COPYRIGHT STATEMENT

Illusio in lesson observation: making policy work by playing the game

By

Sasha Pleasance

A thesis submitted to the University of Plymouth
in partial fulfilment for the degree of

Professional Doctorate in Education (EdD)

Plymouth Institute of Education

2018

Acknowledgements

There are many people to whom I owe a great deal of gratitude in getting to this point of completion with this doctoral thesis.

The first and foremost are my loved ones; notably my brother who has been an ongoing source of support in all elements of my life; my sons who never quite understood what mum was up to over the past 5 years, but supported her endeavours nonetheless; my partner Steve who has been consistent in moral support throughout this demanding journey; to my father who has been proud of his daughter's academic pursuits and an enduring source of financial and critical support.

In addition, I would not have got to this point of completion without the fantastic support from my supervisory team; Dr Nick Pratt and Dr Marie Lavelle have been both motivational and inspirational throughout this doctoral journey and I owe them a great debt for their patience, wisdom and reassurance in equal measure.

This doctoral research would mean nothing without the participation of all the busy professionals who consented to take part in this research and so I thank each and every one of them for their time, honesty and collaboration.

I have the utmost respect for the teachers and observers who participated in this study. The good work they are doing in very challenging times is admirable and deserves my wholehearted acknowledgment.

Author's Declaration

At no time during the registration for the degree of Professional Doctorate in Education (EdD) has the author been registered for any other University award without prior consent of the Doctoral College Quality Sub-Committee.

Work submitted for this research degree at the University of Plymouth has not formed part of any other degree either at the University of Plymouth or at another establishment.

Work has been presented at the following conferences:
Oral Presentations

July 2013 PGR Conference Plymouth
July 2014 PGR Conference Plymouth
July 2015 Research Showcase Paignton
July 2016 Research Showcase Paignton
July 2017 Research Showcase Paignton
Abstract accepted for BERA 2018 Annual Conference – withdrawn due to medical treatment

Word count of the main body of thesis: 50,615

Signed ....

Date ....

Abstract

Illusio **in lesson observation: making policy work by playing the game by Sasha Pleasance**

Lesson observation is an established part of teachers' professional lives within a rational policy discourse which problematises teaching. The problematisation of teaching in official documentation and pronouncements has shaped understanding and experience of teachers' professional work. By approaching this study from a constructionist perspective, and employing the What's the Problem Represented to be? (WPR) approach developed by Bacchi (2009) to examine policy-as-discourse, it is possible interrogate the role of policy in making problems, and their solutions, in very specific ways.

The innovative combining of the work of Bacchi with Bourdieu's sociological lens, in particular his concept of *illusio,* has enabled this research to examine the investment teachers make in the practice of lesson observation and to offer an interpretative rendering of 'how it is possible for "*wha*t is said" to be "*sayable*"' (Foucault 1991:59, cited in Bacchi and Goodwin, 2016:36 *original emphasis*). The contribution to knowledge within this empirical study is in the articulation of a vocabulary of motives used by participants to make meaning of why they play the game of lesson observation and, through this, an analysis of how policy work is done in a further education (FE) context. This research finds that by playing the game, teachers and observers are, in effect, making the policy work, which in turn produces the forms of objects which have been constructed through the representation of teaching as a 'problem' in official policy; 'outstanding teacher'; 'best practice'; 'effective teaching'; 'learning outcomes'. The reification of these objects within teachers' professional lives has created taken-for-granted realities which enable the binary of professional development and performance management to make sense. Furthermore, the research reveals how, in making the policy work, teachers are in fact doing the work of policy by enacting the objective entities constituted by evidence-based 'best practice' in their teaching. Interpretation of the empirical data contributes new knowledge by proposing that teaching has become represented as a 'problem' of learning within official policy discourse and that this has created a world where learning is a duty for both teachers and learners. The thesis concludes with the recommendation put forward by participants for a democratic and collaborative system of peer review to replace the current system of lesson observation. However, this recommendation is still within the parameters of rational policy narrative in its presupposition that teachers need to improve. The thesis, therefore, recommends debate about what 'development' might mean in the context of FE.

Key words:*illusio;* **social capital; misrecognition; symbolic violence; field; habitus; problematisation; policy-as-discourse; What's The Problem Represented to be? (WPR**)

Contents

List of Tables

List of Figures

Glossary of Key Terms

TERM	DEFINITION
CIF	Common Inspection Framework
C&G	City and Guilds
COT	College Observation Team
CPD	Continuous Professional Development
Evidenced-based practice (EBP)	evidence derived from randomised controlled trials (RCTs) and meta-analyses of such research
Formal Observation	annual cycle of lesson observation
HMI	Her Majesty's Inspector
Informal Observation	peer to peer observation
ITE	Initial Teacher Education
Learning Review	cycle of mock Ofsted inspection of each department
PC	Programme Co-ordinator
TLA	Teaching, Learning and Assessment
TLC	Teaching and Learning Coach
Walkabout Observation	drop-in style lesson observation

Chapter 1 – Setting the Scene

This research study has come about because of the role of lesson observation in my own professional work as a teacher, and then more recently as a Teacher Educator. Lesson observation is central to Initial Teacher Education and forms a large proportion of my role as a Teacher Educator. Also, as a teacher for almost 20 years, lesson observation has been an increasingly frequent feature of my own professional life.

My own experience of lesson observation has been unfulfilling and certainly made little contribution to my own personal professional development. A sentiment which is echoed by many participants in this study.

As a Teacher Educator, I would hear new trainees ask 'what would you like to see?' or 'what is the right way to teach?'. Furthermore, I would hear experienced teachers relay their own experiences of formal observation, often not positive, which skewed their perception of lesson observation whilst completing their teacher education programme leading them to 'cherry pick' their lessons, or make adaptations to their lessons to meet their assumed expectations of what was being 'looked for'.

This aroused my interest in this topic as an area for further research. At the time of embarking on the Professional Doctorate in Education programme there was little research into lesson observation, and certainly within the Further Education sector.

This interest from my own direct experience was coupled with my growing awareness since completing my Masters in Education about the rise of neoliberalism in all spheres of public life and its particular effect on educational policy-making and professional practice. This awareness, along with my own very constructionist perspective on societal conditions and therefore on epistemological and ontological interpretations of the world around us, have combined to inform my theoretical and methodological approach for this doctoral research.

Situating the Context

Overview of the Research Institution

The research institution (denoted by xxxx to maintain anonymity where applicable from here on in) is a large-sized general further education (FE) college serving 3 district towns and with a population of approximately 130,000 and outlying rural areas which consist of a number of small towns and many small, isolated villages with a population of some 210,000. It has 9 different campuses in the locality.

The college has over 14,000 students enrolled on programmes in the 2017-2018 academic year with a wide range of provision ranging from Pre-Entry Level to Higher Education. Most of the college's funding for further education provision is for 16 to 19 study programmes, with approximately nine out of 10 16- to 18-year-olds on vocational courses. Adult provision and apprenticeships account for approximately a third of the funding the college receives. The college provides full-time and part-time education for learners aged 14 to 16 through the xxxx High School and offers a range of A level provision.

 The college is an area that has areas of significant deprivation. The percentage of children in low-income families is higher than the average for England, and average earnings are low. A low proportion of people are employed in professional occupations and a relatively high proportion are employed in low-skilled jobs. A high proportion of 16-year-olds, including those from disadvantaged backgrounds, achieve high grades in GCSE English and mathematics ('high grades' refers to grades A* to C, or grades 9 to 4 for GCSEs in English and mathematics taken in 2017). The proportion of people in work in the area is high, with a relatively high proportion of self-employed workers.

The college offers courses in all sector subject areas of learning from pre-entry to level 4. Higher education (HE) provision has been developed in partnership with two universities and it is currently going through the Foundation Degree Awarding Powers (FDAP) process. The college has recently become a work-based learning provider offering programmes in construction, motor vehicle, plumbing, engineering, hairdressing and hospitality.

The most recent workforce data is stated in the college's Financial Highlights 2016/2017 report which shows that at the end of the 2016/17 academic year, there were 687 staff employed in posts varying from full time to part time, and from teaching to support roles. In total, the college employed the equivalent of 575 full time staff; with 64% being female and

36% being male. More than half of the staff employed are aged between 40 years old to 59 years old.

The college mission statement is: `xxxx college: inspiring our community through learning for all'.

My Position in the Research Institution

I have worked in further education for over twenty years. For eleven of those years I have been an Initial Teacher Education (ITE) lecturer and a member of the College Observation Team (COT) at the research institution and so lesson observation has formed a significant part of my job role there. All participants volunteered to take part in the research. Once consent to undertake the research at the institution was granted by the senior leadership team, a cross-college email, which was vetted by senior managers, was posted inviting colleagues to take part in the research. Those interested, a total of twenty-one in the end, then contacted me directly via email and I met them individually to discuss the research, answer any questions they had and to give them an information letter about the research study (see Appendix 1).

Colleagues were then able to make an informed decision to take part or not, and if they decided to partivcpate I then met them again to discuss and sign the informed consent letter (see Appendix 1). Interview participants included one senior manager and two members of the middle management team (see Table 8). As a teacher educator working at the research institution, I knew three of the total participants in this capacity, as their lecturer whilst they completed their ITE qualification prior to the study. Equally, I did not know three of the total participants who volunteered to take part in the study. In total, therefore, I was familiar with 12 of the participants as a colleague.

In total, there were 10 female and 11 male participants. The years of teaching experience ranged from 1 year to 15+ years; observation experience ranged from less than one year – 15+ years. The range of roles varied from lecturer, to programme co-ordinator, to senior manager and the range of subject specialisms of the teacher participants included both academic and vocational areas such as construction, catering, public services, GCSE English, A level and HE provision.

Situating the Policy Context at the Research Institution

Since 2001, extensive reforms of the FE workforce, positioned within discourses of quality, have been implemented. A key aspect of this quality imperative included the necessity to raise the status of FE professionals and to professionalise the workforce. Following the *Foster Review* (2005), and the subsequent White Paper '*Raising Skills, Improving Life Chances'* (DfE, 2006), the sector was subject to a state-regulated professionalisation strategy. Regulation enforcement was managed by the then state funded Institute for Learning (IfL), which became the professional body for FE teachers. It was declared that 'regulations will ensure consistency and compliance, and drive forward teachers' qualification reform to meet the target for a fully qualified workforce by 2010' (House of Commons, 2007:8).

However, state funding for the IfL ceased in 2009 amidst criticisms concerning value for money, which instigated a further review into FE, undertaken by Lingfield (2012a; 2012b), from which the current policy deregulating the FE sector originates. Hereby, educational policy demarcates a clear shift from government to governance in education (Jessop, 2002), where neoliberalism devolves regulation to individual institutions. Nevertheless, quality improvement regimes are still monitored by government, albeit from a distance through regulatory bodies such as Ofsted. Consequently, a new form of leadership in FE has evolved, managerialism, which is characterised by a dispersed organisation of the state where the disciplines of efficiency and accountability have been devolved to create entrepreneurial and instrumental institutions (Clarke and Newman, 1997).

The pendulum swing back to deregulation, which began with Incorporation in 1993, has intensified the marketisation of FE and fragmention of the profession (Lucas and Nasta, 2011). ITE qualifications, and their funding, are now at the discretion of individual institutions; this disparate approach to ITE will undoubtedly make the reality of a shared professional identity highly unlikely. As Gleeson and James (2007) argue, the narrowest form of professionalism, in its traditional sense of professional autonomy, already exists in FE. It has been argued that the revocation of ITE requirements is part of an ongoing strategy to de-skill and deprofessionalise the workforce (Avis, 2002; Beck and Young, 2005; Beck, 2008). Policy technologies, such as lesson observation, have put professionalism through a process of reculturation by developing ''designer teachers' who demonstrate compliance to policy imperatives and perform at high levels of efficiency and effectiveness' (Sachs, 2001:156). Further, professional values in relation to teaching and commitment to learners (Gleeson and Shain, 1999) were, and continue to be, compounded by the rhetoric of social inclusion

conflicting with the constraints of performance management regimes. 'In such circumstances teaching becomes a constant struggle against rather than with students' (Gleeson *et al*, 2007:453) which further threatens an already fragile and restricted notion of professionalism.

The current sector professional body is the Education and Training Foundation (ETF). Whilst the language used in the revised sector Professional Standards (ETF, 2014) constructs teachers as an entrepreneurial self with language such as creativity and innovation. Such language in current official policy texts is juxtaposed by increased surveillance and performance management, which could potentially result in just the opposite (Avis, 2007). Furthermore, the dichotomy of quality being dependent on 'creativity, confidence and sense of professional self-worth' (Lingfield, 2012a:1) is exposed by Lingfield's connection of the notion of professionalism with 'quality of service to learners' (2012a:6). However, reworking teachers' commitment to the economic and competitive interests of institutions is an unpredictable path, one that perhaps will constitute teacher professionalism in inventive and resourceful ways. In effect, teachers' resistance against the restrictive competent practitioner notion of professionalism governed by processes of individualisation and productivity, could result in a new and unanticipated notion of professionalism as an unintended outcome of the policy-processes of reprofessionalisation (see Ball and Bowe, 1992; Sachs, 2001; Whitty, 2006).

At the research instution there is an annual cycle of observation for every member of teaching staff. Historically, this was carried out by a member of the management team, however, in the last year this is beginning to move to a more peer review model with teachers being recruited to the COT as Teaching and Learning Coaches (TLCs) to undertake the cycle of annual observations. However, the management team still conduct Walkabout Observations and the observations carried out in Learning Reviews. In 2015, in line with Ofsted, the research institution moved to an ungraded observation system for individual teachers; this revision was updated by Ofsted in the *Further Education and Skills Inspection Handbook* (2015). It is worth noting that Ofsted moved to ungraded observation in schools a year before this in 2014. Learning Reviews are still graded, but as an aggregate for the section being reviewed. The observation process is informed by the Teaching, Learning and Assessment (TLA) Strategy (see Appendix 2), which is itself informed by external frameworks and priorities including those used by Ofsted and the Quality Assurance Agency (QAA) as well as the ETF Professional Standards. The TLA strategy clearly sets out the standards expected by the research institution and are referenced in the College Observation Process document given to teachers and observers (see Appendix 3).

Deregulation of the 2007 legal requirement for FE teachers to be qualified was proposed by Lingfield (2012a) in his final report, *Professionalism in Further Education,* under the pretext of bureaucratic rationalisation and the lack of evidence to support a causal link between ITE, professionalism and the raising of standards in FE. However, Lingfield's recommendation to remove the legal requirement for teachers to achieve teaching qualifications in favour of institutions' discretionary advice, contradicts the emphasis on quality in the review and previous findings from Lingfield's *Interim Report* where support from institutions for teachers undertaking ITE 'appears patchy, ranging from complete to minimal'(2012b:20). In spite of deregulation, the research institution states that all new staff on an academic contract must complete an initial teaching education qualification within 3 years of employment if they do not already hold an ITE qualification (see CPD policy, Appendix 4). This shows a commitment by the research institution to support the professional development of academic staff, and is clearly seen by management as a key part of their stated commitment to delivering the highest standards of teaching, learning and assessment and the continuous improvement of teaching, learning and assessment (see Appendix 2, section 3.2 and 4.2).

Overview of the Research Study

Lesson observation has been a prominent feature of Initial Teacher Education (ITE) in the assessment of teacher effectiveness in learning environments. It is only more recently that lesson observation has become associated with Ofsted inspection and quality improvement measures (Lawson, 2011). An educational agenda that has, increasingly, emphasised 'standards' in the form of test outcomes – hereafter referred to as 'the standards agenda' – has driven the impetus to improve quality across the education sectors and subsequently lesson observation has become a customary practice to assess teacher quality. Reference to lesson observation in the thesis from here on in is referring to formal lesson observation unless otherwise indicated by the author as this is what participants primarily chose to discuss when asked to share their experiences of lesson observation in the research. Throughout the thesis inverted commas are used around constructed terms to denaturalise them to denote that I see these as constructs of the 'real'. The term 'learner' has been used to denote students throughout the thesis. This is a deliberate decision on my part because 'learner' is the current term used in official discourse and is significant to the thesis as it refers to their learning function in FE.

The conceptualisation of 'effective teaching' is part of the discourse of official educational policy which has an ideological base in the purpose of education (Moore, 2004). Official discourses thereby construct the 'effective teacher'. Changing purposes of education over time have led to a shifting conceptualisation of 'effective teaching' linked to the wider socio-economic context. Current official discourses have a very specific model of 'effective teaching' which is used by external agencies such as Ofsted, and subsequently by college performance management regimes and Initial Teacher Education (ITE) programmes, to judge teacher quality through the practice of lesson observation. This model of 'effective teaching' is driven by evidenced-based research, evidence gathered principally from meta-analyses of randomised controlled trials (RCTs) which focus on impact in terms of 'learning outcomes'. This focus is exemplified by the Education Endowment Foundation (EEF), an organisation funded by the Department for Education (DfE), which uses RCTs to evaluate educational methods and provide 'accessible summaries of [said] educational research to guide teachers and senior leaders on how to use your resources to improve learning outcomes' (EEF, 2011, online).

The research presents an original contribution through its design of a methodological approach whereby a Bourdieusian theoretical framework has been combined with the 'What's the Problem Represented to be?'(WPR) approach to policy-as-discourse analysis developed by Bacchi (2009). This theoretical framework has been designed as an analytical strategy to bring to light *illusio* in the practice of lesson observation. Investigation of *illusio* is used in conjunction with WPR analysis to help provide insight into how teachers have come to be governed in both thinking and action, in particular ways through the practice of lesson observation. This research claims its doctoral validity from the knowledge gained from investigation into the taken-for-granted assumptions and presuppositions which govern investment in the practice of lesson observation, and knowledge gained from investigation into the lived effects of the discourses which construct the 'effective teacher' and constitute participants' understanding of their professional selves.

Focus and Purpose of the Research Study

The result of the persistent prominence of neoliberalism in educational policy is increasing marketisation and managerialism (Beck and Young, 2005). According to Lynch (2014:1) 'managerialism…is the mode of governance designed to realize the neoliberal project through the institutionalising of market principles in the governance of organizations'. This mode of governance has created a performative environment in which teaching, and learning, has become synonymous with performance, i.e. what can be observed and therefore measured. Educational discourse has become populated by evidence-based research recently and with it a 'causal model of professional action' (Biesta, 2007:7) referred to as 'best practice' in official discourse. Whilst I do not dismiss the role of research in educational practice absolutely, I do assert that evidence-based research currently endorses a narrow view of what counts as evidence in educational practice, and promotes a very particular conception of learning, and therefore of teaching. This conception assumes a causal relationship between teaching and learning within a very restrictive model of what is 'effective' to bring about predetermined educational ends. I do not agree with the supposition promoted by evidence-based practice that education can be improved solely by scientific research based on causal analysis, as I understand that learning is a process of symbolic or symbolically mediated social interaction which depends on value judgements, tacit knowledge as well as context-specific knowledge (Hammersley,1997; Biesta, 2007; 2010).

The limited view of educational quality promoted by 'best practice' creates a performative environment which exerts pressure on teachers to 'perform', and this has considerable effects on the work of teaching and the professional lives of teachers. The most noticeable, and yet surprising, effect is the silencing of the profession (Bernstein, 2000; Beck, 2009). The profession's voice has become subsumed within neoliberal educational policies resulting in complicity; be it compliance or acting sensibly (Bourdieu, 1990; 1998). However, rather than propound neoliberalism as purely something negative, this research hopes to offer a meaningful insight into the lived effects of policy to help create a 'space for challenge' (Bacchi, 2009) which may help to illuminate change in how we 'do' policy.

Wacquant describes neoliberalism as involving the shifting of state concerns and measures '*from the protective (feminine and collectivizing) pole to the disciplinary (masculine and individualizing) pole of the bureaucratic field*' (2012:73 *original emphasis*). According to Wacquant neoliberalism represents an ongoing struggle as government reforms seek to 'reform … morals, and orient … life choices through a mix of cultural indoctrination, bureaucratic oversight and material suasion' (2012:72). In education, policy-making is increasingly causing ethical dilemmas in the work of teaching. Dominant neoliberal policy discourses are developing as policy technologies, namely market, managerialism and performativity (Ball, 2003; 2008) and coming into conflict with teachers' own ethical principles. Ball (2003:216) has defined performativity as a 'technology, a culture and a mode of regulation that employs judgements, comparisons and displays as means of incentive, control, attrition and change'. In these conditions, there is significant potential for acts of symbolic violence in teachers' professional lives (Bourdieu, 1992). The imposition of these performative conditions contributes to struggles of trust within the teaching profession. Trust is, therefore, a contingent factor in the economy of capital exchange in a practice such as lesson observation. Accordingly, Ball asserts policy technologies enact policy aims and as such are mechanisms for reforming teachers (2003:217).

My view is that at a time when teachers' autonomy is restricted by instrumental rationality and individual accountability in performance management regimes, educational research which theorises the 'space for challenge' (Bacchi, 2009) within policies and practices of neoliberalism and their undemocratic power relations is needed. Bacchi (2009) has developed a methodology called 'What's the Problem Represented to be?' (WPR), which can bring to light alternative ways of 'doing' policy. This approach investigates how 'problems' are represented by moving analysis from problem-solving to problem-questioning.

1. What's the 'problem' represented to be?

2. What presuppositions or assumptions underpin this representation of the 'problem'?

3. How has the representation of the 'problem' come about?

4. What is left unproblematised in this 'problem' representation? Where are the silences? Can this 'problem' be thought about differently?

5. What effects are produced by this representation of the 'problem'?

6. How/where has this representation of the 'problem' been disseminated and defended? How could it be questioned, disrupted and replaced?

Table 1:Bacchi's WPR approach and its 6 guiding questions for analysis (2009)

It is important to clearly set out the definition of policy underpinning this research study. The focus is on little-p policy which is enacted and formed in a specific context of institutional practice. The emphasis in policy-as-discourse is on the ways in which discourse sets limits on what is thinkable, shapes people's understandings of themselves and impacts materially on people's lives. According to Ball (1990:23), these 'emergent discourses were constructed to define the field, articulate the positions and thus subtly set limits to the possibilities of education policy' and possibilities of thought. This research study is further interested in the relationship between the external socio-historic conditions which produce policy discourses and how their understandings and meanings permeate practices at the interface of field and habitus. This research draws heavily on Ball's dual conceptualisation of policy: *'policy as text and policy as discourse'* (1993:44, *original emphasis*). Ball (1993) recognises that policy is developed and interpreted in complex ways and that policy is an unfinished text subject to contestation, (re) interpretation and change. The texts themselves are the products of multiple agendas and compromises. As Ball states, policy texts are 'cannibalized products of multiple (but circumscribed) influences and agendas' (1993:45). For Ball, however, that claim does not imply a pluralist approach to policy, because alternative views or approaches are already excluded at the initial stages of policy formation. This definition of policy reveals 'key policy moves related to teachers and their work [and] … illustrates important aspects of the 'policy process' and the work that is done within policy texts' (Ball, 2008:147). In this theorisation then, policies are never complete and must be considered as part of the bigger picture (Ozga, 2000), so, within the wider context of policy-making, both present and historical. Ball

theorises that policy is not only a text, but also a power relation, whereby power is exercised through 'a *production* of 'truth' and 'knowledge', as discourses' (1993:48, *original emphasis*). As such, policy is a discourse, and this aids recognition of the bigger picture as it then becomes possible to investigate what is incorporated into policy-making but also what is deliberately excluded from it. According to Ball's (1993) theorisation, the effect of policy is primarily discursive as it changes and excludes the possibilities for thinking otherwise, thus limiting our responses to change. It is here that Bourdieu's (1992) concept of 'misrecognition' is a useful conceptual tool in this research, whereby misrecognition refers to a social practice of individual or collective misattribution of a taken-for-granted reality as an objective truth.

This research aims to critically examine the process of becoming constituted by the taken-for-granted realities of lesson observation as a device stemming from the policy technologies of market, managerialism and performativity which have shaped these realities and how they are played out in practice. 'These constructions and their rationales privilege particular social goals and human qualities and currently give overwhelming emphasis to the economic goal of education' (Ball, 2008:13). Through neoliberal discourses, lesson observation has become a policy technology (Ball, 1990; 1993; 2003) which has disempowered teachers through its use as a monitoring and surveillance system (O'Leary, 2012). I recognise the role of power relations in educational contexts and advocate change to democratise the work of teaching by rendering power relations more transparent and opening them up to interrogation by those implicated in their working. Gergen (2015), however, warns against critique founded on a 'for' and 'against' debate, as it does not lead to dialogue, but to polarisation and alienation, and the development of more democratic counter-narratives therefore becomes impossible. For Gergen, knowledge generation should stem from debate consisting of competing contributions and thereby a collective process. This is the intention of this research study: a thoughtful reconstruction of how "*wha*t is said" to be "*sayable*"' (Foucault 1991, cited in Bacchi and Goodwin, 2016).

The focus of this research is on the nexus of compliance and complicity in the playing-of-the-game in the practice of lesson observation. This is not an either/or analysis of policy enactment but rather an interpretative rendering of *illusio* and the relationship between compliance and complicity in relation to policy (Ball, 1993). To this end, the research questions for this doctoral thesis are:

- How did teaching become represented as a 'problem'?
- What meanings and understandings need to be in place for the representation of this 'problem' to be a taken-for-granted reality?
- What forms of governing practice have been enabled by constructing teaching as a 'problem'?
- What are the effects of this 'problem' representation, in particular the lived effects?

The WPR approach to policy-as-discourse analysis is founded on the epistemological assumption that knowledge is a human construction and therefore many competing constructions of policy 'problems' are possible. This shifts the focus of analysis to the role of policy in 'making' problems in a very specific way (Goodwin, 2012). Bacchi (2009) calls competing constructions of policy problems, 'problem representations' and argues that it is crucially important to identify competing problem representations because they constitute a form of political intervention with a range of effects. Identifying 'problem representations' reveals the thinking behind the policy solution to the 'problem' and how the 'problem' is defined conceptually thereby creating the 'space for challenge' to either change or reimagine the 'problem' (Bacchi, 2009). Since the 'discourse of derision' (Ball, 1990:31), which started post-publication of *The Black Papers* (Cox and Dyson, 1969), the problematisation of teaching within the standards agenda which emphasises teacher quality as the key driver of educational improvement has permitted closer scrutiny of teachers' classroom work. Over time, official discourse has constructed teaching as a 'problem' of learning whereby judgement of teacher quality is based on the impact on learning. In this problem representation learning is conceptualised as being in a causal relationship with teaching whereby the outcome of this relationship is both measurable and observable.

Through the proposed research, constructions of meaning-making from lesson observation, teaching and learning can be generated for analysis using the six guiding questions of the WPR approach (Table 1). These constructions can help to understand positionality, experience, compliance and complicity in the interpretation and enactment of policy technologies such as lesson observation and how they become embodied as 'sensible' (Bourdieu, 1992).

Chapter 2 - Literature Review

Introduction

Further Education is relatively under-researched in comparison to other education sectors (Stanton 2000; James and Biesta, 2007), and this, coupled with little research into the practice of lesson observation, shows the potential relevance of this research to existing research and literature on the topic.

This chapter offers a literature review on research into the practice of lesson observation itself, highlighting the key themes explored in the research thus far. In addition, it includes the related, but wider, issues of standards, quality, professional development, evidenced-based practice and the role of inspection. The literature used to review these issues has been selected to explore the representation of teaching as a 'problem' which is central to this research study and to help contextualise the practice of lesson observation within these broader issues of education. The problematisation of teaching through discourses of quality and standards in education has led to policies resulting in the practice of lesson observation as a mechanism to improve teacher quality, and in turn raise educational standards. It is here that this literature review begins.

Standards and Quality

Lesson observation has a long-standing association with Initial Teacher Education (ITE) in supporting the professional development of new teachers. It subsequently has also become an instrument for assessing teacher competency as part of the annual appraisal system and since early 2000 as a tool for Continuous Professional Development (CPD) in the pursuit of continuous improvement (Foster, 2005). Only within the last couple of decades has lesson observation become associated with inspection and quality assurance measures (Lawson, 2011).

The teacher appraisal system based on lesson observation was first introduced in 1992 and was the first time many teachers were officially observed with the purpose of assessing teaching competence (Wragg *et al*,1996). This coincided with the implementation of a new inspection regime. Inspection within education has a deeply-rooted premise in the 'value for money' rationale of accountability. Consequently, what has developed over time is a model

of teacher effectiveness which can be observed and measured in lesson observation, a model utilising evidence-based research which is discussed in more detail further on in this literature review. At this point in the review, however, suffice it to say that evidence-based practice has risen to prominence in educational policy-making largely due to its claim to increase learner outcomes and as these are the principal rubric by which educational standards have come to be measured, outcomes, therefore, have become the measure of teacher quality. This measure is used to monitor and assess teacher competency during inspection, and in lesson observation. As such lesson observation has become a key performance indicator in the assessment of the *Quality of Teaching* prior to 2012, and since 2012 the *Quality of Teaching, Learning and Assessment*, during inspection. The discursive coupling of teaching with learning as a performance measure in Ofsted documentation has not been systematic in successive Ofsted documentation, however the discursive fluctuation which began in 2002/03 (Ofsted, 2004) denotes a significant emphasis on the causal relationship between teaching and learning as promoted by evidence-based research and its subsequent focus in lesson observation as a measure of teacher quality.

The mission of successive governments, particularly since 1968/69 where a series of *Black Papers* promulgated a state education in crisis, has been the quest to raise standards. The three themes found in *The Black Papers* include academic standards in decline, criticism of comprehensive and progressive education and an attack on teachers as subversive (Ball, 2006). This fuelled the standards agenda which was initiated by Callaghan in his *Ruskin* speech in 1971, and then continued by successive governments to date. Further Education (FE) has been pivotal to economic policy since the late 1990s and teacher quality has become the primary focus of improvement in the standards agenda. The *Foster Review* (2005:72) emphasised the prioritisation of 'long term continuous improvements in teaching and learning based on best practice' as the cornerstone of the quality imperative in FE required to meet the needs of the economy. The emphasis on teacher quality within official discourse continues in educational policy documentation:

> The evidence from around the world shows us that the most important factor in determining effectiveness of a school system is the quality of its teachers. (DfE, 2010:19)

This sentiment is reiterated in the most recent government white paper *Educational Excellence Everywhere* which sets out its proposed reforms to drive up standards:

No school and no education system can be better than its teachers and no single education reform is more important than fostering and supporting a high quality teaching profession. (DfE, 2016:25)

This official position presupposes the existence of 'excellent' teachers as separate from the structural conditions in which they work, and the contextualised settings of their work. This position is premised on positivistic assumptions which are dominant in educational policy-making currently.

The notion of 'best practice' has now become the rubric by which teacher effectiveness is assessed (Biesta, 2007; 2010). Ofsted (2018) set out criteria for 'outstanding' teaching, learning and assessment which they use when observing individual teachers to help make overall judgements about the quality of teaching, learning and assessment during inspection (see Appendix 5 for all Grade Descriptors). Judgements about the quality of outstanding teaching, learning and assessment are based on the following criteria:

Outstanding (1)

Learners are curious, interested and keen to learn. They seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in learning sessions and, where appropriate, use their experiences in the workplace to further develop their knowledge, skills and understanding.

Learners are eager to know how they can improve their work and develop their knowledge, understanding and skills. They capitalise on opportunities to use feedback to improve. Staff check learners' understanding systematically and effectively, offering clearly directed and timely support that has a notable impact on improving learning.

Staff are determined that learners achieve well. They have excellent subject knowledge and motivate and engage learners, who enjoy the work they complete. Staff have consistently high expectations of all learners' attitudes to learning and learners are set challenging targets to achieve.

Staff plan learning sessions and assessments very effectively so that all learners undertake demanding work that helps them to realise their potential. Staff identify and support any learner who is falling behind and enable almost all to catch up.

Staff gather a useful range of accurate assessment information and use this to give learners incisive feedback about what they can do to improve their knowledge, understanding and skills. Learners are committed to taking these next steps and their work shows that almost all are making substantial and sustained progress.

Staff set work that consolidates learning, deepens understanding and develops skills, and prepares learners very well for their next steps.

Where appropriate, parents and/or employers are provided with clear and timely information that details the extent of learners' progress in relation to the standards expected and what they need to do to improve.

Staff are quick to challenge stereotypes and the use of derogatory language, including at work. Resources and teaching strategies reflect and value the diversity of learners' experiences and provide learners with a comprehensive understanding of people and communities beyond their immediate experience.

Staff promote, where appropriate, English, mathematics, ICT and employability skills exceptionally well and ensure that learners are well-equipped with the necessary skills to progress to their next steps.

Table 2: Grade descriptor for outstanding teaching, learning and assessment, Further Education and Skills Inspection Handbook, 2017, updated January 2018:43)

These criteria inform the practice of lesson observation within institutions and provide a framework of 'best practice' within which teachers are observed, and observers observe. Furthermore, these criteria are relevant because they construct the shared language of 'best practice' between professionals which reifies aspects of teacher effectiveness into observable behaviours and measurable outputs.

The role of observation in the standards agenda was emphasised in three Ofsted reports; *Why Colleges Fail* (2004a), *Why Colleges Succeed* (2004b) and *How Colleges Improve* (2008). In its critique of appraisal systems that do not link with, or use, lesson observation as an instrument to make judgements about teacher competence, Ofsted stated:

> No commercial organisation would survive for long if it concentrated on the sensibilities of its staff as opposed to the satisfaction of its customers and the quality of its product. (2004a:14)

In combination, these documents have had a significant influence on the performance management of teachers in FE. The official line communicated in the three aforementioned reports is that performance management which recognises and promotes improvement provides the best continuous professional development while also dealing effectively with poor performance.

However, Ofsted found that 'too much focus on the quality of the teaching and not on its impact on learning, progress and attainment is still common during observations' (2008:23). This finding has helped to shape the current focus on the impact of teaching on learner progress in assessing the quality of teaching, learning and assessment in lesson observation and inspection. Here it is seen that teacher quality is understood as the output from the causal relationship between teaching and learning; quality teaching is therefore appraised in relation to the output produced from this causal relationship.

Observation of Teaching

The body of research into the practice of lesson observation offers a basis on which to review the representation of the 'problem' of teaching as reported by researchers, policymakers, practitioners and key stakeholders. The thematic issues of lesson observation identified in the literature thus far include reliability, artificiality, teacher performance, quality assurance and professional development. These themes highlight the binary of a 'form of empowerment and as an instrument of control' (Lawson, 2011:317) operating in the practice of lesson observation. Most of the literature identified in this review has focused on graded lesson observation which has been at the centre of much critical debate, whereas this research will be focused on a non-graded model of lesson observation (see Appendix 6); it accordingly offers an insight into forms of lesson observation where grading is not the main focus.

Underpinning the practice of lesson observation is the conception of 'best practice' which is a key part of government strategy and policy rhetoric in the pursuit of excellence in the FE sector (Coffield and Edward, 2009). This policy rhetoric is accompanied by a competency-based model of assessing teacher performance which was first examined by Wragg (1994) in his seminal book *An Introduction to Classroom Observation.* This comprehensive study of the subject of observation raised some important themes related to the binary of empowerment and control mentioned above. This binary in the practice of lesson observation is a thread running through research in the field. The research thus far has investigated the use of lesson observation in relation to professional development and performance management and its consequential effects on teachers and teaching and highlighted its limitations in assessing teacher quality, or supporting professional development, within performance management regimes. This research will now be reviewed in the following three sections: models of observation; reliability; performance management and professional development.

Models of Observation

Firstly, I address the hierarchical relationship between observer and observee with associated issues of autonomy and partnership in the practice of observation. This has informed research into alternative models of observation, such as peer review. In research carried out by Ewens and Orr (2002), the conclusion was that any potential professional development benefits of a peer review model were overridden by the appropriation of peer observation as a quality assurance tool principally driven by the Ofsted inspection framework. The value of peer

observation in supporting professional development is followed up, and advocated, in research by Peake (2006), Burrows (2008), Lawson (2011), O'Leary (2012) and Edgington (2013). The issue of grading the quality of teaching for quality assurance purposes became a focus of O'Leary's (2012) investigation into the role of observation and the negative influence of the 'best practice' template on creativity and innovation in teaching as a result of performative models of observation. Edgington (2013) advocates a collaborative approach to lesson observation, and explores the negative impact of performative models of observation in relation to the expectations of the observer conflicting with the teacher's own personal ethos or authenticity and the culture of fear being created by performative models. This is a thread continued in the research undertaken by O'Leary (2012; 2013a; 2013b; 2014a; 2014b; 2017; Brooks and O'Leary, 2014) who has been one of the most influential voices in research on lesson observation in FE.

Reliability

The reliability of observation, as a form of assessment, in relation to the subjectivity of the observer when judging what constitutes 'good practice' or 'outstanding practice', is a recurrent theme in research and a source of much contention. Peake (2006) found a lack of consistency and standardisation of practice between observers in investigating notions of 'good practice'. Ollin (2009) carried out research which was in response to Ofsted's grading criteria for inspecting Initial Teacher Education (ITE) provision in FE which required fifty percent of trainees needing to be graded as 'outstanding' for the ITE provider to achieve the highest inspection grade. This not only conflicted with the use of observation in supporting teacher development, but the author also reported on subjectivity in the interpretation of what constitutes 'outstanding' teaching.

O'Leary (2013a) and Brooks and O'Leary (2014) explore the use of observation grades and argue that graded observation is a high-stakes practice, often used to measure teacher competence against Ofsted criteria which tends to limit teacher development and restrict risk-taking and innovation. The aforementioned researchers suggest that teaching is being reduced to a 'good' lesson resulting in formulaic and/or contrived practice as it offers the safest route to success in inspections and performance management observations. O'Leary (2014a) recommends moving beyond an annual observation grade and argues against the use of graded lesson observations. His books, *Classroom Observation and Reclaiming Lesson*

Observation, are a culmination of his research into lesson observation in further education (O'Leary, 2014b; 2017).

Bolton University carried out an analysis of grading in ITE observations of full-time trainees across all university teacher training provision and found a disparity in the grades attained by trainees according to ethnicity. The findings revealed that 55% of white trainees achieved a Grade 1 for at least one graded observation in contrast to 29% of black or minority ethnic trainees who achieved at least one Grade 1 observation (Noel, 2011). The reported reliabilities of lesson observation protocols used in a three year study carried out by the Measures in Effective Teaching Project (MET) (2013) were used by Coe (2014) to estimate the accuracy in Ofsted grading judgements. In his estimation, Coe suggests that if a lesson is judged 'outstanding' by one Ofsted inspector, the probability that a second inspector would give a different judgement is between 51% and 78%. This concurs with research conducted by Murphy (2013) who concluded that classroom observations are the least predictive method of assessing teacher effectiveness. Furthermore, in reports, Ofsted have made specific comments on teaching style on which judgements were based, despite assurances that Ofsted has no preferred teaching style. In their report, *Watching the Watchmen: The Future of School Inspections* (2014), Waldegrave and Simons went as far as to recommend the elimination of lesson observations as part of the fundamental redesign of how Ofsted conduct inspections. Peal (2014) further recommended that the '*Quality of Teaching'* grade be removed from Ofsted inspections, so that institutions are judged according to the three remaining criteria: 'Achievement of pupils'; 'Behaviour and safety of pupils' and 'Leadership and management'. Neither of these recommendations, however, have happened; the only change to the *Common Inspection Framework* (CIF) 2015 is the removal of grades for individual lesson observations.

