.

7.3 Outcomes and Recommendations

This research draws attention to the potential damage being done to teachers' professionalism and self-identity as a result of central government policy, and the impact this has had on their ability to carry out their roles effectively. It also considers the extent to which teachers' professionalism can be influenced by the process of engaging with CPD. The research adds knowledge and provides a fresh perspective, from the teachers' viewpoint, to the field of research into teacher professionalism and CPD. The research gives teachers a forum within which to voice their thoughts and share their concerns about the struggle they face, and the conflict they experience between their personal values and pressures to conform. At the heart of the problem, encountered by teachers, is the fact that professional standards and CPD activities predominately focus on the behavioural component of professionalism. The failure to consider the teachers' intellectual or attitudinal development is what threatens their identities, ideologies and aspirations to meet their goals. It also affects the way they felt about themselves and education as a whole.

An integral part of being a professional is the requirement to maintain a high level of proficiency within their field of practice, Continuing Professional Development (CPD) should, therefore, be seen as an essential part of the process of re-professionalising teachers rather than a means of creating a culture of compliance and conformity. The proposals for a Royal College of Teaching (RCoT) to help raise the status of the profession (The Royal College of Surgeons of England, 2013) is a possible solution. There is, however, nothing intrinsically good about the emergence of an RCoT, since it can only be as good as its leadership and members.

Royal colleges and other professional bodies have promoted and protected the status of professions like medicine for, in some cases, hundreds of years. Issues, such as the encroachment of the state into the classroom, the lack of a clear practice-based career progression for teachers, and linking of academic education studies to the realities of the classroom, has highlighted the erosion of teacher professionalism. In 2012 a cross-party Education Select Committee recommended that the teaching profession look to establish

a Royal College of Teaching. The government at the time supported the idea of a member-driven independent professional body which could enhance the prestige of the profession. There was a caveat: A Royal College of Teaching (RCoT) was not to be another government creation, the impetus for such a body was intended to come from the profession itself. The government believed that to be successful, the RCoT needed teachers to recognise that it was not another layer of enforced compliance but something that they sought. On 9 December 2014, the Secretary of State for Education and Minister for Schools expressed their support for a new independent College, and a consultation was launched asking for expressions of interest in how such a body would be set up. It is over to teachers to make this happen, and those who want to see teaching gain the professional status it deserves.

There needs to be further research to ascertain if the findings, presented in this research, are specific to the case studies used, or whether, as the data indicates, there are more widespread impacts on teachers' attitudes and beliefs, affecting their roles and responsibilities and eroding their professionalism.

Recommended actions:

1. Allow teachers the autonomy to identify their own professional development needs, this will help to ensure that they have access to personalised CPD opportunities matched to their experience and expertise.
2. Increase the training programmes for senior leaders and middle leaders to include more support and advice on the management of human resources, especially teaching and non-teaching staff.
3. Secure teachers' ownership and commitment in education policy to safeguard the success of future educational change initiatives. It is important to involve teachers in decisions regarding these change processes to achieve long term success in educational standards and prevent the adverse effects caused by passive resistance.

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Appendices



Intended Learning Outcomes Form (ILO)

This form aims to capture the specific learning outcomes you intend to achieve from this course, to aid planning and anticipate outcomes. Please complete this form with your line manager and return a copy to the Science Learning Centre <region> before the course (please bring your copy with you on the day). The contents will be discussed in the introduction to your course, to help ensure that your specific needs and expectations are met.

Name:	Course:	Date:	
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Name(s) and positions of staff you have discussed your intended learning outcomes with:

1. Name:	Position:
2. Name:	Position:

Please see refer to the course summary online or in our course brochures for the course outcomes

Personal & professional outcomes (knowledge, skills, attitudes etc)	Why these Outcomes are important:
Broader outcomes (for the school, colleagues, pupils)	Why these Outcomes are important:

Appendix II

Science Learning Centre North West - Course Evaluation Form

Course:		Date:	
----------------	--	--------------	--

Name:		Please Circle: Teacher / Technician / TA / Other Key Stage(s) taught: KS1 / KS2 / KS3 / KS4 / P-16
Preferred Email:		
School / College Name:		

Please circle:

Overall Quality of the Course:	V Good	Good	Satisfactory	Poor
Extent to which course learning outcomes were met:	Fully	Mostly	Partially	Not at all
Usefulness of course to your practice:	V Good	Good	Satisfactory	Poor
Personal interest/enjoyment:	V Good	Good	Satisfactory	Poor
Which was the most useful / enjoyable / inspirational / exciting aspect of the course and why?				
How could the course as a whole be improved?				
Any comments about the knowledge / communication / responsiveness of the presenter(s):				
Venue & Catering:	V Good	Good	Satisfactory	Poor
Booking & Administration:	V Good	Good	Satisfactory	Poor
Travel & Parking:	V Good	Good	Satisfactory	Poor
Would you recommend this course to others?	Yes		No	
Any further comments / concerns / appreciations:				
How can the Science Learning Centre continue to support your professional development?				

Signed: _____

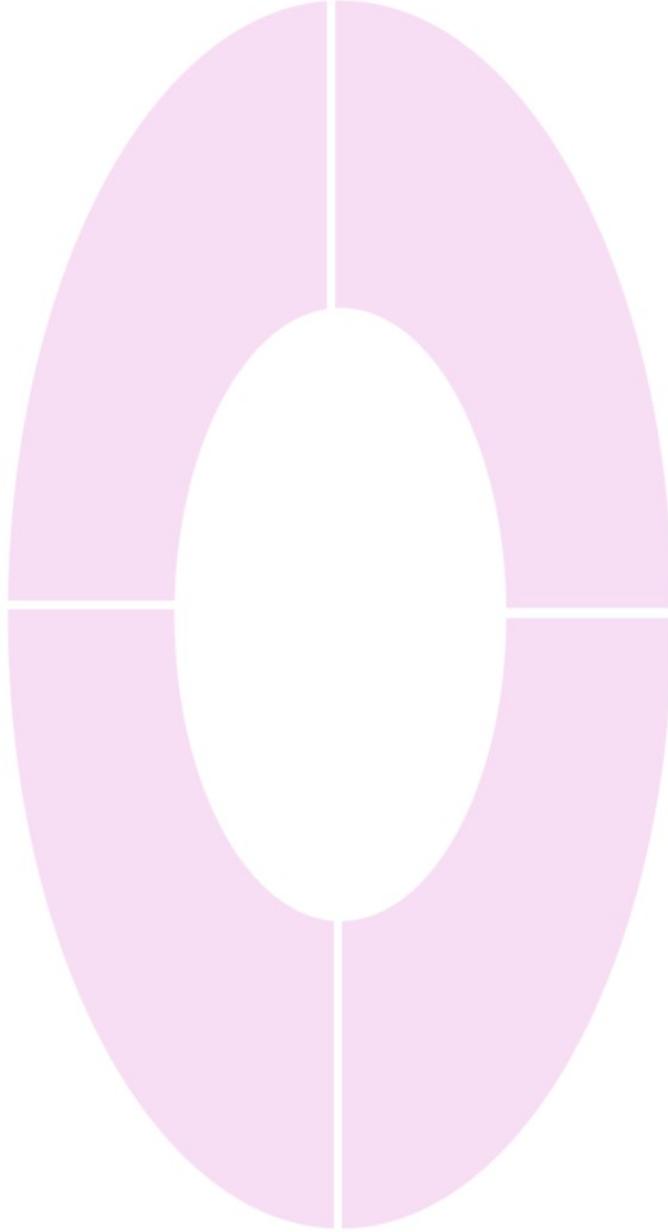
Please tick this box if you do not agree with this information being used in reports or research aimed at improving the quality of CPD. All information will be presented so that it is anonymous.