Performance Management and Professional Development

Wragg (1994) also raised the notion of teacher effectiveness being linked to learner performance and assessed through measurable 'learning outcomes' which simplifies the complexity of teaching. Ofsted, in its report *Why Colleges Succeed* (2004b:19), insists that successful 'colleges understand the need to concentrate in their observation activity, on what and how well the students are learning'. Cockburn was the first researcher to study the role of observation in the Further Education sector and found evidence of 'artificiality' in lessons as a result of observation which leads teachers to adopt an 'orthodox style of delivering lessons'

(2005:380) on the basis that there is a 'formula' for effective teaching. This theme has been continued in research along with the limitations of observation in assessing teacher competence. Wragg (1994) suggested that teachers could deliver the 'rehearsed' lesson as a one-off performance, which is a key critique of performativity when Ball suggests that teachers experience 'a kind of values schizophrenia...where commitment, judgement and authenticity within practice are sacrificed for impression and performance' (2003:221). This picks up on another thread in research in this field which is the low-trust culture in education, and how 'professional judgement is subordinated to the requirements of performativity and marketing' (*ibid*:226). An evaluation of professional development in schools identified two important issues, firstly that the developmental needs of teachers are most often identified by performance management processes and secondly that the impact of CPD is rarely evaluated in relation to impact on student learning (Goodall *et al*, 2005). In line with this research, since the revocation of the FE workforce regulations in 2012 which disbanded the Institute for Learning (IfL) as the sector professional body, CPD has been predominantly determined by institutional needs often in response to policy changes; the second point concurs with findings from a review of CPD in FE (Kelly, 2013). This strand continues in the research into professionalism, in advocacy of a democratic form of professionalism, and examines how performative cultures in education create a 'model of trust that sees the teacher as a trusted servant rather than an empowered professional' (Avis, 2003:329). This aspect of research draws on the wider issues of the marketisation of education and neoliberalism. In Education for Sale, Ball argues that the demands of the performative culture in education disregard teachers' own judgements about what constitutes 'best practice' and the needs of learners are, therefore, often in contradiction with teachers' own sense of professionality whereby 'value replaces values' (2004:10). Ball (2004) concludes that the effects of privatisation, commodification and market forces shape our practices and possible forms of self as the nature of social relations have been remade such that moral obligations have become subordinate to economic ones. To support this conclusion Ball cites Bernstein (1996:88) to assert that 'what is at stake is the very concept of education itself' as commodification changes 'the meaning and experience of education, what it means to be a teacher and a learner' (Ball, 2004:16). These tensions are explored in vocational learning cultures by Davies and Ecclestone (2008:83) who ask, 'how can individual teachers question and enhance their own professional values and practice in relation to formative assessment in a climate that encourages instrumentalism?'. Green (2011) focuses on accountability in education in the UK, the managerial model this creates and the detrimental effects which this

has on education and practice. It is also about how professionals contend with the practical rationality of managerialism and the effects of its mode of accountability on their practice. Green explores how all who now work in the public sector are expected to be in accordance with a performance management model of accountability which encourages a rigid bureaucracy and obligatory compliance. The author argues that the managerial model of accountability makes education less educative. The New Public Management (NPM) (managerialism) model of professionalism and values-based professionalism is explored by Smith and O'Leary (2013) who conclude that marketisation, which has fostered the NPM model of knowledge production, has created an environment in which 'evidence-based' policy-making has become appropriated for political ends rather than making a meaningful and sustained contribution to improving the experiences and opportunities for both teachers and learners in the FE sector. The effects of neoliberalism in the FE sector are further critiqued by Gleeson *et al* (2015:81) who found evidence of teachers working in 'highly segmented and market-tested teaching and learning environments' supporting restrictive notions of professionalism posited by Lucas and Nasta (2010).

Evidenced-based research into teacher effectiveness

In this section, the term effectiveness is used to replace notions of 'good' or 'quality' education with its definition being the success of individual teachers in achieving educational outcomes. With the exception of the *Hay McBer* study (2000), which aimed to study teacher effectiveness across all school years, teacher effectiveness studies in the UK, from my own literature search, seem to have been conducted predominatly in primary schools. As a result, teacher effectiveness research is considerably limited in the range of subjects and age groups studied (see Bennett, 1976; Galton *et al*, 1987; Mortimore *et al*, 1988; Muijs and Reynolds, 2001; 2002).

In the majority of studies, a behavioural approach has been taken to research teacher effectiveness. Table 2 presents a general profile of effective teachers collated by Ko *et al* (2016:29) from numerous early research studies into teacher effectiveness. What is evident from this general profile is that not much has changed in conceptions of what makes a teacher effective, despite the constant policy churn that might indicate otherwise. Furthermore, findings in the *Hay McBer Report*, research by Hattie (1999;2003;2008), research by Marzano *et al* (2001) and the current Ofsted criteria for judging the quality of teaching, learning and assessment are all recycling these very same behaviours.

A GENERAL PROFILE OF EFFECTIVE TEACHERS

Effective teachers:

• are clear about instructional goals

• are knowledgeable about curriculum content and the strategies for teaching it

• communicate to their students what is expected of them – and why

• make expert use of existing instructional materials in order to devote more time to practices that enrich and clarify the content

• are knowledgeable about their students, adapting instruction to their needs and anticipating misconceptions in their existing knowledge

• teach students meta-cognitive strategies and give them opportunities to master them

• address higher- as well as lower-level cognitive objectives

• monitor students' understanding by offering regular appropriate feedback

• integrate their instruction with that in other subject areas

• accept responsibility for student outcomes

Table 3: Collated from research undertaken by Light & Smith, 1971; Rosenshine, 1971; Bloom, 1976; Glass, 1978; Gage, 1978; Good, Biddle & Brophy, 1983; Brophy & Good,1986; Walberg,1986; Wittrock, 1986; Porter & Brophy, 1988.

In the beginning, however, research into teacher effectiveness classified teachers by teaching styles. Bennett's (1976) ground-breaking study categorised teacher effectiveness into 12 teaching styles on a scale which ranged from a 'progressive' style to a 'traditional' style. The progressive style was characterised by less use of formal teaching methods such as learners working individually and more project-based learning, and the traditional style as a more whole-class approach, formal assessment and with distinct subjects being taught. The conclusion from the study was that learners in more 'traditional' classrooms made more progress, in maths and English specifically, than those in more 'progressive' classrooms. This links into the argument against progressive education constructed in *The Black Papers* (Cox and Dyson, 1969).

An observation schedule was used by Galton *et al* (1987) with teachers classified into 4 main groups:

- Individual monitors: learners worked individually; more one-to-one interactions between teacher and learners;

- Class enquirers: teachers who mostly taught using a whole-class approach;
- Group enquirers: more group work and less whole-class teaching;
- Style changers: used a mix of teaching styles at different times.

The key finding was that the majority of teachers spent their time working on a one-to-one basis with learners who worked individually and 50% of these one-to-one interactions were simply routine or task supervision rather than questions helping learners to make progress. The data was reanalysed by Croll (1996:23), and the overall conclusion was 'a positive association of progress and non-individualised interaction' based on a moderate positive (0.29) correlation between whole class/small group interaction and learner progress. Interestingly, now the focus is on individual progress when judging the quality of teaching, learning and assessment in current inspections and lesson observations.

This classification of teachers by 'styles' came under criticism and the focus of teacher effectiveness research shifted to the individual behaviours of teachers and linked these behaviours to learner outcomes. Much of the criticism of teacher 'styles' was concentrated on the assertion that variance within styles was far greater than variance between styles.

Mortimore *et al* (1988) conducted a study which collected data on the following:

- Intake demographics of learners and their family backgrounds;
- School and classroom 'processes' and 'outcomes' in reading and maths;
- Affective factors such as self-concept, attendance and behaviour.

This was the first piece of research to study both schools and classrooms and to explicitly link school effectiveness and teacher effectiveness and reported twelve school and teacher effectiveness factors that were associated (see Appendix 7). It was concluded, however, that classroom level effectiveness is more significant than school level effectiveness in relation to learner achievement.

In 2001, Reynolds and Muijs conducted research as part of the Gatsby Mathematics Enhancement Project (Primary); a project designed to improve the teaching of maths in primary schools using whole-class interactive methods. Standardised maths assessments were used to measure learner outcomes twice yearly and teachers were observed twice a year using the MECORS observation schedule over a 3 year period (see Appendix 8). Correlations between observed behaviours and learner outcomes ranged from .1 - .4. Whilst these correlations are not strong, most of the observed behaviours were related by the authors to increases in learner achievement by the authors and therefore, this research was particularly

influential in the association between teacher effectiveness and learner achievement. The report explicitly linked effective teaching with factors such as classroom management; behaviour management; direct instruction; interactive teaching strategies; varied teaching strategies; classroom climate; reflective practice; teaching strategies with an emphasis on establishing connections (connectionist methods); subject knowledge and subject teaching methods. The research findings corresponded to research carried out by Askew *et al* (1997).

In 2002, Mujis and Reynolds researched the relationship between teacher behaviours, teacher beliefs, teacher self-efficacy and teacher subject knowledge with learner achievement. The authors maintained that their research into the effect of subject knowledge on teacher effectiveness and learner achievement was less significant, like other research in the field. In concordance with their previous research, the authors upheld their association between teacher effectiveness and learner achievement in their key finding that teacher behaviours were the most significant predictor of learner progress.

Data on teachers' self-efficacy beliefs, self-perceived subject knowledge and their attitudes to maths teaching and learning was also collected. Findings suggested that teacher behaviours significantly affected teacher beliefs and self-efficacy which showed the relationship to be reciprocal. Importantly, however, the research concluded that teacher behaviours were the only factor measured in their research to directly affect outcomes, but it was recognised that teacher beliefs and self-efficacy had significant indirect effects on outcomes through their effect on teacher behaviours. Furthermore, variance in achievement at classroom level was attributed to the 'effective teaching' factor which is reported to account for 75% of the classroom level variance. Hence, the authors conclude that all other variants being equal (free meal eligibility, special needs status, gender, achievement at the beginning of the year) a 20% differential in learner achievement could be directly attributed to teacher effectiveness.

In 2000, the *Hay McBer Report* classified teachers on a four point scale from 'outstanding' to 'typical' using the MECORS observation schedule. The causal relationship between teacher behaviours and learner outcomes is prominent in the report:

> We found three main factors within teachers' control that significantly influence pupil progress: teaching skills, professional characteristics and classroom climate. (2000:6)

The report further states that 'teaching skills, professional characteristics and classroom climate will predict well over 30% of the variance in pupil progress' to uphold the correlation (*ibid*:9). Note the 10% increase in variance between Reynolds and Mujis (2001).

Professional characteristics and teaching skills are factors which relate to what a teacher brings to the work of teaching.

> The professional characteristics are the ongoing patterns of behaviour that combine to drive the things we typically do. Amongst those things are the "micro-behaviours" covered by teaching skills. Whilst teaching skills can be learned, sustaining these behaviours over the course of a career will depend on the deeper seated nature of professional characteristics. (Hay McBer, 2000:7)

These are notably behaviours, which are more easily observed and measured and signal a significant shift away from less tangible factors of teacher effectiveness. To this end, the researchers determined 16 professional characteristics that contribute to effective teaching:

- Professionalism: Challenge and Support; Confidence; Creating Trust; Respect for Others;
- Thinking: Analytical Thinking; Conceptual Thinking;
- Leading: Flexibility; Holding People Accountable; Managing Pupils; Passion for Learning;
- Relating to others: Impact and Influence; Teamworking; Understanding Others;
- Planning and setting expectations: Drive for Improvement; Information Seeking; Initiative.

According to the report, teaching skills are those 'micro-behaviours' that the 'effective teacher' constantly exhibits when teaching and include:

- involving learners in the lesson;
- using differentiation appropriately to challenge all learners in the class;
- using a variety of activities or learning methods;
- applying teaching methods appropriate to the national curriculum objectives;
- using a variety of questioning techniques to probe learners' knowledge and understanding.

Classroom climate, on the other hand, is an output measure. It allows teachers to understand learner perceptions about nine dimensions of climate created by the teacher that influence their motivation to learn:

- Clarity around the purpose of each lesson. How each lesson relates to the broader subject, as well as clarity regarding the aims and objectives of the school;
- Order within the classroom, where discipline, order and civilised behaviour are maintained;

- A clear set of standards as to how pupils should behave and what each pupil should do and try to achieve, with a clear focus on higher rather than minimum standards;
- Fairness: the degree to which there is an absence of favouritism, and a consistent link between rewards in the classroom and actual performance;
- Participation: the opportunity for pupils to participate actively in the class by discussion, questioning, giving out materials, and other similar activities;
- Support: feeling emotionally supported in the classroom, so that pupils are willing to try new things and learn from mistakes;
- Safety: the degree to which the classroom is a safe place, where pupils are not at risk from emotional or physical bullying, or other fear-arousing factors;
- Interest: the feeling that the classroom is an interesting and exciting place to be, where pupils feel stimulated to learn;
- Environment: the feeling that the classroom is a comfortable, well organised, clean and attractive physical environment.

(Hay McBer, 2000:28)

In summary, the report states:

> Professional characteristics can be assessed, and good teaching practice can be observed. Classroom climate provides another tool for measuring the impact created by a combination of the teacher's skills, knowledge and professional characteristics. Climate is a measure of the collective perceptions of pupils regarding those dimensions of the classroom environment that have a direct impact on their capacity and motivation to learn. (*ibid:*8)

This research was commissioned by the DfEE, and reaffirmed that effective teaching was characterised by teacher behaviours which directly affected 'learning outcomes'. The 35 behaviours identified by Reynolds and Muijs were looked for and were classified into the seven Ofsted inspection headings: high expectations; planning; methods and strategies; pupil management and discipline; time and resource management; assessment; homework. In effect, this research helped to provide a framework of explicit criteria for Ofsted to use when observing individual teachers to make judgements about the overall quality of teaching and learning within an institution. This has reified the notion of 'best practice' and has discursively shaped 'best practice' as it is understood currently.

In 1999, Hattie presented his research '*Influences on Student Learning*'; this era significantly marks the move towards empiricism in evidenced-based research in education which correlates positive impacts on learning with teacher effectiveness. In the lecture, Hattie (1999) states teachers 'who wish to verify that their methods are having impacts on student learning are the prerequisites for excellence'.

In his pursuit to identify the qualities of excellence among teachers, Hattie claims from his research that teachers account for 30% of the variance in learner outcomes (note as claimed in Hay McBer, 2000), and yet his research shows that learners account for 50% of the variance of achievement. The preclusion of non-school factors has been critiqued in peer review of Hattie's work (Snook *et al*, 2009; 2010). Despite this, he maintains:

> Interventions at the structural, home, policy, or school level is like searching for your wallet which you lost in the bushes, under the lamppost because that is where there is light. The answer lies elsewhere – it lies in the person who gently closes the classroom door and performs the teaching act.
> (Hattie, 2003:2)

Teacher process influence	Effect Size
Reinforcement	1.13
Instructional quality	1.00
Remediation/feedback	.65
Challenge of Goals	.52
Teacher methods	
Direct instruction	.82
Class environment	.56
Peer tutoring	.50
Mastery learning	.50
Homework	.43
Teacher Style	.42
Questioning	.41
Advance organisers	.37
Simulation & games	.34
Computer-assisted instruction	.31
Instructional media	.30
Testing	.30
Programmed instruction	.18
Audio-visual aids	.16
Individualisation	.14
Behavioural objectives	.12
Team teaching	.06
Student influences	
Students prior cognitive ability	1.04
Students disposition to learn	.61
Affective attributes of students	.24
Physical attributes of students	.21
Home influences	
Home factors	.67
Parent involvement	.46
Social influences	
Peer	.38
Television	-.12
School Policy Influences	
Aims & policy of the school	.24
Ability grouping	.18
Finances/money	.12
Physical attributes of the school	-.05
Retention	-.1

(Table 4: Effect sizes, adapted from Hattie, 1999; 2003)

Table 4 shows the effect sizes of what makes the greatest impact on learner achievement. The effect sizes in bold are those effects greater than the average .40 effect size.

Hattie asserts that it is what *some* teachers do that makes the difference:

> It is clear that structural and social influences are minor, what the student brings in terms of achievement and disposition to learn are powerful, teaching process are paramount, and the teacher methods are there – this must lead to the conclusion that, yes teachers make the difference, but only teachers who teach in certain ways. (Hattie, 1999)

Hattie's research focus has been what he refers to as 'the greatest source of variance that can make the difference – the teacher' (2003:3). In his inaugural lecture, Hattie identified from his research that which makes the difference on learning using a model of teaching and learning based on a synthesis of meta-analyses which in short is that:

> the prescriptions for influencing student learning are clear: dollops of feedback, specific and challenging goals, and a constant attention to asking, "how am I going?". (1999)

Hattie (2003), however, whilst emphasising teachers as the single most powerful influence on achievement, makes a clear distinction between just teachers and excellence in teachers, stating that it is excellence in teachers that makes the greatest difference.

> My quest has been to discover these [excellent] teachers and study them. Only when we dependably identify excellence, and study excellence, can we provide the goalposts to aim for. Let us have more studies of excellence. (2003:4-5)

Marzano *et al* (2001) have also made an influential contribution to evidence-based research by identifying specific instructional strategies that have the highest probability of enhancing learner achievement. These instructional strategies are the result of synthesised findings from meta-analysis, however significant variance was found, so, teacher experience was used alongside the synthesised findings to identify the most effective classroom strategies (see Appendix 9).

Evidenced-based research in teacher effectiveness, which focuses on observable behaviours and measurable outcomes, has proven popular in policy-making and continues to be the prevalent research evidence-base in education currently.

We will continue to work in partnership with the Education Endowment Foundation to expand its role in improving and spreading the evidence on what works in education – including expanding its remit to support evidence-based teaching, character education, and preventing poor outcomes post-16. (Excellence Everywhere, 2016:13)

The debate about an evidence-base for teaching was brought to the fore by Hargreaves (1996) in his Teacher Training Agency (TTA) lecture *Teaching as a Research-based Profession* and Hammersley's response to this in 1997. The issue was contentious even then. The argument being made by Hargreaves was for research to 'demonstrate conclusively' that a particular pedagogical approach will produce a 'significant and enduring improvement' (1996:5, cited in Hammersley, 1997:147). Whilst Hammersley acknowledges the 'yawning gap' between theory and practice in educational research at the time, he stated:

an exclusive focus on effectiveness leads to an overemphasis on those outcomes which can be measured (at the expense of other educational goals) or results in a displacement of goals on to the maximisation of measured output. (1997:148)

The research that was influential at the time on school effectiveness was cited by Hammersley as an example of this overemphasis on outcomes. However, evidence-based research in education, and other areas of social policy, continues to dominate. The quest to find what works maintains outcome-focused research with an emphasis on impact in pursuit of solutions to practical problems. Biesta (2007) critiques evidenced-based practice as a 'technological model of professional action' and maintains that the:

most important argument against the idea that education is a causal process lies in the fact that education is not a process of physical interaction but a process of symbolic or symbolically mediated interaction. (2007:8)

Biesta points to the body of research which suggests that the most influential factors in educational achievement are home influences and early experiences in childhood. It is this point that he pursues in his debate about 'effective for what' and revisits in his 2010 paper where he makes the case for the primacy of values in education. Biesta (2010) posits that evidence-based education relegates professional judgement and limits 'opportunities for people to do and think otherwise' and, further, restricts the opportunities for teachers' participation in educational decision-making. Evidence-based practice assumes the goals of

professional action are given and all teachers need to do is use the most effective intervention to achieve those ends. Such reductive approaches to teaching and learning disregard the 'complexity of the pedagogic processes that exist in educational settings' (O'Leary and Wood, 2016:574). Biesta (2010) challenges effectiveness from a teleological standpoint; even with knowledge of cause and effect as suggested by evidenced-based practice there is still a value judgement in the application of this knowledge/intervention which comes down to the desirability of particular ways of acting to achieve a particular end. The effectiveness of educational interventions crucially depends on judgements about what is educationally desirable. Biesta concludes that 'values are not simply an element of educational practices, but that they are actually constitutive of such practices' (*ibid*:501). All teaching activity is an intervention 'generally orientated towards human well-being' (*ibid*:492), and as such, according to Biesta, should not be seen as causes but as opportunities for interaction and, through interaction, to learn something. It is the role that evidence plays in education that Biesta is challenging, not whether or not there should be evidence in education. A point with which I concur, especially as evidence from meta-analyses is increasingly being used to codify teaching into 'best practice'.

Fielding (2003:294) argues that 'the impact of impact' in research is a critical debate, since the language of 'impact' reflects the influence of an imposed performativity, a 'new hegemony' that:

> valorises what is short-term, readily visible and easily measurable... has difficulty comprehending and valuing what is complex and problematic, what is uneven and unpredictable, what requires patience and tenacity... [and] finds difficulty in distinguishing between levels of change, between what is fairly superficial and what is, to coin another already over-used, increasingly presumptuous phrase 'transformational'.... (*ibid*:289)

This echoes Hammersley's (1997) caution that an evidence-base in education fashioned on a medical model would result in a move towards evidence-based accountability and warns that Hargreaves' argument may be taken up by those who seek to render teachers more accountable. It is no coincidence that at this point in time much educational research was being funded by government agencies such as the Teacher Training Agency (TTA).

The 'insistence on policy relevance', 'maximal impact' and 'funders control over publication' as signalled by Hammersely (1997:141-142) is continued by Colley (2013) in an account of how an ESRC research project she led did not meet the Research Excellence Framework

(REF) (2014) 'impact' assessment criteria. The article theorises the impact of powerful research-users on research and calls for an open and public debate about the issue of research 'impact'. Colley argues that this criterion prioritises dominant research-users, defined as 'experts' from official bodies, over the production of research and that the demand for impact as a measurement of the economic value of research has significant consequences on judgements concerning the quality of research and therefore decisions about what research is funded. This rationalist criterion clearly has a substantial influence on knowledge production within educational research, which ultimately informs policy and practice through its conceptions of teaching and learning.

Ofsted and Improvement Through Inspection

The key driver of improvement is Ofsted through inspection, where judgements about the quality of teaching and learning contribute to overall judgements of the quality of provision. It is, therefore, important to include the role of inspectorate within the quality imperative in education as part of this literature review. To this end, their own measures of improvement are used to review their role in the standards agenda.

A number of studies have looked at the extent to which Ofsted has improved schools (Frost, 1995; Wilcox & Gray, 1996; Gilroy and Wilcox, 1997; Lee and Fitz, 1997; Thomas, 1999; Shaw *et al*, 2003; Rosenthal, 2004). Most recently, research by Jones and Tymms (2014) concludes that there is a lack of evidence from research to assess the impact of inspections and asserts that the assumption that there is a causal link between inspections and school improvement cannot be clearly supported from existing literature.

In a survey of schools conducted in Wales, Thomas (1999) reports that the area most improved as a result of inspection was standards of teaching. The research, however, found a disparity between the improvement in standards of teaching and the effect on exam results. Rosenthal (2004) and Shaw *et al* (2003) investigated schools a year after inspection to consider the effect of inspection on exam results and found small, but significant, negative effects, not improvement. Rosenthal (2004) concludes there has been a steady improvement in the quality of the educational output of English state-maintained secondary schools since the early 1990s, where quality of output is measured by GCSE exam performance but the cause of the continuing year-on-year rises in school output standards are a complex mixture of factors, not singly attributable to inspection. Shaw *et al* (2003) do not advocate GCSE results as the sole indicators of educational quality and achievement, but assert that it is

appropriate to use the government's own rubric to gauge the effect of its inspectorate. Whilst small improvements were made in a minority of schools, overall it was found inspection had no positive effect on GCSE achievement.

In 2004, however, a study commissioned by Ofsted claimed that inspection did lead to widespread improvement (Matthews and Sammons, 2004). It is difficult to determine Ofsted's role in securing school improvement as there is so little agreement as to whether schools have improved at all in the past 20 years and, if they have, by how much. Debates about standards continue despite Ofsted's own evidence in their Annual Reports between 1993-2011 pointing to schools having improved.

Waldegrave and Simons (2014) look at longer term trends. The education consultancy LKMco started with schools graded less than good since 2005 and then analysed the number that are were graded good or better at their latest inspection.

Analysis showed that of those schools which received a grade less than good since 2005, 49.8% have improved, while 50.2% have not. LKMco also looked at the improvement trajectory for schools that have been inspected multiple times and in particular those graded as inadequate, the conclusion being that multiple inspections decreased the likelihood of improvement (see Figure 1).

Figure 5: Percentage of schools judged Satisfactory or Inadequate who received multiple inspections and are now Good or better

Source: LKMco analysis
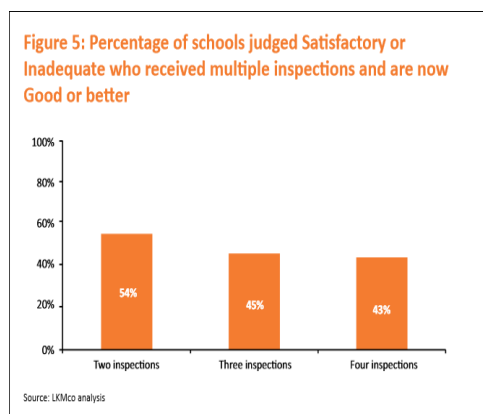
Figure 1: LKMco Improvement trajectory analysis, 2014, cited in Waldegrave and Simons, 2014:47

The report also analysed the impact of inspection on attainment by comparing overall attainment scores pre- and post- inspection. The analysis was based on a sample of 135 secondary schools graded 3 in 2009 and looked at attainment data in 2012. On average, there was a 5% increase in the proportion of learners achieving 5A*– C at GCSE since inspection 3 years prior.

Part of the debate about standards stems from the central question about what constitutes quality (Wilcox and Gray,1996; Gilroy and Wilcox,1997; Matthews *et al*, 1998). Wilcox and Gray (1996) critique the validity of criteria used during inspection and conclude that validity threats can be minimised but never completely eliminated. Gilroy and Wilcox (1997) focus their theoretical critique on the objectivity of Ofsted criteria and petition for the limitations of inspection criteria to be acknowledged. The first study of aspects of the reliability and validity of judgements of teaching quality made by independent inspectors in the classrooms of primary and secondary schools in England was conducted by Matthews *et al* (1998). They examined aspects of validity, in the sense of whether inspectors use the criteria and procedures prescribed by Ofsted as intended. In particular, the relationship between the grades for teaching and the grades for educational outcomes observed during lessons, were investigated, as well as the relationship between grades for teaching and the combination of strengths and weaknesses identified by inspectors using the required criteria. The authors reached the following conclusion from the study:

> If we assume the sample is representative only of the more confident and experienced inspectors, the results reported here suggest that OFSTED's Framework and related advice provide an effective means by which such inspectors can judge teaching with considerable reliability. (*ibid*:186)

Whilst the degree of correlation remained high in this study, in the one in five lessons in which judgements differed by a grade, the less favourable grade was, usually, awarded by the Ofsted inspector.

Additionally, Coe (2014) used the summary of findings from the MET project (2013) to challenge the validity of Ofsted observations carried out by inspectors. Coe suggested that when comparing a lesson judgement of teacher quality against its 'actual' quality (as defined by the Value Added progress made by pupils in that class) there is potential for a significant differential. He predicted that there is a 49% chance that the quality of the lesson will be judged the same, and a 51% chance that it will not be the same, as that assessed by Value Added progress. Furthermore, using the MET project findings, Coe estimated the reliability of judgements made in Ofsted observations. In short, as previously cited, if a lesson is judged 'outstanding' by one Ofsted inspector, the probability that a second inspector would give a different judgement is between 51% and 78%. Additionally, the differential significantly increases to an 90% chance of a different judgement made for lessons judged to be

inadequate. Overall, the study found that judgement of the quality of teaching and learning would agree 61% of the time.

De Wolf *et al* (2007) reviewed studies which focused on effects and side effects of inspection visits and public performance indicators. A key conclusion was that the reviewed studies did not definitively show whether inspections have positive causal effects on the quality of schools and conclude that inspection visits lead to changes in school improvement but that these changes do not lead to an improvement in educational achievement. Instead, they found evidence of 'window dressing' and stress and some studies reported a negative effect of school inspections on educational achievement.

In comparison to the schools sector, there has been almost no research into the effects of quality mechanisms within FE (Commons, 2003). In 1999, Commons conducted a survey within the FE sector and got responses from 173 colleges; 40% of the sector at that time. The study found that the inspection process did not in itself act as a major driver for improvement but did contribute to improving teaching and learning styles and aspects of college management, including more effective use of student data in evaluating provision. Since then, the only data available comes largely from Ofsted itself. In FE, according to the Policy Consortium (2013) for overall effectiveness, the proportion of colleges with good or outstanding grades increased from 63 per cent in August 2011, to 64 per cent in August 2012, and then to 70 per cent by March 2013. Data from Ofsted (2016) reports the percentage of FE providers judged good or outstanding at their most recent inspection was 81% which is 19 percentage points higher than the previous year. However, data for inspections conducted between 1 September 2015 and 31 August 2016 show the proportion of general further education colleges judged good or outstanding has declined by 6 percentage points. However, there was a change to the *Common Inspection Framework* during this period. *The Common Inspection Framework* discursively shapes what constitutes quality and since the 1990s there has been a persistent trend towards performative constructions of quality in education. This discursive shaping of what constitutes quality reifies professional action into an educational technology which delimits the scope of professional agency when working within such a quality regime.

As Biesta summarises 'it is the very impossibility of an educational technology that makes education possible' (2007:8).

Summary

From past research it is clear that the use of lesson observation in teachers' professional lives is not without contention and, notably, not without inconsistencies in terms of what lesson observation is said to be measuring and how this is measured. The tensions identified in the literature raise important lines of inquiry about the work of teaching, teachers' professionalism as well as raising questions for the wider educational arena about what is meant by 'effective teaching', 'best practice' and therefore what is meant by 'learning outcomes'. However, my review of the selected literature shows that there is scope for research that investigates how teachers make sense of their investment in the practice of lesson observation in light of the identified tensions from past research, to help to understand better the effects of performative constructions of quality on teachers' professional lives. To this end, the thesis pursues an insight into the meanings made by teachers, and observers, from their investment in the practice of lesson observation, but essentially, what meanings need to be in place for them to make sense of their investment. In this way, the thesis presents an investigation into meaning creation and, therefore, how rational policy work is done through the practice of lesson observation in FE.

Chapter 3 – Analytical Strategy

Introduction

The aim of this research is to provide insights into how teachers have come to be governed, in both thinking and action, in particular ways through the practice of lesson observation and at what costs for whom. Practices such as lesson observations are governed in part through invoking the correlation between teacher quality and raising standards in education. It is how teaching is problematised that has important implications for the particulars of policy recommendations and their adoption in education. At the very least this research will make public the experiences of participants in such a way that the policy and practice of lesson observation can be opened up for debate. As Sachs (2001:159) posits:

> The challenge for those of us involved in the broader political project of revitalizing issues of teacher professionalism and professional identity is how to facilitate public debate about the nature of teaching.

The original contribution to knowledge of this research is the outcome generated from the innovative combination of Bacchi's (2009) WPR approach to policy-as-discourse analysis with Bourdieu's theory of the 'logic of practice', in particular his notion of *illusio*. An understanding of the 'logic of practice' is derived from investigating how participants interpret their strategic action in the agentic 'playing of the game' of lesson observation and how these interpretations relate to the collective misrecognition that validates the use of lesson observation as a sensible practice to assess 'effective teaching'.

Bourdieu used the metaphor of the game to interpret the conventions which govern social practices. According to Bourdieu, these conventions become normal, natural and seen as 'sensible' by players of the game. Habitus and field are two central concepts in Bourdieu's social theory which are defined by the game metaphor. Field is a socially constructed space of positions where the game is played. The position of players within the field is often unequal, therefore field is a site of struggle and competition. Habitus is a state of being: 'we are *disposed* because we are *exposed*' (Bourdieu, 1997/2000:140 *original emphasis*). In this sense, habitus and field are defined relationally rather than being in opposition. Within the structure of the field to which players are exposed, and subsequently disposed, are deep-seated beliefs and presuppositions, or doxa, which inform and shape an individual's

participation in a particular social field. However, Bourdieu's notion of *illusio* is an integral part of the game metaphor. If players are to continue 'playing the game', then interest, or *illusio*, in the game is necessary. Interest is fundamental to Bourdieu's theory of practice; players embody the practical logic of the field conditions, they act in accordance with the conventions of social practices because they have an interest, *illusio*, in the outcomes of the game. The complex interrelation of capital and misrecognition of a 'truth', or doxa, maintains *illusio* in the production of objects that can be exchanged for capital; both material and symbolic capital.

The WPR approach to policy-as-discourse analysis is premised on the idea that policy-making is commonly a response to 'problems'. Bacchi's WPR approach suggests that proposals for change, such as policy, contain implicit representations of the 'problem' they intend to solve. Policy, as proposals for change, reveals what is thought to be problematic: what the 'problem' is represented to be. These representations of the 'problem' shape how a 'problem' is understood and have effects on how we are governed. In fact, Bacchi (2009) asserts that we are governed through the ways in which issues are problematised rather than through policies themselves. The WPR approach interrogates these problematisations to see what meanings they rely on and what effects follow from them.

The combination of these theoretical approaches examines the work of policy from intention to enactment. At one end, the representation of teaching as a 'problem' in official policy which has rendered the practice of lesson observation as sensible within teachers' professional lives and at the other end, its effects and the sense made of investment in this practice by professionals.

Theoretical Framework

An analytical strategy which combines Bourdieu's social theory with Bacchi's WPR approach has been devised (Pleasance, 2015; Table 5) for analysis and theorisation of the empirical data. The original contribution to knowledge constructed by the analytical strategy is an interpretative rendering of the effects of the practice of lesson observation and through theorisation an account of how teachers have come to be governed in both thinking and action through 'playing the game' in the practice of lesson observation.

The analytical strategy (Table 5) has been created for analysis and theorisation using the three kinds of effects produced by problem representations: discursive, subjectification and lived.

WPR analytical strategy	Bourdieu's logic of practice
Discursive effects: deep-seated assumptions and presuppositions which the discourses give expression to and the silences these discourses contain, which make it difficult to think differently. In short, the limits imposed on what can be thought and said. Q2:What is the underlying premise of the identified 'problem' representation(s) of teaching in lesson observation? Q4: What are the gaps or limitations in the identified 'problem' representation(s) of teaching in lesson observation?	Social practices are characterised by regularities, doxa, and the relation between these regularities and the practical logic of actors socialises them into the 'feel for the game', *illusio*, as acting sensibly (Bourdieu, 1990;1998)
Subjectification effects: The ways in which subjects and subjectivities are constituted in discourse. Discourses make certain subject positions available and from these positions people make sense of the world around them. Subjectification effects also involve analysis of how problem representations often set groups of people in opposition to each other, which Foucault refers to as 'dividing practices' (1982:208). Q3: What are the contingent practices and processes through which understanding of teaching in lesson observation has emerged?	Habitus is socialised in the field through doxa which regularises *illusio* in the objective functions of the field to maintain the implicit logic of lesson observation 'thereby reproducing the conditions of its own perpetuation' (Bourdieu, 1992:67).
Lived effects; the material impact of problem representation on people's daily lives. Q5: How do identified 'problem' representations limit what can be said, shape participants' understanding of themselves and the issues they encounter and impact materially on participant's lives?	*Illusio* provides a useful metaphorical lens to explore the practice of lesson observation as a game played out within the objective structures of a field and to examine experiences of playing the game and the relation of investment, in a subjective sense, in the game and its outcomes (Bourdieu, 1992).

Table 5: The WPR approach, adapted from Bacchi, 2009:16-18, in conjunction with a Bourdieusian theoretical analytical strategy for analysis and theorisation devised by Sasha Pleasance, 2015.

This analytical strategy has been devised from the work of Bacchi and Bourdieu to problematise the practice of lesson observation (Q1) and create a 'space for challenge' (Q6). The WPR approach frames the investigation into the practice of lesson observation as a solution within the construction of teaching as a 'problem'. Bourdieu's social theory is the lens through which the empirical data from this investigation is analysed and theorised. Even though the analytical strategy set out in Table 5 has separated the effects of discourse it is recognised that these effects are interrelated, just as Bourdieu's concepts in the logic of practice are interrelated, and cannot be separated. Nonetheless, they have been presented in this way to demonstrate how the work of Bacchi and Bourdieu can be combined to create an analytical strategy for analysis and theorisation of empirical data.

This research investigates the problematisation of teaching and the practice of lesson observation as an identified solution. Investigation into the problematisation of teaching helps to reveal the meanings that need to be in place for the practice of lesson observation to become a taken-for-granted reality, for teachers and observers to invest themselves in its enactment and the sense that they make from their investment. The concept of *illusio* helps to interpret the discursive, subjectification and lived effects in the professional lives of teachers and observers; how they are governed and influenced to think about themselves in their work. Part of the original contribution to knowledge of this thesis is in the way the analytical strategy diffuses the agency-structure dualism which often over-emphasises the determination of structural power. Instead, a relational understanding of habitus, field and *illusio* is used to examine the sense that participants make of their involvement in the practice of lesson observation.

Problematising teaching in official documentation is an important aspect of the analytical strategy because of the way in which it affords an interrogation of a 'problem' that is presumed to exist and the presuppositions which develop into policy technologies such as lesson observation. Presuppositions at a macro level result in discursive constructions within educational policy, such as: 'outstanding teacher'; 'best practice'; 'effective teaching'; 'learning outcomes'. These presuppositions are an important part of the broader political and social context of discourses of quality and the representation of teaching as a 'problem' within official policy discourse. This wider contextual frame helps to zoom in (Lerman, 2001) on how these official discourses work in relation to institutional policy and practices; the meaning that is created to legitimate a practice such as lesson observation as a 'solution' to the 'problem' of teaching.

According to Bourdieu 'there is no action without a *raison d'etre,* i.e. without interest, or, to put it another way, without investment in the game and a stake, *illusio,* involvement' (1992:290, *original emphasis*). Taking this as a starting point for theorisation, the 'playing of the game' of lesson observation by teachers and observers is not simply the product of obedience to rules. The analogy of a game is used for social field, and Bourdieu uses the notion of *illusio* to draw attention to social practices as a kind of game and the idea that no action within the game is disinterested. *Illusio* is then a complex facet of agency operating within the interdependent bundles of relations between field and habitus; bundles of relations which coexist in a generative system of capital exchange. Habitus is a multi-layered concept; it is agency and the socialised body, as well as interplay between past and present circumstances and individual and collective histories (Reay, 2004). The social field, as a game, is characterised by regularities which are socially devised, and is sustained by the agentic playing of the game, *illusio*, through habitus. To understand the practice of lesson observation as a taken-for-granted reality, it is important to investigate the relationship between the regularities of the social field and the practical logic of actors which socialises them into the 'feel for the game' as acting sensibly (Bourdieu, 1990; 1998). Bourdieu describes the relation between habitus and field as the meeting of two evolving logics or histories: it is the relation between these two sets of organising principles that give rise to practices. Fundamental presuppositions about teaching and its representation as a 'problem' formulate the doxa, or conventions, of teaching. These conventions rationalise the practice of lesson observation and dispose individuals to its regularities within the social field, and to invest in its outcomes; 'playing the game' becomes undisputed compliance 'thereby reproducing the conditions of its own perpetuation' (Bourdieu, 1992:67). Over time, habitus has become conceptualised as both conscious deliberation and unconscious dispositions and one major contribution of this research is to anlayse the relationship between complicity, *illusio*, and compliance, socialised dispositions, in the practice of lesson observation.

The ways in which issues are problematised are central to governing processes. So, the analytical strategy devised for this research will examine the wider policy context, as well as the socialised self in the local micro context, to explore 'what type of assumptions, of familiar notions, of established, unexamined ways of thinking the accepted practices are based on' (Foucault, 1994:456); in this research the practice of lesson observation specifically. The relationship between the macro and micro is interrogated to analyse how the 'problem' of teaching is thought about. Analysis also includes the premises of this 'problem'

representation, and the effects of this 'problem' representation on how participants make sense of their work; their social selves.

Bacchi's work draws on the Foucauldian definition of discourse as practice. Her work offers a useful and appropriate methodology and theoretical approach to analyse policy-as-discourse as a means to exploring governmentality and governance. Governments and policy-makers are active in the creation of 'problem' representations which shape the understanding of issues in very particular ways. Bacchi's WPR approach to policy-as-discourse analysis starts from the premise that what is proposed as the 'solution' to an issue reveals what is considered to be problematic. WPR probes unexamined assumptions and deep-seated conceptual logics within how 'problems' are represented. In WPR, 'problem' refers to the kind of change implied in a particular policy proposal; it is, therefore, inappropriate to think 'problems' exist in the world in the way the approach to policy-making suggests. Using Bacchi's approach enables this research to 'zoom-out' (Lerman, 2001) from analysis of policy enactment at a micro-level to examine the implicit value-laden meaning of the representation of teaching as a 'problem' within the macro policy-making process. This concurs with Bacchi's assertion that ''problems' are endogenous, created within, rather than exogenous – existing outside – the policy-making process' (2009:x). Theorisation in this thesis takes the form of 'problem-questioning' (Bacchi, 2012a:23) to examine the relation between the 'problem' representation in official documentation and how meaning-making in the professional lives of teachers and observers is shaped by particular understandings of the 'problem' of teaching as represented in educational policy. So, to this end, this research uses the six guiding questions of the WPR approach to investigate the way in which educational policy constructs teaching as a 'problem' and the way in which governing occurs through problematisation (Table 1) . To do this, it is important to understand the 'web of policies, both historical and contemporary surrounding the issue' (Bacchi, 2009:201-21). This understanding of policy links back to Ball's dual conceptualisation of policy-as-text and policy-as-discourse and his suggestion that policy texts are 'cannabalized products of multiple (but circumscribed) influences and agendas (1993:45). The 'cycle of problem, solution, success and new problem is articulated across policy texts (Maguire, 2004, cited in Ball, 2008:147) but Bacchi (2009) contends that as policy implements change it actively creates policy problems but by default rather than intentionality. This can be seen in the binaries often created in the implementation of policy; one such binary constructed within lesson observation is performance management and professional development perpetuated within policy texts which relate to lesson observation

(see Chapter 5 and Chapter 6). This binary construction attempts to reconcile two competing practices of lesson observation through the promotion of its use in accountability measures as a key driver of improvement in education. In this way, the binary solution simplifies the relationship between performance management and professional development and in so doing redefines teacher professionalism.

Summary

The analytical strategy devised for this research acknowledges that each effect is interrelated and respects the relationship between macro and micro policy contexts. This research intends to 'zoom out' to address the creation of meanings which have shaped the practice of lesson observation and 'zoom in' to investigate personal realities and meanings within the practice of lesson observation and so, the relationship between the macro and micro in the social self can be analysied. Bourdieu's conceptual lens will be used to examine policy enactment and embodiment and will form part of the analysis that will explore the relationship between macro and micro practices and meanings; how these relations define participants' professional selves and how participants mediate and function in the social field as professionals. In short, how policy formation at a macro level, and policy enactment at a micro level, shape particular ways of thinking. In order to analyse the way in which participants make sense of their work in the micro context, it is necessary to make the link to macro policy. This research recognises policy texts as discourses, and as such, recognises these texts contain values which are perpetuated through discourses. According to Bacchi (2009:35) discourses are 'socially produced forms of knowledge' which form a practice to accomplish things. Discourses are mediated by language and beliefs to 'construct worlds, problems and persons as governable entities' (Dean, 1999:64) and set limits on what is possible to think therefore forming the social objects or practices of which they speak (Ball, 1993). By creating an analytical strategy which combines a Bourdieusian lens with the WPR approach, the research moves beyond analysis and theorisation of simple correspondence between macro values and their reproduction in a micro context. Recognising policy texts as discourses opens up opportunities for an analysis of the subtleties of complicity and compliance in the practice of lesson observation and how participants make sense of their agentic 'playing of the game' and the strategies they construct, and meanings they generate, to make sense of their interest, *illusio*, in the game of lesson observation.

I believe that Bacchi's WPR approach to policy-as-discourse analysis which problematises the problematisations fits well with a Bourdieusian metaphorical lens, in particular his notion of *illusio.*

Chapter 4 - Methodology: Policy-as-Discourse

Introduction

I believe I have developed an innovative methodological approach for the topic under investigation. The policy-as-discourse methodology devised for this research combines Bacchi's WPR approach to policy research with Bourdieu's social theory, in particular his concept of *illusio*, to create an analytical strategy for interpretation of empirical data. The analytical strategy enables an investigation into the investment teachers make in the practice of lesson observation and its effects. Analysis of the empirical data is used to construct an interpretative rendering of the meaning participants make of their investment in the practice of lesson observation; a practice which has come about as a rational solution in the problematisation of teaching within official discourse.

Research Aim and Approach

This chapter outlines the methodological approach used in this research. The contribution to knowledge is based in the epistemological assumption that knowledge is a human construction and, therefore, what is presented in the thesis is one possible construction of understanding of teaching as a 'problem' and lesson observation as its solution. Crotty conflates epistemology with ontology by asserting they are mutually dependent and difficult to distinguish conceptually:

> The theory of knowledge embedded in the theoretical perspective and thereby in the methodology ... An epistemology ... is a way of understanding and explaining how we know what we know. (2015:3)

Researching the representation of teaching as a 'problem' from a constructionist perspective creates conceptual space to investigate meaning-making in the 'problem' and its solution; how teachers and observers are constitutued in the enactment of lesson observation as a practice and thus how lesson observation is enacted as a form of governance. In this study I take discourses to be practices; practices as embodied discourses which create and reflect subjectivities. These embodied discourses form located subjects who rather than being separate from the policy arena, internalise its discourses and its construction of policy 'problems' and solutions. In this way, doing policy work makes sense to its situated subjects (Gill, 2012).

My work uses an analytical strategy which combines key components of Bourdieu's social theory with the 'What's the Problem Represented to be?' (WPR) approach developed by Bacchi as part of a policy-as-discourse methodology with which to investigate the research topic (see Chapter 3).

Goodwin describes policy-as-discourse as:

> starting from the assumption that all actions, objects and practices are socially meaningful and that the interpretation of meanings is shaped by the social and political struggles in specific socio-historic contexts. (2012:29)

In her WPR approach to policy-as-discourse analysis, Bacchi (2009) reframes policy analysis from 'problems' to problematisations, from finding facts to the nature of facts, or from what works to the working of things (Shaw, 2010). Problematisations, therefore, are constructions which do not have an independent existence, whereas in rational policy-making, 'problems' are assumed to be fixed entities within the social world awaiting discovery and solution.

The WPR approach to policy-as-discourse is premised on the understanding that policies give shape to 'problems' and that this is an inherent part of policy-making. So Bacchi's approach is grounded in the concept of problematisation, and thus moves the research beyond accepting the designation of teaching as a 'problem'. Problematisation in Bacchi's approach is a key distinction for me as it advocates interrogation into the kinds of 'problems' that are presumed to exist and how these are conceived, because

> how a problem is represented carries all sorts of implications for how the issue is thought about and for how the people involved are treated, and are evoked to think about themselves. (2009:1)

The 'problem' represented in this proposed research is teaching, and this infers presuppositions about the very nature of teaching, learning, educational standards, as well as the professionalism of teachers; presuppositions which have been developed into policy technologies such as lesson observation over time.

A WPR analysis of official policy documentation and pronouncements was carried out to contextualise how lesson observation has become a solution to the represented 'problem' of teaching. Ball and Bowe (1992) suggest that policy-making involves three stages:

1. Intended policy represents the policy statements;
2. Actual policy represents the translation of intended policy into policy documents;

3. Policy-in-use refers to practices; how the language of these policy texts are put into practice.

In this way, Ball and Bowe illustrate the correlational pattern between policy and ideology through discourse. It is at the policy-in-use stage that ideological ideas are interpreted into practice, and that meaning-making, both explicit and implicit, is embodied and enacted through particular discourses.

In my own reading, I have traced the discourse of 'quality' in education back to 1968/9 when *The Black Papers* were published. The first of these was titled *Fight for Education* and the 'problem' represented is aptly captured in the sentence: 'We must reject the chimera of equality and proclaim the ideal of quality' (Maude, 1968:8). It is in this series of papers that the discourse about the quality of education, and its declining standards, is directly linked to teachers, specifically teachers whose 'motive force …is the ideology of egalitarianism' (*ibid*). Moore, who traced the quality discourse back to the Newcastle Commission (1858) which aligned quality of provision with results, concludes that:

> historically shifting nature of the good teacher discourse serves as a particularly poignant and illuminating illustration of both the fragility of discourses and of their uncanny, Terminator-like habit of returning. (2004:42)

In undertaking a WPR analysis of official documentation and pronouncements, I have traced these discourses to understand the representation of teaching as a 'problem', and lesson observation as its solution. WPR affords my research an understanding of how this dominant 'problem' representation has come about and evolved over time in its socio-historic context and its effects, in order to interrogate the 'problem' as a taken-for-granted reality.

The six guiding questions in the WPR approach presented in Chapter 1 (Table 1) are not a cause and effect evaluation. Rather, the six guiding questions create a space in which to construct an understanding of the following research questions:

- How did teaching become represented as a 'problem'?
- What meanings and understandings need to be in place for the representation of this 'problem' to be a taken-for-granted reality?
- What forms of governing practice have been enabled by constructing teaching as a 'problem'?
- What are the effects of this 'problem' representation, in particular the lived effects?

Lived effects of discourse are not necessarily direct or immediate, rather they signal a 'connection between our ways of knowing the world and our ways of occupying it: being in it' (Blestas, 2012:43). By adopting the WPR approach to policy-as-discourse I am able to investigate the subject positions produced within the discourses of lesson observation, and the tensions and contradictions resulting within them from teachers, observers and official documentation and pronouncements. As I pointed out in Chapter 3, this aligns neatly with Ball's conceptualisation of policy whereby, through policy, 'a cycle of problem, solution, success and new problem is articulated across policy texts' (Maguire, 2004, cited in Ball, 2008:147). According to Bacchi (2009), it is through these problematisations of an issue that we are governed. Rational policy-making understands the 'problem' to be a particular sort of 'problem', and as policy implements change, it contains implicit representations of 'problems' and actively creates policy 'problems' by default rather than intentionality (Bacchi, 2009). In a WPR approach, the presuppositions that underlie the 'problem' representation will identify the bodies of knowledge that shape participants' accounts, rather than just elicit what they know and do. In this regard the research focus is 'not why something happens but how it is possible for something to happen – what meanings need to be in place for something to happen' (Bacchi, 2009:5). So, whilst policies are expressed in language, in texts, policy-as-discourse investigates meaning creation; investigating how meaning is created emphasises the constitutive and productive nature of policy (Ball, 1993).

Bourdieu's social theory is used in conjunction with WPR to investigate the effects of lesson observation, in particular his conceptualisation of field as a game and the embodiment of its rules, or habitus, being internalised as practices; a game played by its rules which becomes seen as acting sensibly is a principal focus of this research. In particular, I believe that Bourdieu's concept of *illusio* offers the potential for an original insight into the investment made in the practice of lesson observation, and the meaning-making from this investment, in order to understand the effects of lesson observation on the professional lives of teachers and observers.

By investigating the problematisation of teaching, this research examines how governing occurs in order to develop an understanding of how the taken-for-granted 'problem' of teaching has come to *be* taken-for-granted.

Methods

I am interested in how the discourse of 'best practice' is embodied by participants, how they consciously, or not, enact it and how it constructs their interpretation of what it means to be an 'effective' teacher and the effects this has on their professional lives. It is not just what they do that I am interested in, it is the meaning made of why they do it, and their interpretation of this. In order to gain this insight, one-to-one interviews and focus groups were used to investigate this. These methods generated interpretative accounts which were analysed using the analytical strategy outlined in Chapter 3.

In the research institution there is a college observation team (COT) comprised of both managers and teachers as part of a recent move towards a more peer observation model. Despite this move, COT observations, however, are still the formal annual observation which teachers undergo as part of their performance review. It is worth noting that all observers who took part in this study are also teachers, or have been teachers prior to their current management role. Please note that when reference is made to participants from this point forward in the thesis, this includes both teachers and observers who took part in the research unless otherwise indicated.

	Observers	Teachers
Experienced	8	6
New*	2	5

Table 6: Overview of Participants (*new = less than 3 years in role)

The focus groups and interviews were used to investigate the taken-for-granted realities as accounted by participants and examine the interaction of habitus and field, and their interest, or *illusio*, within the practice of lesson observation, the sense participants make of their investment in this practice and the effects of this on their professional work.

Focus groups

Focus groups were used prior to interviews 'to provide a window on subjective experience' (Barbour, 2007:27) or 'structured eavesdropping' (Powney, 1988, cited in Barbour, 2007: 35). In this way, Barbour goes on to write that 'focus groups have the capacity to reflect

issues and concerns salient to participants rather than closely following the researcher's agenda' (2007:32).

Pollack (2003:472) suggests that combining focus groups and one-to-one interviews can be appropriate in research where 'issues of power and disclosure are amplified'. The research topic generated a combination of views, and as the researcher, it is important to recognise that policy is not always 'negatively responded to, or that all policies are coercive or regressive' (Ball, 1993:47); participants may be for or against the practice of lesson observation. So, whilst separating participants into two sets of distinct focus groups, teachers and observers, helped to dispel some of the issues of power and disclosure, there may still have been some participants within these groupings who felt apprehensive in expressing their own views in front of their peers. This phenomenon of group dynamics in itself can potentially generate interesting data. Exchanges between focus group participants allowed the researcher to 'develop analysis that takes account of the complexities involved, including explanations, justifications and tentative hypotheses advanced by people taking part in our research' (Barbour, 2007:136). However, what is not said can be as important as what is said during focus group discussions.

I moderated the focus group discussions, because by problematising concepts I was able to guide the discussion by picking up on cues, seeking clarification, mediating the silences of familiarity and probing beyond what participants think, into why they think as they do by problematising concepts as illustrated in Appendix 10.

Interviews

It is important to recognise that in constructionist research, questions and contributions from the interviewer are part of the meaning generated; that the interviewer and interviewee co-construct situated data; my contributions must be subjected to the same analysis as that of participants (Silverman, 2001). Furthermore, from a constructionist epistemological position, research is a critique of ideology, and 'critique is the unmasking of dominant, taken-for-granted understandings of reality' (Jørgensen and Phillips, 2002:176).

Riessman (2008) emphasises that there is no single meaning for what 'narrative' might encompass. Using this standpoint, interview data in this research provided situated accounts, or self-narratives, through which participants made meaning of their professional lives during the interview. The resources used to make meaning, which are often at a taken-for-granted

level, draw upon participants' interactions at an individual and collective level to construct these self-narratives. For Gergen and Gergen, 'self-narratives are symbolic systems used for such social purposes as justification, criticism and social solidification' (1988:20-21).

These self-narratives were analysed to interrogate the participants' ways of viewing the practice of lesson observation, its value system and its specific interest, *illusio*, for participants. By using participants' experience, the relationship between individual motivation and the interests of the collective professional identity can be analysed to investigate the doxa, the presuppositions, which regularises the interests of individuals and groups of individuals within the objective functions of the field to maintain the implicit logic of lesson observation, 'thereby reproducing the conditions of its own perpetuation' (Bourdieu, 1992:67). *Illusio* offers a conceptual lens to investigate the production, and reproduction, of governable subjects who engage in self-regulation through the practice of lesson observation.

An unstructured approach to constructing interview data was adopted, so as to encourage the feel of a more spontaneous conversation typical of unstructured interviews. This approach was chosen to help limit the power differential between researcher and participant, and thereby help participants feel at ease and more able to open up to share their experiences and opinions about what is potentially a sensitive area of their work. It was recognised, that the potential pitfalls of an unstructured format could be that the participants use the interview for an opportunity to bear grievances for their own personal and/or professional agenda, however, it was further recognised that this representation of 'problem' could illuminate the research focus in unknown ways. So, within this format, I needed to listen actively and not lose sight of the research topic and guide the conversation accordingly. To do this, I needed to ask questions that explored the meanings ascribed to actions and events in their professional lives, and in so doing co-constructed their self-narratives. Appendix 11 shows an example of co-construction during a one-to-one interview.

Focused interviews are neither strictly structured nor entirely non-directive, they are focused on particular themes and are therefore a process of knowledge construction. Open questions were used to focus the research on the theme of inquiry but the open-ended questions also gave participants opportunities to bring forth dimensions found to be important to them individually. Focused interviews led participants toward certain themes but not specific opinions about these themes. Active listening is important, listening to the explicit expressions of meaning and experience, but also for the ambiguities and contradictions so

these can be followed up for explication. The implicit is formulated into a question so the participant can confirm or reject the interpretation of the researcher as seen in Appendix 12.

Official Policy Documentation

A WPR analysis of official policy documentation and pronouncements, here-on-in referred to as official documentation, will be used as part of the data to investigate how teaching has become represented as a 'problem' in official discourses. This analysis is an interpretative exercise to understand the way in which official documentation constructs the 'problem' of teaching in its socio-historic context, reflectingt my particular interest in the enactment of lesson observation as a practice. By analysing how the 'problem' is represented in official documentation, the WPR approach affords the research an analysis of 'problem-solving' in official policies over time in order to understand how the construction of teaching *as* a 'problem' constiututes a specific form of governing. Bacchi (2009) posits that the practice of governing occurs through such problematisations. The practice of governing is underpinned by the taken-for-granted nature of problem-solving in official policies and the WPR approach directs questions which challenge the treatment of 'problems' as discrete and independent entities in the social world. In this way analysis is focused on how the 'problem' of teaching has come to be constituted *as* a 'problem' and the material implications of this on the professional lives of teachers and observers who are constituted in particular ways in the representation of the 'problem' and its solution in successive policy proposals.

Ball and Bowe (1992) provide a useful structure for official policy analysis as it can illuminate the policy cycle from intention, to actual policy texts which are then realised as practices within social fields.

Data Analysis and Interpretation

This research is underpinned by a constructionist epistemology and is therefore an interpretative rendering of the data which begins with coding to help illuminate the research focus. However, these initial codes are used to construct themes rather than to objectify these themes as truths (Charmaz, 2005; 2008; 2014). In this way the themes are not emergent from the data, but are constructed. As the researcher, I see that the whole process of data generation and analysis as a process of knowledge construction.

Data analysis involved four phases: *initial coding; construction of categories; construction of themes/concepts; theorisation using analytical strategy*. These phases of data analysis are now discussed in turn.

Verbatim transcription to preserve rich detail, and coding full transcriptions of focus group data and interview data helped to bring about a deeper level of understanding. Full transcriptions preserve the interactive components: the flow of ideas and how ideas are influenced by other participants and/or the researcher as a process of co-construction. Transcription included some additional contextual information to help analysis later on (see Appendix 13 for a short example). Initial coding of focus group data gave direction and a preliminary set of ideas that could be explored in interviews. Being open to the data, as in methods of data generation, gave an insight into subtle meanings and an opportunity to play with ideas at this stage of the analysis, revisiting the initial codes and original data to revise coding and explore other possible paths to take in analysis.

Initial coding was a close study of the data performed on a unit-of-text-by-unit-of-text basis (see Appendix 14a for a short extract to illustrate this). This phase used gerunds to construct codes which maintained the focus of my thinking on actions and processes, but also enabled me to stay close to the data and start analysis from experience as described by participants (Charmaz, 2005; 2008; 2014).

These initial codes were then analysed and used to construct categories and sub-categories (see Appendix 14b) still using gerunds, to maintain thinking on actions and processes and to prepare for theorisation on 'how it is possible for "*what* is said" to be "*sayable*"' (Foucault 1991:59, cited in Bacchi and Goodwin, 2016:36 *original emphasis*).

Themes were then constructed so the integration of my analytical strategy could then advance analysis to the theoretical level (see Appendix 14c and Table 7 for constructed themes). The primary focus of analysis and theorisation centres around the meaning-making from participants' investment, or *illusio*, in the practice of lesson observation through the construction of an interpretative rendering of the raw data. By keeping close to the raw data in the coding phases of analysis, it was possible to gain insight into certain norms and subject positions of participants by studying 'what is said' as a representation of truths and knowledge and therefore how participants are constituted in the discursive formations which they speak.

In addition, some simple descriptive statistics have been used to help provide clarity as to the significance of some of the findings within the empirical data. Bar charts have been created to present the frequency of some findings; frequency in relation to how many participants and how many individual references were made with regard to some of the findings (see Appendix 15). The intention here is to help the reader ascertain the veracity of the findings and the claims made stemming from the empirical data to further support the dependability of the research.

Constructed Focus Group Themes - Teachers	Constructed Focus Group Themes - Observers	Constructed Interview Themes – Teachers and Observers	Reconstructed themes for key findings analysis and discussion	
Understanding observation/ Thinking about observers	Understanding observation/ Making judgements	Supporting Teachers/ Judging Teachers	Understanding observation	
Developing professional practice	Changing practice	Supporting Teachers/ Judging Teachers		
Understanding teaching	Understanding teaching	Doing Best Practice/Being Outstanding	Understanding teaching	
Understanding self - teacher	Being an observer	Being a Teacher	Being an Observer	Becoming a teacher
		Needing Reassurance/Being Distrustful		Becoming an observer

Table 7: Construction of themes from empirical data

Self in the research

An interview is an interaction in which knowledge is constructed as interviewer and interviewee act in relation to each other, reciprocally influencing each other and the meaning that is subsequently constructed. Findings in this research have been generated through dialogue in which interpretations are negotiated and constructed. However, all constructions

are specifically located in a particular context and time. They are open to re-interpretation and re-negotiation through dialogue. An absolute truth is not the intention of this research, so conventional concerns regarding objectivity, validity and reliability are deemed inappropriate. Instead, Lincoln and Guba (1985) offer an alternative set of evaluative criteria to demonstrate trustworthiness and confidence which consists of credibility, transferability, dependability and confirmability.

As the researcher, I have an interpretative frame of reference which is constructing the codes, categories and conceptual themes within the research data, and the theorisation stemming from my analytical strategy is an interpretative rendering of a reality rather than making claims to be an objective reporting of it. Confirmability replaces objectivity in this inquiry. To this end, transparency is fundamental with regard to my subjectivity, and value-position, as well as the complexities of the research itself. A detailed account of the analytic process from raw data to final analysis has been maintained as an audit trail for the research process (see Appendix 14a;14b;14c). In doing so, the analytic process is shown to be systematic and the theorisation and interpretation of data are clearly detailed to increase the trustworthiness of the research.

Validity and reliability are better replaced with credibility and dependability respectively in this research study. Lincoln and Guba (1985) assert that it is not possible for qualitative researchers to claim validity; to state that their construction of the world matches what is really there. Instead, as the researcher I offer reassurance that data have been constructed and analysed in accordance with good practice. Concerns about the privacy of participants during the research were addressed by avoiding open areas for one-to-one interviews; separating teachers and observers for focus groups; by establishing ground rules for the focus groups to create a safe space for participants. The accidental disclosure of individual names, or names of institutions during interviews and focus groups were removed from transcription, and each participant was assigned a code in transcriptions so that individual participants could not be identified by any of the raw data. Pseudonyms have been given to interview participants in the discussion and analysis chapters of the thesis to primarily protect the identity of individuals due to the potentially sensitive nature of the topic being researched (Table 8). However, using names, even if psuedonyms, rather than assigned codes I believe helps to portray the personal experiences of participants, so maintaining the human element when reporting the findings of this study.

Participant Code	Pseudonym	Role at Research Institution
I1	John	Manager
I2	Peter	Experienced Lecturer/New COT member
I3	Ian	Experienced Lecturer/Programme Co-ordinator/Experienced COT Member
I4	Brian	New Lecturer
I5	Ben	New Lecturer
I6	Rose	Experienced Lecturer
I7	Sarah	Experienced Lecturer/ Experienced COT Member
I8	Jilly	New Lecturer
I9	Amy	Experienced Lecturer/Programme Co-ordinator/Experienced COT Member
I10	Mark	Senior Manager
I11	Julia	Manager

Table 8: Psuedonyms and Role of Interview Participants

Trust and rapport with participants was essential due to the nature of the topic being investigated, and implicit assurances of confidentiality were given during focus groups and interviews as well as explicit guarantees. One of the main criticisms levelled at constructionism relates to the subjective nature of this approach and therefore the opportunity for researcher bias. A degree of familiarity existed between myself and some participants, however to ensure that this did not lead to assumptions being made, clarification and extended responses were sought to avoid this happening (see Appendix 16 for a short example). A key point here is the credibility of the researcher themselves; I hope this has been achieved through openness in my value position as set out in the introductory chapter of the thesis. In constructionist research claims to reliability are not applicable, but when Lincoln and Guba (1985) discuss dependability in its stead, they suggest that it is possible to

demonstrate how reasonable decisions and reputable procedures guide the research process. The understandings researchers construct through interpretation can be seen as limited by the researcher's biography, values and experience. Being able to give evidence of consistency in the construction and analysis of the research data shows how potential bias has been taken into account which is essential for establishing dependability as shown in Appendix 14a, Appendix 14b and Appendix 14c to help illustrate the procedures which have guided the data analysis process in the research.

Ethical Considerations

I take my ethical responsibility to participants very seriously, and as such understand it to be an integral part of the whole research process which extends beyond the submission of the application for ethical approval (see Appendix 1). Indeed, my ethical responsibility even extends beyond the write up of the final thesis. To this end, I have thus far tried to demonstrate my firm ethical commitment to participants by interweaving the ethical considerations into the methodology in this chapter where applicable to show how my ethical responsbility to participants informs the whole research process. Nonetheless, here I outline the key ethical issues as I understood them, for the sake of clarity and completeness.

Being an Insider

As an insider-researcher, I had the trust of my colleagues who volunteered to participate in the research and this is not something I take lightly. I have ensured that participants cannot be identified by using codes and pseudonyms to maintain my assurance of confidentiality and anonymity throughout the research process and beyond - though I must accept that colleagues close to the participants might be able to identify them by means of particular phrases or comments, and I made this clear to them from the start. In addition, I took steps to ensure that the locations of focus group discussions and 1-1 interviews were in private spaces. At the beginning, during and at the close of focus group discussions and 1-1 interviews I reminded participants of their right to redact data and gave them the opportunity to inform me if this was the case after the event on reviewing the transcription of the focus group or interview in which they participated. I was very aware of the sensitivity of the topic, so arranged focus group discussions with teachers separately from those with observers to help both parties to feel more at ease. I established ground rules in focus group discussions stating clearly that participants had an ethical responsibility to each other with regards to anonymity and confidentiality of their peers.

Being an insider-researcher potentially affords privileged access and information about the topic from participants due to shared understandings of the research institution and the lesson observation process, indeed with a 'feel for the game and the hidden rules' (Bourdieu, 1988: 27). Potentially, participants may feel more able to be open and frank due to my role in the institution and relationship with some of the participants. My shared understandings of the research instution and the lesson observation afforded me the possibility to judge the veracity of what was said, however, that most definitely was not my intention as researcher. In my opinion, researchers have to take what is said at face value and it is not our role to make judgements about 'truths', however, what my shared understandings did afford was a deep appreciation for the openness with which many participants spoke.

My approach as researcher was to make participants feel at ease. To achieve this, I reiterated assurances of anonymity and confidentiality, was non-directive as a receptive listener and asked very open questions which encouraged participants to take the lead in the discussions. To help participants feel at ease I began with a question such as, 'can you tell me about…?' which invited participants to tell their story in a more conversational style of interaction, for example:

> Researcher: Ok, so do you want to start off with your thoughts about your new role as a college observer?
>
> Participant: Yeah, um, I'm honoured for a start that I was even considered, to be someone who would be valued in order to observe other people. When you get over that bit and you're actually in the role of doing it, I've really enjoyed it. I've got a lot out of it for me
>
> Researcher: can you give some examples of what you've got out of it?

(Peter interview, 23/11/16, line 1-6)

I saw that my role was to make enquiries as to why participants made a particular statement, to ask them to give an example or to ask for clarification. I sought to establish mutuality by focusing on the participant and what they were saying, with thoughtful encouragement from myself. Asking for clarification was really important because of the potential for making assumptions based on shared understandings, so formulating questions to seek clarification or asking for participants to give concrete examples were key to help avoid this potentiality. Using participants' words was important to formulate probes or questions, for example 'you mentioned earlier…can you give me an example/can you describe that in more detail/can you tell me more about?' By using their words I avoided any potential for influence on my part and provided sparks of insight into meanings made by participants in relation to the research

topic. In this way, meanings are constructed and deconstructed during the research process, and was helpful in ascertaining or following up lines of enquiry based on what was important to participants.

I found that participants wanted to talk about lesson observation, so the conversation was generally very free-flowing. A few teacher participants expressed at the end of the 1-1 interviews that they had never really had the opportunity to talk about lesson observation, and their experiences of it, in such depth before and remarked that they found talking about it was a useful exercise to explore it more reflexively.

Throughout the research process and reporting its findings, I see my position as researcher as a very privileged one where I am learning about participants and their experiences. Irrespective, however, of whether the researcher has insider or outsider status, I believe it is essential that researchers have an ability to be open, authentic, honest, deeply interested in the experience of participants, and committed to accurately and adequately representing their experience. I found the most important part of my work as a researcher was staying close to what participants said in the analysis of the data. By providing a detailed account of the analytic process from raw to final analysis in this chapter (see Appendix 14a; 14b;14c) the reader can thereby ascertain the trustworthiness of the theorisation and interpretation of the data.

Summary

Constructionist research data is constitutive of personal viewpoints, values and individual accounts of lived experience, so, the data generated are temporal and context-specific and cannot be generalised. This research study is not designed to offer representativeness beyond the specific context of the study. Instead, the research demonstrates degrees of confidence with which to make reasonable statements of transferability rather than universal claims of generalisability. Above all, as the researcher, my 'responsibility is to provide the *data base* that makes transferability judgements possible' (Lincoln and Guba, 1985: 316, *original emphasis*).

Chapter 5 – What's the Problem Represented to be? (WPR) Analysis

Introduction

This chapter focuses on several official documents and pronouncements, here-on-in referred to collectively as documentation, which I posit are of discursive significance in the attempt to retrace the beginnings of the representation of teaching as a 'problem'. Exploration of the macro policy context within this chapter is in response to the research question: ***'How did teaching become represented as a 'problem'?*** The outcomes of this WPR analysis contribute to the empirical data of this thesis and subsequent analysis of how the problematisation of teaching within official discourse plays out at an institutional level in Chapter 6.

Analysis draws on a range of policy texts across the education sector as policy-making within FE has eventually come to mirror this precedent policy. Incorporation of the FE sector in 1992 restructured its governance and brought its performance management mechanisms in line with the school sector. The key document which aligned FE with the school system in terms of performance management was the *Foster Review* (2005) which as part of the quality imperative recommended that inspection needed to be 'rationalised, co-ordinated and focused. The burden of inspection of FE colleges would be lightened if only one inspecting body held responsibility' (2005:27) and proposed that Ofsted should be the single inspectorate to oversee FE provision. So, throughout this analysis reference is made to official documentation which informed the inspection and performance management regimes of the schools-system, as this has ultimately influenced the texture of the quality reform landscape of FE, as well as some documentation specifically concerned with FE. The selected documentation illustrates the beginnings of the discursive representation of teachers and their teaching methods as problematic; part of Ball's (1990) discourses of derision. It is here that Cox and Dyson (1969b :14) cite the 'cult of egalitarianism' as the threat to the quality of education and pinpoint what they term the 'crisis of education' on teachers and their teaching methods; hence a succession of policy that seeks to address teacher quality and teaching quality. The discourses of derision have given legitimacy to closer attention to classroom level activity in an attempt to improve educational standards and here begins the problematisation of teaching within official discourse. The problematisation of teaching is a means of focusing on teacher quality. I posit that the terms teacher quality and teaching quality have become synonymous within the parameters of evidence-based practice. The

coupling of who the teacher is, with what they do in the classroom, in teacher effectiveness research (Hay McBer, 2000; Hattie 1999;2003;2008; Marzano *et al*, 2001) determines the quality of a teacher on the quality of teaching; a judgement based on the impact of teaching on 'learning outcomes'. I see that the focus on teaching quality in relation to its impact on learning is the measure by which teacher quality is assessed; ultimately, the worth of the teacher's contribution to institutional goals.

Overview of Official Discourse

Table 9 is an overview of some key official documentation which I suggest charts the evolution of the problematisation of teaching as part of an ongoing policy cycle. This overview of policy draws on several key documents to show how intended policy is interpreted into policy texts, or the actual policy, and in turn the institutional practices and discourses that emerge as the solution to 'problems' represented in both intended and actual policies, or policy-in-use (Ball and Bowe, 1992). Table 9 highlights the work of policy recontextualisation and, at times, the contending discourses.

Policy	Summary
Plowden Report (1967)	Heralded progressive methods in primary education
Black Papers 1 and 2 (1969)	A critique of progressive and comprehensive education
Callaghan - Ruskin Speech (1976)	Continuation of critique of progressive methods in education and reference to national standards agenda and the role of the inspectorate
Teaching Quality (DES, 1983) and *Better Schools* (DES, 1985)	Both of these documents express official concern for teaching quality in relation to educational standards and set out government policies and actions to improve teaching quality through 'formal assessment of teachers' performance' based on classroom visiting (DES, 1983: 27). Better Schools (1985) replaced 'assessment' with 'appraisal'. Performance appraisal, instead of professional development seen an appropriate way to bring about a better relationship between pay, responsibilities and performance (DES, 1985)

Keith Joseph speech (The Secretary of State for Education) (1984)	This speech focused on competence, and identification of incompetence; reference to teacher appraisal system based on lesson observation
Education (No. 2) Act (1986)	Section 49 of this Act laid down provisions for appraising the performance of teachers: School Teacher Appraisal Pilot Study in 6 LEAs conducted by the Advisory, Conciliation and Arbitration Service (ACAS) in 1986; little opposition from teachers due to emphasis on professional development purposes of appraisal
School Teacher Appraisal: A National Framework. Report of the National Steering Group on the School Teacher Appraisal Pilot Study (DES,1989)	This report concluded that the pilots provided 'a sound basis for the development of appraisal throughout England and Wales' and recommended 'a national framework for teacher and head teacher appraisal', which would be the basis of the development of a national statutory scheme (DES, 1989: 2)
The Education (School Teacher Appraisal) Regulations (1991)	The introduction of a systematic teacher appraisal system to assist not only 'school teachers in their professional development and career planning', but also 'those responsible for taking decisions about the management of school teachers' (Regulation 4(1) *note revision to official language from 'performance appraisal' to 'professional development'
Further and Higher Education Act 1992 – Government set up Further Education Funding Council (FEFC)	Incorporation of FE - colleges left Local Authority control and were granted independent corporate status. The FEFC was tasked with ensuring the 'adequacy' and 'sufficiency' of provision in the sector in terms of funding, inspection and quality control
Handbook for the Inspection of Schools (Ofsted, 1993); *Handbook for Inspection of Further Education Sector* (FEFC, 1993)	Publication of first single inspection handbook for schools sets out how inspectors should inspect and what to inspect under main headings to standardise inspection. Seven point grading scale introduced: Excellent (1) – Very Poor (7)
Blair Ruskin speech (1997)	Notion of 'best practice' is introduced here in reference to standards and underperformance and is stated as

	crucial to successfully raising educational standards
Ofsted Annual Report (1999)	Concerns about educational leadership expressed and the monitoring of teaching quality referred to
Performance Management in Schools: Performance management framework (DfES, 2000)	The role of formal observations in teacher appraisal is further emphasised
Hay McBer Report (2000)	Report concludes how important and influential the teacher is in raising standards in schools whatever the existing situation
The Learning and Skills Act (2000)	FEFC abolished 2001. The following inspection arrangements established; extension of Ofsted's remit to inspect provision for 16- 19 year olds in FE colleges, tertiary colleges and sixth form colleges; the Adult Learning Inspectorate (ALI) set up and given responsibility for inspecting post-19 provision in colleges
Common Inspection Framework for Inspecting Post-16 Education and Training (2001)	Set out framework to align inspection process and judgements by Ofsted and ALI
The Education Act (2005)	Introduction of the requirement for institutions to complete a self-evaluation, which includes an evaluation of the quality of the teachers, prior to an Ofsted inspection
Foster Review (2005)	Recommendation made for Ofsted to be the single inspectorate for FE provision – recommendation came into effect from 2007
DfES (2003) *Excellence and Enjoyment: a strategy for primary schools.* DfES (2005) *Higher Standards, Better Schools for All, More Choice for Parents and Pupils.*	Government documents state that inspection evidence shows improvement in quality of teaching
Raising Skills Improving Life Chances White Paper following Foster Review Single agency and single strategy for driving up quality introduced (Quality Improvement Agency (QIA) (2006)	Implementation of a national strategy for teaching and learning in FE. Colleges responsible for driving up quality within their institutions with emphasis on self-improvement

Table 9: Official Documentation and Pronouncements

The Beginning – setting the discourse scene

This analysis of official discourse begins with the publication of *The Black Papers* (Cox and Dyson, 1969) which were a series of papers written by an eclectic range of authors and presented as a critique of progressive and comprehensive education following the *Plowden Report* (1967) which heralded progressive methods. Ball (1990) identifies the thematic issues circulated in these papers said to be responsible for posited decline in academic standards; comprehensive education, progressive primary education and bad teachers. The theme of derision is perpetuated in the suggestion that subversive left-wing teachers within the comprehensive schooling system are responsible for social problems and indiscipline.

These thematic choices of discourse within education are very much part of the wider political spectrum of 'moral panic' being constructed at that time in response to socialism and egalitarianism, with teachers being framed as the folk devils (Cohen, 1972).

> The pendulum has swung too far. It is necessary now to get very tough with the egalitarians, who would abolish or lower standards out of 'sympathy' with those who fail to measure up to them. We must reject the chimera of equality and proclaim the ideal of quality. The egalitarians, whose ideas of 'social justice' are prescriptions for mediocrity and anarchy, must be prevented from having any control over the education of the young. It is the business of politicians to fight this battle in Parliament. (Maude, 1969:8)

In this quote we see the beginnings of the construction of blame and the construction of solution. Interestingly, the role of Her Majesty's Inspectors (HMIs) comes under fire within the papers in promoting its preference for progressive methods.

The critique of comprehensive and progressive education within *The Black Papers* is enmeshed with discursively related themes and clearly marks the beginnings of the 'discourse of derision' (Ball, 1990:31) which this research investigates as the beginnings of the representation, as a dominant discourse, of teaching as a 'problem'.

According to Maude (1969:7), egalitarians:

> decry the importance of academic standards and discipline – and indeed of learning itself… and will advocate a variety of 'new teaching methods', which in fact absolve anyone from teaching and anyone from having to learn.

He goes on to add that egalitarians prefer 'this to real learning, because it is impossible for any recognisable elite to emerge from anything so woolly and unmeasurable' (*ibid*).

These choices of discourse are continued by Callaghan in his *Ruskin Speech* in 1976 which may not have been the intention, but which did in fact give credence to the discursive themes presented in *The Black Papers* which derided teachers:

> … there is the unease felt by parents and others about the new informal methods of teaching which seem to produce excellent results when they are in well-qualified hands but are much more dubious when they are not.

The speech goes on:

> To the teachers I would say that you must satisfy the parents and industry that what you are doing meets their requirements and the needs of our children. For if the public is not convinced then the profession will be laying up trouble for itself in the future…There is a challenge to us all in these days and a challenge in education is to examine its priorities and to secure as high efficiency as possible by the skilful use of existing resources…. Let me repeat some of the fields that need study because they cause concern. There are the methods and aims of informal instruction, the strong case for the so-called 'core curriculum' of basic knowledge; next, what is the proper way of monitoring the use of resources in order to maintain a proper national standard of performance; then there is the role of the inspectorate in relation to national standards; and there is the need to improve relations between industry and education.

And so ensued the Great Debate on education and the development of government-initiated policy in areas of curriculum, assessment and teaching and learning (Stenhouse, 1975; 1980; Elliott, 1994). The exclusion of teacher voice in educational reform during this period was challenged as it was seen to rehape the work of teaching and the role of the teacher whereby professional competence is judged by the effectiveness of teachers' practices in achieving the stated aims of the curriculum devised by policy-makers (Stenhouse, 1975; Carr and Kemis, 1986). The discursive themes of standards and excellence reframed professional control within educational establishments to accountability within education policy from thereon in. Another key distinction in the discursive choices is the positioning of the parent as consumer and the idea of parental choice and the resultant need for accountability. Callaghan (1976) summarises the standards agenda in his speech thus:

> With the increasing complexity of modern life we cannot be satisfied with maintaining existing standards, let alone observe any decline. We must aim for something better.