Please tick this box if you do not wish to receive any further information from the Science Learning Centres.



Learning & Evaluation Tool - Nutshell

Name:	Course:	Date:
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The impact of your Professional Development

Name:	Position:	School:
Name of course attended:	Date of course attended:	

Please complete the table overleaf with your line manager to record the impacts of your Science Learning Centre course for you, your pupils and other educators by:

- Describing any impacts under Impacts to Date - with potential examples being provided below,
- Providing a Rating - on a 0 to 3 scale, where 0 is no impact and 3 significant impact, and
- Listing the reasons for the rating under Evidence

For example: if a course had a significant impact on pupils' attainment in and attitude towards science, 'improved attainment and attitudes' would be listed under Impacts, a Rating of 3 provided, and Evidence might include showing improved test/examination grades, findings from observations and feedback from other teachers, and comments from pupils and students.

If no impacts have been identified to date, please complete the Rating column as 0, but under Evidence list any impacts expected or being worked towards.

On completion, please ensure that you and your line manager have both signed the form, before returning it with this cover sheet to:

Science Learning Centre North West
 Manchester Metropolitan University
 799 Wilmslow Road
 Didsbury
 Manchester
 M20 2RR

Tel: 0161 247 2944

Fax: 0161 247 6855

Web: www.slcs.ac.uk/nw

Email: slc.northwest@mimu.ac.uk

ETHICS CHECK FORM

This checklist must be completed for every project. It is used to identify whether there are any ethical issues associated with your project and if a full application for ethics approval is required. If a full application is required, you will need to complete the 'Application for Ethical Approval' form and submit it to the relevant Faculty Academic Ethics Committee, or, if your research falls within the NHS, you will need to obtain the required application form from the National Research Ethics Service available at www.nres.npsa.nhs.uk/ and submit it to a local NHS REC.

Before completing this form, please refer to the University's Academic Ethical Framework (www.rdu.mmu.ac.uk/ethics/mmuframework) and the University's Guidelines on Good Research Practice (www.rdu.mmu.ac.uk/rdegrees/goodpractice.doc).

Project and Applicant Details

Name of applicant (Principal Investigator):	Dawn Jones
Telephone Number:	0161 683 4993
Email address:	djones_home@hotmail.com
Status: (please circle as appropriate)	Postgraduate Student Research
Department/School/Other Unit:	Institute of Education
Programme of study (if applicable):	Ed D
Name of supervisor (if applicable):	Linda Hammersley-Fletcher

Appendix V

Project Title:	Re-connecting teachers with their professionalism: How can a Science Learning Centre provide Continuing Professional Development which makes a difference to teachers practice so that it impacts on their pupils
Does the project require NHS Trust approval? If yes, has approval been granted by the Trust? Attach copy of letter of approval.	NO

Ethics Checklist (Please answer each question by ticking the appropriate box)

	Yes	No	N/A
1. Will the study involve recruitment of patients or staff through the NHS, or involve NHS resources? If yes, you may need full ethical approval from the NHS.			✓
2. Does the study involve participants who are particularly vulnerable or unable to give informed consent (e.g. children, people with learning disabilities, your own students)?		✓	3.
3. Will the study require the co-operation of a gatekeeper for initial access to the groups or individuals to be recruited (e.g. students at school, members of self-help group, nursing home residents)?		✓	
4. Will the study involve the use of participants' images or sensitive data (e.g. participants personal details stored electronically, image capture techniques)?		✓	
5. Will the study involve discussion of sensitive topics (e.g. sexual activity, drug use)?			✓
6. Could the study induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life?			✓
7. Will blood or tissue samples be obtained from participants?			✓
8. Are drugs, placebos or other substances (e.g. food substances, vitamins) to be administered to the study participants or will the study involve invasive, intrusive or potentially harmful procedures of any kind?			✓
9. Is pain or more than mild discomfort likely to result from the study?			✓
10. Will the study involve prolonged or repetitive testing?			✓
	Yes	No	N/A
11. Will it be necessary for participants to take part in the study without their knowledge and informed consent at the time (e.g. covert observation of people in non-public places)?		✓	

Appendix V

12. Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?		✓	
13. Is there any possible risk to the researcher (e.g. working alone with participants, interviewing in secluded or dangerous places)?		✓	
14. Has appropriate assessment of risk been undertaken in relation to this project?		✓	
15. Does any relationship exist between the researcher(s) and the participant(s), other than that required by the activities associated with the project (e.g., fellow students, staff, etc.)?		✓	
16. Faculty specific question, e.g., will the study sample group exceed the minimum effective size?			✓

If you have ticked 'no' or 'n/a' to all questions, attach the completed and signed form to your project approval form, or equivalent. Undergraduate and taught higher degree students should retain a copy of the form and submit it with their research report or dissertation (bound in at the end). MPhil/PhD, and other higher degree by research, students should submit a copy to the Faculty Research Degrees Sub-Committee with their application for registration (RD1) and forward a copy to their Faculty Academic Ethics Committee. Members of staff should send a copy to their Faculty Academic Ethics Committee before commencement of the project.

If you have ticked 'yes' to **any** of the questions, please describe the ethical issues raised on a separate page. You will need to submit your plans for addressing the ethical issues raised by your proposal using the 'Application for Ethical Approval' form which should be submitted to the relevant Faculty Academic Ethics Committee. This can be obtained from the University website (<http://www.rdu.mmu.ac.uk/ethics/index.php>).