The freedom of teachers in primary education to adopt child-centred methods based on Piaget's educational theory is summarised in the *Plowden Report* as a triumphant indication

of 'progressive' methods in teaching and learning. It is this that is at the very heart of the critique in *The Black Papers* and which would see the beginnings of discursive themes around teacher professionalism and teacher autonomy become proposals for changes in teacher education for more practical training and less educational theory. The redefining of the new professional teacher stems from market-based values which would see the coupling of teacher performance with measurable outputs. In this way, the neoconservative distrust of teachers and neoliberal free-market interest within the broader political and economic spectrum at that time were, in effect, combined to introduce accountability measures for educational establishments and teachers. The performance of learners would become the key measure for teacher effectiveness and this outcomes model for assessing teacher effectiveness became the inspection model for Ofsted and subsequently the model for performance management within institutions. In this way the locus for policy intervention within the standards agenda has shifted towards a conceptualisation of teacher effectiveness as being teacher activity deemed to be most successful in improving learner performance. This has given rise to the identification of 'best practice' within the discursive themes of performance and quality in educational policy.

Concepts of good teaching are located within different discourses which vary from time to time and so are inherently characterised by contradictions such that as teachers and observers we 'occupy positions at the overlapping margins of discourses' (Moore, 2004:33). Moore presents the key discourses in teacher education and the discursive shifts in educational discourse (Figure 2):

1980s: the 'charismatic' discourse	• the saviour teacher; the inpsirational/inspired teacher;the carer/guardian;the sorcerer's apprentice
early 1990s: the 'educational' discourse	• the reflective practitioner;the teacher as learner and theorist
late 1990s: the 'training' discourse	• the skilled or competent craftsperson;the organised organiser;the apprentice technician
post-2000: the 'pragmatic' discourse	• the 'effective' teacher; the eclectic teacher; the teacher as non-political

Figure 2: Key discourses in teacher education and training (adapted from Moore, 2004:40)

Moore (2004) argues that whilst there has been a discursive shift over time to the current dominant discourse of the 'effective teacher', teachers continually move between these discourses in their professional work.

National educational policy was aimed at standardising teaching, which, in turn, was monitored by external agencies such as Ofsted, through inspection, and resulted in the promotion and monitoring of didactic skills-based teaching under the charge of Woodhead, Ofsted's Chief Inspector between 1994-2000. Woodhead openly professed a preference for traditional teacher-led activity in the classroom. 'Improvement through inspection' was the Ofsted mantra following the 1992 *Education Act*, and mechanisms of assessment and skills-based teaching were promoted so that education could be monitored and audited through testing and inspection regimes. The inspection process requires that all aspects of institutional activity are monitored by institutions and their impact upon learner outcomes evaluated.

Adherence to performance measures meant that the Ofsted model of 'best practice' became practical orthodoxy for a pressurised teaching profession, as did the culture of continuous improvement.

In 1999, the *Ofsted Annual Report* expressed concerns about educational leadership stating:

> Too many headteachers do not really know what is happening in the classrooms of their schools. They do not know because they do not have a rigorous and systematic approach to standards and evaluating the quality of teaching. (Woodhead, 1999:18)

WPR analysis

The rest of this chapter now presents an analysis of the construction of teaching as a 'problem' in official documentation within its socio-historic context. This WPR analysis of selected policies is my account of the significant, but nuanced, evolution of the construction of teaching as a 'problem' in official government policy and the resultant enactment of lesson observation as its solution as a 'policy-in-use' (Ball and Bowe, 1992). Bacchi's WPR approach to policy-as-discourse analysis suggests working backwards from concrete policy proposals to deconstruct what is represented to be the 'problem' within these proposals. In so doing each of the following policy proposals are my interpretation of how teaching is represented in official discourse and its construction, and reconstruction, as a 'problem' within the policy cycle.

Problem representation 1:

Poor teaching exists which is directly responsible for declining standards in education and teachers must be held to account.

Policy Proposal 1:

Government must improve teacher quality to raise standards in education.

The documents *Teaching Quality* (DES, 1983) and *Better Schools* (DES, 1985) express government concern for teaching quality in relation to educational standards and set out government policies and actions to improve teaching quality.

> There is much excellent teaching in maintained schools but the Government's view, following HMI reports, is that a significant number of teachers are performing below the standard required to achieve the planned objectives of schools. (DES, 1985:11)

A key part of improving teacher quality included the following changes to initial teacher education (ITE).

- the selection of students for training;
- the academic and professional content of courses;
- the practical element of training.

These changes to ITE involved the introduction of explicit criteria, based on which courses were structured with a requirement for evidence of classroom competence for teachers.

Keith Joseph, The Secretary of State for Education, made a speech in 1984 where he stated that incompetent teachers should be identified and removed. He proposed that a system of teacher appraisal was the only way to remove incompetent teachers from a 'profession where they can do much disproportionate harm' (Joseph, 1984). This analysis of competence, and identification of incompetence, would be based on lesson observation. In 2000, the role of formal observations in teacher appraisal was further emphasised by the DfES in *Performance Management in Schools: Performance Management Framework*. The report links effective leadership with continuous monitoring of teacher performance and states that 'classroom observation is accepted good practice' (2000:7) in monitoring teachers and making

judgements about the overall effectiveness of teachers. *The Education Act* 2005 introduced the requirement for institutions to complete a self-evaluation as part of the requirement for an Ofsted inspection. The self-evaluation is completed prior to an inspection and includes an evaluation of the quality of the teachers. This requirement played a significant role in the use of grading in lesson observation and the adoption of the same criteria and teaching-style preferences endorsed by Ofsted.

The standards discourse is continued by Prime Minister Blair in his '*Education, Education, Education'* speech (1997) where two of the six principles set out as being at the core of education policy under the New Labour administration were that:

- The focus will be on standards, not structures;
- There will be zero tolerance of underperformance.
  (Blunkett, 1997:5)

The notion of 'best practice' is introduced in the same pronouncement and the idea that:

> Good teachers, using the most effective methods, are the key to higher standards. The Government values teachers and intends to build on the knowledge and skills they have developed over many years. We must make sure that all teachers, whether they are just joining the profession or have many years' experience, understand the best methods of teaching and know how to use them. (Blunkett, 1997:9)

So, the New Labour strategy to avoid failure in its crusade to raise standards can be summarised as encouraging 'best practice' and effective monitoring of teacher competence. Inspections consequently focused even more closely on classroom practice in order to challenge poor quality teaching:

> One of the most powerful underlying reasons for low performance in our schools has been low expectations which have allowed poor quality teaching to continue unchallenged. (Blunkett, 1997:25)

The official discourse within these documents discursively couples improving standards in education with improving teacher quality. In so doing, direct observation of teaching becomes the officially sanctioned method to provide evidence of teacher competence. Due to the idea of a causal relationship between teachers and standards promoted in the official discourse, the individual accountability of teachers in sustaining and raising learner performance becomes a reasonable appeal from government.

Increased accountability was very much at the forefront of neoliberal and neoconservative ideology which began to emerge in the political arena in the 1980s. The introduction of a systematic teacher appraisal system in 1992 was designed to remove unsatisfactory teachers and was the first time that many teachers had been formally observed for the specific purpose of assessing their competence since their ITE.

Problem representation 2:

Teacher incompetence is to blame for poor educational performance.

Policy Proposal 2:

Improvement in teaching based on 'best practice' will raise standards in education.

The *Hay McBer Report* asserts,

> that teachers really do make a difference. Within their classrooms, effective teachers create learning environments which foster pupil progress by deploying their teaching skills. (2000:9)

This is the continuation of the 'discourses of derision' evident in *The Black Papers* whereby teachers were positioned as individually accountable for the quality of teaching. The *Hay McBer Report* concludes that its research, 'above all, […] re-emphasises how important and influential the teacher is in raising standards in schools whatever the existing situation' (2000:34).

In 2005, the *Foster Review* into further education stated:

> Improving teaching and learning is a high priority area. High quality teaching and learning has a major impact on the quality of the learner's experience and on learner outcomes. Inspection evidence confirms excellent practice in many institutions, but there is a resistant tail of inadequate teaching. (2005:25)

The subsequent White Paper *Further Education: Raising Skills, Improving Life Chances* published in 2006, established a single Quality Improvement Agency (QIA) to lead a national Quality Improvement Strategy (QIS) for teaching and learning in FE. The 4 key elements to the QIS, which brought FE very much in line with reform within the schools sector, were:

- Support for quality improvement and workforce development;
- Publication of performance information to drive up improvement and well-informed choice;
- Information where necessary in order to tackle cases where quality is not good enough;

- An inspection regime to provide objective, external evidence on quality and standards.

(DfES, 2006:46)

Change at a classroom level is legitimated by Ofsted inspection evidence and continues the emphasis on teaching and learning as a key issue for action by successive governments in its drive for quality improvement. The introduction of a grading system for individual lessons therefore becomes a significant lever for generating the necessity for improvement at a classroom level. During Ofsted inspections lesson observations must identify areas for improvement in individual teachers' practice and recommendations for specific changes to the teacher's practice must follow. This practice incentivised institutions to adopt performance management systems modelled very much on Ofsted criteria.

In the late 1990s Ofsted started to grade individual teachers based on direct classroom observation using a seven point scale from excellent (1) to very poor (7). This grading scale was revised to four grade system outstanding (1) to inadequate (4) in 2001 and then again in 2012 the four point system was amended by replacing unsatisfactory with requires improvement (3) (Ofsted, 2012a). Chris Woodhead was appointed head of Ofsted in England in 1994 and derided the teaching profession repeatedly, associating weaknesses in performance within institutions with poor teaching. The 'discourse of derision' expounded by Woodhead centred on the claimed irrelevance of teachers' outmoded views and values so constructing them as the causal link in poor performance. Successful teaching then becomes defined as that which follows 'best practice'; procedures which have been explicitly described as 'best practice' because they produce quantifiable results which can measure increases in learner performance. In 2001, the publication of the Ofsted and ALI *Common Inspection Framework* sets out the key questions that guide inspection and overall judgements made about the quality of provision (see Appendix 17). In short, effective teaching is constructed thus:

> It is teaching that ensures that individual pupils achieve well, and responds to their needs; that expects pupils to work hard and leads to a high level of interest. (Bell, 2004:2)

Grading introduces a way to reify the quality of teaching and measure individual teacher effectiveness, it becomes the language for the representation of teacher quality as both a 'problem' and its solution:

> Consistently good teaching raises standards. In a quarter of schools, teaching overall does not come up to this standard, a proportion that has remained constant for a few years. The challenge must be for this to improve; for satisfactory teaching to become good… satisfactory teaching is a general measure of acceptable competence. However, it is **not** a powerful enough engine to drive continued progress. (*ibid: original emphasis*).

This in turn legitimates the practice of lesson observation as a key driver in continuous improvement within institutions:

> The key factor leading to improvement is a clear focus on the quality of teaching and on the effectiveness of arrangements for promoting and assuring quality within the curriculum area … Improvement is most rapid when it is driven by senior management that is rigorous in its concentration on teaching and learning, insistent on objective and thorough lesson observation, and constructively critical in its approach to self-assessment. (*ibid*:44)

By mid-2000, government documents (DfES, 2003; DfES, 2005) reported that:

> Standards have risen because the quality of teaching is better. Our inspection evidence shows more good teaching and fewer poor lessons than ever before. It is no longer unusual for an inspection team to report no unsatisfactory teaching at all during the week of a inspection. (DfES, 2003:11)

This suggests that over time, specific episodes of teaching are officially declared 'good' or 'improved' because they have followed the explicit criteria of 'best practice' externally imposed by Ofsted. The relationship between teaching and learning is clearly articulated as an obvious given and the originally constructed 'problem' of teaching is thus constructed as a 'problem' of learning which is being solved through inspection and the promotion of the construct of 'best practice'.

Prior to the creation of Ofsted in 1992, the Inspectorate had also been a target of criticism in *The Black Papers* with regards to its alleged preference for progressive child-centred learning methods:

> It is common knowledge that many primary school teachers, alarmed by the results of these haphazard modern methods, resort to more systematic and well-tried means behind their own classroom doors; but they are required to pay lip-service to the methods they are expected to profess, especially when an inspector calls. (Hardie, cited in Cox and Dyson, 1969a:58)

When the Education Secretary Kenneth Clarke appointed Chris Woodhead as the HMCI in 1994 it was amidst a drive to overcome the preference for progressive educational views with

Woodhead's own views on this being very vocal. Shortly after his appointment he declared that inspectors had found 15,000 incompetent teachers and in response to criticism of his confrontational style by The House of Commons' Education Select Committee's report *The Work of Ofsted*, said 'I am paid to challenge mediocrity, failure and complacency' (BBC, 1999).

It would appear from investigation into official documentation that the politicisation of Ofsted was a key driver in deciding what constitutes quality in education, whilst it is a non-ministerial department of the government, it has more recently come under criticism of being an enforcement agency for government policies (Peal, 2014; Hutchings, 2015; Coffield, 2017). It would appear that what constitutes quality with regards specifically to teaching and subsequently its outcomes, is in fact a battle between powerful political ideologues who occupy opposing positions on progressive and traditional educational theories. The connection between declining standards in education and progressive educational methods is explicitly made in *The Black Papers* and cited as the cause for a range of societal issues such as youth offending rates, social disorder among the young, protest amongst university populations, as well as the rate of illiterate school leavers. The teaching profession has been caught in the middle of this ideological tug-of-war notably since the publication of *The Black Papers* which directly criticised progressive education espoused in the *Plowden Report* (1967). Since its creation in 1992, Ofsted has become the main arbiter of what constitutes 'best practice' and since the departure of Woodhead in 2000, the preference for learner-centred teaching held by some of the inspectorate went from being challenged, to tolerated, to encouraged (Peal, 2014).

In 2000, the publication of the *Hay McBer Report* declared that:

> The research shows the criticality of the teacher in the pupil learning process.
> The effective teachers whom we observed and studied were very actively
> involved with their pupils at all time. Many of the activities were teacher-led.
> (2000:13)

By the mid-2000s, Ofsted shifted its emphasis to a preference for learner-centred teaching methods with terminology such as 'independent learning' becoming favoured and teacher-led approaches criticised (Peal, 2014).

The *Hay McBer Report* and the *Foster Review* respectively correlate 'professional development' and 'continuous improvement' with the quality imperative of raising standards of teaching and learning. It is here that the role of lesson observation becomes both a measure of teacher competence and a means to support teacher development. The binary of performance management and professional development comes forth in policy documentation whereby good teaching and subject knowledge are intrinsic to continuous improvement: 'improving teaching and learning is also about subject relevance' (Foster, 2005: 26).

Continuous Professional Development (CPD) is both a means of providing teachers with skills and knowledge deemed necessary to raise standards of teaching to improve 'learning outcomes' but has also been explicitly linked to performance management, thus 'combining pressure and support' (DfEE, 2001: 20). It is this contending combination of pressure and support which increases the individual accountability on teachers for the improvement of educational standards within their institutions.

Problem representation 3:

The quality of teaching is solely responsible for educational failure/success.

Policy Proposal 3:

Teacher effectiveness can be assessed and monitored through objective measurements of learning and learner performance.

My construction, and subsequent reading, of this problem representation is that although official documentation can evidence areas of improvement in educational standards, the rhetoric about the causal relationship between poor teaching and educational failure continues; evidence here of competing discourses of educational failure and educational success. Changing inspection regimes with shifting criteria and inspection practices, such as the successive changes to the grading scale and the *Common Inspection Framework*, give these contending discourses longevity, thus rendering the role of the inspectorate and its focus on teacher effectiveness justifiable. For example:

> Most provision in FE colleges is at least satisfactory, but almost one in ten of the colleges inspected is inadequate. In the colleges inspected this year there is less unsatisfactory provision than last year, but also less that is good. (Ofsted Annual Report 2002/3: 40)

What has become known as the *Three Wise Men Report* written by Alexander, Rose and Woodhead (1992) emphasised the importance of direct whole class teaching or instruction as the means by which learner outcomes could be improved: 'the achievement of progress in learning is the touchstone for all decisions about teaching´ (Alexander, Rose and Woodhead (1992:35)*.*

A summary of the key conclusions and recommendations from the *Three Wise Men* report is listed below:

- There is evidence of downward trends in important aspects of literacy and numeracy;
- The progress of primary pupils has been hampered by the influence of highly questionable dogmas which have led to excessively complex classroom practices;
- Piagetian theories about developmental ages and stages led to chronologically fixed notions of 'readiness', thus depressing expectations and discouraging teacher intervention;
- Thorough planning, and careful attention to mapping progression and monitoring progress, are essential requirements for success;
- Effective teaching, regardless of the strategy used, requires the teacher to deploy a range of techniques. It is particularly important that the potential of explaining and questioning is realised;
- Effective teaching emphasises the teacher as an instructor rather than a facilitator
- Teachers should use a range of organisational strategies including individual and group teaching, but there should be more use of whole class teaching;
- Many primary teachers are not equipped to teach subjects effectively and there is an acute shortage of specialist expertise;
- Initial training, induction and in-service training should all take account of these needs;

(Alexander, Rose and Woodhead, 1992)

The conclusion to the *Three Wise Men* report asserts: 'teachers will need to abandon the dogma of recent decades. They will need to focus firmly on the outcomes of their teaching' (*ibid*:54).

The reification of the causal relationship between teaching and learning means that the worth of certain forms of teacher activity can be measured by their contribution to quantifiable

'learning outcomes'. Indeed, the *Hay McBer Report* (2000) based its notion of 'teacher effectiveness' on start-of-year and end-of-year attainment data. The report identified three main factors, within the control of the teacher, that it claims predict over 30% of the variance in learner progress as:

- Professional characteristics;
- Teaching skills;
- Classroom climate.

The teaching skills are presented in the report under the seven Ofsted inspection headings of the time:
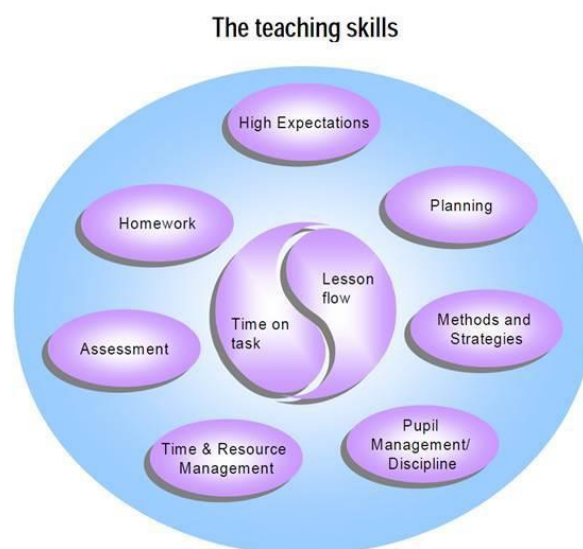

Figure 3: The Teaching Skills (Hay McBer, 2000:10)

The report suggests that these

> teaching skills can be observed in terms of the way the lesson is structured and flows, and the number of pupils who are on task through the course of the lesson. (Hay McBer, 2000:10)

In the findings, teachers who possess the required professional characteristics can be effective teachers, as long as they adhere to certain pedagogical procedures and assumptions. Adherence to these ascribed procedures and assumptions will result in measurable learner progress and this is the key indicator of teacher effectiveness. The report 're-emphasises how important and influential the teacher is in raising standards … whatever the existing situation' (Hay McBer, 2000:34) and so validates the objectification of teaching-learning truisms promoted discursively as 'best practice' in official documentation. The report states that the full observation schedule used in the research (see Appendix 8) was adapted by the DfEE as a standard observation tool and offered to all schools as part of the new performance management arrangements.

The model of teacher effectiveness presented in *Hay McBer* (2000) persists today if the current Ofsted *Common Inspection Framework* (CIF) is examined; the highlighted text from this framework, below, indicates where this is evident.

Quality of teaching, learning and assessment
The CIF sets out the overarching criteria for judging the quality of teaching, learning and assessment.

In making this judgement, inspectors will consider the extent to which:

teaching and assessment methods and resources inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged, enabling them to enjoy learning and develop their knowledge, skills and understanding

learners are supported to achieve their learning goals, both in and between learning sessions

staff have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to learners of all abilities, reflect good industry practice and meet employers' needs

staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help learners achieve as well as they can

staff work with learners to ensure that teaching, learning and assessment are tailored to enable all learners to make good progress and prepare for their next steps

staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable

learners receive clear and constructive feedback through assessment and progress reviews and/or during personal tutorials so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential

employers, parents and carers, as appropriate, are engaged in planning learners' development; they are kept informed by the provider of each learner's attendance, progress and improvement, where appropriate

teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying

<mark>staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for learners who have special educational needs and/or disabilities</mark>

teaching promotes learners' spiritual, moral, social and cultural development

teaching, learning and assessment support learners to develop their skills in English, mathematics and ICT and their employability skills, including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career aims.

(Further Education and Skills Inspection Handbook, 2018:41-42)

The representation of the 'problem' of teaching is that standards of education will not rise until all teachers expect more of their learners. The correlation between learner progress and effective teaching is consistent through official documentation and has reified effective teaching into that which leads to improved student achievement, therefore learner progress is the yardstick by which teacher quality should be assessed. This is now a key focus in lesson observation; the assumption being that it makes sense to judge the effectiveness of teaching from its impact on assessed learning:

> Quality of instruction is at the heart of all frameworks of teaching effectiveness. Key elements such as effective questioning and use of assessment are found in all of them. Specific practices like the need to review previous learning, provide models for the kinds of responses students are required to produce, provide adequate time for practice to embed skills securely and scaffold new learning are also elements of high quality instruction. (Coe et al, 2014:44-45)

Summary

The analysis presented in this chapter is an account of how the problematisation of teaching has come to constitute quality in very particular ways within official documentation. Teaching, as it is represented in official documentation, has become synonymous with quality and given rise to the discourse of the 'effective teacher'. It is the quality of teaching that has become the key policy focus in raising standards of education. To this end, the work of teaching has become reified into a measurable entity that can be monitored and assessed, and can be used to hold individual teachers to account through the enactment of lesson observation as a 'policy-in-use' (Ball and Bowe, 1992). Through my analysis I have also identified what I believe are key silences within the official documentation, in particular, the

omission of any reference to structural or wider social issues that may impact on learners and their educational achievement.

The 'problem' of poor teacher quality has been defended repeatedly in official documentation, particularly Ofsted reports. Their tenure as the inspectorate, whose remit is 'improvement through inspection' is encapsulated in the following extracts:

> The key to raising standards in schools where achievement is currently too low is obviously to improve the quality of teaching… It is clear that we have reached a critical point in the Government's drive to raise educational standards. Significant progress has been made in recent years. Much, nevertheless, needs to be done if the Government's vision of a world-class education service is to be realised. We must, in particular, continue to focus on raising standards in the basic skills of literacy, numeracy and IT. These are the foundations upon which a culture of lifelong learning must be built, and, at present, standards are simply too low for us to be confident that the foundations are secure. There is, however, every reason for optimism. Nobody now questions the need to raise standards. Fewer take refuge in socio-economic explanations of school failure. Most within the profession accept that the beliefs about education and teaching which have dominated practice for the last forty years must be, at the least, questioned. The culture is now less self-indulgent. We have a new and rigorous focus on what actually works. As a consequence, teachers will be able to achieve more at less personal cost. More pupils will realise their potential, and, as a nation, we can contemplate the likelihood of a more socially cohesive and economically prosperous future. (Ofsted,1999)

> Most further education (FE) provision is satisfactory or better, although almost one in ten of the colleges inspected is inadequate. Institutions are usually at least adequately managed and provide generally effective teaching. Weaknesses in provision, particularly in general further education colleges, persist. There is no evidence of an overall improvement in quality, although the evidence of reinspection suggests that colleges have the capacity to address weaknesses once these are identified. (Ofsted Annual Report 2002/3:39)

> The quality of provision was slightly better in the colleges inspected this year than last, but it is a concern that the proportion of inadequate colleges rose. Overall, the pace of improvement is slow. (Ofsted Annual Report 2003/4:61)

> There are increasing numbers of outstanding and inspirational schools, but this excellence is not yet a reality across the whole country. There remain areas of chronic underperformance, where low standards are exacerbated by a lack of capacity to improve. (DfE, 2016:6)

> The quality of teaching is more important to pupil outcomes than anything else a school can control (*ibid*:11)

It is of interest to point out here that this last excerpt perhaps opens up the possibility that there are other factors that influence learner outcomes in official documentation in comparison to the earlier documentation first quoted above which stated 'fewer take refuge in socio-economic explanations of school failure' (Ofsted, 1999). I believe this shows that policy is rarely consistent.

Official documentation which presents the quality of teaching as a 'problem', and which therefore claims to be driving up standards with the construct of 'best practice' appeals to the sensibilities of the public. This strengthens the idea of a causal relationship between aspects of teacher performance and learner progress and allows space for official policy to ignore any independent cause of the rate of learner progress.

> Ultimately, for a judgement about whether teaching is effective, to be seen as trustworthy, it must be checked against the progress being made by students.
> (Coe *et al*, 2014:2)

I acknowledge that the WPR analysis presented in this chapter is an interpretative exercise which reflects my particular research interest in the enactment of lesson observation. Where apparent I have acknowledged the contesting positions within the official policy discourse to help show how the policy cycle, over time, recontextualises the representation of policy 'problems' initially posed in official documentation and pronouncements. This WPR analysis maps the subtleties of the problematisation of teaching over the course of its socio-historic development and exemplifies how competing official ideologies about teaching influence policy-making and through subsequent policy texts demarcate the parameters for what is therefore considered quality in teaching.

Chapter 6 – Unpicking teaching as a 'problem'

Introduction

In Chapter 5, I analysed the representation of teaching as a 'problem' in the macro policy context in response to the first research question of this thesis: ***How did teaching become represented as a 'problem'?***

In this chapter, I examine the ways in which the problematisation of teaching is constituted on a micro level within the research institution. In so doing, the first research question has been rewritten to 'zoom in' (Lerman, 2001) on ways in which policy is enacted on the ground. Thus, analysis and discussion of the outcomes of this empirical research respond to the following research questions:

- ***How is the representation of teaching as a 'problem' constituted at an institutional level and in relation to the macro policy anlaysis of chapter 5?***

- ***What meanings and understandings need to be in place for the representation of this 'problem' to be a taken-for-granted reality?***

Analysis and discussion in response to the research questions above will also include the discursive, subjectification and lived effects of the problematisation of teaching interpreted through the analytical strategy outlined in Chapter 3. Effects of the problematisation of teaching are understood to be interrelated and are integrated into analysis and discussion of the outcomes in this chapter.

The focus of this chapter is, therefore, how the representation of teaching as a 'problem' and its construction as a 'problem' of learning within a discourse of 'best practice', (as analysed in Policy Proposal 1 and 2 in Chapter 5) is played out on the ground. Furthermore, the assumptions of the 'best practice' discourse with regards to teaching, and learning, are analysed and discussed in relation to the outcomes of the research questions above. Analysis in this chapter and the following chapters uses the analytical strategy devised for this thesis as presented in Chapter 3 (Table 5). Lastly, analysis takes account of participants' shared misrecognition of the doxic conceptualisation of teacher quality, as reviewed in Chapter 2 and analysed in Chapter 5, whereby misrecognition is defined as follows:

> Gift exchange is the paradigm of all the operations through which symbolic alchemy produces the reality-denying reality that the collective consciousness aims at as a collectively produced, sustained and maintained misrecognition of the 'objective' truth. (Bourdieu, 1990:110)

How the representation of teaching has become a 'problem' of learning

My interpretiation of participants' responses and how these (re)construct the representation of teaching as a 'problem' is presented here under various themes. As explained in Chapter 3, these come from the empirical data.

Teacher quality and 'learning outcomes'

My first theme examines how the problematisation of teaching constructs the 'problem' of teaching as a 'problem' of learning. Analysis of official documentation in Policy Proposal 2 and 3 in Chapter 5, demonstrated how an emphasis on teacher quality within the standards agenda constructs the 'problem' of teaching as a 'problem' of learning; as summarised by an observer, 'it's all about the 'so what, so what?', about looking at what that outcome is, what does that mean for the learners?' (Julia interview, 02/03/17, line 435-437). As examined in Chapter 2 and Chapter 5, the privileging of evidence-based research focused on observable behaviours of teacher effectiveness, within educational policy-making, has promulgated strategies which directly correlate with improved 'learning outcomes'. This very specific research knowledgebase is increasingly being used in education to standardise teaching into 'best practice', purporting to focus on learning within lesson observation. Learning here is understood as observable performance outcomes, outcomes which exist in a causal relationship with the deployment of 'best practice' strategies within the classroom. As reviewed in Chapter 2, it is this deployment which is deemed to define the quality of the teacher. However, the implication of context is considered by Amy, an observer: 'I think had they been in a higher-level class … or delivered… that session to another group, it might not have been the same' (Amy interview, 03/02/17, line 85-86). The conceptualisation of learning as an objective entity, with its focus on demonstrable 'learning outcomes' as the key indicator of quality, means that, for the teachers involved in this study at least, lesson observation appeared to ignore the context-specific detail of a classroom as well as the personal and historical detail of its teacher, support staff and learners. Furthermore, in relation to context and its influence on classroom activity, the presence of an observer appeared to change the behaviour of both the learners and the teacher being observed, where

the learners 'almost invariably clam up in that situation and they sit there while you're asking them questions … they kind of just freeze because they don't want to say the wrong thing' (Observer Focus Group, 28/06/16, line 144-149). It follows that in a lesson observation where learners 'clam up', teachers utilising 'best practice' strategies would not be able to demonstrate learning and, therefore, by its own rubric, would not be successful.

As explored in Chapter 5, political impetus to raise standards in education has led to the evolving emphasis on the quality of the teacher through its equation with effective teaching, which, as previously stated, is determined by its impact on 'learning outcomes'. This understanding of professional practice draws on evidence gathered principally in randomised controlled trials (RCTs), as promoted by key proponents such as Hattie (1999; 2003; 2008) and Marzano (2001), and which correlates excellence with teachers' specific pedagogical skills to produce measurable 'learning outcomes'. Excellence is, from this perspective, perceived to be an objective entity that individual teachers possess. Persistent emphasis on teacher quality in official discourse has, I believe, enabled closer scrutiny of teachers' classroom activity, whereby an 'organisation does have a legitimate interest in trying to see to it that the standards of learning do comply with certain principles' (John interview, 15/09/17, line 130-131). A key priority area for quality improvement at the research institution is progress, where 'regular checking of learning … should be every 10-15 minutes' (Julia interview, 02/03/17, line 332-333). As an example of how teacher activity is monitored during an observation, this extract shows how the doxa tends to objectify 'best practice' and, in turn, structures the field conditions to generate misrecognition of this 'technological model' of teaching and learning as educationally desirable (Biesta, 2007:8). For 67% of participants, compliance with 'certain principles' of 'best practice', such as 'regular checking of learning', appeared to preoccupy their accounts of classroom activity with assessment focused on measurable 'learning outcomes', orientating teachers away from evaluation processes in which they use their own professional judgements. My interpretation of this data is that closer scrutiny makes it easier to regulate teacher activity, through standardising what constitutes 'effective teaching' and then monitoring and assessing its implementation through the practice of lesson observation,

> BUT often that does seem to conflict with people's own professional development because they feel inevitably that this is being done to them. (John interview, 15/09/17, line 131-132, *original emphasis*)

Teacher incompetence and continuous improvement

My second theme explores the way in which WPR analysis of official discourse in Chapter 5 reveals the equating of 'effective teaching' with the raising of standards in education. As outlined in Chapter 5, such standards in official discourse are measured by outputs of education, i.e. exam results, and, therefore, 'effective teaching', which is measured by the same rubric, is deemed the principal causal factor in learner achievement. The precept of 'effective teaching' as a reified object brings 'good' teachers into existence, and, therefore, the dualism of good and bad teachers is established in official discourse. Hence, it follows that the problematisation of teaching in official discourse has orientated policy towards the quality of teachers and legitimised performance management regimes, such as lesson observation, that tell an institution 'the number of teachers you've got in the event of an inspection who can pass muster' (*ibid*, line 274-275). I see this coupling of teaching with learning in official discourse, as producing a means by which teacher performance can be assessed and a means by which teachers' work can be closely monitored. Thus, improving teaching by identifying incompetence, and, in turn, continuous improvement of the profession, becomes the common-sense solution as set out in official documentation in the literature review (Ofsted 2004a; 2004b; 2008). Official concern for teacher quality in relation to educational standards is set out in government policies and actions for improvement dating back to the 1980s which recommend 'formal assessment of teachers' performance' based on classroom visiting (DES, 1983:27). As I showed in Chapter 5, it is apparent that the inherence of deficit within this representation of teaching as a 'problem' characterises the practice of lesson observation.

Amy claims that 'the observation process as a whole is great because everybody…can do with some additional support or … some other ideas, you know, we never stop learning' (Amy interview, 03/02/17, line 91-94), illustrating that the stakes in this professional game are the continuous improvement of teaching and, hence, of learning – a view expressed by 67% of participants. To this end, it is possible to surmise that participants in this study have become socialised into the game as acting sensibly (Bourdieu, 1990; 1998) as the stakes are misrecognised as a taken-for-granted reality. Indeed, misrecognition of the need for continuous improvement grants the practice of lesson observation its symbolic efficacy to individual participants and the research institution as a collective and, therefore, regularises its enactment. Thus, based on the evidence from this study, what appears to happen is that the deficit discourse of continuous professional development perpetuates the assumption that

teachers need to, and want to, develop and improve, with lesson observation then becoming the accepted practice to classify teacher performance as a means to support professional development. The value of lesson observation to professional practice is, however, contradicted by both teachers and observers. Participants used phrases such as 'play the game' and 'put on a show' repeatedly in both focus group discussions and one-to-one interviews suggesting that whilst the practice of lesson observation is, perhaps, of value in their work, it also gives a 'false impression' of teacher performance (Observer Focus Group, 28/06/16, line 77).

Thus, it is evident from the data that the practice of lesson observation is a site of struggle in the field and reveals what Bourdieu (1967:341) refers to as 'consensus in dissensus' whereby participants in this study agree tacitly that lesson observation is a performance and agree to disagree with its purported use to assess 'real' teaching as it was often referred to in this study. The determination to observe and assess 'real' teaching may explain, why, as an institution,

> we do so much more now than we ever have; the only time you'd ever be observed is during your one, annual observation, but now we have learning reviews, now we have walkabouts, now we have TLCs popping in and out. (Julia interview, 02/03/17, line 714-716)

Consensus may be partly attributed to complicity between the observer and the teacher in the creation of a 'false impression' in the practice of lesson observation. For example, one teacher made it very clear that, 'I remember putting on a show and I was told to put on a show … that's what they were looking for' (Teacher Focus Group 30/06/16, line 137-138). The expectation of a show during an observation, whereby, 'if you couldn't do it in that moment … there's a problem, so the idea was that actually at least you could do it when it mattered' (Teacher Focus Group 30/06/16, line 139-143) suggests the roles of both observer and teacher exist in a practical relation to the future, a future Ofsted inspection, which governs their present practice (Bourdieu, 1990). The data here illustrate complicity between the observer and the teacher and seemingly reveal how the practice of lesson observation is experienced as legitimate by both, as a form of individual and collective protection against future inspection. Its use in teachers' professional lives is therefore permitted. However, permission is also given to symbolic violence if a teacher is unsuccessful in 'putting on a show'. Two observers in this study commented with surprise that teachers felt the observation and associated feedback was about them, 'no matter how often you've told [teachers] … it's

about the learning, they still seem to think it was about them' (John interview, 15/09/16, line 351-352). The notion of 'doing it when it matters' highlights how the teacher is the focus of observation despite the rhetoric from participants in this study and current educational policy (Ofsted, 2012b; 2015; 2016) that proclaims the focus is on learning. The assumed focus on learning by participants revealed here makes sense in terms of policy proposal 3 in Chapter 5: that the quality of teaching can be judged on the quality of learning. Furthermore, the notion of 'doing it when it matters' stands in stark contrast to the policy discourse examined in Chapter 5, in particular policy proposal 3, which states that what 'matters' is that teaching is good all the time because of its causal relationship with learning. Reducing effective teaching to a set of pedagogical skills which result in measurable 'learning outcomes', a set of skills provided by evidence-based research, means that judgements of teacher effectiveness are based on the ability to demonstrate mastery of them to 'pass muster'. Furthermore, the reduction of teaching to standardised behaviours and routines led to discussions by participants in this study around 'real' lessons, 'normal' lessons and 'good' lessons. These evaluative statements centre on ideas of what participants understand constitutes 'best practice' and, I believe, are important distinctions as they underpin how participants view everyday teaching being distinct from teaching when being observed.

Through the standards discourse in education, the representation of teaching as a 'problem' has been articulated across a range of official documentation, presented in Chapter 5. Furthermore, the literature reviewed in Chapter 2 illustrates how the official focus on classroom-level solutions makes teachers individually accountable for raising standards of learner achievement. During inspection, '[Ofsted] …come and they observe teachers, so actually there's an argument that the teachers need to be prepared for that' (Sarah interview, 19/01/17, line 417-418), and, hence, from the point of those who are invested in it, it makes sense to have systems which can monitor teachers and that can assess their individual accountability within an agenda based on test standards. Hereby, teachers' autonomy is replaced with systems of accountability, which include policy technologies such as lesson observation because the 'way the college is judged, or the teaching and learning is judged [means] observation is a necessary evil' (*ibid*, line 418-420).

How 'best practice' is used in the representation of teaching as a 'problem' of learning

'Effective teaching' and 'outstanding teachers'

My third theme explores the construction of effectiveness within 'best practice' discourse. As analysed in policy proposal 1 in Chapter 5, the construction of the 'good teacher' and the 'bad teacher' shapes the discursive formation of effectiveness within 'best practice' standards. From this perspective, the use of lesson observation as a performance management regime makes sense; if 'effective teaching' is observable then lesson observation can be used to identify incompetence, and it is hard to argue with this as anything other than common sense. This assumption underpinning the problem representation of policy proposal 1 was very much reflected in the data from the participants in this study and summarised by one observer thus: 'from the college's point of view it needs to know that it's got a process because there are, you know, bad teachers' (Observer Focus Group, 28/06/16, line 527-528). It would seem, therefore, that the good/bad categorisation of teachers, and by default teaching, influences how teachers think of themselves and facilitates governance objectives in their professional work. Three observers in this study felt able to claim 'you can tell if it was a good lesson' (Observer Focus Group, 28/06.16, line 509) illustrating how categorisation of quality in lesson observation creates normative 'best practice' which characterise the rules of the game, thereby enabling these particpants' assertions as to what constitutes 'good'. Whilst the presupposition that 'effective teaching' exists as an objective entity (policy proposal 3) was acknowledged by these three observers, it was also acknowledged by two participants that teachers cannot be 'outstanding' all the time in their teaching. These data support the notion of a 'show lesson' which teachers and observers believe can demonstrate that a teacher can 'do it when it matters', where 'do it' means adherence to standards of 'best practice', because 'you have to look like you're doing this brilliant job and you're cutting edge' (Rose interview, 10/01/17, line 129-130).

In effect, the assumption that 'best practice' exists independently of lesson observation as analysed in the policy proposals in Chapter 5, is shown here to be constructed through the practice of lesson observation. It would, therefore, seem that teachers are, in effect, making the policy work when they demonstrate that they can 'do it when it matters' in a lesson observation. Hence, I suggest that teachers and observers are doing the work of policy by reifying policy constructions of 'outstanding teacher', 'best practice', 'effective teaching' and 'learning outcomes'. Participants acknowledged that a lesson observation is not 'real

teaching' and that it is a 'show'. As described by participants, this distinction between performance and reality appears to challenge teachers' ontological security, a notion which I have drawn from Ball and his work on performativity, ontological dilemmas and inauthenticy (2003). One observer described observation as a 'floorshow of 'these are all the things I'm capable of doing in 40 minutes'' (John interview, 15/09/17, line 254-255), but teachers put on the show because 'let's be honest … we want to know we're doing a good job' (Teacher Focus Group, 29/06/16, line 808-809). The pursuit of recognition suggests that by playing the game in lesson observation, by making the policy work, 'effective' and 'outstanding' teachers become 'practised into existence' (Bacchi, 2016:94). In my interpretation of these data, resistance in the field is reduced through the reification of 'best practice' discourse in lesson observation, which redirects teacher activity into a form of self-regulated self-improvement in exchange for recognition of the 'good job' they are doing. In summary, the economy of symbolic exchange within the practice of lesson observation rests on shared misrecognition of 'best practice' and its conceptualisation of learning as an objective entity.

Excellence in teaching and trust

My fourth theme examines the ways in which the notion of excellence works in the problematisation of teaching. Excellence in teaching is assessed,

> when people come to watch us, the grades our students get, so we … have to make sure that both of those are brilliant because that's what we're judged on. (Rose interview, 10/01/17, line 126-128)

This close scrutiny of teachers' work structures conditions of the field in which trust has become a significant issue for teachers. Trust, encapsulated in the 'discourse of derision' (Ball, 1990:31) (see Chapter 5), is found to be at the core of how teachers in this study understand themselves and their work. However, conditions for mistrust are also created, through structures which cultivate division, such as the classification of teachers in the practice of lesson observation, where teachers feel observers 'try and find something wrong' and 'interrogate' learners by asking questions such as 'is this a standard lesson?' during an observation (Teacher Focus Group, 29/06/16, line 389-390). As a result of these conditions, the 'fear factor' (*ibid*, line: 421) has apparently become a deeply embodied predisposition which motivates teachers into investing in the stakes of the game of lesson observation - their investment, as I see it, dancing between the hope of success and gaining recognition and the constant fear of failure. In addition, however, is the acknowledgement by teachers in this

study that 'to a certain extent we like people to see that we're really good at certain things' (*ibid*, line 850-851). Here, recognition seems to be the key resource which builds up teachers' self-confidence in their work, even if this recognition is based on a 'show lesson'. Additionally, recognition, interpreted by one teacher as 'keeping up with the Joneses' (*ibid*, line 811-812), builds a network of relationships within the institution; however, the durability of these relationships is never guaranteed, as lesson observation is seen by some participants in this study as a means 'to get rid of somebody' (*ibid*, line 818), rendering teachers' position in the field vulnerable. The instability of social capital in the field of lesson observation is expressed in the vulnerability teachers feel about who the observer is, the feedback they receive and their own investment in the practice; described as a 'danger point' by one participant, where 'we've got to prove that we're doing all those things we're meant to be doing in that 45 minutes' (Rose interview, 10/01/17, line 118-119).

A principal assumption in the representation of the 'problem' of teaching, as presented in Chapter 5 of this thesis, is that bad teachers exist. In my WPR analysis, I present how incompetence is used to rationalise official claims about the quality of teachers being the single causal factor in the decline of educational standards. Furthermore, I suggest incompetence focuses attention on classroom-level solutions, with the assumption that teacher effectiveness alone correlates to improved 'learning outcomes', which, in turn, equate to improved educational standards. In line with Ofsted inspection criteria which give weight to 'progress', participants currently judge the desired outcome of 'best practice' strategies to be 'learner progress through the session'; teachers in this study understand that observers are 'really looking for active participation … [that moves learners] forward in their knowledge' (Teacher Focus Group, 30/06/16, line 418-434). The causal relation described here by participants between teaching and learning is, as I understand it, firmly rooted in the cognitive model of learning, which sees learning as a transmission of knowledge between teacher and learner. The relation between teaching and learning, as articulated in official documentation in Chapter 5, is reified into 'best practice' which is essentially a set of predetermined observable behaviours; 'effective teaching' and its outcomes are, therefore, by definition, observable, and I argue that this presupposition creates the impression that it is sensible to use lesson observation to improve teaching. Empirical data from this study illustrates how the reification of 'best practice' has been embodied by professionals, defining their work in both thinking and action. My interpretation of these data leads me to believe that it is the shared misrecognition of 'best practice' to achieve the desired 'standards of

learning' (John interview 15/09/17, line 131) which means that it makes sense to participants to invest in the game and its taken-for-granted outcomes in the pursuit of excellence in their own practice and as an institution.

The dominant view of learning as an objective entity is used in official documentation to suggest that the focus of an observation is the quality of learning (Ofsted, 2017/18). Interestingly, despite the previously discussed statement from two observers in this study that observation is not about the teacher, teachers clearly did not feel this way in having to show they can 'do it when it matters' (Teacher Focus Group, 30/06/16, line 143). This disagreement between teachers and observers about the focus of an observation is further supported by some teachers in the study expressing the feeling of 'being caught out' in the practice of lesson observation (Teacher Focus Group, 29/06/16; 30/06/16), whereas observers conveyed their beliefs about lesson observation supporting teachers with the 'problem' of learning in their teaching. They shared this misrecognised belief about supporting teachers despite the universal agreement of observers in this study that *they* benefit most from observation.

Self-regulating self-improvement

My final theme in this chapter examines self-regulation on the work of teaching and teachers. Analysis of the findings discussed thus far in this chapter suggests that being defined as a good teacher or a bad teacher predisposes teachers to play the game and, consequently, regulates their investment in it. Teachers in this study are making policy do work and appear to benefit from their investment in the game. These benefits, however, are temporary and superficial: temporary because, as acknowledged by participants, observation is cyclical and becoming more frequent; superficial because as a practice it appears to be founded on mistrust rather than trust in the social networks of the institution, often resulting in a 'show lesson' which complies to 'certain principles' of 'best practice'. The superficiality of the game is further shown by the lack of any significant influence on teachers' work, as expressed by almost half (48%) of participants, revealing how, in fact, 'best practice' serves to fuel self-regulation. Self-regulation is evidently a complex facet of lesson observation, as teachers in this study communicated how they desire good feedback both for reassurance about the work they are doing and for recognition - and yet teachers in one focus group offered this sentiment: 'so in actual fact none of us find value by the sound of it' (Teacher Focus Group, 29/06/2016, line 850). Disinterestedness, whereby 'one can be interested in a

game (in the sense of not indifferent), while at the same time being disinterested' (Bourdieu, 1998:77) as expressed here in relation to the value of lesson observation in professional practice, is complicated by interest in social capital gained from playing the game but also by the issue of trust. However, this disinterestedness would seem to be a privilege accorded by being successful in the game, as these very participants expressed disinterest following expressions of their success in the game in both focus group discussions - for example, 'I've been a grade 1 … ever since I've been here' (Teacher Focus Group, 30/06/16, line 109-110) and 'I've been observed every year for the past 15 years; I'm grade 1 - what's the point of observing me every year?' (Teacher Focus Group, 29/06/16, line 52-53).

Feelings of 'being caught out' discussed in both teacher focus groups, reveal lesson observation as a site of struggle, a struggle to secure social capital to sustain them and their confidence in their own work, but, as a struggle it can also be interpreted as an act of symbolic violence in the professional lives of teachers. Moreover, the lived effects of 'being caught out' are disclosed by a new teacher who participated in the study:

> I got two grade 3s back to back and the second grade 3 I got told that … I'm going to be watched, questioning my ability to perform this role. (*ibid*, line 125-126)

This teacher went on to say that when first observed 'I didn't change anything, and then I was told 'no, change the scheme of work if it's required, put on a show lesson to get it over with'' (*ibid*, line 131-132). So, by playing the game, it appears that teachers are making the policy work, and in effect this produces the forms of objects that define their work. Furthermore, it seems that teachers become ontologically entangled with these policy constructions yet see themselves separate from the policy, which obscures their internalisation of lesson observation as a rational solution to the 'problem' of teaching. Seemingly, teachers enter into a pragmatic relationship with the sanctioned pedagogy of 'best practice' in exchange for social capital and in this way teachers are not only making the policy work, but are making policy do work for them. Additionally, the constant assessment of teachers' work and their worth within the official discourses of standards and quality appears to render professional relationships within the field as procedural. These transactional relationships are experienced by teachers where,

> sometimes I'm doing something I think these students have absolutely no interest in …because I've made them do it because there's somebody watching … and it's because this is the new thing at the moment. (Rose interview, 10/01/17, line 157-162)

In my interpretation, 'best practice' is standardising teachers into becoming self-regulatory, but this is obscured by misrecognition of its role as supporting teachers with their professional development as previously discussed in this chapter. To develop this discussion further, I want to now introduce the role of reflection within the practice of lesson observation. Reflection is seen as important by the research institution and is incorporated into reflective professional discussions following an observation (see Appendix 6, parts 2 and 3). At the same time, however,

> what we really want to know is where the best practice is, because to know that means we know the institution; we still need to know the institution, we need to know where we are with teaching and learning and quality.
> (Mark interview, 23/02/17, line 120-122)

Here, it is possible to see the coupling of professional development with performance management systems, a coupling which offers a tokenistic element of reflection in what I see as the fictitious relation between professional development and performance management. Misrecognition of the taken-for-granted assumptions about the relationship between professional development and performance management is, as I understand it, a strong cognitive motivating structure within the socially structured context of this empirical study.

Hence, lesson observation as a professional development tool is the pursuit through which teachers and observers seem to make sense of their investment in lesson observation, in this study at least. In discussing the role of lesson observation in supporting teachers, one observer said: 'what we want to do is reflect for the teacher what happened, empower them, enable them to evaluate the lesson' (Sarah, 19/01/17, line 22-23) - in short, help teachers to develop and improve, through reflection. However, I argue that this is a passive form of professional development in which teachers build social capital by showing commitment to the institutional goal of 'being outstanding' in their demonstration of competence within 'best practice' rubrics. Shifting sands of policy cycles reframe how aspects of 'best practice' are measured, which seems to produce a perpetual deficit in social capital, whereby teachers in this study then strive to be 'cutting edge' by incorporating 'what is fashionable at the time' (Rose interview, 10/01/17, line 130 and line 439). From analysis of the empirical findings in this study, I maintain that professional development for teachers in this study at least, is becoming populated by disciplined teachers who are invested in the institutional striving for excellence. Observers expressed difficulties with giving feedback, acknowledging the limitations of observation in the professional development of experienced teachers as a

performed showcase of 'best practice' which curtails teachers' innovation in their desire to 'do it right'. Teachers are encouraged at the research institution to be 'creative and innovative' in their work: 'I take a lot of pride in being creative in lesson planning; in fact, it kind of backfired on me … I was disappointed by that massively' (Teacher Focus Group, 30/06/16, line 603-609). What I conclude from the empirical data is that the normalisation of creativity and innovation which is evaluated within 'the 'best practice' template (O'Leary, 2012) permits opportunities for symbolic violence in teachers' professional lives which can lead to the orthodoxy of teaching that 'best practice' claims to be seeking to address.

Summary

In this chapter, I have shown how my analysis of official policy in Chapter 5, which emphasises the improvement of the quality of teachers as the solution to teaching as a 'problem', is in use within the research institution. In the representation of teaching as a 'problem' discussed in Chapter 5, learning is conceptualised as being in a causal relationship with teaching, a conceptualisation that has evidently socialised participants in this study into learning discourses:'visible learning', 'active learning', 'mastery learning' and, most recently, 'overlearning' (see Hattie, 2008; Marzano *et al,* 2001; EEF, 2011). Analysis of empirical findings in this chapter suggests that these discourses pattern how participants in this study give meaning to their work and how they have come to interpret their work in terms of its impact on learning, that of their learners as well as their own professional learning. In the representation of teaching as a 'problem' investigated in this thesis, I suggest that teaching is constructed as a 'problem' of *learning*: professional learning and learning understood as measurable outcomes for learners. In its construction, the 'problem' of learning is understood to be straightforwardly resolvable through teachers' use of evidence-based 'best practice' strategies promoted within official discourse (Table 4 in Chapter 2). It is this understanding of the 'problem' and its solution which is currently used to judge the quality of teachers in a lesson observation.

Analysis in this chapter has built on previous chapters which showed how the representation of teaching as a 'problem' in official policy documentation has given shape to the deficit discourse in the standards agenda. Furthermore, the analysis has illustrated the intensity of the emphasis on teacher quality as well as its role as a key driver and indicator of educational standards in official discourse. In light of this analysis, there appear to be a number of issues that are relevant to the thesis, as follows.

First, such systematic emphasis on teacher quality has given symbolic value to the practice of lesson observation in what I would argue is a fictitious relationship between professional development and performance management. Despite teachers stating that they 'don't see value' in this fictitious relationship (Teacher Focus Group, 29/06/16, line 853), the data clearly shows that it is a lived experience for them, articulated by almost half of participants in this study. Moreover, it appears to be how participants make meaning of their investment in the practice of lesson observation. However, in a system of performance management which equates quality with adherence to 'best practice', the analysis has shown how both teachers and observers become standardised at the expense of their professional autonomy.

Second, the hierarchal system of observation which divides teachers and observers led both parties in the study to describe observation as 'done to' teachers, not as 'done with' (Sarah interview, 19/01/17, line 7). Such stratification seems to position teachers in very specific ways, with one teacher, for example, claiming that 'there was a real ethos of trying to catch us out; I really could sense on this recent walk around thing' (Teacher Focus Group, 29/06/16, line 392-395). The data clearly show that the positions represent a top-down approach to observation, which seems to create a 'them and us' culture, one which is premised on fear and where 'catch[ing] them out' creates feelings of mistrust and suspicion of observation itself and therefore of the observer, their learners and their peers.

All this leads, I believe, to a sense of diminished professional autonomy for teachers and raises a number of points that are relevant to the rest of the thesis.

Chapter 7 – Governing practices and their effect on social capital

Introduction

In the preceding chapter I explored how the representation of teaching as a 'problem' in the macro policy context, as set out in Chapter 5, is constituted at ground level within the research institution. Through this exploration, I articulated how the conditions in which teachers in this study work are seemingly produced by this problematisation of teaching. In this chapter I refer to Bourdieu's notion of interest as the conditions of teaching produce a form of 'interest' in their work. Bourdieu (1992) defines interest as the relationship between cognitive motivating structures and the socially structured context in which teachers act to maximise profit in accordance with symbolic forms of capital. My interpretation of Bourdieu's use of 'cognitive' in relation to interest here is an acknowledgement of consciousness in *illusio* in the governing structures of discourse. The empirical data suggests the teachers' working conditions contribute to the cognitive motivating structures of participants, and, therefore, their self-regulation in the game. Self-regulation is understood as a governing technique in this thesis, and in this chapter it is discussed principally in relation to its exchange for symbolic capital. Later, in Chapter 8, my analysis draws on Bourdieu's concept of *illusio* to interpret participants' self-regulation in the practice of lesson observation, hence, in this chapter and in Chapter 8, I discuss the outcomes of the empirical research in response to the following research question specifically:

- ***What forms of governing practice have been enabled by constructing teaching as a 'problem'?***

Discussion in this chapter focuses on 'how it is possible for "*what* is said" to be "*sayable*"' (Foucault, 1991:59, cited in Goodwin and Bacchi, 2016:36 *original emphasis*) and what is produced by things said at an institutional level. In the analysis, discussion 'zooms in' (Lerman, 2001) to examine how neoliberal rationality functions in the field - specifically, its doxic functioning in relation to teacher quality which, as discussed in Chapter 5, is determined by individual ability, performance and measurable outcomes. Participants' shared misrecognition of this conceptualisation of teacher quality is also analysed in this chapter.

Chapter 2 and Chapter 5 showed how the association of learning with performance has come to dominate educational discourse within the standards agenda. Discussion in these chapters traces this framing of how quality is measured back to political debate in the late 1960s and

70s. These debates centred around progressive education and the decline of educational standards, which was blamed on 'bad' teachers. The background to this era of political debate was issues of law and order arising from the politically motivated youth counter-culture and discontent stemming from conditions of economic recession, such as high levels of youth unemployment. Ultimately, as Chapter 2 showed, the debate centred its accusations on specious dogmas in educational theory and argued that teachers needed to focus on the outcomes of their teaching. This argument is part of *The Black Papers*, which derided the use of teacher assessment:

> The examination is the test of the student's knowledge and of his ability rapidly to marshal and deploy it. Life is a series of tests to which, somehow or other, one must measure up. (Mowat, 1969: 12)

The ideological debate is summarised by Cox and Dyson (1969:15) in their introduction to the pamphlet *Black Paper Two*:

> Our notion that 'progressive education' might be in some part to blame for lack of knowledge or for naïve and destructive political attitudes in its victims has been seen as common sense by many people, though the progressivists themselves have professed to be amazed. In the Black Paper, we again suggest that if informed, civilized, mature and well-balanced citizens are wanted for the future, we must scrutinise most carefully those educationalists who teach hatred of authority and contempt of tradition; who nurture ignorance and self-indulgence as a point of principle; and who disregard the claims or indeed the realities of the social world.

The conjuncture of historical, social and economic conditions in the UK since the publication of *The Black Papers* has given dominance to the 'discourse of derision' (Ball, 1994). Derision, coupled with neoconservative and neoliberal ideology has significantly shaped official educational discourse, whereby quality is presently synonymous with measurable 'learning outcomes' and these outcomes result directly from specific modes of teacher activity. Consequently, teacher professionalism has been distinctly reframed, a reframing that negates specific contextual factors which may affect 'learning outcomes', be they personal, historical, societal or structural. Official documentation, reviewed in Chapter 2 and analysed in Chapter 5, firmly places the teacher in the centre of the debate about the 'fight for education', as evidenced by the extract from Cox and Dyson above (1969).

The positioning of the teacher in this way has led to governing practices in FE which I identify in what follows, in terms of two major themes relating to the 'continuous

incompleteness' of professional development and 'professional division and isolation'. Each of these themes is analysed under several subheadings.

Professional Development as Continuous Incompleteness

Recognition

In Chapter 6, I discussed how the representation of teaching as a 'problem' has contributed to teachers' diminished professional autonomy. I believe teachers' diminished autonomy contributes to their ontological insecurity, resulting in their need for reassurance that they are 'doing a good job'. Furthermore, teachers' working conditions, articulated by participants in Chapter 6, mean that a lesson observation is often their only opportunity to gain professional recognition. Recognition is analysed using Bourdieu's notion of social capital in this study. Recognition in exchange for playing the game is expressed as a desirable outcome by the teachers and this exchange, played out in the practice of lesson observation, induces teachers to invest in the game even though they may 'want to not care' (Teacher Focus Group, 30/06/16, line 646). Ultimately they do, however, and, in so doing, are becoming self-regulating. I posit from these empirical findings, therefore, that a discourse which sees teachers as being in deficit has entangled their investment in an 'enchanted relation to a game that is the product of a relation of ontological complicity between mental structures and the objective structures of social space' (Bourdieu, 1998:77). As discussed in Chapter 6, participants described their understanding of lesson observation as a performance, but also that 'normal' teaching is a performance. In effect, layers of performance comprise teachers' professional work which, one could argue, further complicates their ontological security. I suggest that these conditions, which contribute to teachers' ontological insecurity in this study, have also fostered what I interpret as shared misrecognition of an overlapping relation between professional development and performance management, revealed by participants' belief that lesson observation improves teacher quality;

> we're doing quite a lot of observations, we're doing quite a lot of walkabouts, we're doing learning reviews, so we're doing a lot more looking.
> (Mark interview, 23/02/17, line 149-150).

The continuous auditing of teachers through lesson observation, as described by Mark above constitutes a shared misrecognition which ultimately sustains closer scrutiny of teachers' work and appears to create a relationship of dependency. Findings in this study, discussed in

Chapter 6, reveal that teachers have increasingly come to rely on external validation of their work in becoming teachers, a reliance which contributes to the conditions necessary for self-regulation. One teacher described the conditions thus: 'I don't feel that my boss values me at all, I don't feel that my peers value me at all' (Teacher Focus Group, 29/06/16, line 235). It would also seem that the continuous auditing of teachers foregrounds their ontological need for praise, recognition and reassurance gained in exchange for 'putting on a show' in the practice of lesson observation. The relationship of dependency, therefore, could be said to work for teachers and the institution, thus perpetuating the practice of lesson observation.

The observer role was described by participants as one of supporting teachers and helping them to develop and/or improve. However, when describing their role and the responsibility they feel, observers recognised that the observation process can be 'devastating' for teachers and can damage their confidence because 'a lot of teachers are quite vulnerable' (Observer Focus Group, 28/06/16, line 223-225). Despite their understanding of the effects of observation on teachers, *all* the observers who participated in this study stated that they enjoyed observing teachers because 'you can always find something in anyone's lesson that you don't do or you've not seen before which you could apply to your practice' (Amy interview, 03/02/17, line 26-28). Observers in this study, therefore, seemingly never fail to learn from observing, which demonstrates the illogicality of sharing 'best practice' in a one-way, top-down system. Here, I suggest, ontological insecurity is an essential asset in the field's economy of symbolic exchange of capital – specifically social capital, conceptualised in this thesis as recognition. Participants invest in the field's economy to gain social capital, but I see this investment in the game as a collective misrecognition of the objective mechanism of the exchange: the performance management function of lesson observation in the strive for institutional excellence.

Continuous improvement

In Chapter 5, I analysed the deficit discourse within the representation of teaching as a 'problem' and its call for continuous professional development. The meaning created is that teachers are continuously incomplete; there is a perpetual need for development, even if what needs development is not explicitly specified and, therefore, the improvement cycle continues. My interpretation of this, as theorised in Chapter 6, is that teaching as a 'problem' is formed into a 'problem' of professional learning. Extracts such as 'I am a bit of a 'gold star; I like to know - I want to know - if I'm getting it right' (Jilly interview, 19/01/17, line

73-74) show the existence of firm dogmatic beliefs about teaching, notably that there is a right and a wrong way to teach, that good/bad teaching exists and that teachers need external validation that they are 'getting it right' (*ibid*). These dogmatic beliefs about teaching appear to make viable the discursive formation of 'best practice', which teachers then strive to demonstrate in lesson observations. As Chapter 6 demonstrated, notions of 'best practice' regulate the rules of the game, and, in so doing, construct normative practices in teaching which define teachers as good/bad, competent/incompetent, or, if graded, 1- 4 (outstanding – inadequate). 'Best practice' therefore constructs teaching as the mastery of specified pedagogical skills and lesson observation as part of the improvement strategy in the institutional drive for excellence.

Misrecognition of an overlapping relation of professional development and performance management is, I believe, encapsulated in the following extract from a teacher, revealing their position of dependency within the practice of lesson observation: 'is there a better way I could be doing that, am I on track' (*ibid*, line 235). It would seem the presuppositions outlined thus far regarding deficit in professional development and 'best practice' in the work of teaching (see Chapter 6) operationalise the doxa and, subsequently, participants' belief in the game and its stakes. This is a belief which accepts self-regulation 'like a fish in water' (Bourdieu, cited in Wacquant, 1989:43) in exchange for social capital:

> I think it is reinforcement, it's that reassurance that you're doing an ok job,
> and I think it's your; that is your public face in a way isn't it?
> (Rose interview, 10/01/17, line 355-356)

My analysis shows that the fundamental construct which operationalises the practice of lesson observation is that teacher quality needs improving and lesson observation improves teaching; improving teaching improves 'learning outcomes'. Policy work is done through the correlation of 'effective teaching' with 'learning outcomes' as it evokes teachers' interest in the stakes of the game, as professional development, by association, benefits learners. This correlation exploits teachers' altruistic tendencies, yet, their interest could also be interpreted as self-serving since teacher effectiveness is ultimately measured by 'learning outcomes'. In this way, it appears teachers are taken in by the game which procures their interest in the stakes. Practical mastery of the rules, therefore, is 'worth the candle' (Bourdieu, 1990: 76-77) and teachers and observers in this study seemingly become socially constituted in the 'sense of the game', which contributes to constituting the field as a meaningful world, a world endowed with sense and value in which it is worth investing one's energy. From the empirical

data, it could be argued that the value of capital hinges on the existence of the game, its value being both a weapon and a struggle in the field of the research institution. A weapon because it generates competition and division between teachers, between teachers and observers and between teachers and their learners; a struggle because participants were able to recognise lesson observation as a 'performance' in which they are invested, either for recognition or to avoid discipline, as expressed by Rose in the extract above who described investment as their 'public face'.

Passive professionalism

Whilst the profile of teacher effectiveness reviewed in Chapter 2, expressed as observable behaviours, has not changed since early research in the 1960s and 70s, how this has been (re)articulated in policy texts has changed; as has the focus at specific points in time (see Chapter 6). Empirical findings in this study suggest the policy churn creates a governable subject who is in a position of continuous becoming - becoming the 'good' or 'outstanding' teacher. Teachers emphasised the pressure they experience when being observed to be 'cutting edge' in a cycle of continuous improvement,. The entrepreneurial self is driven to constantly improve, change and adapt within a practice which offers the chance of success, but, as a 'danger point', relentlessly offers the risk of failure too, no matter how experienced the teacher is. Being successful may embolden professional confidence, but it is at the expense of professional autonomy which, I argue positions teachers in a state of increasingly passive professionalism. Competence within the practice of lesson observation will bring the reward of success, and this fuels self-regulation and competition, however, the effects of success are only short-lived in a practice which is viewed as a 'danger point' by teachers and, therefore, constantly poses the risk of failure in the future.

Learning as a 'problem'

The decontextualised knowledgebase promoted by evidence-based research defines teacher effectiveness in relation to observable 'learning outcomes'. The teacher is positioned as the key variable in the commodification of knowledge (Hattie, 1999; 2003; 2008), where knowledge is conceptualised as information. When probed about what constitutes 'effective teaching', unanimously, the responses from participants were in line with Ofsted criteria of 'best practice': engagement and progress in the main. These were described by participants as observable elements of what makes 'good' or 'outstanding' teaching - for example, progress

was described by one observer as 'we see learning where … [learners] kind of 'get it'' (John interview, 15/09/16, line 390-394). The data, however, show that teachers and observers use pragmatic strategies in observations to make these elements of policy work - for example, '[my colleague] did it in quite an explicit way in the lesson and it was picked up very much by the observer, so the observation became about focusing on progress' (Teacher Focus Group, 30/06/16, line 469-471). I suggest that this extract exemplifies how teachers feel obliged to make aspects of their lessons explicit for the observer which reifies 'best practice' and makes the policy work, mirroring the obligatory compliance found by Green (2011) when examining accountability policies in education.

When I asked participants to explicate 'progress' as an identified aspect of 'best practice', responses focused on 'a student moving from point A to point B … whatever point B is' (Teacher Focus Group, 30/06/16, line 420-422) showing its articulation as ambiguous and contradictory. Teachers understand their work as focusing on 'best practice' strategies that lead to demonstrable acquisition of knowledge, or learning. Limitations of this understanding, however, are highlighted by participants in discussion around making judgements because 'it's not black and white: it's not … a one size fits all' (Teacher Focus Group, 29/06/16, line 654). It is apparent just how woven into the fabric of teaching 'best practice' is when the response to the 'one size fits all' comment is 'but your objectives would reflect that' (*ibid*, line 656). Even when questioning 'best practice', participants often seemed to attempt to resolve its inconsistencies within its own parameters.

When participants tried to operationalise 'engagement' and 'progress' in their work that they found it difficult to express this with coherence. Despite the shared language of 'best practice', its explication differs vastly. This not only reinforces the complexity of teaching, but also highlights instability in the discursive viability of 'best practice' in its attempt to narrow and reduce teaching to discrete components.

Key aspects of lesson observation which inform observer feedback were specified by participants as: engagement; progress; active learning; the relationship between the teacher and the learners; and a teacher's subject knowledge. These aspects, however, further contradict assertions made by two observers, as reported in Chapter 6, that the focus of lesson observation is learning, ***not*** the teacher. However, it seems clear that the focus is actually the teacher's specific behaviour and routines which result in visible 'learning outcomes'. It is evident that the conceptualisation of learning promoted by 'best practice' has reduced

teaching to a set of normative pedagogical skills, maintaining a common-sense discourse of teacher effectiveness and, therefore, 'effective teaching':

> I'm looking for engagement, I'm looking to see that the learners are getting something worthwhile out of that lesson, that they are not just sitting there passively…that it is not just a one-way process…you'd be looking to see that there is some decent content there, but more than that, I'm looking to see that there's engagement. (Observer Focus Group, 28/06/16, line 83-88)

This extract shows how the standards of 'best practice' have shaped understanding of what is being observed as the teacher's skilful manoeuvre of learners towards a 'worthwhile' outcome. Misrecognition here, that the outcome is 'worthwhile' to the learner, obscures the fact that the emphasis is on what the learner can do for the individual teacher being observed, and ultimately the institution, in terms of measurable output.

Findings in this study suggest that the perpetual feeling of being incomplete as a teacher and the need for institutional support with professional development provided through the practice of lesson observation are the principal lived effects of the assumption that teachers need to develop continuously.

Professional Division and Isolation

Fragmenting the profession

The isolation of teachers was highlighted on several occasions by four participants as contributing to teachers' feelings of insecurity when being observed: some teachers 'get almost phobic about people coming in, and [feel they] have something to hide when they haven't' (Rose interview, 10/01/17, line 418-419). It would seem that being isolated works with the deficit discourse to create the conditions whereby investment in the game is motivated by the need for external validation and recognition. Yet, the need for external validation conflicts with feelings of 'being caught out' which puts teachers 'on edge' (*ibid*, line 416). The field conditions in the research institution structure how teachers in this study work, often in isolation, and evidently, also structures their professional work into the binary of good/bad teaching. Furthermore, working within a deficit discourse creates conditions for regulation through systems of monitoring. Teachers, then, appear to become socially constituted as governable subjects whose autonomy becomes merely a form of self-regulation

in 'trying to tick lots of different boxes' in a system of high-stakes accountability, which is interpreted by Rose as follows:

> you put quite a lot of effort and preparation into that one lesson … sometimes I just feel why don't … [observers] just come for a few weeks and … see what it's like to be normal in your classroom because that lesson is never normal, it's sort of a weird version of what you would normally do; it's like a version of what you would normally do that's completely disjointed. (*ibid*, line, 23-28)

Here, Rose is sharing the disconnect apparently felt between the standardised norms of 'best practice' and her everyday teaching, and consequent struggle with self-regulation.

As previously mentioned, in Chapter 6, the continuous nature of professional development is perpetuated through a constant policy churn which frequently redefines 'effective teaching'; although redefinition is often subtly semantic rather than a fundamental change. For example, Sarah refers to 'all the fuss about progress' currently in official documentation, 'let's call it learning' (Sarah interview, 19/01/17, line 354). Importantly, I see 'the fuss about progress' as doing the work of policy in re-orientating the activity of teachers to focus on measurable performance goals. The empirical findings help to illustrate how the isolation of teachers, in this study at least, becomes part of the field conditions of competition and fragmentation of the profession that construct the cognitive motivating structures of blame and praise, which, in turn, define the 'institutionalized relationships of mutual acquaintance or recognition' (Bourdieu, 1986:248). The way in which 'best practice' discourse blames individual teachers irrespective of contextual factors in their work is captured by one teacher, whereby,

> we think we've got to be interactive all the time and … if students misbehave … it's our fault: we've got to make it MORE interesting to re-engage them. (Rose interview, 10/01/17, line 314-316)

Furthermore, from the empirical findings of this research, fear seems to be a powerful weapon in the cognitive motivating structures of teachers, and, when coupled with the isolation of their practice, makes teachers vulnerable to the judgements of external observers in a practice of evaluation and comparison. As a dividing practice, lesson observation creates competition and hierarchy between teachers, despite the polemic about a community of practice characterised by collaboration and sharing:

> we're a community that shares practice, reflect[s] on what we do; we've got systems that can help those that need to develop again in certain areas. I think there is something about having a system: you need a system and the system

needs to collect what's good and identify the areas that aren't so good. (Mark interview, 23/02/17, line 576-579)

Using peers to observe as part of the annual observation cycle, whilst welcomed in principle by 67% of participants, and encouraged by senior leaders for going down well 'politically' (*ibid*, line 262), creates a 'them and us' culture between peers. But it is a culture which led four participants to question how members of the college observation team are selected, and even to peers on the college observation team being called the 'teaching police', according to one college observer (Peter interview, 23/11/16, line 226).

Professional Autonomy

Professional development and performance management appears as a binary in official discourse (see Chapter 5), a binary which I believe reshapes professional development into a regulated activity. Whilst teachers are individually responsible for improving the quality of teaching, teachers are not trusted to do this without intervention because,

> you could be in a situation where you've got a practitioner whose insight is not particularly clear and who is resistant to suggestions about how to help their practice improve. (John interview, 15/09/16, line 80-82)

I maintain that professional development as a regulated activity within the practice of lesson observation is an incursion on professionals' autonomy; it takes responsibility away from teachers by making the observer, typically a manager, responsible for identifying the areas for development, rendering teacher engagement in professional development passive. Shared misrecognition of the relation between performance management and professional development in lesson observation is evident in the empirical data, whereby teachers are given an 'opportunity to explore their practice, identify the areas where they think they might be weak' (*ibid*, line 47-48). Teachers cannot be trusted to be proactive in their own development because, as stated by some observers in this research, they lack insight into their own teaching practice, or they may be resistant to change. Hence, teachers need support with their development and, therefore, the need for external monitoring of performance and professional development is legitimate. In this study, two thirds of participants understood the work of teaching as needing continuous improvement. Observation is, thus, understood as an integral part of this continuous improvement and so it makes sense to participants to use lesson observation to support teachers' professional development: 'but professional

development is also about preparing your teachers to be successful in the environment as it is' (*ibid,* line 49-50). I see that the correspondence of lesson observation with professional development, albeit reshaped, has mitigated resistance to its use as a mechanism for performance management.

The binary of professional development and performance management, operationalised in the practice of lesson observation, in effect means that interest in the stakes of the game becomes of value to teachers who typically work in isolation. Isolating teachers and making them individually accountable appears to contribute to *illusio* in the game in exchange for recognition as a form social capital in the research field. The rubric of 'effective teaching' is measurable 'learning outcomes', whereby 'education … has become less and less about students themselves and more and more about what they can provide for us' (Rose interview, 10/01/17, line, 176-177). Within this rubric, therefore, teachers profit symbolically from quality measures which classify their teaching according to its impact on learning, and which improve their teaching in relation to 'learning outcomes'. So, it seems that the focus on the choreography of observable learning in observations can be a cause of conflict for some teachers, because *illusio* benefits the institution and the individual teacher, but less so the learner. Furthermore, shared misrecognition of the performance management function of lesson observation consigns teachers to what I argue is a passive form of professional development, meaning that development goals become institutionally structured. Consequently, the institution can legitimately monitor the effectiveness of teachers and, thereby, adherence to the standardised set of pedagogical skills, sanctioned under the umbrella of 'best practice', is assured:

> what we're trying to do, at the moment, is to show it in terms of best practice and good practice … where there are people … who do things really well … against some criteria. (Mark interview, 23/02/17, line 129-131)

It is reported officially that support for teachers' professional development is fostered through the practice of lesson observation (Hay McBer 2000; Foster Review, 2005), but this is not how it is interpreted by teachers in this study who experience this fictitious relation in their professional lives, a relation which is sustained by the encouragement of reflective practice. 'Best practice' has become inculcated as a material truth with the idea that it results in improved 'learning outcomes', a 'truth' that is apparently internalised by participants and, thus, is perpetuated in the regulated activity of professional development.

Classifying teacher quality

The introduction of the notion of 'best practice' in educational discourse has promoted the principle of division. 'Best practice' came about as part of the reforms to improve teacher quality, and from this we see lesson observation being used as a system of classification. This system of classification is coupled with increased accountability for teachers, notably in the form of 'learning outcomes', and is monitored at an individual level. Monitoring at an individual level, I believe, increases feelings of isolation in the work of teaching. Grading is a system of classification that most teachers are all too familiar with and which generated much discussion in this study. The research institution moved to an ungraded system for the annual observation cycle three years ago, but teachers still understand themselves being classified by where they fit within the 'best practice' grading criteria. Now, instead of numbers, or words such as 'outstanding', colours are used to differentiate aspects of 'best practice' in a teacher's observation report at the research institution (see Appendix 18 for an example of 'best practice' observed). Classification is also used in the recruitment of teachers deemed to demonstrate 'best practice' onto the college observation team, and this is seen by senior leadership to 'politically' (Mark interview, 23/02/17, line 262). Teachers' voluntary disclosure of grading, for example, 'I'm grade 1' (Teacher Focus Group, 29/06/16, line 52), reveals how this system of classification is deeply entrenched within participants' habitus, and how significant it is to the structuring of teachers' ontological security within the field. The significance of grading is shown by how teachers in this study continue to refer to themselves by the grade attached to their last graded observation, thereby clearly identifying with the grade as part of their professional identity. This identity is the embodiment of the objective structures of the field under consideration, structures which distribute social capital in the field. An observer spoke about their experience thus:

> I used to give them a heads up when I was coming into observe because I think that's only fair… it used to give them a look in, you know, show us what you do, wow me … get a good reflection of … what their normal teaching is.
> (Ian interview, 02/12/16, line 21-36)

This is just one example of research participants acknowledging that these objective structures are not measuring what they are proclaimed to be measuring. I believe this further complicates the ontological security of teachers with feelings of vulnerability within fragile relationships of recognition which can easily be revoked if, as John stated, a teacher does not 'pass muster' in a lesson observation (interview, 15/09/17, line 275).

Vulnerability in accountablity

Moving from a graded observation system to an ungraded one, originally underpinned by values as criteria, and then within the same year to a blank box for narrative comment revealed hysteresis in the practice of lesson observation within the research institution (to view the changes in the observation system please see Appendices 14a;14b;14c;14d). Hysteresis is a term used by Bourdieu (1977) to describe the effects of change in field structures which encapsulates a sense of being out of touch during the process of change. In the research institution, there seems to be a time lag for teachers moving from a graded system with which they have become familiar and in which they are well-versed. Now, they seem to feel more vulnerable about getting a 'pat on the back' (Jilly interview, 19/01/17, line 403) because the parameters are less prescribed and do not categorise them in the way in which they have come to identify themselves in their process of becoming teachers. Other field conditions found in the research institution, such as the isolation of teachers in their classrooms, appear to fuel hysteresis, just as the top-down changes to observation do. Indeed, three teachers responded to these changes by associating them with a high level of risk 'if there isn't the structure of having specific things ticked', signifying their feelings of vulnerability about an unknown future within the new system (*ibid*, line 396). This response to an ungraded observation system shows a teacher's *illusio* in the game, revealing just how strong the game is.

Seven out of eight observers who took part in this study suggested that they felt the role of being an observer carried a lot of responsibility: 'I didn't want to be in a kind of position to dictate whether people were a good teacher or not and that's what it felt like at the time' (Amy interview, 03/02/17, line 297-298). The expectation of making a judgement about a teacher's performance was the key contributing factor to observers' feelings of stress and pressure. However, being isolated was also seen to contribute to observers feeling uncomfortable in the role. One observer described the context-specific complexities of teaching, noting that 'I think we've all done some outstanding teaching before but it takes the right situation for all those things to come together' (*ibid,* line 290-291). However, 'not being a manager' was also cited by two observers in this study as a reason for feeling uncomfortable in the role because 'there's also an expectation to obviously develop and notice any issues' (Amy interview, 03/02/17, line 22-26). Being a peer in a teaching role and not a manager within the institution emerged as an influence in the execution of their role as an observer because 'observation is subjective … you're still making a judgement … which

is going to potentially trigger some sort of capability … it is quite daunting' (Julia interview, 02/03/17, line 470-481). The tension inherent in a practice that is so clearly subjective and yet is both high stakes and designed as if it were objective, is being recognised by Julia here. It is this contradiction that seems to create the stress for observers and teachers. Reducing the complexity of teaching in specific contexts to standardised strategies which ignore the unpredictable and often messy idiosyncrasies of human behaviour and interaction and trying to interpret these idiosyncrasies within explicit frameworks of what constitutes 'best practice' is how the practice claims objectivity. Here, the data show that the hierarchy of observers, especially those in management positions, is clearly a key mechanism for division in the classification of teachers and their work. Furthermore, hierarchy in the practice of lesson observation in this study is also found to function to guarantee compliance with 'best practice' and, in turn, self-regulation, which concurs with previous research conducted by Lawson investigating lesson observation as an 'instrument of control' (2011:317).

Summary

Analysis in this chapter makes apparent the structuring field conditions of the research institution which seem to compel self-regulation in the practice of lesson observation in pursuit of self-improvement in 'best practice'. Through the empirical research, I have come to see that the construction of teaching as a 'problem' has afforded 'best practice' its construction as the established solution to the issue of teacher quality within the research institution. The proliferation of 'best practice' standards within the work of teaching found in this study, and the use of lesson observation within the research institution to measure teachers against these prescribed standards, practises 'good' and 'outstanding' teachers into existence. Hence, I surmise the reification of this conception of teacher quality has come to govern teachers in how they think and how they act. In addition, this finding helps to explain what I see as the shared misrecognition of 'best practice' as a tool to support teachers' professional development.