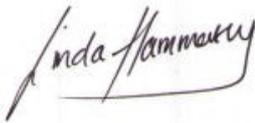
If you answered 'yes' to question 1, you may also need to submit an application to the appropriate external health authority ethics committee, via the National Research Ethics Service (NRES), found at <http://www.nres.npsa.nhs.uk/>, and send a copy to the Faculty Academic Ethics Committee for their records.

Please note that it is your responsibility to follow the University's Guidelines on Good Research Practice and any relevant academic or professional guidelines in the conduct of your study. **This includes providing appropriate information sheets and consent forms, and ensuring confidentiality in the storage and use of data.** Any significant change in the question, design or conduct over the course of the research should be notified to the relevant committee (either Faculty Academic Ethics Committee or Local Research Ethics Committee if an NHS-related project) and may require a new application for ethics approval.

Appendix V

Approval for the above named proposal is granted

I confirm that there are no ethical issues requiring further consideration. *(Any subsequent changes to the nature of the project will require a review of the ethical consideration(s).)*

Signature of Supervisor (for students), or Manager (for staff):  _____

Date: 21-3-13_____

Approval for the above named proposal is not granted

I confirm that there are ethical issues requiring further consideration and will refer the project proposal to the Faculty Academic Ethics Committee.

Signature of Supervisor (for students), or Manager (for staff):

Date: _____

Separate page for ethical issues:-

Information Sheet

Study title:

Re-connecting teachers with their professionalism: How does Continuing Professional Development make a difference to teachers' professionalism and practice so that it impacts on their pupils?

The purpose of the study is to investigate:

The effectiveness of different models of Continuing Professional Development, the impact these have on teachers practice and how these influences teachers' perceptions of their professionalism.

Why have I been asked to take part?

You have been invited to take part because you have experienced different forms of CPD provided through the Science Learning Centre based at MMU and indicated through your Impact Award and Evaluation forms that this CPD has had an impact on your practice.

Do I have to take part?

It is up to you to decide whether or not you take part. If you do decide to take part, you will be given an information sheet to keep and be asked to sign a consent form. If you do decide to take part you are still free to withdraw at any time and without giving a reason.

What will I have to do?

If you agree to take part in the study you will be invited to take part in some of the following activities: an interview/focus group/questionnaire, where you will be asked about your experience of CPD and how it has supported your professional development.

Will my name appear in any written reports of this study?

All information that is collected about you during the course of the study will be kept strictly confidential. Any information about you which leaves the Manchester Metropolitan University will have your name removed so that you cannot be recognised. When the results of the research are published direct quotes from the interviews may be used. These will all be anonymised.

What will happen to the data generated?

Each interview/focus group will be recorded in audio format then transcribed and analysed to draw out themes and issues. All paper documents will be kept in a locked filing cabinet; computer records will be password protected. Data will be included in the data analysis of my thesis and small sections may also be used to illustrate project findings in conferences or research papers. If you would prefer not to be recorded, you can indicate this on the consent form. The material will be used only for the purposes of this research thesis and it will be stored in a secure locked cabinet in accordance with the Data Protection Act. Please note that, in a small number of cases, I may wish to do some follow up interviews.

If you would like to take part in the research, please read and complete the attached consent form. Thank you for taking the time to read this information.

Yours sincerely

Dawn Jones

Consent Form

Title of project:

Re-connecting teachers with their professionalism: How does Continuing Professional Development make a difference to teachers' professionalism and practice so that it impacts on their pupils?

Researcher:

I have read the research information sheet and I am aware of the purpose of this research study. I am willing to be part of this study and have been given the researcher's contact details if I need any further information.

My signature confirms that I have decided to participate having read and understood the information given and had an opportunity to ask questions.

Igive my permission for my data to be used as part of this study and understand that I can withdraw at any time and my data will be destroyed.

Signature..... Date.....

Direct quotes

Igive my permission for direct quotes from my interview to be used as part of this study.

Signature..... Date.....

Audio recording

Igive my permission for my interview to be audio recorded and used as part of this study.

Signature..... Date.....

I have explained the nature of the study to the subject and in my opinion the subject is voluntarily and knowingly giving informed consent to participate.

Researcher..... Date.....

Appendix VIII

Northern Area Conference Evaluation Summary

First Name	Overall	Outcomes met	Usefulness of course	Personal Interest	Comments / Feedback
Joanna	1	1	1	1	[Appreciations] Thank you for the CD Rom Very useful I can't wait to explore it
Anne	1	2	1	1	[How to improve] 4 sessions instead of 5
Bilkisu	1	1			[Appreciations] I believe this course will definitely enhance my teaching therefore really appreciated
Shelagh	1	1	1	1	[Appreciation] Really amazing value for money and full of ideas to take away
Helen	1	1	1	1	[Presenters] All the presenters were very enthusiastic knowledgeable and motivating
Saima	1	2	2	1	[Support CPD] More events like this
Jackie	1	1	1	1	[Appreciations] Thoroughly enjoyable - recharged my batteries
Peter	1	2	2	2	
Sarah	1	1	2	2	[Support CPD] By continuing to provide sessions like this - maybe in half term
Brian	1	1	1	1	[Most useful] Have found many new exciting experiments today
Zoe	1	2	1	1	[appreciations] Excellent day
Lynn	1	1	1	1	[Presenters] Excellent presentations throughout, inspiring and useful resources plus strategies to use in the classroom
Debbie	1	1	1	1	[Appreciations] Technician support was very good
Iain	1	2	1	1	[Support CPD] If there were a certificate of attendance to the conference, it would be good for attendees' CPD folders
James	1	1	1	1	[Most useful] Very good keynote speaker
Vinmathi	1	2	2	1	[Appreciations] Very well organised; the electronic resources idea is very good
Miriam	1	1	1	1	[How to improve] Not a Saturday
George	1	1	1	1	[Appreciation] Just a big thanks for organising the event and to all who presented. Really helpful Thanks
Pauline	1	1	1	1	[Most useful] The physics chap almost made me want to teach physics!
Carole	1	1	1	1	[Most useful] all the workshops were excellent; I have a lot of ideas to take back to school.
Nicola	1	1	1	1	[Most useful] Really pleased I chose the workshops that I did - all really useful and enjoyable. Inspired me to continue to develop.
Lindsay	1	2	2	1	[Most useful] A4 Getting them hooked [Appreciations] Organisation today was brilliant, a great day thanks
Andrew	1	1	1	1	[Support CPD] More info on courses aimed at trainee technicians

Appendix IX

ASE Northern Conference Questionnaire

This pilot questionnaire is to survey teachers' use of conferences as Continuing Professional Development (CPD) and the impact that conferences have on teachers' practice and that of their students. Your responses to this questionnaire will be used in a Case study of how attendance at the Northern Area ASE conference in March has impacted on departmental practice. *(Please note that personal details will not be used without your consent).*

Section 1: About you

1. Name:
2. Main Role/Responsibility in Science:
3. What subjects do you spend most of your time teaching?
4. What is your main subject specialism?
5. How long have you been teaching?
6. How many schools have you taught in?
7. How long have you been teaching at Cedar Mount High School?
8. Approximately how many science CPD courses have you attended in the last 3 years?
 - a. At the Science Learning Centre?
 - b. Other (please specify)?
9. What type of CPD events have you attended in the last 3 years?