Isolation of teachers in their work and their increasing individual accountability appears to create conditions of competition and fragmentation, which drives a culture of governing techniques based on success and failure within the research institution. My interpretation of the data is that the value of 'meeting the needs of learners' has become appropriated by institutional incentives based on market values, values which are dominated by discourses of excellence, effectiveness and quality. Moreover, I would argue that these incentives exploit

teachers' professional commitment to their learners through the discursive coupling of teacher effectiveness with learner achievement. These market incentives are managed through regimes of stress and pressure, of which lesson observation is one element, and desocialise professional relations further fragmenting the professionals working in the research institution.

By undertaking this research I have come to understand how what constitutes effective teaching within the 'best practice' discourse is imposed on teachers by external agencies and has become the taken-for-granted reality in which teachers work and, consequently, how they define themselves and their work. The lack of autonomy in the use of professional judgement within their practice orients teachers, in this study at least, to dependence on an external observer to support their professional development and subsequently perpetuates their lack of control within the practice of lesson observation. The implication of this is that teachers cannot be entrusted with their own professional development, as I have shown in this chapter. Teachers in this study are currently working in a climate of high expectations for both themselves and their learners. These high expectations are articulated in the 'best practice' criteria of official documentation and are seen in this study to create tensions in teachers' understanding of themselves and their work. For example teachers in the focus group discussion described how observers:

> expect to be in a lesson where people have … pulled all the stops out, so you've got observers saying they want to see that…[but] to be an outstanding teacher with the workloads that we have now and the continuing pressures that we have, I think if we were outstanding teachers every single lesson that we delivered NONE of us would be here. (Teacher Focus Group, 29/06/16, line 868-878)

Here participants acknowledge that for the most part the expectations of being an 'outstanding teacher' are not realistic in the day-to-day work of teaching and, therefore, they seem to understand that lesson observation is a mechanism for them to be able to demonstrate that they 'can do it when it matters'. This acknowledgment contradicts the 'best practice' assumption, examined in policy proposal 2 in Chapter 5, that what matters is that teaching *is* good all the time because it is what improves learning. In this interpretation, professional development then becomes subjugated to the needs of performance management review. As such teachers then engage in what I argue is passive professional development – needing to be told how and/or what to improve.

Chapter 8 - *illusio* in Making the Policy Work

Introduction

Bourdieu (1992) defines interest as the relationship between cognitive motivating structures and the socially structured context in which teachers act to maximise profit in accordance with symbolic forms of capital. This complex and fraught interaction between habitus, capital and field guarantees the logic of lesson observation as a practice. The shared misrecognition found in this empirical research is that lesson observation needs to happen because it improves practice, and teachers always need to, and want to, improve. The elision of professional development with performance management is seemingly latent in the objective field conditions; however, the misattributed need for continuous development legitimates the imposition of lesson observation in teachers' work. Moreover, the apparent internalisation of this taken-for-granted assumption by participants inculcates habitus with the propensity for recognition as a form of social capital and, to this end, reify the doxic 'truth' of 'best practice' to improve their practice and thereby gain recognition. Habitus is thus a complex interplay between conscious deliberation and semi-conscious dispositions, which I understand to be cognitive motivating strucutres as referred to by Bourdieu (1992).

Illusio in Lesson Observation

Conscious deliberation in teachers' *illusio* is revealed in this study when teachers state they play the game because they 'want to get best [the] feedback they can' (Teacher Focus Group, 30/06/16, line 646) and to show they can 'do it when it mattered' (*ibid*, line 143). As outlined in Chapter 6, a key assumption made by both teachers and observers in this study is that 'effective teaching' exists as an objective entity. By default, therefore, bad teaching exists and so do bad teachers 'and you need to have a process of weeding them out' (Observer Focus Group, 28/06/16, line 530). The threat of symbolic violence is also part of teachers' conscious deliberation to play the game. Statements such as 'if they're a grade 3 we've got a reason to get them out the door' show teachers' understanding of observation in the research institution as a mechanism to process teachers; as a form of symbolic violence this mechanism sustains teachers' *illusio* in the game (Teacher Focus Group 29/06/16, line 843-844). Teachers, therefore, seem to self-regulate for job security; their job security relies on market form such

as funding and Ofsted inspection. In turn, this market form relies on each teacher's individual contribution to competitiveness through striving for excellence in their work to show their commitment to the collective value of the field of 'being outstanding'. One key contribution to knowledge from undertaking this research is that I have come to understand that the sustained individual contribution of teachers to institutional excellence necessitates commitment to the 'needs of learners' ethic, which is described by one teacher as:

> I stand there and look out at those faces and I'm like I really want to be here
> … there's nowhere else I want to be, let's do this. (Teacher Focus Group,
> 29/06/16, line 910-911)

This 'needs of the learners' ethic is paramount in the pursuit of excellence according to official discourse: the current Ofsted inspection handbook states that when making the judgement about the quality of teaching, learning and assessment, inspectors will consider the extent to which 'teaching and assessment methods and resources inspire and challenge all learners and meet their different needs' (Ofsted, 2017/18:41). However, as Peter goes on to question,

> are [teachers] implementing them because they think it will be good for their
> learners or are they implementing them because they think it's something that
> can be observed and look good in a report? (Peter interview, 23/11/16 line
> 474-475)

I believe this extract from Peter raises important questions about the wider issues of neoliberalism in education where 'value replaces values' and whether this is desirable (Ball, 2003:217).

To succeed in the game, teachers need to be taken in by it. As I have shown in Chapter 7, some participants are reflexive enough to realise their conscious deliberation, but this was still realised within the parameters of the game. Over a third of participants (38%) reported that having more observations would help to normalise this practice and enable more 'real' teaching to be observed. However, Mark recognises the disincentive to be innovative and creative in practice: teachers may be judged as 'maverick' (Mark interview, 23/02/17, line 628) or inadequate within the practice of lesson observation resulting in Mark conceding, 'if I'd had success in a previous lesson doing that, I might do that again, so it might not necessarily be representative of the way that I normally teach' (*ibid*, line 153-154). Hence, this making of meaning of investment in lesson observation, understood by participants as the need for recognition and praise, was manifold in the empirical research. For some teachers it was about personal affirmation, for others it was about 'doing it right' and for yet others it

was about very real consequences, such as job security and losing face publicly. Semi-conscious dispositions in teachers' *illusio* are revealed in the analysis, showing that teachers desire recognition of their work: 'it's that reassurance that you're doing an OK job' (Rose interview, 10/01/17, line 355). In line with research by Brooks and O'Leary (2014), this study reveals the effects of teaching being reduced to a contrived practice to ensure success in which 'a kind of *values schizophrenia* is experienced by individual teachers where commitment, judgement and authenticity within practice are sacrificed for impression and performance' (Ball, 2003:221, *original emphasis*).

The relationship between the teacher and the learners was cited by nine participants (43%) as a key aspect of teaching, and the flexibility of the teacher to adapt within a lesson was seen as an essential component of 'effective teaching'. However, when observers discussed observation as not giving a 'true representation' of a teacher's performance, one aspect they mentioned was flexibility as this was often inhibited by having an observer present.

> I've definitely done observations where students have asked questions and we'll come back to that and I know without the observer in the room, it would have been dealt with then … so I think it does give a slightly false impression. (Observer Focus Group, 28/06/16, line 75-77)

Even though there is an acceptance by participants that lesson observation is based on a 'false impression' of a teacher's work (Observer Focus Group, 28/06/16, line 77), teachers seem to be invested in the falsehood, perhaps because it is the only opportunity for recognition they get. However, my analysis indicates that the falsehood only serves to reinforce misrecognition and their ontological insecurity, perpetuating their dependence on external validation. The extract from the observer focus group above shows how the rigidity of 'best practice' standards diminishes the importance of content over instructional strategies which produce visible results, It also shows how these standards regulate both teachers' and observers' subjectivity in the practice of lesson observation as a tool for performance management, restricting risk-taking and innovation (Brooks and O'Leary, 2004).Moreover, reification of 'best practice' contributes to the rules of the game within lesson observation; it regularises what is observed and commented on in feedback. One observer stated that they can tell a good lesson when they see one: 'you can see straightaway whether a lesson is going to be really good … just 10 minutes of a class … was enough for me' (Ian interview, 02/12/16, line 361-364). Here, it is apparent that observers and teachers become socialised into the ways of teaching, observing and thinking about teaching ratified by 'best practice'

standards. Furthermore, compliance in the fulfilment of the observer role means observers, in this study at least, are judging teachers against rubrics which presuppose that 'best practice' can consistently and efficiently produce positive results, but 'to be honest I don't think outstanding teaching is something that anyone does consistently', showing this to be a site of struggle for some observers in the field (Amy interview, 03/02/17, line 288-289). What is being asserted by Amy here highlights observation as the least predictive method of assuring teacher quality, as shown by Cockurn (2005) and Murphy (2013) respectively. In my interpretation of this empirical data, the notion of 'best practice' coupled with continuous improvement creates the conditions of a struggle within the field. Being classified as 'outstanding' is not an achievable end-goal; the end-goal is one that is never attainable, as even 'outstanding' teachers need to continue to develop and improve. As a performance management mechanism, lesson observation has been shown thus far in this research as a dividing practice in which the hierarchy of managers and observers generates conditions of fear within the social field. This hierarchy gives legitimacy to the role of the observer

> because I was in a management position [and so] I felt more confident … to give the judgements, to give the decisions I gave because … I had the hierarchy or position to support what I was saying. (Julia interview, 02/03/17, line 517-524)

Silences in *illusio*

In the representation of teaching as a 'problem' of learning, I have found the main omission to be the contextual factors at a structural, cultural or societal level which affect learner achievement. This omission has been addressed in some criticism of evidence-based practice, (see Biesta, 2007; 2010; Snook *et al*, 2010), and its 'silver bullet response to complex educational problems' (Snook *et al*, 2010:97). It also highlights the conceptualisation of teaching in official discourse which simplifies its complexity into a set of observable behaviours constitutive of 'best practice'. The loudest silence, however, is that the use of lesson observation as a practice in their professional lives remained unquestioned by ***all*** participants in the study, and ***all*** participants agreed that lesson observation ***can*** improve teaching. However, finer analysis of the empirical data reveals that, overall, 67% of participants explicitly stated that lesson observation has a valuable role in supporting teachers' professional development; nevertheless, over half of participants said that *formal* observation had limited, if any, value in supporting teachers' professional development. Just over a third of the participants who reported that formal observation has no lasting influence

on developing professional practice were teachers who believe formal observations are not 'really designed to change your practice': therefore, they are not seen as valuable (Teacher Focus Group, 29/06/17, line 144). Participants mostly attributed this to the top-down initiation of the process and, therefore, formal observation was seen as being 'done to' teachers: 'it is a judgement … they want to know what box they sit in' (*ibid*, line 148). Out of the 67% of participants who explicitly stated lesson observation has a valuable role in supporting teachers' professional development, almost three quarters specified that a peer observation model improves teaching. The finding that lesson observation has very limited, if any, influence on teachers' practice or professional development, is accounted for by the fact that 'teachers that perform better in these kind of frameworks tend to have a much more positive view of the process' (John interview, 15/09/16, line 177-178); a view that seemingly affords these same teachers the privilege of disinterestedness, as shown in Chapter 6, with teachers' identification with the grades used to categorise their performance. Bourdieu (1998) theorises disinterest as a form of interest and disinterestedness as an effect of competition. Hence, competition adjusts teachers to the stakes of the game of lesson observation whereby teachers 'want not to care' (Teacher Focus Group, 30/06/16, line 646) showing their understanding that 'it is necessary to be "disinterested" in order to succeed in the game' (Bourdieu, 1998:83).

Improving Teacher Quality

As noted in Chapter 5, the quality of teachers is presented as the solution to the 'problem' of teaching. Within 'best practice', teaching is positioned as the causal factor in learning, creating 'a real shift from supporting learners - the student as a whole person - to just being focused on their academic progress' (Rose interview, 10/01/17, line 84-85). Hence, from this perspective, the 'problem' of learning can be solved by the improvement of teacher quality. Focusing on teaching as the principal causal factor means the locus of accountability is on the individual teacher, resulting in,

> a lot of teachers feel[ing] like their successes sometimes are those little successes that unless you know that child and their background and history, you don't see THAT so much, it's become very focused on, are they adding grades? (Rose interview, 10/01/17, line 86-88 *original emphasis*)

It is this sense of invisibility in their individual and collective investment in 'learning outcomes' which contributes to teachers feeling unrewarded, meaning that their social capital

becomes fragile. This sense of fragility of social capital was examined in Chapter 6, where the temporary and superficial benefits of *illusio* in the game were discussed, and, in Chapter 7 in relation to teachers' self-regulation in a system of continuous auditing.

Teachers in this study expressed concern about 'a faceless person coming and making a judgement on you', stressing that 'it's about building that relationship, that trust … between the two of you' (Teacher Focus Group, 30/06/16, line 272-275). The observers' agenda is questioned, and their expertise as a subject specialist is a key concern for 64% of teacher participants. These teachers further expressed concern about the specificity of their subject and context being ignored, or missed, by the observer, as it falls outside the identified parameters of 'best practice'. As discussed in Chapter 7, the deficit discourse positions teachers in a continuous state of incompleteness, where they need to be supported by professional development opportunities afforded through the practice of lesson observation. Such positioning of teachers is a significant finding in this study; a positioning whereby teachers' autonomy is subjugated to the observer as part of a relationship which causes considerable tension for teachers.

This research illustrates how misrecognition of the need to develop and improve as teachers within a cycle of continuous improvement anchors taken-for-granted assumptions in participants' professional work and their understanding of themselves as teachers and observers. One of the principal stakes declared by **all** participants in making sense of their investment in lesson observation was the assumption that 'even if someone is excellent you can still build on it' (Amy interview, 03/02/17, line 239). What is interesting with this aspect of participants' semi-conscious dispositions is that while there was consensus that teachers need to improve, what needs to improve was never explicitly expressed. I suggest that examination of these silences shows teachers' *illusio* in self-regulation of their work. Such work rewards them with positive identities, albeit fragile ones, and temporary benefits of social capital if successful, but may equally preclude teachers from gaining social capital, thereby committing an act of symbolic violence

> if [teachers] run into serious issues … where maybe for a period of time weaknesses have been identified which don't seem to be improving. (John interview, 15/09/16, line 180-181)

Development of what?

The assumption that teachers firstly need to be told how to improve, and that they want to continuously improve and become better teachers is firmly anchored in the dispositions of participants in this study. I deem it noteworthy that what is not mentioned explicitly by participants is what is desired in development and, therefore, what it is to develop. The Professional Standards for FE teachers endorse this in their expectation for teachers to be reflective and 'maintain and improve standards of teaching and learning, and outcomes for learners' (ETF, 2014:1). In effect, participants have become like 'a fish in water' (Bourdieu, 1989:43), collectively misrecognising their investment in the practice of lesson observation to identify areas for development and support teacher development. The deficit discourse is prevalent within participants' views of teaching and the role of observation in professional development. In fact, I posit that it is so woven into the fabric of participants' being that lesson observation itself is not questioned as a practice to support professional development, rather the top-down approach is questioned due to the fear and pressure this causes for teachers. Over a third of teacher participants suggested that having more observations could reduce the fear factor for teachers. Teachers understand the top-down approach as positioning them outside the discourse, but this obfuscates their agency in the material enactment of discourse through playing the game in lesson observation (Burr, 2003). In a process that is 'done to them', teachers' subjectivity is seemingly forfeited, which means that their investment in being observed is reliant on the hope of being told that they are doing a good job; needing praise and recognition from an external observer - for example: 'I'm just a sucker for it, I'm looking for the best feedback possible' (Teacher Focus Group, 30/06/16, line 623).

In the focus group, observers also disclosed that they find it easier to observe new teachers, because 'you know that they are learning and you know they want to improve but therefore it's easier to pick up on things' (Observer Focus Group, 28/06/16, line 501-502), whereas with experienced teachers, the challenge to find areas for development increases revealing the clear assumption that it is not an option to find nothing to improve. When asked for examples of developmental feedback, participants suggested that it predominantly focused on procedural aspects of practice such as the positioning of the teacher in the room; group work techniques; setting learning objectives; question and answer routines; simple behaviour management strategies; or using a clicker for a PowerPoint presentation. Observers and teachers repeatedly cited the importance of engagement and progress in observation of

teaching and learning. When asked what they consider 'best practice', 67% of participants referred to progress and 52% discussed engagement, but 43% referred to the importance of the relationship between the teacher and the learners as a significant factor. The reliance of observers on 'best practice' standards is shown in this example:

> I know it's not working but it's often quite hard to put your finger on why
> it's not working; what could they be doing that would make it work?
> (Observer Focus Group, 28/06/16, line 504-506)

Moreover, the limitations of 'best practice' standards in delineating teaching within its prescribed parameters are further compounded for observers by tensions caused by the omission of personal and historical detail - for example, 'you've seen them teach on other occasions and know they're better than the one you saw … it's quite difficult to make that call' (*ibid*, line 518-520). These experiences, as expressed by observers in the focus exemplify how new teachers may not yet share these regulatory norms and, how well-rehearsed in 'best practice' discourse experienced teachers often are.

Making Policy Work

From analysis of the empirical data thus far in this thesis, it appears that teachers do not trust themselves due to the categorisation of teachers and their subordinate position within a practice that they feel is 'done to them'. The dividing practice of a top-down lesson observation process positions teachers in such a way that they feel they have no control in the process. Rather, it is 'done to them', which creates feelings of vulnerability in relation to the the practice of lesson observation itself but also with the observer and their individual agenda, despite working in standardised conditions. Furthermore, the top-down initiation of observation means teachers lack any control within the practice; words such as (lack of) 'freedom' and 'shackles' were used to describe how teachers feel about being in a 'done to' position (Teacher Focus Group, 30/06/16). These are strong words which express how teachers in this study feel about the conditions in which they work and, moreover, these words reflect the binary of empowerment and control in the practice of lesson observation found by Lawson (2011). Lesson observation 'still feels like an intrusion' (Sarah interview, 19/01/17, line:673), an intrusion into the work of teaching whereby 'I just didn't agree on a professional level with the sort of things I was being observed on' (Teacher Focus Group, 30/06/16, line: 699-700). I surmise that the word 'shackles' illustrates that what is being measured in lesson observation is not of value to teachers because the institutional goals are

not allied to the goals of individual teachers. In my view, the constraints of self-regulation expressed by words like 'shackles' reveal how participants have become makers of policy and how they are being constrained by the very objects they produce when they 'play the game' and invest in its stakes. Despite the misalignment of goals within the practice of lesson observation, the importance of feedback is discussed by **all** participants in this study. Although feedback is important to teachers in this study, its value to teachers is contingent on who the observer is, the relationship between teacher and observer and the respect the teacher holds for the observer. The importance of feedback is contradicted, it seems, by the finding that lesson observation apparently has little or no lasting influence on professional practice according to 52% of participants. However, it can be explained by the following: 'to a certain extent we like people to see that we're really good at certain things' (Teacher Focus Group 29/06/16, line 850-851). The value of feedback is therefore in the recognition and praise teachers gain and the generation of social capital, which rewards them temporarily and allows them to get on with the work of teaching. In this way, we see teachers making policy do work for them, whereas up to now in the thesis it has been a case of teachers making policy work for others, mainly for the institution.

Grading

During interview, some teachers were unfamiliar with changes to grading in the observation process (see Appendix 19a; 19b; 19c), and ungraded observation was a cause for concern for three teachers in this study. Participants expressed feelings of vulnerability, and two teachers in one-to-one interviews divulged their insecurity openly when discussing the new ungraded observation process at the research institution. Removing the explicit criteria, although less restrictive, caused concern for teachers regarding the subjectivity of the observer and their judgement. This finding concurs with the culture of fear created by performative models of observation found by Edgington (2014). There was also the need of some participants to make elements of the new values-based approach more explicit for the observer in case they were 'missed in the context of the session' when being observed (Teacher Focus Group, 30/06/16, line 606-607), and yet this is a key contradiction in the idea that 'best practice' and its outputs are reportedly observable; consistently observable. This finding reflects inconsistency in notions of 'best practice' revealed by Peake (2006).

In interview, these teachers try to make sense of an observation framework, described as putting a 'really tight dress on' (Jilly interview, 19/01/17, line 289). Teachers have become socialised within this 'tight dress', as shown by Jilly's examination of how changes to this

framework have brought up feelings of uncertainty, which, in turn, reveal embedded semi-conscious dispositions towards monitoring teachers' work 'because otherwise we'd be free rein' (*ibid*, line 291). In this study, teachers' understanding of being graded contributes to feelings of uncertainty because when ungraded, 'I couldn't work out whether I was OK or not' (Rose interview, 10/01/17, line 226-227). These feelings of uncertainty show how strong the game is, in so much as teachers in this study appear not to trust the professionalism of their peers and appear not to trust themselves with regard to their own sense of professionalism.

In Chapter 6, I suggested the belief that 'effective teaching' exists is premised on the view that there is a right and wrong way to teach, expressed by both new and more experienced teachers in the study. Despite the fact that grading is not used explicitly within lesson observation, it is still implicitly used as a form of symbolic capital at the research institution and as such, it was an area that generated much discussion. Teachers in this study identify themselves with a grade - for example, 'I'm a grade 1'; and they made clear that 'being grade 3' often resulted in feelings of shame. One participant described grading as 'class-systemy' (Peter interview, 23/11/16, line 308), and, as such, it was said to motivate some teachers to compete with their peers. For others, it was about ego and the desire for praise:

> there's a little bit of ego involved there, um, let's be honest we want to know, if we're honest with our own, we want to know we're doing a good job.
> (Teacher Focus Group, 29/06/16, line 807-809)

Whilst others claimed that it was a mechanism for 'let's keep you in your little place' (*ibid*, line 24). When the removal of grading and the removal of explicit criteria were discussed, teachers' vulnerability was exposed - for example,

> there's a safety in a grade … whereas … somebody … that doesn't have to justify a grade … then there's a slight room … for abusing the system. (Rose interview, 10/01/17, line 240-243)

It appears feelings of uncertainty arise principally from 'not having the grade with any other real structure' (*ibid*, line 247). The structure of grades and criteria is evidently seen as a safety net by teachers; without this, they felt observation was very open to interpretation by the observer, showing a deep mistrust of the system. Field conditions of fear and mistrust within the research institution appear to be the key material effects of the practice of lesson observation on the professional lives of teachers in this study. This was expressed by teachers

in both focus group discussions (29/06/16; 30/06/16) as 'being caught out' in the judgements made about them as teachers when being observed.

The admission of struggling with an observation system that has no explicit criteria on which teachers can be judged where 'maybe if there was a member of staff that maybe wasn't liked' (Teacher Focus Group, 29/06/16, line 243) reveals a lack of trust in the system. A lack of trust in the system suggests that the agenda of the observer is viewed with suspicion and this helps to explain the concern expressed about the ability to be successful, highlighting the strength of the game. The need to gain approval reveals the inculcation of the discourses of the field, showing how the work of policy is done through participants' investment. The need for 'reassurance that you're doing an OK job' (Rose interview, 10/01/17, line 355) reveals recognition and affirmation as principal stakes offered by participants in making sense of their investment in lesson observation. Lesson observation seems to have engendered the need for teachers to gain recognition from the practice. The desire for recognition is openly disclosed by teachers in this study and causes tension in their *illusio*; some participants stated that they 'want not to care, but also want to get best feedback they can' (Teacher Focus Group, 30/06/16, line 646). The apparent dependency on external validation gives meaning to participants' investment in the practice of lesson observation and helps its perpetuation in teachers' professional lives.

The stakes of development, recognition and affirmation, as shared by participants, reveal underlying structuring principles of habitus. This, I believe, further reveals the evolving logic emanating from the relation between habitus and the conditions of the field. It is their interdependence which has given rise to the practice of lesson observation. In this way, it can be understood how teachers are governed and how they govern themselves in aligning with the norms of 'best practice' within lesson observation, so becoming 'trusted servants', as posited by Avis (2003:329). It is notable that these stakes do not specifically include aspects of teachers' own personal professional development, despite the rhetoric around lesson observation supporting professional development. The implicit logic is that lesson observation improves practice, and teachers always need to improve, and yet, as one participant stated, 'lesson observation is a fraught and complex system' (Sarah interview, 19/01/17, line 408). I argue that this is the case because teachers' habituses are fraught and complex. The ontological insecurity of teachers, in themselves and in their work, which I argue is fuelled by the practice of lesson observation and the discourses participants are located within, creates a need for affirmation and recognition. This need exists even though

there is agreement between teachers and observers that observation does not capture 'real' teaching, in other words, affirmation and recognition is based on a performance, or a 'show' lesson, adding to teachers' insecurity.

Summary

The empirical data from this study offer an insight into the subtleties of how lesson observation feeds the ontological insecurity of teachers, insecurity that is generated by the discursive field conditions in which teachers work, which move them between the boundaries of what they perceive to be performance and 'real'. Teachers' *illusio* in the practice of lesson observation reveals the frenetic conditions in which they work but also their embodiment of dispositions shaped by the discursive social field of the research institution. The insights offered in this chapter make an original contribution to the literature in the field and, in so doing, strengthen the case debate the use of lesson observation as a mechanism to assess teacher quality within a narrow and reductive lens of what constitutes 'effective teaching' (Gleeson, *et al*, 2015; O'Leary and Wood, 2016).

In this study, I find the key issue which defines teachers' everyday practice to be trust. I believe this stems from mistrust in the profession, as systematically analysed in Chapter 5. In my analysis of the empirical data, I have found that this subsequently manifests itself as institutionalised mistrust: mistrust in the practice of lesson observation; mistrust in the observer; mistrust in learners; mistrust in peers; and, ultimately, mistrust in themselves as teachers because when being observed, 'there's always that element of 'shit, did I do that right?' (Teacher Focus Group, 30/06/16, line 638-639).

The classification of teachers and their work according to 'best practice' standards appears to fragment teachers, as 'it's about looking as though we're doing a good job, justifying ourselves somehow' (Rose interview, 10/01/17, line 371-372). This is compounded by the isolation of teachers in their work, and their subjectivity is the price they pay for their investment in a practice which exacerbates their feelings of incompleteness even if they are successful in demonstrating 'best practice' and get the recognition they so desire. 'I don't necessarily trust [the observer's] opinion, but they're the person that's going to feedback on my lesson so I need to make sure they feedback well' (*ibid*, line 374-375). Despite not trusting the opinion of the observer, teachers appear to want to ensure they receive the best

feedback possible, showing an ontological insecurity in the need to justify themselves, as the feedback is based on 'looking as though we're doing a good job'.

Teachers, in this study at least, are seemingly positioned in a socially structured context where binaries, such as good/bad teaching, competent/incompetent teacher and performance management/professional development, predispose them towards certain ways of behaving and thinking. New teachers expressed the notion that there is a right way of teaching, and observation helped them to know they were 'doing it right'. The use of observation to 'weed out' bad teachers was also made clear in the observer focus group, reinforcing the construct of good/bad teachers. These constructed binaries appear to create meaning in participants' work, which compel them to play the game.

What is analysed in relation to lived effects is a vocabulary of motives that reveals underlying principles of habitus and participants' *illusio* in lesson observation within the research institution. In this research, *illusio* offers insights into the formation and actualisation of habitus and, accordingly, why some participants express little resistance to the structuring pressures of the field conditions within their professional work. Participants seem to have come to a rational understanding of their investment in the practice of lesson observation; through this understanding, they embody an agential subjectivity that helps them to make sense of their investment.

Chapter 9 – Space for Challenge

Introduction

In this final chapter I will outline my original contribution to knowledge by presenting each original insight in turn. These original insights open up a space to challenge how teaching is represented as a 'problem' of learning as presented in the thesis. Bacchi (2000) argues that much policy-as-discourse research undertheorises the space for challenge, so, what I set out to propose in this chapter is a set of questions to provoke thinking on the taken-for-granted assumptions about teaching and learning examined in the thesis. Only when thinking is challenged can we begin the process of changing actions in social practices such as lesson observation and therefore 'do' policy differently.

The empirical findings of this research suggest the act of playing the game by teachers is making the policy around lesson observation work and, in making the policy work, *illusio* in the social capital gained from playing the game is invoked. In this way, the research finds that not only are teachers making policy work, but they are also making policy do work for them. Furthermore, the field condition of trust found in the research institution fuels the need for social capital, in the form of recognition, from the practice of lesson observation for teachers in this study. In making the policy work, participants are in effect doing the work of policy and perpetuating its use in their professional lives. It seems that teachers, in this study at least, have become well-versed in making policy work over recent times and it is in their interest to do so in order to get on with the job of teaching. It is in this way teachers, seemingly, also make policy do work for them. However, it would seem that the work of policy, its construction and representation of 'problems' seeps into teachers' being, becoming an embodied part of their professional being. This embodiment, which practices objects of policy into existence, is a much-nuanced part of participants' understanding of policy, the meaning they make of their investment in the practice of lesson observation and its effects on their professional work. This is beyond my original thinking on issues of complicity and compliance within the practice of lesson observation. As a result of my research, I now understand that what is involved is a much more subtle production of subjectivities, whereby teachers are co-produced through 'modes of objectification' (Foucault, 2000:326) and, so, through policy work these objects become 'practised into existence' (Bacchi, 2016:94). This study shows how teachers, by making policy work in an era of neoliberal rationality, in effect

produce the very forms of the objects that define their work: 'outstanding teacher'; 'learning outcomes'; effective teaching'; best practice'. These objects then come to assume a taken-for-granted facticity that then does the work of policy. The work of policy is reified through 'doing it when it matters' and 'putting on a show' for the observer, whereby lesson observation is rationally described as a 'necessary evil'. Teachers are located within the work of policy but often see themselves as separate from it, referring to it as 'done to them', but by the playing the game they are making the policy work and hence perpetuating the use of lesson observation as a rational activity in the pursuit of excellence. In fact, this study reveals how making the policy work is encouraging 'more looking' by leadership, and encouraging several teachers in this study into believing that more observation would take the fear out of the practice.

The analytical strategy created to theorise the findings for this research study (see Chapter 3) has been used to construct an interpretative rendering of the data. The conceptual themes of trust, isolation and incompleteness used to respond to the research questions have come out of the empirical data and form part of my original contribution to knowledge. These conceptual themes are all interrelated and arise out of the structuring field conditions in which participants work. These conditions stimulate and shape habitus, which motivates participants to invest in the game of lesson observation. What is revealed in this research is that trust is at the epicentre of the practice of lesson observation and captivates participants into wanting to play. Trust is central to teachers' feelings about being observed; feelings that exist in a continuum of hope and fear. Furthermore, in this study the isolation of teachers in their work contributes to their feelings of vulnerability within this continuum. In addition, the deficit-discourse, which precedes and rationalises continuous professional development, appears to form a professional who is in a perpetual state of incompleteness. *Illusio* in the practice of lesson observation is multifaceted and what is shown in the empirical findings is a fragile dance between the conscious deliberations and semi-conscious dispositions that motivate *illusio* in the game.

Having undertaken this research, the thesis makes original contributions to knowledge in at least two areas. First, using WPR and *illusio* to investigate 'how it is possible for "*what* is said" to be "*sayable*"' (Foucault, 1991:59, cited in Bacchi, 2016:36, *original emphasis*) in the practice of lesson observation is unprecedented, thereby adding to what we know about the mechanisms and uses of lesson observation. Second, lesson observation is used as 'little p' research, or as Ball refers to 'policy-in-use', using the WPR approach to investigate the

effects of neoliberalism and how education is managed in ways which use accountability for power and control in the work of teaching.

Below, I revisit these ideas, drawing out the contribution of the research in terms of the mechanisms by which lesson observation has become a form of governing practice in teachers' professional lives. The three original insights which make a contribution to knowledge are: trust; isolation; and incompleteness. In this way, the thesis contributes to the growing literature on accountability and makes a contribution to our understanding of how management of education (and other public services) uses accountability as a mechanism of power and control. Subsequently, in line with Bacchi's WPR approach, the thesis concludes with vignettes to open up the space for challenge rather than prescribe problem-solving solutions. To this end, non-directive questions have been formulated to provoke thinking on the taken-for-granted assumptions that produce 'what is said' as 'truth' in the practice of lesson observation. The taken-for-granted assumptions underpinning the representation of teaching as a 'problem' presented in the thesis reveal 'that "reality" is made in and through discursive practices and that, given the plurality and mutuality of those practices it can be *unmade'* (Bacchi, 2016:121, *original emphasis)*.

Conclusions and Recommendations

Investigating how teaching has come to be represented as a 'problem' has been the starting point of this empirical study. In using the analytical strategy, the research has provided original insights into the effects of the practice of lesson observation on both teachers and observers working in an FE college. What is analysed is a complex and fraught combination of effects that cause participants to be attracted to, and enchanted by, the rewards of social capital; obtaining and retaining the recognition that comes from playing the game. In this study, the pursuit of social capital and the persistent threat of symbolic violence in teachers' lives in the practice of lesson observation, reveals a practice that is performed within constantly changing social networks. Habitus is mutable, and policy churn has morphed the practice of lesson observation into what I see as a fictitious relationship with professional development. In this study, it is shown how mutability, shaped by trust, incompleteness, isolation, recognition, hope, fear, success and failure increases *illusio* in the practice of lesson observation. Unsurprisingly, those participants most successful at playing the game were the most enchanted, but were also the most vulnerable to changes in the social networks resulting from changes to the practice; principally moving from a graded to an ungraded system.

Evidently, the need for recognition, a strongly embodied motivation in the semi-conscious dispositions of participants, stimulates *illusio* in the stakes of the game. Furthermore, *illusio*, maintains self-regulation in the name of professional development, reflection being the placebo, resulting ultimately in self-management on behalf of the vested interests of the institution. Misrecognition of the practice of lesson observation to support professional development for the collective good of the institution/profession conceals self-interest in playing the game; be it for very real effects of job security or for more symbolic forms of capital such as recognition and praise.

The continual linking of teaching with learning, understood as learner achievement, orientates teachers' behaviours and beliefs towards quality imperatives such as outcomes: an orientation which dehumanises their relationships with learners. In effect, both teachers and learners are becoming objects of productivity in educational discourses. Teaching has become task-orientated within a conceptualisation of learning as an objective entity and this shapes how teachers think of themselves, their work and their learners. Much of what teachers do to achieve outcomes for their learners, often within very challenging circumstances and minimal resources, remains invisible within the practice of lesson observation as the narrow prescriptions of 'best practice' ignore the contextual factors which influence learner achievement. Instead, teachers' worth is measured by how effectively they utilise 'best practice' strategies to manoeuvre learners towards predetermined ends within the practice of lesson observation. Teachers' *illusio* makes the policy work. Making the policy work reifies the very objects it forms and so the discursive construction of the 'problem' of teaching is 'practised into existence' (Bacchi, 2016:94). Through problematising teaching, it has been given a separate existence from the other factors that may influence it, thus, maintaining emphasis on the teacher as the focus of improvement in the standards agenda.

A peer observation system was cited as preferable to the formal observation system by 67% of participants, however, this preference is still very much within the construct of the deficit discourse wherein the presupposition is that teachers need to develop and improve. It is important to note here that I am not refuting teacher development. I am, however, saying that, as a profession, we need to question what it is to develop. Participants cannot see an alternative to the practice of lesson observation, but the use of peer observation as a learning tool and not a measuring tool is what participants in this study want to see change fundamentally. However, the current use of peer observation within the research institution is still adopting a top-down approach. Participants ultimately want a far more democratic and

collaborative approach to support their professional development. The influence of professional development on learning is rarely evaluated (Goodall *et al*, 2005), and what is desirable in relation to professional development must be made explicit within education.

From my involvement with this research study, I believe that lesson observation as a practice for evaluating individual teachers in the classroom should be abandoned. Activities where teachers can collaborate and work together is the way forward, perhaps in a form of collaborative peer dialogue. Before this can happen, however, what is required is a reconceptualisation of learning. Assumptions about the notion of causality between teaching and learning need to be reconceptualised if peer observation is to contribute meaningfully to professional development. This means debate about the role of accountability, what is meant by professional development, what constitutes 'best practice' and what is understood by 'learning' in education. In this way professionals can open up the debate, begin to challenge current ways of thinking about these issues and work towards alternative ways to 'do' policy which are more professionally desirable. To this end, the section below outlines the key original conceptual insights in the thesis and incorporates vignettes which are aimed at challenging thinking at both a conceptual and operational level. These recommendations, although perhaps aspirational, could be used by managers and teachers in FE as a first step towards exploring what is professionally desirable in supporting teacher development.

Trust

My first original insight relates to trust. As examined in this thesis so far, and summed up by Peter who stated teachers in the research institution 'feel guarded' (interview, 23/11/16, line 140), trust is the mechanism which lubricates social relationships and in so doing, is critical in the generation and preclusion of social capital. Lesson observation is seen by some teachers in this study as;

> the quality assurance check to make sure, "yeah I've hired this guy … yeah make sure he's doing the right job, yeah he's doing his job", tick box, tick box…[even though when I'm being observed, you're being told … it's about the development of the students. (Teacher Focus group, 29/06/16, line 541-547)

Here is one clear example of how teachers in the research institution are working in desocialised professional relationships which engage them in business-like and procedural interactions with colleagues and learners; interactions which are often focused on

management goals albeit in the guise of the 'meeting learner needs' ethic. For teachers in this study, the practice of lesson observation offers unstable and superficial rewards if they are successful. Instability and superficiality create fragile relations of social capital that do nothing to alleviate the issues involving trust for the teachers in this study. Instead, trust within the social field maintains self-regulation in the practice of lesson observation within the research institution. Self-regulation to a set of prescriptive pedagogical skills derived from evidenced-based research, deemed 'best practice' by officialdom and participants, regulates the professional development dialogue and teachers' work. This, I assert, on the evidence from this study, acts as a governing technique which standardises both teachers and observers in the practice of lesson observation. Significantly, the research finds that the investment teachers make in the practice of lesson observation is shaped by the representation of the 'problem' of teaching discursively coupled with learning as a 'problem'; in effect this makes the market interest of learner achievement the interest of the teacher in both accountability measures and personal biographies of recognition. The problematisation of teaching as a 'problem' of learning involves teachers' professional learning in relation to 'best practice' standards, as well as learner achievement in the conceptualisation of learning as an objective output of 'effective teaching'. This insight is a further outcome of the research, as initially I proposed to investigate 'how teaching and learning became represented as a problem'. Being reflexive throughout this research brought me to a new understanding of the problematisation of teaching as a 'problem' of learning within official educational discourses.

The empirical findings of this research show how trust plays a central role in the ways in which teachers narrate their experiences of lesson observation. The issue of trust is congruent with the field structures which are 'doing more looking' (Mark interview, 23/02/17, line 129), although the reasons for looking are interpreted differently by participants according to the roles they occupy within the field. Despite mistrust of the practice of lesson observation, in its motives and value, this study shows the situatedness of participants within policy as they do not see an alternative to lesson observation. Instead the view shared by some of the teachers and observers in this study, that 'doing more looking' will better reveal 'real' teaching, shows the deeply entrenched assumption that teaching is the 'problem' and that lesson observation is part of the solution. Below, an observer discusses how what is seen in walkabout observations and formal college observations in terms of 'best practice' is consistent:

It's REALLY similar and actually begs the question 'are we putting on a good show when somebody comes to observe?' … so maybe there's less putting on a show that we think there is. (Sarah interview,19/01/17, line 181-184)

This could alternatively be interpreted as evidence to support the assertion that 'putting on a show' of 'best practice' is so well-rehearsed in teachers' professional lives that it has become their everyday 'real' teaching and they have in fact brought into existence the very objects that official policy has problematised. *Illusio* in lesson observation, however it is interpreted by participants, reifies 'best practice', which simultaneously produces an object of constraint and constitutes agential subjectivity within teachers' professional lives.

Below, I set out a key question which could be used in team meetings, CPD events or a working party for development of quality management systems. The question is a simple one, but an important first step in provoking debate about the practice of lesson observation. It is a question that would give teachers and managers an opportunity to share their experiences of the practice and its lived effects, thereby opening up the very possibility that there might be an alternative. The question and its subsidiary is:

- What kind of lesson observation system do teachers want? If the system is changed, is anything lost?

Dialogue stemming from such a debate within FE colleges would help to develop an approach to observation based more on democratic and collaborative values and practices, whereby teachers would feel less compelled to 'put on a show' and perhaps management would feel less compelled to employ systems that are 'doing more looking'. The issue of 'doing more looking' could also be the precursor to the debate around what is meant by 'looking'; why this is necessary and who this is benefitting. Given that 67% of participants in the study desired a peer observation system that is both collaborative and democratic, then a system where teachers collaborate with peers, select the focus of their own professional development and choose when to be observed would all help to restructure the social relationships within the practice of lesson observation and offer more meaningful rewards for teachers helping to alleviate issues involving trust found in this study.

Isolation

My second original insight is that the isolation of teachers in their work seems to contribute to the conditions of competition and fragmentation in a profession driven by the persistent fear of failure. At an institutional level, the fear of failure triggers even closer surveillance of teachers' work, and, at an individual level, isolation contributes to teachers' self-regulation in the hope of success. As such, lesson observation as a practice is expounded as a basic governing technique which operates at an individual level albeit in the interest of the collective good of 'being outstanding' as an institution at inspection. Currently, teachers' work is interpreted as effective in relation to 'learning outcomes' and is assessed on their individual employment of 'best practice' strategies to produce outcomes for learners. 'Effective teaching', thereby, constructs struggle in the field as the isolation of teachers in their work exacerbates feelings of fear and creates competition through individual assessment of their work.

The effect of neoliberal policy is primarily discursive as it changes and excludes the possibilities for thinking otherwise, thus limiting our responses to change Ball (1993). An example of this is the loss of language for talking about anything that is not individualised and therefore a question for teachers and managers is:

- What kind of language do we have for talking about outcomes other than test scores and for collaborative work?

Here it could be imagined that teachers are given opportunities to come together and share the outcomes of lesson observation in team meetings, or CPD events, and through such opportunities realise what is being experienced by their peers and begin to debate how their experience might be changed. One way to change how 'effective' teaching is interpreted is for institutions to encourage co-teaching opportunities, but within the current financial climate this is perhaps not possible. However, more importantly, is the need to consider a broader framework which recognises that outcomes for learners are not produced by the lone teacher, but by a whole range of staff and support within institutions. Reframing how teachers' work is interpreted as 'effective' in this way would reduce the isolation of teachers in their work as it would remove the individual assessment of their work to a more collaborative assessment. Developing collaborative partnerships with other institutions could

help to counter isolation at an intitutional level, especially in their initial attempt to 'do' policy differently.

Incompleteness

Third, my contribution is that the socially-structured conditions of incompleteness inherent within the deficit discourse, and the instability of social capital within the practice of lesson observation, maintain self-regulation. The cognitive motivating structures of quality, furthermore, are embodied by participants in their collective commitment to 'being outstanding' but also at an individual level where they seek feedback which affirms their work, but also tells them how to improve. I argue that teachers' need for external validation of their professional work found in this study is the result of the disaggregation of the teaching profession within the research institution, and perhaps of the profession as a whole. Feedback following lesson observation engages teachers in reflective practice which acts as a placebo within a form of passive professional development; passive because the notion of 'best practice' has aligned teachers' own continuous professional development to the goals of performance management. I posit that 'best practice' has simplified the complexity of teaching into an auditable set of observable strategies that homogenises teachers' individual professional development with performance management in the pursuit of institutional excellence.

As I have discussed, the deficit-discourse central to continuous professional development positions teachers in a persistent state of incompleteness and perpetual state of 'becoming' which mediates their investment in lesson observation, whether they are successful or not. Indeed, the perpetual pursuit of excellence through 'best practice' and resultant demonstrable 'learning outcomes' has become the Holy Grail of education in my opinion. The problematisation of teaching within official policy has constituted learning as duty, on the part of both teachers and learners, and in so doing has constituted learning as a 'problem' and I posit that this has come to govern the work of teaching in very specific ways over time. Since the 1980s, the standards agenda has focused on teacher quality 'as the major single determinant of the quality of education' (DES, 1983:1) with emphasis on appraisal of teacher performance. The persistent focus on the teacher is despite the misleading use of 'Teaching Quality' in government documentation from the 1980s until the current day (DES, 1983; DfE, 2010; DfE,2015; DfE, 2016). Albeit an issue of semantics, there is an important point to be made here. The emphasis on teacher quality is a focus on who the teacher is, whereas

teaching quality would suggest a focus on what the teacher does. What I suggest, however, is that the conflation of these terms in official discourse is in fact indicative of the outcomes of policy whereby who a teacher is, is determined by what they do in relation to what is defined as effectiveness within the metrics of 'best practice'. Conflating these terms negates the social, economic and physical context of teachers' work as the focus remains sharply on who the teacher is, as this is recognised by what they do within the parameters of 'best practice':

> The quality of teaching is more important to pupil outcomes than anything else… We'll ensure discredited ideas unsupported by firm evidence are not promoted to new teachers. (DfE, 2016:11-12)

This study finds that the effects of the intense emphasis on teacher quality in official discourse has shaped how teachers think about themselves and their work, and, has authorised closer scrutiny of it. 'Best practice', purportedly a neutral concept, is reified as having an existence external to the subjectivity of individual observers and feeds misrecognition of failure as an inherent deficiency within individual teachers. I strongly believe that this is a precarious position for the teaching profession to find itself in because of the way in which it constructs the work of teaching and, therefore, the development needs of the profession.

To this end, I propose the following questions to generate debate about the current representation of teaching as a 'problem' in order to influence thinking on how this 'problem' could be represented differently:

- Given the observation system that teachers want, is it superficial or does it change how teacher development is constructed?
- What is it to develop?
- Is it possible for an 'effective teacher' to be both competent and autonomous? Can we design a model of professional development that promotes collaboration and is managed by teachers?

As found in this study, what it is meant by professional development is not explicit; what is being developed and for whom is not specified by participants. What is clear, from undertaking this research, is that there is an urgent need to provoke thinking about how 'professional development' is currently constructed so that teachers can be active agents in their own development. However, this means a broader conceptual debate in education about quality and how this is being measured by external agencies such as Ofsted. In turn, this

requires debate about evidence-based research in education and how this is used to interpret 'effective teaching'. As a starting point to generating discussion at a conceptual level, I strongly believe the profession needs the opportunity to hold constructive dialogue with policy-makers, and in particular Oftsed, about how 'impact' is determined and what evidence is used by inspectors to make judgements about the quality of teaching and learning during inspections. Only when thinking at a conceptual level is challenged can we hope to begin a more democratic discussion about alternative ways to 'do' policy.

Challenges for professional learning

The view that 'being a teacher is being a learner' was mentioned by a third of participants and I equate this with the systemic treatment of teachers as learners. Teachers, like their learners, are seen in terms of what they can do for the system in terms of productivity rather than as an integral part of it, or for the benefit of both teachers and learners. A lack of trust in the teaching profession and shifting sands of policy cycles change how aspects of 'effective teaching' are measured. Additionally, semantic changes imply change but are in fact recycled reinventions of the observable behaviours categorised as teacher effectiveness. These continual changes coupled with the lack of trust seemingly create a perpetual deficit in social capital meaning teachers always need to be evaluated as to their institutional worth in the pursuit of excellence. Within policy work, teachers become individual objects whose performance must be continuously compared, monitored and measured. However, this study shows how some teachers gain security from performance management assessment and feel insecure in changes made to how they will be assessed in their next observation. The centrality of teacher quality in this research highlights the longevity of the blame culture and the long-lasting effects of the 'crisis' of teacher quality, effects which I believe have evolved over a period of time to create the dispositions of teachers and observers participating in this study. This culture of blame has problematised teaching, and constituted teacher professional learning as a policy solution to the 'problem' of 'bad' teachers, but professional learning is simultaneously represented as a policy 'problem' which requires monitoring and management. In this study, the discourse of professional development is seen to be deeply embodied whereby teachers understand they must continuously develop and/or improve. I maintain that the use of reflection in observation feedback seduces teachers into the idea that they can take responsibility for their professional development, but, throughout this study,

participants indicated that, in practice, teachers need to be told what and/how to develop. It is my view, therefore, that this is how reflection becomes a placebo in the quest for the Holy Grail of 'best practice'. As a placebo, its effect is to negate reflective practice in its promotion of autonomous professional learning as the practice of lesson observation renders the teacher dependent on the observer for feedback on how to improve and develop.

Semantic terms of reference change, which, in turn subtly changes how measures of 'teacher effectiveness', 'best practice', 'outstanding teaching' and 'learning outcomes' are pragmatically achieved. Ultimately though, the fundamental aspects of teaching and learning identified as effective have not changed since the first studies conducted by Light & Smith (1971); Rosenshine (1971); Bloom (1976); Glass (1978); Gage (1978); Good, Biddle and Brophy (1983); Brophy and Good (1986); Walberg (1986); Wittrock (1986); Porter and Brophy (1988) (Table 2 in Chapter 2). However, policy churn creates the impression of frenetic change which I believe maintains professional development as a key quality imperative and hence perpetuates the use of lesson observation to monitor individual teachers. Unless we challenge the representation of the 'problem' of teaching in the discourses of official policy, the use of lesson observation as a mechanism to manage the accountability of teachers is inevitable. As explored in this study, lesson observation has become a form of governing practice in teachers' professional lives; an undemocratic use of power in the management of education which is legitimated by conceptualisations of improvement and quality in education promulgated in official policy discourses. I conclude, therefore, that there is a need to make the management of education more democratic. To this end, I recommend asking the profession the following questions to generate dialogue at ground level to inform policy-making at both a national and institutional level:

- What forms of accountability do FE colleges need to have?
- How do teachers want to be held accountable: for what, and by whom?

The practice of lesson observation is fraught with contradictions as shown in the way in which participants in this study narrate their experiences of observation, how they understand teaching and how they understand their work and themselves as teacher or observer. The empirical data suggests that teachers and observers have internalised the rules of the game, both explicit and implicit, as a form of self-regulation.

Discourses which regularise the practice of lesson observation, internalised by teachers, enact a form of self-regulation which participants recognise, but they are caught up in the game for it is a powerful game with high-stakes. In this study, participants articulated their multiple motives for investment which often were a site of struggle in their work. But, whatever their motives for investment, they saw value in lesson observation as a practice, showing how habitus is orchestrated towards objective complicity in institutionalised values (Bourdieu, 1990). However, the contradictions found in this study, I believe, can give the profession courage to generate alternative discourses that unmake the practice of lesson observation and help to construct a more educationally desirable 'reality'.

Author's Afterword

It is my hope that this research study has given an insight into the work of teaching created by discourses of quality, 'best practice' and standards.

In my interpretative rendering of the empirical data I hope that I have shown how participants talk about policy in relation to lesson observation and thereby show how policy work is done. Indeed, this research study shows that policy work is not done overnight, instead its work subtlety manoeuvres into our being as teachers. Through the use of *illusio* I have explored how it is that we become what it is that we are, how it is possible that what we say is sayable and how we do what we have to without it being an overtly explicit goal that motivates us to do it.

Participants in this study see themselves as separate from the policy. However, I believe my research shows that teachers' *illusio* in the practice of lesson observation is making the policy work and thus, teachers are doing the work of policy and becoming commodified in the process. *Illusio* in 'best practice', and its relation to professional development, is rewarded with commodified forms of return for the individual teacher and the institution. Indeed, within the market place of education both teachers and learners are seen as commodities to be used in the strive for excellence. As such neoliberal rationality creates a new kind of subjectivity; one that misrecognises *illusio* in the game as being of benefit to teachers' development and yet which obfuscates the very ways in which teachers, their work and learners are produced and governed as subjects within the discourses of quality, 'best practice' and standards in education.

I believe that evidence and accountability have a role to play in education, but their role and contribution ought to be an area of concern for the teaching profession, especially when the DfE state they intend to 'ensure discredited ideas unsupported by firm evidence' are removed (2016:11-12). The preference for positivism within current evidence-based research not only codifies teaching but also reduces the complexity of teaching to a utilitarian value – its measurable outcome. It appears to be perceived as a silver bullet within current educational policy-making, and even if this is aconsequence unintended by its proponents, its limitations need to be taken into account when using such evidence in policy-making and professional practice.

By using WPR to investigate lesson observation, it has been possible to explore 'best practice'; to challenge its assumed neutrality as a 'mode of power by which…discourses produce subjects that satisfy the aims of government policy' (Bacchi, 2012b:150). Hence I see this research as contributing to the '*shaping of different realities* and…at its core a *political practice'* (*ibid*, *original emphasis*). But to end, I believe that the words of Bourdieu sum up this thesis perfectly:

The logic of practice is logical up to the point where to be logical would cease being practical. (1987:96)

Appendix 1 - Ethical Protocol

<table>
<tr>
<td rowspan="3">

FACULTY OF ARTS AND HUMANITIES

Education Research Ethics Sub-committee

APPLICATION FOR ETHICAL APPROVAL OF RESEARCH

</td>
<td rowspan="3">EDUCATION RESEARCH WITH PLYMOUTH UNIVERSITY</td>
<td colspan="2">(For EdRESC use only) Application No:</td>
</tr>
<tr>
<td>Chairs action (expedited)</td>
<td>Yes/ No</td>
</tr>
<tr>
<td>Risk level
-if high refer to UREC chair immediately
Cont. Review Date</td>
<td>High/ low

/ /</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outcome (delete as necessary)</td>
<td>Approved/ Declined/ Amend/ Withdrawn</td>
</tr>
</table>

ALL PARTS OF THIS FORM MUST BE COMPLETED IN FULL IN ORDER TO GAIN APPROVAL. Please refer to the guidance notes.

Part A: PROJECT INFORMATION

1.	Investigator *Note1* Sasha Pleasance	If Student, please name your Director of Studies or Project Advisor:Nick Pratt Course/programme:EdD School/directorate (if not PIoE):
	Contact Address: 4 Badgers Close, Kingsbridge TQ7 1TD Tel: 07761451841 E mail: spleasance@gmail.com	
2.	Title of research: Lesson Observation in FE: Acting sensibly or playing the game?	
3.	Nature of approval sought (Please tick relevant boxes) *Note 2* a) PROJECT: ☒ b) TAUGHT PROGRAMME (max. 3 years): ☐ *If a,) please indicate which category:* *Funded/unfunded Research (staff)* ☐ *Undergraduate* ☐ *MPhil/PhD, ResM, BClin Sci, EdD* ☒ *Or Other (please state)* ☐ *Taught Masters* ☐	
4.	a) Funding body (if any): *b)* If funded, please state any ethical implications of the source of funding, including any reputational risks for the university and how they have been addressed. *Note 3*	
5.	a) Duration of project/programme: *3 years* b) Dates:	

6.	Has this project received ethical approval from another Ethics Committee? Yes☐ No ☒
	    a) Committee name:
	    b) Are you therefore only applying for Chair's action now? Yes☐ No ☐	

7.	Attachments (if required):
	    a) Application/Clearance (if you answered Yes to question 6) Yes☐ No ☐
	    b) Information sheets for participants Yes☒ No ☐
	    c) Consent forms Yes☒ No ☐
	    d) Sample questionnaire(s) Yes☐ No ☐
	    e) Sample set(s) of interview questions Yes☒ No ☐
	    f) Continuing review approval (if requested) Yes☐ No ☐
	    g) Other, please state:	

*1. Principal Investigators are responsible for ensuring that all staff employed on projects (including research assistants, technicians and clerical staff) act in accordance with the University's ethical principles, the design of the research described in this proposal and any conditions attached to its approval.

*2. In most cases, approval should be sought individually for each project. Programme approval is granted for research which comprises an ongoing set of studies or investigations utilising the same methods and methodology and where the precise number and timing of such studies cannot be specified in advance. Such approval is normally appropriate only for ongoing, and typically unfunded, scholarly research activity.

*3. If there is a difference in ethical standards between the University's policy and those of the relevant professional body or research sponsor, Committees shall apply whichever is considered the highest standard of ethical practice.

*4. Approval is granted for the duration of projects or for a maximum of three years in the case of programmes. Further approval is necessary for any extension of programmes.

8	**If you are staff**, are there any other researchers involved in your project? Please list who they are, their roles on the project and if/how they are associated with the University. Please include their email addresses. (*Please indicate School of each named individual, including collaborators external to the Faculty/University*):
	If you are a student, who are your other supervisors?
	Denise Summers
	Have you discussed all ethical aspects of your research with your Director of Studies prior to submitting this application? Yes☒ No ☐
9	Type of application:
	Initial application ☒
	Resubmission with amendments ☐ Version Number:
	Amendment to approved application * ☐
	Renewal ☐
	* For full details of the amendments procedure, please see the guidance notes
10	Summary of aims, objectives and methods (max 250 words)
	The aim of this research is primarily to create a space for dialogue to create a more democratic approach to the observation of teaching and learning. In achieving this aim, the research intends to investigate the practice of lesson observation and its effects on the work of teaching in the FE context. To do this, I intend to investigate the lived realities of both teachers and observers, by focusing on the nexus of complicity and compliance found within the 'playing of the game' in the practice of lesson observation as a measure of teacher effectiveness. The research will use policy-as-discourse (Ball, 1990,1993; Bacchi, 2000, 2009) as both theoretical perspective and methodology within a constructionist epistemological inquiry to explore how teachers and observers are constituted within policy discourses and how meaning is constructed for participants within these discourses. Teachers are vocal and passionate professionals, but their room for professional manoeuvre is being increasingly restricted by top-down policy-making, and lesson observation is a key policy technology which constructs what it means to be a 'good teacher'. This research is primarily concerned with investigating the lived effects of lesson observation on the teachers and observers from their perspectives and to explore what meanings need to be in place for this to be a lived reality in their professional lives.
	To do this I intend to invite approximately 40 observers and teachers to participate in the research. Initially I will facilitate 2 focus groups of between 8-10 participants; one with teachers, and another with observers; to gather emergent themes which will then be more fully explored in 1-1 interviews with 8 teachers and 8 observers. I intend to carry out relatively unstructured interviews but will have a few key prompt questions based on analysis of the emergent themes from the focus group data which will inform the 1-1 interviews to help keep the conversation within the research focus and will help to get the conversation started – please see attached sample questions/prompts.
	Prior to the main study I will carry out a pilot study of one focus group of between 8-10 participants and two 1-1 interviews (one with a teacher and one with an observer).
11.	When do you need/expect to begin the research methods for which ethical approval is sought?
	This ethical approval is for both the main study and a pilot study. I wish to carry out a pilot focus group as I have not conducted a focus group previously and two pilot interviews as I would like the opportunity to practice my own interview skills. Principally the purpose of the pilot study is to see if the approach I have proposed will generate the data I intend it will. The pilot will comprise of a focus group of teachers and two 1-1 interviews (one with a teacher and one with an observer) to be completed between April- May 2016. The data from the pilot study might be used in the main study.
	I intend to commence the main study in June 2016.

	If anything arises from the pilot study that affects the ethical clearance of the main study I will re-apply for ethical approval for the main study with the necessary revisions.
	How long will this research take and/or for how long are you applying for this ethical approval? 3 years
12	What will be the outcomes of this project? To develop an understanding of the practice of lesson observation from the perspectives of teachers and observers and how this effects their work. By investigating the meanings participants make of the practice of lesson observation I hope to be able to analyse the investment made by teachers and observers in this practice.
13	Is the project subject to an **external** funding bid? ☐Yes *(please complete questions 14- 18)* ☒No *(please go to Part B)*
14	Bid amount:
15	Bid status: ☐Not yet submitted Submission deadline: ☐Submitted, decision pending ☐Bid granted
16	University Project Finance Team costing approved with Dean's signature? Yes:☐. No: ☐(Please contact the University Project Finance Team as soon as possible)
17	Has the funding bid undergone peer review? ☐ Yes ☐ No
18	Partners & Institutions:

Name (including title)	School:	Institute / Organisation:

Part B: ETHICAL REVIEW STATEMENT

The purpose of this statement is to clarify whether the proposed research requires ethical clearance through an Ethics Protocol. Please read the relevant section of the guidance notes before you complete your statement.

Please indicate all the categories into which your proposed research fits:

	Data collection / analysis involved:	Action required:	
1	This study does not involve data collection from or about human participants.	➢ *Complete this Ethical Review Statement and add a brief (one page) description of your research and intended data collection methods.* *Part C not required.*	☐
2	This study involves the analysis or synthesis of data obtained from/about human subjects where such data are in the public domain (i.e. available in public archives and/or previously published)	➢ *Complete this Ethical Review Statement and add a brief (one page) description of your research, the nature of the data and intended data collection methods.* *Part C not required.*	☐
3	This study involves the analysis of data obtained from/about human participants where the data has been previously collected but is not in the public domain	➢ *Complete this Ethical Review Statement* ➢ *Please complete Part C – Ethical Protocol*	☐
4	This study draws upon data already collected under a previous ethical review but involves utilising the data in ways not cleared with the research participants	➢ *Complete this Ethical Review Statement* ➢ *Please complete Part C – Ethical Protocol* ➢ *Submit copy of original ethics protocol and additional consent materials (if relevant) attached.*	☐
5	This study involves new data collection from/about human participants	➢ *Complete this Ethical Review Statement* ➢ *Please complete Part C – Ethical Protocol* ➢ *Submit copies of all information for participants AND consent forms in style and format appropriate to the participants together with your research instruments.*	☒

Please Note: Should the applicant wish to alter in any significant regard the nature of their research following ethical approval, an application for amendment should be submitted to the committee together with a covering letter setting out the reasons for the amendment. The application should be made with reference to one or more of the categories laid out in this document. 'Significant' should be interpreted as meaning changing in some fundamental way the research purposes and processes in whole or part.

Part C: ETHICS PROTOCOL

Please indicate how you will ensure that this research conforms to Plymouth University's Research Ethics Policy - *The Integrity of Research involving Human Participants.* Please complete each section with a statement that addresses each of the ethical principles set out below. Please note that you should provide the degree of detail suggested. Each section will expand to accommodate this information.

Please refer to Guidance Notes when completing this section.

1	**Informed consent** *Please attach copies of all draft information / documents, consent forms, questionnaires, interview schedules, etc intended for the participants, and list below. When it is not possible to submit research instruments (e.g. use of action research methods) the instruments should be listed together with the reason for the non-submission. Please also indicate the attachments in Question A7.*
	Copies of informed consent forms have been attached to this application

2	**Openness and honesty**
	 It is generally accepted that research with human participants would not involve deception. However if this is not the case, deception is permissible only where it can be shown that all three of the following conditions have been met in full.
	     1. *Deception is completely unavoidable if the purpose of the research is to be achieved.*
	     2. *The research objective has strong scientific merit.*
	     3. *Any potential harm arising from the proposed deception can be effectively neutralised or reversed by the proposed debriefing procedures.*
	 If deception is involved, applicants are required to provide a detailed justification and to supply the names of two independent assessors whom the Committee can approach for advice. Please attach relevant documentation and list below.

	There is no intention to deceive participants; openness and honesty is a key guiding ethical principle of this research. Written informed consent will be gained from all participants and I intend to invite participants back to a focus group to share and discuss the research findings on completion of the research.
3	**Right to withdraw** *Please provide a clear statement regarding what information has been provided to participants regarding their right to withdraw from the research.*
	There is a clause within the informed consent form specifically detailing the right to withdraw from the research so participants are aware that they can withdraw without penalty from the outset of participation in the research.

4	**Protection from Harm**
	 Indicate here any vulnerability that may be present because of the:
	     o *participants e.g. children or vulnerable adults.*
	     o *nature of the research process.*
	 If you tick any box below, please indicate in "further information" how you will ensure protection from harm.
	
	 Does this research involve:

Children	☐
Vulnerable adults	☐
Sensitive topics	☒
Permission of a gatekeeper in place of consent from individuals	☐

7		*Subjects being academically assessed by the researcher*	☐
		Research that is conducted without full and informed consent	☐
		Research that could induce psychological stress and anxiety	☐
		Intrusive intervention (eg, vigorous physical exercise)	☐

	Further information:
	This is a potentially sensitive topic to research due to the high stakes involved in the practice of lesson observation for individual teachers and observers alike. However I have sought informed consent, and have further sought to reassure participants that all data gathered will be kept securely with password protection and individual participant's data will not be disclosed to ensure confidentially. Furthermore findings will be presented in aggregated form to ensure anonymity of identity and individual data throughout the research study and in the final write up of the research. All transcriptions will be coded so that individual names of participants and their data do not exist in a written record side by side.

This research will take place within the researcher's own workplace. This may help to contribute to participants feeling more comfortable and freer to talk openly with the researcher, but it may equally hinder some participants to want to talk openly due to the nature of the topic and my role at the setting. Reassurance that all data generated will be anonymised and confidentiality will be maintained throughout the conduct and reporting of the research will be given to participants. Ground rules for the focus group will also be established to establish a 'safe space' for participants. At the end of the focus groups and 1-1 interviews the researcher will ask participants if there is any specific data they would like withdrawn. Some of the participants may have management roles and so there may be a power differential between the researcher and some participants, or conversely some participants may feel a power differential exists between the researcher and themselves. To help alleviate this, honesty, trust and openness between researcher and participants is essential.

Being an insider-researcher will hopefully enable me to gain a deeper understanding of some of the complexities of the practice of lesson observation, but I need to also maintain awareness that this familiarity could potentially lead me to make assumptions about participants' responses, so every effort will be made during data generation to check my own interpretations of what participants say so that it is the truest representation that it can be. Participants have the right to to fully withdraw from the study without consequence. |

Do ALL researchers in contact with children and vulnerable adults have current DBS clearance? *If Yes, Please give disclosure number(s)*	Yes:☐. No: ☐ N/A: ☒

Name	*Number*

If No, please explain:

5	**External Clearance** *I undertake to obtain written permission from the Head of any external institutions (school, social service, prison, etc) in which research will be conducted. (please check box)* ☒ I have already gained permission from the senior management at the institution in which the research will be conducted
6	**Participant/Subject Involvement** *Has this group of participants/subjects already been the subject of research in the current academic year?* Yes☐ No ☒
7	**Payment**

		Please provide details of any payments, either financial or in kind, made to participants for participation, compensation for time given, etc.
		There is no financial reward for participation in the research.
8	**Debriefing** *When? By whom? How? Please provide a clear statement regarding what information has been provided to participants regarding debriefing.*	
	A summary of the outcomes of this research project will be available on request. This has been stated in the informed consent letter which is attached. I would also like to invite participants back at the end of the research in order to disseminate the key findings.	
9	**Dissemination of Research** *Please provide a clear statement regarding what information has been provided to participants regarding dissemination of this research.*	
	The research thesis will be disseminated to the VIVA examiners, and will be publicly available in the library at Plymouth University. A summary of the research outcomes of the research will also be available upon request to participants, as well as senior management within the college upon request. It is imagined that articles will be published following the reporting of the research.	
10	**Confidentiality** *Please provide a clear statement regarding what information has been provided to participants regarding confidentiality issues.*	
	Informed consent forms outline measures to ensure confidentiality of the participant's individual identity and data throughout the conduct of the research and thereafter by not disclosing identifiable information about participants. Participants have been informed that they have the right to withdraw particular statements and they will be reminded of this before, during and immediately after data collection. They also have been informed of the right to withdraw from the research up until one month after their final involvement in the data collection. Recordings of focus groups and 1-1 interviews will be kept securely, and transcriptions will be coded so that individual names of participants and their data do not exist in a written record side by side to ensure anonymity. Where records are held on computer, the fair processing code as outlined in the Data Protection Act (1998) will be adhered to, as well as all data being stored on a laptop with password protection and a hard copy will backed up on CD which will be kept in a secure location in a locked draw.	
11	**Ethical principles of professional bodies** *Where relevant professional bodies have published their own guidelines and principles, these must be followed and the current University principles interpreted and extended as necessary in this context. Please state which (if any) professional bodies' guidelines are being utilised.*	
	BERA Ethical Guidelines (2011) will be adhered to in relation to the responsibilities of the researcher as laid out in the guidelines, and especially in adherence to the principles underpinning the BERA guidelines which state that educational research should be conducted with an ethic of respect for: • The Person • Knowledge • Democratic Values • The Quality of Educational Research • Academic Freedom	

| 12 | **Declarations:**

For all applicants, your signature below indicates that, to the best of your knowledge and belief, this research conforms to the ethical principles laid down by Plymouth University and by the professional body specified in C.11 above.

For supervisors of PGR students:
As Director of Studies, your signature confirms that you believe this project is methodologically sound and conforms to university ethical procedures. |
|---|---|

		Name(s)	Signature (electronic is acceptable)	Date
	Applicant	Sasha Pleasance	*SPleasance*	28/1/16
	Other staff investigators:			
	Director of Studies (if applicant is a postgraduate research student):	Nick Pratt	*Nick Pratt*	01/02/16

**Completed Forms should be forwarded BY E-MAIL to xxxx: xxxx@plymouth.ac.uk),
Secretary to the Faculty Research Ethics Committee no later than 2 weeks before the
meeting date.**

You will receive approval and/or feedback on your application within 2 weeks of the meeting date at which the committee discussed this application.

Lesson Observation in Further Education Doctoral Research Study Information Sheet

Over the last 10 years there have been a lot of changes that effect what we do as teachers in FE, but also how we see ourselves as teachers.

A key part of my job role as a teacher educator is to carry out observations of teaching and learning to support the professional development of teachers. I am also part of the College Observation team. I am interested in looking at lesson observation in both cases as I believe they are interrelated.

In this study, I am interested in investigating the practice of lesson observation, by gathering experiences from both teachers and observers, new and experienced, about this practice and its effects on their work. I would like to be able to understand the effects of this practice on teaching and learning, and professional development.

The study will involve your participation in a focus group ideally between 8-10 people, and a 1-1 interview, to gather qualitative data about your experiences of lesson observation. These will be recorded so if you are not willing to be recorded then please do not consent to participate in the study. However, I would also like to invite you back to a debriefing at the end of the study to share the key findings of the research with you.

I understand that this may be a sensitive topic and therefore I will ensure that voluntary consent to the research is based on adequate information. All data will be anonymised in the research report and your individual data and identity will be kept confidential throughout the conduct and reporting of the research. Furthermore, you reserve the right to fully withdraw from the study without consequence at any point up to one month after your final involvement in data collection, at which time I will assume you are happy for your data to be used.

I hope that by researching lesson observation, from the perspective of those most involved in it as a practice, findings can be used to support teachers and institutions in developing effective practice in lesson observation.

Dear Participant

I would like to invite you to take part in a research study which investigates lesson observation from the perspective of both teachers and observers. I am a student on the Professional Doctorate in Education at Plymouth University and this research is being conducted as part of my doctoral thesis on this topic. This research study has been approved by the Ethics Committee at Plymouth University.

The study will involve your participation in a focus group, and/or a 1-1 interview, to gather qualitative data about your experiences of lesson observation. However, I would also like to invite you back to a debriefing at the end of the study to share the key findings of the research with you. . Both the focus group and the 1-1 interviews will be recorded on a Dictaphone. If you are not willing to be recorded then please do not consent to participate.

Participation in this study is voluntary and all data collected will be treated with sensitivity and confidentiality of individual data will be maintained throughout the conduct of the research and thereafter by not disclosing identifiable information about participants. You have the right to request withdrawal of specific data during participation in the focus group and during/after the 1-1 interview without consequence at any point up to one month after your final involvement in data collection, at which time I will assume you are happy for your data to be used. All responses will only be reported in aggregated form to protect the identity of individual participants. All data will be stored securely on a password protected laptop to ensure confidentiality. As a voluntary participant in this study, you reserve the right to fully withdraw from the study without consequence at any point up to one month after your final involvement in data collection, at which time I will assume you are happy for your data to be used. There is no compensation for participating in this research study.

In accordance with Plymouth University Research Ethics Policy, all primary research data will be held securely for a period of ten years after the completion of the research study,

If you would like to ask any further questions before giving your consent to participate in this research, then please do not hesitate to contact me or my supervisor, Dr Nick Pratt, by email as provided below:

My email is: sasha.pleasance@southdevon.ac.uk

My supervisor's email is: nickpratt@plymouth.ac.uk

If you would like a copy of a summary of the final research outcomes, then please contact me in this regard.

If you are willing to participate please sign the consent slip below. You will also need to sign the consent slip for the recording of your data if you are willing to agree to this. On receipt of your consent, I will be in contact to discuss the study and your valued participation further.

Yours faithfully

Sasha Pleasance

…….

Consent to participate in Lesson Observation in Further Education and Skills Doctoral Research Study

By signing below I confirm that I have read the above information and consent to participate voluntarily in the research study:

Name:

Signature:

Date:

Consent for recording my data in Lesson Observation in Further Education and Skills Doctoral Research Study

By signing below I confirm that I have read the above information and consent to my participation in the study being recorded in the focus group and 1-1 interview:

Name:

Signature:

Date:

Sample Interview Questions for Lesson Observation in FE Doctoral Research Study - Teachers

How long have you been teaching?

What is your main subject specialist area?

Tell me what happened in your last observation? Can you tell me about your experience(s) of being observed?

Do you feel that the observation led to changes in your practice? (Can you tell me more about that?/What supported/hindered change?)

Can you give me some examples of what you feel an observer is observing?

Please note that these are just some examples of the type of questions I expect to ask participants.

Sample Interview Questions for Lesson Observation in FE Doctoral Research Study - Observers

What is your job title? Does it involve teaching?

What is your main subject specialist area?

How long have you been an observer?

Can you tell me about your experience(s) of being an observer?

When you observe a lesson, what are you observing?

Can you give me some examples of how lesson observation supports the professional development of teachers?

Please note that these are just some examples of the type of questions I expect to ask participants.

Appendix 2 - Teaching, Learning & Assessment Strategy

Document control

Version	Date	Author(s)	Notes on Revisions
1.0	June 2013		
2.0	Feb 2014		Revised in light of Maths & English strategy
3.0	August 2014		Revised in light of High Grade Strategy
4.0	Sept 2016		Strategy updated

Owner	SMT Lead	Author	Frequency of review	Next review date	Approval Committee	Next approval Committee Date	Date of last EIA
			x 2 years	2014	Ac Board	14.10.14	26.6.14
			x 2 years	2016	Ac Board	11.10.16	14.10.16

PURPOSE AND SCOPE

1.1 xxxxx College recognises the crucial role of effective teaching, learning and assessment in maintaining and sustaining an outstanding student experience and supporting successful progression into further study and employment for all our learners.

1.2 The college's vision is for a positive and inclusive learning environment where every learner can thrive. This teaching, learning and assessment strategy outlines the professional values and essential principles upon which the college will define and develop all areas of teaching, learning and assessment.

1.3 It is based on the core values underlying our learning culture, the details of which are explored and confirmed in the sections below.

DEFINITIONS

2.1 OFSTED: Office for Standards in Education

2.2 QAA: Quality Assurance Agency

DUTIES OF THE COLLEGE

3.1 The college's principal duty is to put the learner first and the quality of the learner experience before everything else.

3.2 Excellence requires consistency and determination. It requires outstanding leadership, effective team work, creativity and a receptive attitude to change and innovation. The College recognises the need for teaching teams to be diligent in their management of the learning journey and that the commitment to delivering the highest standards of teaching, learning and assessment is given the highest priority.

3.3 Tin delivering the College's mission 'Inspiring out community through learning for all', and 9 strategic aims, the standard of the college's teaching, learning and assessment activities must constantly improve and adapt in ways that are of benefit to individuals and the community as a whole.

STATUTORY FRAMEWORK/PRINCIPLES

4.1 The college's teaching, learning and assessment strategy is informed by external quality frameworks and priorities including those used by OFSTED, QAA, Investors in People, the awarding organisations and the Local Enterprise Partnership, in forming judgements about the quality of provision. This strategy is also informed by other relevant legislation concerning safeguarding, equality & diversity and health & safety.

4.2 Internal strategic planning frameworks include the college's Statement on Learning Culture and the organisation's Strategic Aims and in particular those closely aligned with the continuous improvement of outstanding teaching, learning and assessment at the college namely:

- Enabling our learners to aspire and succeed
- Delivering inspirational teaching, learning and assessment
- Actively supporting employers and economic development
- Enabling staff to aspire and succeed through effective training and support

PROCEDURES/POLICY IMPLEMENTATION

5.1 Our Learning Culture

5.1.1 Our learning culture will promote those values that are most likely to support a positive learning experience that inspires and motivates our learners and provides a shared sense of purpose for staff, students and external stakeholders.

5.1.2 Our learning culture will promote those values that support and assist our learners with achieving their potential and those most likely to create a harmonious learning environment that encourages and promotes continuous learning.

5.1.3 The learning culture at xxxx College is:

- <u>Progress</u>: Staff and learners must be effectively challenged and make progress relative to their starting point.
- <u>Inclusive</u>: Always seeking to remove barriers to learning, meet the needs of all learners, promoting equality and value diversity.
- <u>Aspirational</u>: Always recognise and celebrates achievement. Sets high standards for both staff and students.
<u>Innovative</u>: Open to change and experimental. Embrace new ideas and encourage a "can do" philosophy.
- <u>Supportive</u>: A stretching, inclusive, aspirational and innovative learning culture provides the necessary support for staff and students to develop as independent and confident learners in a safe and positive learning environment.

5.1.4 The learning culture at xxxx College is responsive to the needs of our learners, their tutors and every stakeholder. Our learning culture will deliver a learning environment where:

- Students are challenged, inspired, engaged and properly prepared for employment.
- Attention is paid at all times to developing the study programme for our learners and in particular their maths and English.
- Staff feel valued and supported but also challenged to be self-critical and self- motivated.
- Parents and carers are partners in their child's education and receive the information they need.
- Employers can access relevant training, get value for money and receive regular progress reports.
- Government agencies can have confidence in the quality of teaching, learning and assessment and sound use of public money.
- The economic and social needs of the community are met.

5.2 <u>Successful Teaching, Learning and Assessment</u>

5.2.1 Successful teaching, learning and assessment is underpinned by a number of key elements that the college must ensure are cultivated and embedded in every area of provision:

- Clarity of vision: The college and in turn every team must have a clear understanding of its purpose and scope, what it needs to achieve and the values it must promote.

-
- Effective management of the learner journey: Frequent and accurate analysis of data and information and a "real time" understanding of the current situation are essential for success.

- Effective and integrated strategies: Acting on accurate information the college and in turn every team take proactive and prompt steps where required to improve their performance.

- Team work: Effective team work enhances performance and the college encourages teaching staff to form genuine communities of practice dedicated to the continuous improvement of teaching, learning and assessment.

5.2.2 Successful teaching, learning and assessment are underpinned by efficient and effective curriculum planning and design. xxxx College will promote and deliver curriculum models that will:

- Provide for the development of the knowledge, understanding and skills needed

- Strive to attain the maximum success in terms of the qualifications achieved

- Deliver maximum efficiency in terms of their speed of achievement - Promote high grades and add value

- Deliver the best value for money

- Ensure curriculum teams focus on the development of maths & English skills and skills that enhance employability

- Ensure curriculum teams actively engage and meet with their college targets

5.2.3 Effective leadership and management will ensure the provision of sufficient resources and a clearly defined framework for effective staff development and teacher and assessor training.

5.2.4 Effective team work and staff morale is facilitated by positive leadership and management that ensures staff are deployed and developed in a way that makes the best use of their strengths.

5.2.5 The focus for action and decision making should be at team level. This requires teaching staff to be working as functional practice communities, sharing ideas and devising new strategies and solutions for teaching, learning and assessment problems that also comply with college policies, their awarding body regulations and external legal obligations.

5.2.6 At every level staff and learners can expect those that manage teaching, learning or assessment activities will be:

- Fully involved in the teaching, learning and assessment activities of their team

- Aware of the progress being made by learners or groups of learners

- Taking responsibility for every aspect of the study programme

- Clear about expectations and roles

- Courteous and polite

-

- Supportive

Managers can expect that all staff and students will reciprocate.