Type of CPD event	Yes/No
1 day CPD course	
Multi-day CPD course	
Residential CPD event	
Conference type CPD	
Other (please specify)	

10. Which of the above CPD events did you feel had the most impact?
 - a. On your practice? Why?
 - b. To you students? Why?

Appendix IX

Section 2: Previous CPD experience

(In this section we want to know what you thought about conferences as a CPD opportunity before attending this event)

1. What did you hope to achieve by attending the Northern ASE conference?

	Yes/No
Knowledge of teaching strategies	
Subject Knowledge	
Networking with other teachers	
Resources or other activities to use in your teaching	
Examples to help colleagues	
Other (please specify)	

2. How important are each of the following in influencing your choice of CPD conferences?

	Very Important	Quite Important	Not very Important	Not Important at all
Suggested by senior Colleague				
To address a specific, self-identified, CPD need				
Recommended by colleague/friend				
To help other teachers in your department				
To help change departmental policy				
Other (please specify)				

3. What were the factors that encouraged you to attend this conference on a Saturday?

Section 3: About the CPD Conference

(These questions relate to what you gained from attendance at the CPD conference and what happened in your school as a result)

1. How did the conference match what you expected to gain from it?

	Yes/No
Very good match	
Good match	
Poor match	
Very poor match	

n.b If you chose very poor match please tell us why?

Appendix IX

2. What workshops did you attend and what were the reasons for your choice?

Workshop attended	Reasons for Choice

3. To what extent did the conference challenge the way you teach?

	Yes/No
Changed in most lessons	
Changed in some lessons	
Changed in a few lessons	
Not changed	

4. How soon did you use the resources, materials, ideas from the CPD conference?

Workshop	What did you use from the workshop	How soon did you use these materials ideas etc.?				
		Within 1 day	Within 1 week	Later in the term	May use next year	Will never use

5.

- a. Which workshop had the biggest impact on your practice and/or your students' motivation/achievement?
- b. What was the key feature of this workshop that resulted in this impact?

6. What happened in your department as a result of everyone attending this CPD conference?

7. Will attendance at this CPD conferences encourage you to engage more with professional development events at the Science Learning Centre?

Thank you for your time in completing this questionnaire.

Appendix X

Summary of Collated Questionnaire Responses

What type of CPD events have you attended in the last 3 years?

Type of CPD event	Yes/No
1 day CPD course	5
Multi-day CPD course	1
Residential CPD event	2
Conference type CPD	3
Other (please specify)	

Which of the above CPD events did you feel had the most impact?

- On your practice? Why?
 - Multi day – had a chance to try things out in between and really assess impact on return to the course
 - Full Day conference – lots of ideas about teaching science
 - 1 Day CPD – lots of ideas to engage pupils (as delivered by SLC NW conference style)
 - The Northern Area conference – we were able to attend as a whole department and discuss at once how we would use the strategies. The range of resources was useful too.

- To you students? Why?
 - 1 day (ASE conference) lots of little ideas that could be tried out straight away
 - New resources
 - LSS – new ways to learn
 - 1 Day CPD – lots of ideas to engage pupils
 - The Northern Area conference – straight away we were using Kagan structures and Socratic questioning in our daily practice. We also gained Outstanding in a subject specific inspection

Appendix X

Section 2: Previous CPD experience

(In this section we want to know what you thought about conferences as a CPD opportunity before attending this event)

What did you hope to achieve by attending the Northern ASE conference?

	Yes/No
Knowledge of teaching strategies	3
Subject Knowledge	4
Networking with other teachers	4
Resources or other activities to use in your teaching	5
Examples to help colleagues	5
Other (please specify)	

How important are each of the following in influencing your choice of CPD conferences?

	Very Important	Quite Important	Not very Important	Not Important at all
Suggested by senior Colleague	3	1	1	
To address a specific, self-identified, CPD need	5			
Recommended by colleague/friend	3	2		
To help other teachers in your department	2	3		
To help change departmental policy	2	3		
Other (please specify)				

What were the factors that encouraged you to attend this conference on a Saturday?

- Impact Awards
- Variety of topics/sessions
- Quality of SLCNW courses
- Opportunity for team building
- Personal CPD opportunity
- Colleagues attending

Appendix X

Section 3: About the CPD Conference

(These questions relate to what you gained from attendance at the CPD conference and what happened in your school as a result)

How did the conference match what you expected to gain from it?

	Yes/No
Very good match	3
Good match	2
Poor match	
Very poor match	

n.b If you chose very poor match please tell us why?

What workshops did you attend and what were the reasons for your choice?

Workshop attended	Reasons for Choice
AfL Strategies	Better integration in departmental SoL
Creativity, Group work and ICT	To get practical outlook on how ICT could be delivered successfully
No more SEF	To look at other ways of self-evaluation
Battle to Breathe	To get a bit of contemporary science
Nuffield STEM resources	To get free stuff
Getting Practical	To understand if practical lessons really help pupils to understand concepts
Effective Questioning	To improve questioning skills This was coming up as a school priority
SCRUFF	Interested in transition work
Practical Physics ideas	To find out some more hands-on/interesting physics activities
Exciting Chemistry Demonstrations	I enjoy chemistry demonstrations and wanted to see if there were any I hadn't tried
Magic Liquid	Interested in transition work
Superstars	Interested in transition work
Fabulous feedback	Interested in transition work
Teachers toolkit	To increase our already extensive range of activities

Appendix X

To what extent did the conference challenge the way you teach?

	Yes/No
Changed in most lessons	1
Changed in some lessons	3
Changed in a few lessons	1
Not changed	

How soon did you use the resources, materials, ideas from the CPD conference?

Workshop	What did you use from the workshop	How soon did you use these materials ideas etc.?				
		Within 1 day	Within 1 week	Later in the term	May use next year	Will never use
AfL	Already using	1				
Creativity and Group Work & ICT	Ideas and Strategies			1		
No More SEF	Not a lot –already doing			1		
Battle to Breathe	Ideas already in SoL				1	
Nuffield	Nothing					1
Getting Practical	Ice cubes on metal/wood		1			
Effective Questioning	NASA videos		1		1	
SCRUFF	Raisins in Lemonade demo		1	1		
Practical Physics ideas	UV liquid			1		
Exciting Chemistry Demonstrations	Whoosh bottle		1	1		
Magic Liquid	Created a transition 'show'		1			
Super starters	Great starters		1			
Teachers toolkit	Kagan		1			

Which workshop had the biggest impact on your practice and/or your student's motivation/achievement?

- ICT Session
- Practical Activities
- Try more practical's/demonstrations
- Super starters
- Teachers toolkit – Kagan structures

What was the key feature of this workshop that resulted in this impact?

- Practical ideas for using ICT equipment/resources to show learning
- Simple things can provoke a lot of thought if the questions posed are probing
- Short, engaging and amazing demonstrations

Appendix X

What happened in your department as a result of everyone attending this CPD conference?

- A massive influx of fresh ideas and energy
- Planned Science/EAL Scheme of Learning
- More confidence to try new ideas
- Shared knowledge and development
- Increased motivation of staff and being able to share, discuss and utilise the resources and activities discussed

Will attendance at this CPD conferences encourage you to engage more with professional development events at the Science Learning Centre?

- Absolutely
- Yes
- Definitely
- Yes, certainly
- Yes

Science Learning Centre North West

Conferences as Effective CPD Interview questions

1. What are your expectations of quality and impact from a conference?
2. Do particular kinds of CPD in workshops lend themselves to higher impact?
3. What range of impacts do conferences have on teachers e.g. attitudes, motivation, practice, children's learning and engagement, other colleagues practice, whole school?
4. How does attending a conference differ from any other CPD models (1-day course, multi day courses or networks) in terms of the impact it has on e.g. attitudes, motivation, practice, children's learning and engagement, other colleagues practice, whole school?
5. How does attending conferences as a team differ from attending a conference on your own? How do you manage this?
6. How does attendance at a conference lead to increased engagement professional development and how can SLC encourage and enable this?

Appendix XII

Ed D Initial Interview Questions:

1. Why and how did you get into teaching?
2. What motivates you to teach?
3. How would you describe yourself as a teacher?
 - a. How would you describe your teaching style?
4. What are your core beliefs about education?
 - a. What do you feel strongly about in education?
5. What do you like/not like in teaching?
6. Are your teaching practices in line with current views on teaching? If not, why not?
7. What motivates you to develop your teaching? Expand??
8. How would you define 'professionalism' in relation to teaching?
9. Do you think the view of teachers as professionals has changed? If so how?

Appendix XIII

2nd Interview Questions - Emma

Professionalism:

- How is the teaching profession viewed from the outside?
 - Policy makers?
 - General public?
 - Parents/governors?

- Has this view changed? How/Why do you think this?
- What are the expectations of teachers (once they are qualified)?
- What does a professional teacher look like? How would you describe a professional teacher?
- How do you think you are viewed as a teacher?
 - Any frustrations?
 - How do you decide what is 'right' to do in teaching? Why?

- Teachers – technicians or professionals?
- Why do you consider some teachers unprofessional?

CPD

- How important is CPD to professional teachers in general?
- How important is CPD to you in particular?
- Why, as an experienced teacher, do you engage with CPD?
- How do you decide on the type of CPD to do?
- What CPD is valued? Effective? Permitted?
- What are the barriers/enablers to undertaking CPD and ensuring it has an impact?

Appendix XIV

2nd Interview Questions - Faye

Professionalism:

- How is the teaching profession viewed from the outside?
 - Policy makers?
 - General public?
 - Parents/governors?

- Has this view changed? How/Why do you think this?
 - Expand on your comment from last time - erosion of trust?
- What are the expectations of teachers (once they are qualified)?
- What does a professional teacher look like? How would you describe a professional teacher?
 - How do you feel about the accountability you mentioned in your last interview?
 - Why do you feel that you are 'dictated to about how to teach'?
- How do you think you are viewed as a teacher?
 - Any frustrations?
 - How do you decide what is 'right' to do in teaching? Why?
 - Why do you feel that education 'lost its way with what's best for children'?
- What makes you say that the wrong people are going into teaching?

CPD

- How important is CPD to professional teachers in general?
- How important is CPD to you in particular?
- Why, as an experienced teacher, do you engage with CPD?
- How do you decide on the type of CPD to do?
- What CPD is valued? Effective?
- What are the barriers/enablers to undertaking CPD and ensuring it has an impact?

Appendix XV

2nd Interview Questions - Jane

Professionalism:

- How is the teaching profession viewed from the outside?
 - Policy makers?
 - General public?
 - Parents/governors?
- Has this view changed? How/Why do you think this?
- What are the expectations of teachers (once they are qualified)?
- What does a professional teacher look like? How would you describe a professional teacher?
- How do you think you are viewed as a teacher?
 - Old and new school?
 - Any frustrations here?
 - How do you decide what is 'right' to do in teaching? Why?

CPD

- How important is CPD to professional teachers in general?
- How important is CPD to you in particular?
- Why, as an experienced teacher, do you engage with CPD?
- How do you decide on the type of CPD to do?
- What CPD is effective?
- What are the barriers/enablers to undertaking CPD and ensuring it has an impact?

Job satisfaction etc.:

- Issue with bullying at your previous school?
 - What actually happened?
 - HoD/SLT actions etc.
 - Where does the Head teacher fit in?

Appendix XVI

Excerpt of initial interview transcript with Emma

I = Interviewer E = Emma

34.59 mins

I ... what would you say motivates you to develop your teaching?

E Well because, well it's never a finished job and every kid is different and you want to do the best, crikey it's not a boring job. I mean I'm sure you could make it a boring job if you don't want to develop.

I so just going through the motions?

35.13 mins

E If you go through the motions it must be blooming awful for you and probably for the kids, but, maybe not, maybe actually you get yourself where, this is what you do and maybe you are better at a work life balance. I don't know but, my brain wants to do it. I like it when I meet up with certain other friends, you know, a few teachers, we do end up talking about stuff like that, I mean teachers can be really boring, can't they, we can't help ourselves.

I you always come back to talking about shop?

35.40 mins

E Yeh, yes but you can have the group who talk about shop and they just want to complain about things, about what's happening at school or you can have the group, and I feel quite lucky cos there's plenty of others who I can talk to and they say, "oh I've read something or talked to such and such or this works at our place or but this didn't work". So I think it might, I might be in a self-selected group to be honest as well.

I ... so is that going back to being professional as opposed to what you mentioned before about being a technician...?

36.10 mins

E Being a technician, but I also think from my point of view. I have time to think because I work, teach three days a week in school not five days a week. So I actually, usually on Monday's, when I am working at home, that's when colleagues in my department might get bombarded with, "Oh I've found this, Oh such and such". It's like some of them might actually have a folder in their email inboxes that just says **E's** folder. I think they mean it in

Appendix XVI

a good way because they can be useful things but it's a case of "Oh stick it there". I've got time to think, these people would be able to think as much as me if they had two days not teaching a week.

I ... if you're not teaching two days, how much of those two days are you doing work for the three days you are?

36.53 mins

E Most of it, because I've got two kids, who are 5 and 7, so when they get collected, then it's doing stuff with them. So my plan basically is I, I teach Wednesday, Thursday, Friday in one week and Thursday, Friday in another. I'm a Lead Practitioner, which means, on a Tuesday, half the day is spent with doing other whole school things or maybe working with department-wise in schools.

I ... so you're still working for authority?

E Yes, well no not for the authority, no, our school is an Academy. I'm working for my school, so it's whatever my Head wants me to do. The authority were out of the loop a while ago (laugh). So, erm but on those other times, on Monday's I try and meet somebody for lunch and do something nice but otherwise what I am doing when my kids are at school, is I'm doing my school work, so that I don't work at the weekends, cos the poor kids and stuff, your weekend could fill, and again it's a never-ending job. So, we can afford for me to do that, which is great, so basically I am doing all of my planning and my prep and everything so that by the time it hits Wednesday, Thursday or Friday, I should just be able to go. Cos as well my husband sometimes can be erm, abroad or just away in Salisbury which might as well be Timbuktu, so getting everything in place, so I can get the kids out and do everything else, I need that start of the week to get it all in place.

I ... then you can do all the work and the marking, then you've got some family time then?

E Yes

I ... so you're getting the life work balance?

38.19 mins

E Yes, at a financial cost of two days a week, because, of course there are other people who have families, but at least, at least I feel sane. Yeh, and the Head of English at our place, she was saying on, it was bonfire night, and her little son turned round and she said, and he said 'Do you have to do more marking or can you come out and actually see

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the fireworks?’ She said, ‘What on Earth am I doing?’ and then you know she, and she works full time, she’s a Head of Department, and they can cope with their two kids because he, doesn’t work at the moment cos he’s studying. It’s that bonkers because it is all consuming. It might not be, in different places, it might, you know, I think, I’ve watched friends and colleagues move to other places where their mind-set in one school is so different from the next. One of my, one of my friends has moved to a school where he is an assistant Head of Science and he says, you know, at the end of the school day, staff are out, almost every single member of staff, are out of that school before the kids are. And that’s it, they’ve, empty, which she says is so different from our place.

I ... it’s a different culture is it?

39.20 mins

E Totally different

I ... how much is it to do with the individual, how much is it to do with the department, how much is it to do with the school culture.

39.34 mins

E Yeh, and I, and I think it’s, I think it’s very positive at our place, they did try CPD, in a different way the year before. There were certain twilights after school and people were grouped, I think in a very grown up way but basically half the people weren’t ready to be that grown up (laughs). Which is depressing isn’t it, but, you know, we’re a mixture of teachers. The deputy head had had a go at grouping people so that they were roughly in a group across subjects, but roughly in equivalent experience and said to people “right, well what do you want to do? Do you want to get into each other’s lessons? What do you want to see” My job share colleague she was in a group and there were some quite nice people there she said but the apathy, and two of them really wanted to do something but others we’re actually ‘We’ve got an hour and we’re being made to do a thing’ and that was such a shame because it was, I found it fascinating.

I ... they didn’t take it as an opportunity then?

40.26 mins

E No, they didn’t and that’s the thing, is ultimately, just like any bunch of kids or everything, teachers are human beings and we’ll be right across the spectrum. So what I thought was actually quite an interesting idea, and it was fascinating for me, because I was an AST at the time, I was put in a group with people from SLT. Well I’ve had nothing to do

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with SLT, so I was talking to them, getting different perspectives whole school that I've never considered, so that was useful for me. Whereas some others at the place who wanted to do stuff, but there was the odd person who I call the black hole person that you keep away from, cos they're miserable beggars, and they were totally destroying anything that anybody in that group might have wanted to do to be positive, cos they were just full of cynicism. So we've gone back to self-selected CPD. We've got a teaching and learning group that meet once a fortnight, totally on a want to be there basis - a selling point is I make a different cake each time (laughs). So I've done that for a year and now ...

I ... so again we're going back to food?

41.19 mins

E Yeh, we have a cake, a cup of tea OK and if people do want to sit down there and talk. Thursdays were a horrendous day and I'd always have a bonkers class at the end of the day, so it was really great to sit down and first of all and just have a little bit of a rant about how just bonkers the last hour had been. Then we'd all look at something, we'd all usually agree roughly what was the topic area was being discussed, and we'd just chat for an hour. That still carries on and it's a self-selected group and some people are in some weeks and not others, we've got about a dozen altogether coming along.

I ... what makes you actually spend the time to do it at the end of the day when you are tired?

41.57 mins

E You do it, cos actually it's really nice to sit down and see people who are in different departments, you know that you are going to get a nice piece of cake. You also know you are going to smile; you know that you are going to end up laughing about something. In the new build, unlike many schools, there isn't a staffroom where people congregate any more, there's nothing, there isn't that bit where you have a chat, and in our department, and I understand why the sacrifice was made, we went for bigger labs rather than a room for the department. So even at lunch times, and it's a split lunch, and we do manage to find a lab somewhere but those chats that people used to have, or I'm told that people used to have, they're not there. So this is actually once a fortnight where people get a chance to have a chat, it's great to see people from other departments, cos you just don't get out of your area. It works nicely, and so, you know, there are other people, they are saying, right I want to do Action Research, and there's opportunities now for this who want

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them. It doesn't work everywhere I don't think, and I know people do have it where there's like here is your enforced CPD, but unless you are going to timetable it, in which case, you know, that can happen. Even with our department, we'd started it a year before the school said right we need them, we'd started to do like a sort of mini department briefing once a week. Cos there were just so many bits of information to pass on, that by the time you get to a department meeting, you don't get beyond passing on the information.

Appendix XVII

Excerpt of initial interview transcript with Faye

I = Interviewer F = Faye

5.30 mins

I so your experiences in teaching and your experiences of working in radiography, how would you compare the two?

5.35 mins

F I think radiography was physically demanding, you'd come home often with a bad back or a bad neck, cos of the heavy lifting, whether it's the equipment or moving patients around, on your feet all day, running around the hospital. If there was an emergency call-out, you had to go as a radiographer with the X-Ray machine especially if it was a cardiac arrest. The hours were long with the overnights and the weekends, so you were physically tired. In teaching what I find is it's less physically demanding but more mentally and emotionally demanding, so you're more drained emotionally and mentally at the end, with trying to keep adolescences (*shared laughter*) engaged and motivated and doing well, so that's the main difference I think. I don't have a bad back anymore or bad shoulder and I'm not physically tired but I'm more drained than I was as a radiographer.

I ... what keeps you going?

6.29 mins

F Well it's, at the moment it's a struggle to keep going especially with the new government agendas and the wave after wave of change. The expectations now with the 3 to 4 levels of progress, based on very woolly KS2 results for Science. If they do base them of the English and Maths SATs at KS2, which is fair enough, because it is more of a robust assessment, but they've had 5 hours of Literacy, 5 hours of Numeracy all through Primary and only 1 hour of Science. So their Science skills aren't at the same level, as where the English and Maths are but we're still based on making those levels of progress.

I ... so you're talking about targets for improvement...

7.11 mins

F Yes, really difficult targets now. When we used to aim for Level 5 at the end of Year 9, that would become a C/high D grade at CGSE, but now if they get Level 4 at KS2 it's got to be a C or higher as a minimum. So for some children it's quite a stretch, especially if

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they're coming in at a 4c. In science when we do our assessments they're not perhaps even there.

I ... so you assessment them when they start in Year 7?

7.39 mins

F Yeh, we do, just for our own baselines but they're not counted as anything, that's just for our own personal use. So with that and Ofsted who now '*rule*' (Fiona puts emphasis on this word) education. Everything is influenced through Ofsted, to get this good or outstanding, and those who used to be considered 'outstanding' teachers are assigned now 'good', what used to be 'good' is now 'requires improvement' and we've got satisfactory... It's just really demotivating, really demotivating, it just, I think people are just worn out.

I ... is that you personally or what you've heard from other colleagues?

8.11 mins

F Yeh, yeh from lots of colleagues and I know lots of schools the unions are having more, they're going in more and more to try and look at work-life balance and work load. When we used to do data collection internally within the department and intervention, we now have to submit every half term, a level or a grade and if they're on target or not, for every single child. 7 to 11 which means you're having to do more robust and rigorous assessments a lot more often, so the marking load' has increased dramatically. All your marking now has to be fully comment based with the improvements then you have to make sure the child responds to that and then you have to respond again to their response. So all of that adds up

I so it has to be proved and documentation of evidence, of communication?

8.55 mins

F ...of everything, yes, everything is evidence based, so there's nothing, where it used to be you're a professional, you're highly trained (laughs), you know there was an element of trust – it's not there.

I ... so how would you define professionalism in relation to teaching?

9.10 mins

F I think a lot of the time we are treated like children, (pause), so they apply, how you might speak to a child, highly patronising about some of the things they say. I think the professionalism and trust of teachers has just been eroded.

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I ... is that within your Senior Leadership or more generally?

9.30 mins

F I think Senior Leadership Teams in my experience, so it's several schools, they are becoming more like Ofsted inspectors, rather than people who are teachers, who understand what it is like. When they were teachers it was a very different game, it was a different, very different thing. You usually had the latter half of the summer term with no Year 11, to get things straight and your timetables and curriculum organised. We've not got that now because most schools start the timetable early. So as soon as Year 11 have gone, usually the next week you're into a full new timetable and you only then gain time if you would have been teaching Year 7.

I ... because the Year 7's haven't started?

10.11 mins

F Because they've not started yet which on paper, like science we'd be going from maybe 4 lessons of Year 11, you'd only have for 3 lessons for Year 7 - so we've lost that time. Whereas, when I look back to when I started teaching, there were always moments when you could have, catch up with colleagues and really talk about things and try things out, I think you were more willing to take risks. You would do the lessons that you'd think would work and you'd track children's progress yourself and then you were accountable for their results. Now you're more held to account but they're telling you how to teach ...

I ... how does that change how you teach. How would you describe yourself as a teacher or how you would want to be seen as a teacher?

10.54 mins

F As a teacher I would always want to be where you've got good relationships with the children in your class, respectful relationships but relaxed approach so everybody feels comfortable and safe. Have really challenging and high expectations, so you are pushing everybody to achieve their possible maximum and take them through that process. Under the new regime and how you tick boxes that's not always what is going to get you, what you'd consider an outstanding or a good grade. So you might do a lesson that you're happy with and I like, you think, that's good pupils have learnt something, we've made progress but it's graded 'requires improvement', then it's really de-motivating.

I ... do they actually identify what it is that is they want in the lessons for you to get good grades?

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11.42 mins

F It's almost like they want every single child to make accelerated progress in every single minute of the lesson, no excuses. You can't say 'oh well this young lady was absent last lesson so she's not quite sure where we're up to yet, I'm going to get the class started, then I'm going to spend some time with her' - that's not a reasonable excuse. This child's targeted a B and they're currently on a D, why? And you look at their attendance on SIMS and they're on 65% attendance – that's not an excuse, it's your fault. So it has changed from when it was almost a shared responsibility with the child we were teaching to do well, it's completely and utterly the teachers fault now. Now there's nothing, no responsibility and it didn't help with the re-sit culture we had, now that is going because from the Year 11s that, when they leave, there's no more re-sits.

I ... if they didn't get the grade they wanted they had the opportunity of re-sitting... that's all changed now?

12.39 mins

F Yeh, yeh so from the Year 10s down none of them will be able to re-sit. So the culture of that might change a little bit. I think schools used to be more supportive to staff, so if a teacher ever got a few low grades in their performance management and the classes weren't doing so well, the department pulled together. You supported that teacher, you looked at the classes they had, if there were some children in there who just misbehaved and that was dealt with, whereas it doesn't happen like that now. They're straight on capability, the classes, it's never the children's fault in the class

I ... are there still opportunities for you to improve and develop teaching?

13.24 mins

F There is in the places I've worked if you've found a training opportunity or a course, they'd still allow you to go, but I know some schools from some people I've spoken to, there's no external courses or training that's allowed, it's all probably done internally. Then of course it's down then to the calibre of the people who are running the courses in the school and how much experience they have, and what they think's right or wrong. Things like coaching programmes, which I know schools do run, I think some of the better schools run it properly but a lot of schools run a coaching programmes for teachers who are failing so it's got a very negative connotation round it.

I OK...rather than positive?

Appendix XVII

14.07 mins

F Yea you require improvement. You're inadequate, this persons going to be your coach, we need to see improvement on your next one, if not you're on capability. So there's a real stress factor around that then.

I ... so that's a sort of dictate for teachers to be involved in the coaching programme as opposed to the request for a teacher wanting to be part of a coaching and wanting to improve...?

14.29 mins

F When you used to have your CPD, there just seemed to be more time. I think there's more paperwork now more than ever. When we didn't have computers in schools we did a lot of paperwork but now we have computers, I think I do more so I'm not sure how that happens. There used to be time when you could think 'Oh, I could teach that and I need to research that and I want to go and work with that science teacher, drop in their lesson and see how their lesson goes cos I'm then going to teach it', there isn't that any more. There's no trust that a teacher will do that, so if I now have a CPD session with my science team I have to minute it all, I have to submit it to SLT, I can't just say 'Oh we did something on Biology'

Appendix XVIII

Excerpt of initial interview transcript with Jane

I = Interviewer J = Jane

28.56 mins

I ... would you say that you are in line with what is expected in terms of the current view of what teachers should be doing?

29.08 mins

J Well, it's really funny you should ask that question because what we were being taught what good practice was at [School D] i.e. active learning, at [School A]...no. Absolutely not. In the science department I've been told that the lessons, because I'd brought some of my stuff to use with these guys, but I've been told not to do it. I've got to use what they have already got and a load of it is sitting, listening to the teacher talk and completing and doing work from text books.

I ... why do you think that is? Is it because of the nature of the children?

29.48 mins

J Yes, I think it is due to the nature of the children and I also think that because that's how they're taught at KS3 - if you try and do anything different with them later on you are asking for trouble. Because they don't know what to do, they haven't been trained in how to work in those ways. That's what I am finding from the science department anyway and I just think with KS3 now we've got this new Programme of Study coming in that will be an excellent opportunity to change the teaching practices and how we teach these kids.

I ... they've had lots of erm, CPD though haven't they, within the science department?

30.23 mins

J Well I've only been there a term so I don't know what they have had.

I I thought there was some learning skills for science training carried out last year...

30.32 mins

J I can only talk about the Schemes of Learning that I have taught so far, and I think in maybe a couple of lessons that I've taught, I've seen the activity where students are turning information into, from one form into another...

I ... to show that they understand?

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J Yes and I know about the learning skills for science because I had that, CPD at the other school. I can see what Emma has brought in, she has been trying to get lots of things in at KS3 and I've been looking at some of the KS4 stuff and thinking, my god I'm bored even looking at it.

31.12 mins

I ... so it's not encouraging the children, like the student you were just talking about?

J It's completely different because what I've done with this class, I've thought maybe it's because they're bored and I'll try and do something different. Well they couldn't cope with being given the freedom, to work in groups to go and find out things for themselves, they couldn't even cope with working out to use the index to look up a topic in the text book.

31.41 mins

I ... so you think they are not learning any lifelong skills?

J I nearly had World War III on my hands because I told a child, why don't you go and have a look in the index, and I've been told I've got to put page numbers up on the board.

I ... by whom?

J The head of department has told me I've got to do that

32.01 mins

I ... so it's completely different then from what you were doing at [School D]?

J Yes, sit, chalk and talk

I Chalk and talk?

32.14 mins

J Yeh..., and from what I can see, and I've been to see some of the other teachers. When I went to see the head of Department, he said 'Oh come and watch me', and that's what he did, he just stood at the front of the class and he talked. The kids might have done a bit of writing down and then maybe answered an exam question on a sheet of paper and then some questions out of a text book.

I ... do you think that you are going to be as keen to actually continue doing training and CPD as you were at [School D], now that you are at [School A]?

33.00 mins

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J I mean to be honest at [School A] they're really, really keen on CPD but it's the kind of CPD that's going to differ. They are not going to say no to anything but how you access CPD could be the difference between you getting some CPD and not getting it. They are very keen on Action Research, so basically stuff that you are doing in your classroom that you don't need to be taken out of school for.

I ... so they don't want you out of the classroom?

33.31 mins

J (pause) that's the only impression that I am getting, I've only been there a term but there's been a few things that I've asked if I can do and the answer's been no.

I ... what sort of things have you been asking to do?

J well I wanted to do that Physics for non-specialists, some twilight sessions....

J ... and then there was some days, I asked if I could do that and I was told no cos of, being taken out of school. I can understand it because they've only got a limited budget for cover.

I ... do they view CPD as being something that will improve, teaching practices or, if they are thinking about Action Research, is the CPD then to actually improve career progression of the teachers?

34.20 mins

J I think what they are looking at is both. They're very keen on developing people as teachers, and what they want is CPD that's going to do both, develop you a person. It's what CPD is, it's going to develop you as a person and work for you inside your classroom and get the results. So they're wanting all that, and from what I can see they're very keen on people doing Action Research and if you want to turn that into a Master's degree they are very happy to support you.

34.50 mins

I ... so how, if they don't want the active learning, this is where I am getting a bit confused, if they don't want the active learning how are they going to expect a difference in teaching?

35.02 mins

J I've only been there a term and I've only got to experience what's going on in the science department. We had this CPD/INSET and basically everybody in the different departments is doing some active research, Action Research. That's what, that's all I've

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been able to see that's dead visible. In our department I think there are a number of people who are doing Master's but it's all based on Action Research.

I ... and what are they doing in the Action Research, what actions are they taking?

35.36 mins

J I haven't talked to people about what they are doing yet but I think there's two people doing Master's, I haven't a clue what they're doing cos I've not actually been and asked them or talked to them about what they're doing, which is something that I will be doing, I just haven't done it yet because I've just been overwhelmed

I ... it's just your first term, isn't it?

36.00 mins

J Yes, I've just been overwhelmed with everything. I think one lady is actually starting her Masters this year and the other one has been doing it, she's been doing it for at least a year. She started it at least last year, I can gather that much from conversations that I have overheard.

36.17 mins

J I know that we've had a few presentations, sort of like before Christmas of people who have completed their Master's.

I ... so they have been reporting back?

J Yes, they do that, they tell us when someone has got it, they have a little presentation in staff briefing, which I think is really nice.

I ... that's nice, to be rewarded.

36.35 mins

J Yes so, erm, I know that has been going, but like I say I've not actually sort of gone and found out what it is exactly people have been doing.