5.2.7 There is clear consensus from research and studies of best practice about the key elements of successful teaching, learning and assessment at any level across a broad range of curriculum. Among the most important are:

- Excellent teachers and learning support staff
- Motivated and committed teaching and support staff
- Team work and effective communities of practice
- A safe and healthy working environment
- An environment where teachers and learners show mutual respect
- Clear and challenging targets
- Effective monitoring of progress
- Developing a learner's essential skills with maths & English
- Meeting the needs of learners
- Engaging and developing learners
- Using a range of teaching methods that include the use of learning technologies
- Using a range of resources including appropriate learning technologies
- Ensuring sufficient student support
- Adequate preparation for assessment
- Extensive use of formative assessment to support the achievement of high grades
- Frequent and detailed feedback
- Individual targets for improvement
Ensuring participation with enrichment activities
- Sharing best practice
- Providing a stimulating environment

5.3 Maths & English Strategy

5.3.1 The college recognises the crucial importance of essential skills and in particular maths & English for the successful progression and achievement of our learners and the part these play in developing their life chances and employability skills.

5.3.2 The college also recognises the case for promoting maths & English through every aspect of teaching, learning and assessment and the need to build every learner's confidence with these essential skills.

5.3.3 The college will ensure a consistent and wide ranging strategy to support the embedding of maths & English in the college curriculum and that teaching staff will also receive the necessary support and training to ensure learners receive the best possible support with these subjects.

5.3.4 The college is committed to ensuring:

- Long term planning for maths & English that will put progress with essential skills at the core of curriculum planning
- Consistent and sustained support for the college's maths & English strategy by senior managers
- Maths and English is embedded and contextualised to ensure relevant employability skills are developed
- Effective use is made of specialist knowledge to support individual curriculum areas or teachers or assessors
- Teachers are encouraged to identify effective practice with the teaching of maths & English and to learn from each other
- An emphasis on practical ideas and teaching skills that teachers can use in lesson plans and schemes of work
- Learning technologies, including Moodle, are used alongside a range of learning resources to support innovative and engaging teaching, learning and assessment and to ensure individual and personalised achievement
- Senior leaders will review, monitor and evaluate the progress and development of maths & English teaching, learning and assessment
- Teaching and support staff develop their skills in order to deliver high quality maths and English provision
- Assessment feedback should support the development of English and maths skills
- The correction of maths & English should not be restricted to assessments in maths and English alone.

5.4 Practical Learning to Ensure Skills Development

5.4.1 The college celebrates and recognises the contribution of practical learning to the progress and achievement of our learners and the role it plays in successful learning across a range of provision. The College recognises that the following elements as crucial for the delivery of high quality practical learning:

- Learners are given specific, challenging, practical goals that are clearly useful for acquiring applied higher level skills or in employment
- Feedback is clear, frequent and plentiful. Learners recognise the value of feedback and welcome input
- Teachers are skilled in coaching and mentoring learners so that they acquire improved learning strategies

5.4.2 Successful teaching, learning and assessment in vocational subjects will include:

-

- Learning by watching: learning how to or how not to carry out an activity
- Learning by imitating: making full use of peer and social learning
- Learning by practicing: automating and becoming familiar with an activity
- Learning through feedback: making full use of formative assessment
- Learning through conversation: making full use of a rich learning dialogue
- Learning by teaching and helping: developing a community of practice
- Learning through problem solving: making it as real world as possible
- Learning by being coached: recognising the value of a coaching relationship

5.5 Ensuring Effective Learning Support

5.5.1 The college's Learning Culture endorses an approach where learners are stretched and challenged. However, the college also recognises the need for learners to be stretched and challenged in a supportive learning environment.

5.5.2 To effectively support learners with successfully achieving and realising their full potential the college will:

- Provide clear leadership ensuring that the college has used the available resources in creative and flexible ways to support learners
- A strong focus on curriculum design and development to meet the needs of learners at every level through a carefully designed tutorial programme
- Support for the development of personal, social and employability skills
- Support for enrichment activities at the college and in the community
- Provide a framework for an individualised learning programme
- Encourage clear and individual targets for every learner
- Provide outstanding information, advice and guidance at every level - Ensure effective communication with parents and carers

5.5.3 The college will encourage the full and effective use of learning technologies in the provision of learning support. Moodle will be utilised to support learning both in and out of the classroom to provide additional resources and opportunities for stretch and challenge. The college will also promote the use of the college's Learner Engagement and Progression system to set individual targets and regularly review progress. The college expects teaching staff to make full use of the information provided by these systems to manage the learner journey effectively.

5.5.4 The college will put meeting the needs of learners at the centre of its recruitment policies and where relevant will involve parents and carers closely. The college

-

recognises the importance of identifying support needs and individual targets at an early
stage so that prompt and timely intervention can be organised.

5.5.5 The college encourages positive intervention to improve the behaviour or performance of a learner and develop their approach to learning. The college seeks to minimise failure and therefore supports any system or process that retains learners and assists them with their achievement and progression.

5.6 Developing Independent and Confident Learners.

5.6.1 Evidence from research and inspection reports indicates that independent and confident learners learn more efficiently and effectively. Their learning goes deeper and has a more enduring impact on their future development.

5.6.2 The college encourages an approach to the curriculum that will develop confidence in a learner. Confident learners enjoy their education and recognise the contribution it can make to their life chances. Tutors should endeavour wherever possible to make success visible and apparent to the learner. Confidence is effectively built by celebrating even small steps in any learning journey. Tutors should be patient when progress is slow but nevertheless persist with ways of stretching and challenging the learner.

5.6.3 The college encourages the development of independent study by providing each learner with a personalised learning programme and resources to develop the necessary study skills to support the development of confident learners at every level.

5.7 Successful Assessment and a High Grade Culture

5.7.1 Inclusive and positive assessment practices play a key role in the development of confident learners and a successful teaching, learning and assessment strategy. The college wants every learner to succeed but recognises the importance the effective management of assessment processes play in achieving this and creating and promoting a culture of high grades where every learner is encouraged to achieve their true potential.

5.7.2 The College promotes the following elements to support successful assessment:

- A proper assessment is made of the learners needs at the outset
- An inclusive assessment strategy is adopted
- A learner is appropriately stretched and challenged in a supportive learning environment
- Learners are taught to use the gaps in their knowledge highlighted by assessment to inform further study and practice.

-

- Attention has been paid to the development of their essential skills in maths or English to support the assessment process

- Learners have been given frequent opportunities to apply new knowledge and skills and ask questions

- Full and rigorous use has been made of formative assessment – the single most powerful tool in preparing learners for assessment activities

- The learner benefits from frequent and detailed individual feedback

- Targets have been set and used effectively

- Learners are given the opportunity to become familiar with the assessment style or method

5.7.3 Assessment is more effective when it not "one way". The college encourages assessment methods that promote peer learning or where learners can develop their own selfassessment skills.

5.7.4 The college recognises the importance high grades make to a learners confidence and selfesteem and their opportunities for progression into employment or further study. The college is committed wherever grading criteria permit to stretching and challenging learners to achieve high grades and encourages teaching staff to plan for high grades when preparing learning.

5.8 The Development of Higher Skills.

5.8.1 The college recognises the importance of a coherent and articulate strategy to inform teaching, learning and assessment for higher awards and advanced vocational qualifications.

5.8.2 The college will also promote through staff development and curriculum planning a coherent strategy for high grades at every level and value added measures where these exist.

5.8.3 The college strategy will ensure:

- Implementation of a strategic approach to learning and teaching in higher education or advanced apprenticeship frameworks and the promotion of a shared understanding about this among staff, students and other stakeholders

- Teaching and learning activities and associated resources that will provide every higher education student with an equal and effective opportunity to achieve the intended learning outcomes

- Learning and teaching practices are informed by reflection, evaluation of professional practice and developed using sound subject-specific and educational scholarship

-

- Everyone involved in teaching or supporting students studying for higher level qualifications at the college is appropriately qualified, supported and developed

- The collection and analysis of appropriate information to ensure the continued effectiveness of the strategic approach to, and the enhancement of, learning opportunities and teaching practices for higher level programmes

- Maintain physical, virtual and social learning environments that are safe, accessible and reliable for every higher education student, promoting dignity, courtesy and respect in their use

- Every higher education student is provided with clear and current information that specifies the learning opportunities and support available to them

- Steps are taken to assist every higher education student to understand their responsibility to engage with the learning opportunities provided and to shape their learning experience

- Every student studying for advanced qualifications is able to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff

5.8.4 The college also recognises the importance of Teaching, Learning and Scholarship for Higher Education staff, and thereby have articulated key principles that are specifically developed through the Higher Education Teaching Learning and Scholarship Policy and associated procedures.

RELATED POLICIES AND DOCUMENTATION

6.1 This teaching, learning and assessment strategy should be read in conjunction with the following college policies and external quality frameworks:
- XXX Maths & English Strategy
- XXX High Grade Strategy
- XXX Teaching, Learning and Scholarship Policy for HE
- XXX Assessment & Examinations Policy
- XXX Continuous Professional Development Policy
- XXX Teaching & Learning Observation Handbook
- XXX Internal Quality Assurance Handbook
- OFSTED Common Inspection Framework - QAA Quality Code
- The criteria used by Investors in People

6.2 The following groups at the college are also recognised as playing a key role with the promotion, development and support of this teaching, learning and assessment strategy including:
- Department Management Teams
- Tutorial & Learner Progress Managers

-

   - The College Observation Team
   - The Teacher Training Team
   - Higher Education Leads

MONITORING AND REVIEW OF POLICY

Approved by	Signature	Date
Author:		**11/10/16**
Owner:		**11/10/16**
Chair of Approval Committee:		**11/10/16**
Next Review due	**October 2018**	

-

Appendix 3 – College Learning Observation Process

Who is the College Observation Team (COT)?

The College Observation Team is made up of experienced teaching practitioners, Teaching, Learning and Assessment Coaches (TLCs), Initial Teacher Education (ITE) lecturers and managers cross college.

All COT members are required to attend training prior to conducting any formal observations and have the opportunity to work towards achieving a formal qualification.

College Observation Team (COT) Allocation of Learning Observations:

Formal Learning Observations are conducted on members of teaching staff delivering on 1619 FE provision and 14-16 provision. For guidance on the HE Observation process please review the HE Quality Staff Handbook on Moodle.

Reason for Formal Learning Observation	COT member to conduct Learning Learning Observation	Process of allocation for the Observation
1. **All* new** teaching **staff within their first 6 weeks of starting** <u>and</u> **current teaching staff commencing teaching within a** new section. **Note – this does not include HE, please refer to HE Observation Guidelines*	Section Head *(SH to also conduct a Learning Walk within the first 3 weeks)*	SH to organise the observation with the new member of staff, as guidance below. SH to send a copy of the completed observation to the QILT for recording.
2. **Members of staff who have not been observed for two years. There is an expectation that every member of teaching teams will have been observed at least once every two years.** **Random selection of staff via QILT processes.** **Staff undertaking ITE programmes**	Wider COT team – practitioners, ITE Team, TLCs, College Managers *TLCs will be allocated staff members within sections they are supporting.*	QILT team will request that a trained observer conducts an observation on a named member of staff. COT member to organise the observation with the named member of staff, as guidance below. COT member to send a copy of the completed observation to the QILT for recording.
3. **Cause for concern. Staff may need further development as identified via learning reviews, previous learning observations, learning walks or any other route, such as:** - Learner View - Attendance - Complaint - Previous learner achievement - New or different provision e.g. now teaching HE for the first time - EQA Issues	Must be a paired observation: Section Head + another COT member	SH to confirm with the QILT team **prior** to any observation taking place. This is to ensure that an observation is not already planned for the named member of staff. Once confirmed with the QILT, SH to organise the observation with the named member of staff, as guidance below. As this is a paired observation, if required, the QILT team will be able to help arrange for a member of the COT to be the second observer. SH to send a copy of the completed observation to the QILT for recording.

Learning Observation Process 2017/18

Note: All documentation and templates can be accessed on the COT Moodle page

1. College Observers will be allocated a selection of staff for formal observation on a termly basis. These will be emailed to College Observers once they have attended observation training. *Please contact the QILT Senior Administrator if you have any questions regarding training dates or your allocation.*

2. The observer will contact the observee, copying in the relevant Section Head, using the standard notification template. The observee will be given **5 working days notice** for the observation.

3. Learning observations at the College are supportive and developmental. The standard notification template encourages observees to contact observers in advance to discuss their observation. An observee may have a particular aspect of their teaching or classroom dynamics that they would like the observer to focus on to support their professional development; *for example, a recent PPDR may have asked them to focus on behaviour management.*

4. The **observation** will take place using the authorised Learning Observation template *(considering xxxx College's Key Principles of TLA and the ETF Teaching Framework)* which the observer will complete during the observation.

5. The observer and observee will meet at an agreed time (within a week of the observation taking place) to hold a **professional discussion**, which will be captured on the Learning Observation template. This will include an agreed action plan for improvement, which can include coaching interventions by TLCs or practitioners. **Best practice** will also be identified, and means of sharing this with other colleagues agreed with the observee.

6. The final part of the Learning Observation template encourages the observer to reflect on their own professional development as result of conducting the learning observation.

Impact measurement of learning observations

1. If there are no major concerns, the Section Head should arrange a short follow up learning walk in 1-2 months time to see if any areas of improvement have been implemented and assess the impact. The Section Head may ask an appropriate member of the COT to conduct this learning walk in their place, for example a Programme Coordinator within their section or the original COT member who undertook the initial observation.

1. If significant areas of development have been identified, the Section Head should refer to the **Developmental Process** for guidance on next steps. The section's allocated TLC should be assigned to support the staff member with their individual action plan.

2. The Quality Manager will identify emerging themes from learning observations and report common strengths and areas of development on at least a termly basis to the VP, APs and CLT. Emerging areas of development will form the basis for TLA CP

Appendix 4 - xxxx College CPD Policy

Continuous Professional Development Policy and Procedure
2017/18

Document control

Version	Date	Author(s)	Notes on Revisions
1.0	5.8.13		
2.0	23.7.14		Mandatory training requirements amended
3.0	Sept 2015		
4.0	June 2016		Fee Policy; new ITE qualifications
5.0	Sept 2016		Fee policy; repayment
6.0	Jan 2017		Revised staff induction process
7.0	August 2017		Supporting Staff with High Cost Qualifications & xxxx Apprenticeship Offer

PURPOSE AND SCOPE

1.1 The college Continuous Professional Development (CPD) policy reflects the college's commitment to developing staff and outlines both the college's expectations for mandatory training and the support available for staff to improve the skills and subject knowledge relevant to their role including the college's core Training & Development days that form part of the college's official calendar.

1.2 The college also recognises the role CPD can play in developing and promoting the college's core values - namely aspiration, inclusion, innovation, support and progress - and the part staff development can play in embedding these values in college activities and staff roles.

1.3 Every member of staff is eligible to apply for support with CPD regardless of their role or any personal or social characteristics covered by the Equality Act 2010. Reasonable adjustment with access and travel arrangements can be made to support attendance at approved CPD events.

1.4 CPD activities are also informed by the priorities set out in the college's strategic aims. Staff development activities for teachers or other learning professionals working at the college are also guided by the priorities set out in the college's Teaching, Learning & Assessment Strategy and for staff teaching on higher education programmes the college's Teaching, Learning and Scholarship strategy. As improving outcomes for learners in English and Maths is a key college improvement priority, CPD requests to support English and Maths development will be given special consideration. The priorities for college support staff are informed by the Service Managers Forum and the customer feedback from service users.

1.5 The college also recognises the need for individual staff to be supported with their own staff development and makes provision for relevant industrial updating and professional scholarship. Further information about this and the support available for teaching staff can be found in the college's Collective Agreement. Staff should reflect on the impact of these activities during their annual Personal & Professional Development Review meeting (PPDR).

1.6 This policy is set out in several sections. In addition to setting out the mandatory training required for all staff in any role it also provides examples of the recommended training for staff in various roles and the timescale for achieving these. The expectations reflected in this policy have been approved by the college's CPD Panel that includes representatives from the college management team, practitioners and recognised unions.

PROCEDURES/POLICY IMPLEMENTATION

College Training and Development (TDD) Days

The college schedule directed Training and Development days for all staff. These take place at three points throughout the year. The priorities for these days are strategically linked to developments within the college, external developments shaping activities at the college and the enhancement of practice. The activities approved by the senior leadership team in consultation with academic and support staff include staff workshops and external speakers, presentations and practical sessions, opportunities to share good practice and college conferences such as those

organised for the xxxx High School or staff delivering higher education programmes. The content for college TDD days is evaluated and ratified by the college's CPD Panel.

<u>New Starter Mandatory Training – all staff</u>

The college expects all new staff in any role to complete a programme of mandatory training consisting of:-

- **Safeguarding:** covering the college's policy and statutory responsibilities for safeguarding and child protection and what do to if staff think a learner is at risk of harm and abuse. This must be undertaken via face-to-face training for full time and fractional staff. Part time (hourly paid) staff can undertake this training online.

- **WRAP (Working to Raise Awareness of Prevent)** covering the college's statutory duties under the Home Office PREVENT strategy and what to do if staff believe a learner is at risk of radicalisation. This training is available online.

- **Health and Safety:** covering the college's policy and statutory responsibilities concerning health and safety in the work place and what to do if staff identify hazards or urgent maintenance requirements. This training is available online.

- **Equality and Diversity:** covering the college's policy and statutory responsibilities as a publicly funded body to promote equality, value diversity and challenge all forms of victimisation and/or discrimination. This training is available online.

- **Display Screen Equipment:** covering the college's statutory duties regarding the safe and effective arrangement of workplace equipment. This training is available online.

- **Manual handling:** covering the college's policy and statutory responsibilities regarding Manual Handling training and teaches staff all they need to know about safe Moving and Handling, including lifting techniques. This training is available online.

Important: Please note that the college requires all training to be completed within 30 days of starting employment with the college, making suitable allowances for staff who begin work outside of term time.

Staff are now able to access the online mandatory training of the WRAP, Health & Safety and Equality & Diversity training via the College training suite as outlined

below, this enables staff to complete this element of their mandatory training before they start work at the College.

WRAP Training
Online WRAP training can be accessed as follows:
Simply follow this link (or copy and paste it into your browser):
https://www.elearning.prevent.homeoffice.gov.uk/

Equality & Diversity
Online Equality & Diversity training can be accessed as follows:
Simply follow this link (or copy and paste it into your browser):
https://app.ihasco.co.uk/training/MzA5MDA0fHNvdXRoZGV2b24-

Health & Safety Training
Online Health & Safety training can be accessed as follows:
Simply follow this unique URL (or copy and paste it into your browser):
https://app.ihasco.co.uk/training/MzA5MDA0fHNvdXRoZGV2b24-

Display Screen Equipment
Online Health & Safety training can be accessed as follows:
Simply follow this unique URL (or copy and paste it into your browser):
https://app.ihasco.co.uk/training/MzA5MDA0fHNvdXRoZGV2b24-

Manual Handling Training
Online Health & Safety training can be accessed as follows:
Simply follow this unique URL (or copy and paste it into your browser):
https://app.ihasco.co.uk/training/MzA5MDA0fHNvdXRoZGV2b24-

On completion of this training, staff should email their certificate to cpdrequests@xxxx.ac.uk so that we can update training and development records.

<u>New Starter Mandatory Training – role specific</u>

In addition to the aforementioned training i.e WRAP, Equality & Diversity and Health & Safety, staff working in specific roles will be required to undertake additional online training. Details of all mandatory training will be outlined in individual job offer letters.
All training is available as follows:
https://app.ihasco.co.uk/training/MzA5MDA0fHNvdXRoZGV2b24-

Staff are reminded that if they do not complete the required mandatory training within the stated timescales this could result in them not successfully completing their probation period.

-

<u>Mandatory Refresher training – every year</u>

In addition, all staff members will receive regular safeguarding and child protection updates as required, but at least annually.

<u>Mandatory Refresher training – every 2 years</u>

In order for staff to maintain and update their knowledge in certain areas they are required to undertake mandatory refresher training. This training must be completed every 2 years. Line managers and the CPD department will be able to inform staff of the topics of the refresher training to be undertaken.

This training is also available as follows:
https://app.ihasco.co.uk/training/MzA5MDA0fHNvdXRoZGV2b24-

<u>Teacher Training/English and Maths Level 2</u>

Staff on an academic contract must complete a teacher training qualification. The college offers the following qualifications:

- Level 3 Award in Education & Training (AET)
- Level 4 Certificate in Education & Training (CET)
- Level 4 Higher Learning Apprenticeship Certificate (HLAC)
- Level 5 Diploma in Education & Training (DET)
- Level 5 Higher Learning Apprenticeship Diploma (HLAD)
- Level 7 Postgraduate Certificate in Education (PGCE)

For teaching staff (including trainer facilitators and part or full time lecturers delivering accredited qualifications) the college's minimum requirement will be for a qualification at Level 4. However, the college will support a Level 5 qualification where there is business need or a Level 6 qualification for staff who are graduates or those teaching on higher education programmes.

The college's normal expectation is that a new teacher without a teacher training qualification would complete their qualification <u>within three years of commencing employment with the college</u>. New staff should speak to their manager during their probationary period to confirm the level of qualification required and the plan for the timetable for completion. For funding arrangements see Section 4 below.

Teaching staff are encouraged to work towards achieving a Level 2 in English and Maths within the same period if they do not already possess an equivalent qualification. Support staff should work towards achieving a Level 1 in English and Maths. There will be opportunities for progression towards Level 2. In some cases this is mandatory and will be discussed at interview.

-

The college will also support assessor and verifier qualifications for assessors, staff delivering on a programme validated by an awarding organisation that requires such qualifications, staff in lead internal quality assurance roles or any other member of the academic staff where a business case might exist for such qualifications.

<u>Supporting Staff with Higher Level Qualifications</u>

The growth of the College's higher education provision is a strategic priority. The college will support the development of its staff in line with this priority. For staff delivering higher education courses the general requirement is for staff to have a level above the qualification they deliver. The College has allocated a centralised CPD Budget to support the achievement of higher level qualifications.

All requests for Higher Level qualifications should be identified during PPDR (pre end of May), with agreement between the Section Head and Assistant Principal of those staff they wish to be considered. The High Cost Qualification Funding form should be completed and submitted to CPDrequests@southdevon.ac.uk.

The following timeline applies to requests:

Timeframe:

30th May 17	Completed request For any application of funding for 17/18	Manager emails form to CPD
10th June 17	Any further information requests returned	Section Head clarifies any additional information required
30th June 17	Panel Approval	SHS and Staff member notified
Sept 17	Staff starts qualification	

The High Cost Qualification Funding Application form can be located in the CPD section of the Staff Intranet.

If this application is approved staff will need to complete a CPD request via SelectHR.

<u>xxxx Apprenticeship offer</u>

A wide range of courses are available to all staff through the South Devon College Apprenticeship offer. Staff can locate the details of the courses available in the CPD section of the Staff Intranet.

‑

All requests for an xxxx Apprenticeship course should be agreed between the staff member and the Section Head. The Apprenticeship application form should be completed and submitted to CPD requests.

The following timeline applies to requests:

Timeframe:

Last week of each month from September - July	Manager emails completed form to CPD.
First week of each month	CPD confirms if any further information is required.
Second week of each month	Principalship Postholder Panel Approval. Section Head and Staff member notified. Staff member submits CPD request via SelectHR – Self Service.

The xxxx staff Apprenticeship Application form can be located in the CPD section of the Staff Intranet.

If this application is approved staff will need to complete a CPD request via SelectHR.

Other Professional Development

The college also recognises the value of additional vocational qualifications to support the growth and delivery of the college's curriculum including administration, IT and customer service qualifications for training business support staff and advanced industry awards and management qualifications for tutors and managers.

Staff are encouraged to discuss any aspirations with their line manager and submit a CPD Request via the normal channels for consideration by the college.

Expenses incurred as part of the CPD process

Staff must ensure they do not exceed the upper limits of the cost of travel, meals and accommodation as outlined in the Reimbursement of Expenses Policy.

CONTINUOUS PERSONAL AND PROFESSIONAL DEVELOPMENT and Scholarly Activity

3.1. The college supports all staff to engage with personal and professional development and scholarly activity. Depending on the circumstances and the role this might include but not be limited to:

-

- Industrial placements and updating
- Developing new course content
- Acquiring and sharing new IT and administration skills
- Personal and academic scholarship - Research and development activities.

3.2. The college provides a number of days in any academic year for teaching staff which can be used for the above. Staff should discuss how these might best be used with their line manager and evaluate the impact of these activities during their Personal & Professional Development Review (PPDR). Staff who would like further information about the above should contact a member of the Human Resources team or consult the Collective Agreement published by the college.

FEES POLICY FOR STAFF CPD

<u>Teaching Qualifications</u>

4.1.1. The college CPD Policy requires all teaching staff employed on a full time or fractional contract and delivering accredited courses to complete and achieve a formal teaching qualification. The college will fund the tuition and exam fees for the appropriate qualification as set out in the college's CPD Policy and agreed with a line manager.

4.1.2. For tutors teaching non-accredited courses (i.e. teaching in an adult and community learning centre) the college CPD Policy does not require the completion and achievement of a teaching qualification. However, if these teaching staff do elect to undertake a formal teaching qualification in their own time they will be eligible for a 50% discount of the tuition fee, though priority will be given to staff delivering accredited courses and external customers should availability be limited.

4.1.3. Where it is a requirement of the role to obtain a QTLS qualification, the College will fund the relevant tuition fees.

<u>Continuous Professional Development</u>

4.2.1. Where the College agrees to fund a member of staff through the Continuous Professional Development (CPD) budget or other college funds, in line with College strategic and operational priorities, the tuition and exam fees will be met directly by the College, subject to the approval of a CPD request by their line manager prior to the CPD activity and satisfactory completion of the course.

4.2.2. If a member of staff fails to attend or complete a course/event they may be required to re-pay any fees and expenses to the College, whether charged to the member of staff at the time or not. A member of staff may also have to re-pay fees if they leave the College before they complete the CPD activity or within 2 years of completion in line with the table below. If a member of staff fails a qualification, all re-sit fees would be payable by the individual.

Timeframe	Percentage costs to be repaid
Not completing or achieving the course/training/qualification/professional development	100 %
Within the first 6 months of completing the course/training/qualification/professional development	100 %
Within 7 - 12 months of completing the course/training/qualification/professional development	75 %
Within 13 - 23 months of completing the course/training/qualification/professional development	50 %
After 24 months of completing the course/training/qualification/professional development	0 %

4.2.3. Where a member of staff is required to re-pay any costs, these may be recovered in whole or in part by deduction from pay or other payments due to the staff member. Should the staff member's pay be insufficient to cover this, the staff member is agreeing to reimburse the College the full balance outstanding within seven days of receiving a written request from the College.

4.2.4. Where costs and/or duration of the course are significant, the college will expect the member of staff to make a contribution to the fees. As a minimum, this will cover any direct costs such as exam fees and will take into account displacement of full fee paying students.

4.2.5. Where a member of staff wishes to enrol for a course offered by the college (excluding initial teacher education) that is not connected with their job role nor approved by their line manager as CPD (i.e. for reasons of recreational interest) and taken by staff in their own time

for personal interest, a discount of 50% will apply to tuition fees, though priority will be given to external customers should availability be limited. Such places would also only be available where courses are commercially viable prior to the enrolment of such staff. Again should the programme not be successfully completed the college reserves the right to require repayment of the discounted element. A 20% discount on the tuition fee will also apply for any course offered by an ACL centre subject to the same restrictions given above for college courses.

4.3. All applicants seeking fee support should ensure that a CPD form is completed via HR Select and authorised in advance of enrolment. If a form is not completed and authorised, full fees will be payable by the staff member

RELATED POLICIES AND DOCUMENTATION

5.1. This policy should be read in conjunction with the relevant sections of the college's Finance Regulations covering travel and subsistence costs for staff travelling to CPD events.

5.2. Teaching staff should also read this policy in conjunction with the college's Collective Agreement outlining any remission to which teaching staff may be entitled for specific CPD activities.

5.3. Staff teaching on higher education (HE) programmes should also consult the Higher Education Teaching, Learning and Scholarship Policy, and the Higher Education Scholarship and Research Procedure CPD Policy.

Ofsted grade descriptors: quality of teaching, learning and assessment

Note: grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1) Learners are curious, interested and keen to learn. They seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in learning sessions and, where appropriate, use their experiences in the workplace to further develop their knowledge, skills and understanding. Learners are eager to know how they can improve their work and develop their knowledge, understanding and skills. They capitalise on opportunities to use feedback to improve. Staff check learners' understanding systematically and effectively, offering clearly directed and timely support that has a notable impact on improving learning. Staff are determined that learners achieve well. They have excellent subject knowledge and motivate and engage learners, who enjoy the work they complete. Staff have consistently high expectations of all learners' attitudes to learning and learners are set challenging targets to achieve. Staff plan learning sessions and assessments very effectively so that all learners undertake demanding work that helps them to realise their potential. Staff identify and support any learner who is falling behind and enable almost all to catch up. Staff gather a useful range of accurate assessment information and use this to give learners incisive feedback about what they can do to improve their knowledge, understanding and skills. Learners are committed to taking these next steps and their work shows that almost all are making substantial and sustained progress. Staff set work that consolidates learning, deepens understanding and develops skills, and prepares learners very well for their next steps. Where appropriate, parents and/or employers are provided with clear and timely information that details the extent of learners' progress in relation to the standards expected and what they need to do to improve. Staff are quick to challenge stereotypes and the use of derogatory language, including at work. Resources and teaching strategies reflect and value the diversity of learners' experiences and provide learners with a comprehensive understanding of people and communities beyond their immediate experience. Staff promote, where appropriate, English, mathematics, ICT and employability skills exceptionally well and ensure that learners are well-equipped with the necessary skills to progress to their next steps.
Good (2) Most learners enjoy their learning across the provision. Teaching challenges them and enables them to develop, consolidate and deepen their knowledge, understanding and skills well. Most learners want to know how to improve their learning and act on feedback to help them to improve. Staff listen to, carefully observe and skilfully question learners during

learning sessions. They reshape tasks and explanations and provide feedback to tackle misconceptions and build on learners' strengths. This has a positive impact on learning.

Staff give learners feedback that details what they need to do to improve; many learners act on this to make improvements. This consolidates and deepens learners' knowledge, understanding and skills and prepares them very well for their future.

Staff assess learners' knowledge and understanding frequently to ensure that they are making at least the expected progress throughout their time with the provider, including the time spent at work or on work experience. Staff use this information well to plan activities in which learners undertake demanding work that helps them to make strong progress. They identify and support effectively those learners who start to fall behind.

Staff set work that builds on previous learning, extends learners' knowledge and understanding and develops their skills to ensure that they are prepared for their future.

Where appropriate, parents and/or employers are informed about learners' progress in relation to the standards expected.

Staff challenge stereotypes and the use of derogatory language, including at work. Staff promote equality of opportunity and diversity in teaching and learning.

Staff develop, where appropriate, learners' English, mathematics, ICT and employability skills to prepare them for their future progression.

Requires improvement (3)
Teaching, learning and assessment are not yet good.

Inadequate (4)
The judgement on the quality of teaching, learning and assessment is likely to be inadequate where one or more of the following applies.
Teaching and/or assessment is poorly planned.

Weak assessment practice means that teaching fails to meet learners' needs.

Learners or particular groups of learners are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.

Learners are not developing English, mathematics, ICT or employability skills adequately to equip them for their future progression.

Staff do not promote equality of opportunity or understanding of diversity effectively and this disadvantages individuals or groups of learners.

As a result of weak teaching, learning and assessment over time, learners or groups of learners make insufficient progress and are unsuccessful in attaining their learning goals and progressing to their planned next steps.

Staff lack expertise and the ability to promote learning and learners do not see its relevance to their everyday lives and planned next steps.

(Further Education and Skills Inspection Handbook, 2016:43-44)

Appendix 6 – Current Observation Report Used in Research institution

Learning Observations' Record Sheet 2016/17

Record of best practice and areas for development

Tutor / Trainer		Date								
Department		Section								
Observer		Moderator								
Course		Level								
Location/ Room		Length of Observation								
Session Start Time		Session End Time								
Type of provision (please highlight)	14 - 16	16 - 19	19+	ACL	Apprenticeship	Traineeship	High Needs	HE	Franchise	
Topic / subject of the session										

PART 1: **To be completed by the observer during the observation –** *refer to the SDC 10 Key Principles of TLA framework*

Comments on:					
Attendance		Punctuality		Learning Environment	

Overall comments and description of the lesson observed:		
	Strengths	**Areas for Development**
Teaching Practice (Incl. Effective Planning Strategies)		
Assessment Strategies		
Impact on Learning		

PART 2: Reflection to be completed by the practitioner after the observation and emailed to the Observer prior to part 3 taking place

	Strengths	Areas for Development
Teaching Practice (Incl. Effective Planning Strategies)		
Assessment Strategies		
Impact on Learning		

PART 3: Summary to be completed at the professional discussion by the practitioner and Observer

	Action & Support Plan			
	Area for development	*How can this be achieved?*	*Who can support you?*	*By when?*
Teaching Practice (Incl. Effective Planning Strategies)				
Assessment Strategies				
Impact on Learning				

Any best practice that could be shared?*	

*Best practice is defined as an example of innovation or skill that greatly enhanced a specific aspect of the teaching, learning or assessment.

Proposed date for follow up meeting to review Action & Support Plan:	

PART 4: Reflection by the observer on own practice

What have you learnt, as a result of observing the session, that might inform your own and/ or your teams practice?

Appendix 7 - Mortimore *et al* School and Teacher effectiveness factors (1988)

12 School and teacher effectiveness factors	
Purposeful leadership of the staff by the Head Teacher.	This occurred where the Head understood the school's needs, was actively involved in the school, but was good at sharing power with the staff. He or she did not exert total control over teachers but consulted them, especially in decision-making such as on spending plans and curriculum guidelines.
The involvement of the Deputy Head.	Where the Deputy was usually involved in policy decisions, pupil progress increased.
The involvement of teachers.	In successful schools, the teachers were involved in curriculum planning and played a major role in developing their own curriculum guidelines. As with the Deputy Head, teacher involvement in decisions concerning which classes they were to teach was important. Similarly, consultation with teachers about decisions on spending was important.
Consistency among teachers	Continuity of staffing had positive effects but pupils also performed better when the approach to teaching was consistent.
Structured sessions.	Children performed better when their school day was structured in some way. In effective schools, students' work was organised by the teacher, who ensured there was plenty for them to do yet allowed them some freedom within the structure. Negative effects were noted when children were given unlimited responsibility for a long list of tasks.
Intellectually challenging teaching.	Student progress was greater where teachers were stimulating and enthusiastic. The incidence of higher order questions and statements, and teachers frequently making children use powers of problem-solving, was seen to be vital.
A work-centred environment.	This was characterised by a high level of student industry, with children enjoying their work and being eager to start new tasks. The noise level was low, and movement around the class was usually work-related and not excessive.

A limited focus within sessions.	Children progressed when teachers devoted their energies to one particular subject area and sometimes two. Student progress was marred when three or more subjects were running concurrently in the classroom.
Maximum communication between teachers and students.	Children performed better the more communication they had with their teacher about the content of their work. Most teachers devoted most of their time to individuals, so each child could expect only a small number of contacts a day. Teachers who used opportunities to talk to the whole class also generated higher progress.
Record-keeping.	The value of monitoring student progress was important in the Head's role, but it was also an important aspect of teachers' planning and assessment.
Parental involvement.	Schools with an informal open-door policy which encouraged parents to get involved in reading at home, helping in the classroom and on educational visits, tended to be more effective.
Positive climate.	An effective school had a positive ethos. Overall, the atmosphere was more pleasant in the effective schools.

-

Appendix 8 – Mecors Observation Schedule

-

-

Appendix 9 – Marzano's Nine Effective Strategies

Marzano's Nine Essential Instructional Strategies

1. **Identifying Similarities and Differences:** helps students understand more complex problems by analyzing them in a simpler way
a. Use Venn diagrams or charts to compare and classify items.
b. Engage students in comparing, classifying, and creating metaphors and analogies.

2. **Summarizing and Note-taking:** promotes comprehension because students have to analyze what is important and what is not important and put it in their own words
a. Provide a set of rules for asking students to summarize a literary selection, a movie clip, a section of a textbook, etc.
b. Provide a basic outline for note-taking, having students fill in pertinent information

3. **Reinforcing Effort and Providing Recognition:** showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard.
a. Share stories about people who succeeded by not giving up.
b. Find ways to personalize recognition. Give awards for individual accomplishments.
c. "Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.

4. **Homework and Practice:** provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be readily evident to the students. Additionally, feedback should be given for all homework assignments.
a. Establish a homework policy with a specific schedule and time parameters.
b. Vary feedback methods to maximize its effectiveness.
c. Focus practice and homework on difficult concepts.

5. **Nonlinguistic Representations:** has recently been proven to stimulate and increase brain activity.
a. Incorporate words and images using symbols to represent relationships.
b. Use physical models and physical movement to represent information.

6. **Cooperative Learning:** has been proven to have a positive impact on overall learning. Note: groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner.
a. Group students according to factors such as common interests or experiences.
b. Vary group sizes and mixes.
c. Focus on positive interdependence, social skills, face-to-face interaction, and individual and group accountability.

7. **Setting Objectives and Providing Feedback:** provide students with a direction. Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too much positive feedback, however, the method in which you give that feedback should be varied.
a. Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.

b. Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.

c. Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.

8. **Generating and Testing Hypotheses:** it's not just for science class! Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material.

a. Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.

b. Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

9. **Cues, Questions, and Advanced Organizers:** helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson.

a. Pause briefly after asking a question to give students time to answer with more depth.

b. Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.

Information taken from http://www.middleweb.com/MWLresources/marzchat1.html

Appendix 10 - Examples of researcher problematising concepts in focus group discussion

R: so on that front then, just picking up things that you're saying, have there been cases where observation has led to a change in your own practice? Has there been a relationship between an observation and something you then do differently?

(Extract from Teacher Focus Group Discussion 29th June 2016, line:58-60)

P7: a couple of times I felt not very engaged with the process and therefore haven't been particularly interested in the observations sometimes knowing that it isn't necessarily a true feedback on what my practice is

R: no, but then you got a grade 2, so what did that mean, what does that mean to us as professionals, to get that grade 1 or that grade 2 in an observation

(Extract from Teacher Focus Group discussion 30th June 2016, line:627-631)

R: So, when you are observing… you've made a distinction quite early on in the discussion about observation where it's more about peer observation and the more informal side of it and then the formal observation where teachers feel more pressured, where there's more expectation on you to make a judgment to provide that feedback etc, but when you are observing what is it that you feel is being observed? What is it that you observe?

(Extract from Observer Focus Group Discussion 28th June 2016, line:78-82)

Examples of problematising concepts in one-to-one interviews

R: yeah, so this thing that you said just now, about doing a good job, what is it that teachers do, from your perspective as a teacher that means that you're doing a good job?

(Extract from participant I6 interview, line 69-70, 10/01/17)

R: so when you say you're observing learning, can you give some examples of what that would look like and some examples of how you would interpret outstanding practice

(Extract from participant I1 interview, 15/09/16, line 357-358)

-

Appendix 11 - Examples of co-construction in interviews

I6:yeah, I think the formal college annual observation just feels, it does feel very much like somebody is coming to judge you, and I think it can feel very, um, you put quite a lot of effort and preparation into that one lesson don't you, sometimes I just feel why don't you just come for a few weeks and, you know, see what it's like to be normal in your classroom because that lesson is never normal, it's sort of a weird version of what you would normally do, it's like a version of what you would normally do that's completely disjointed in a way, because you're trying, I always feel like I'm trying to tick lots of different boxes, and something I really struggled with here specifically is for a long time we had these things that were being looked at in the observation that didn't seem to have any connection to anything, I could never quite work out why, why are you looking at those things when Ofsted probably won't even be interested in them, so I could always, I couldn't quite see the value in it I suppose

R: right, so can you think of any specific examples?

I6:there was, I can't think of them now, but there was a list of things Ofsted would look at, Equality & Diversity, Literacy, Numeracy, those kind of things, and only a couple of them were picked, when I first came here there was like three of them

R: right

I6: so they would only look at those three things, which felt a bit, like, a bit kind of disjointed, just kind of a tick, whereas sometimes I would like somebody to come to my lesson and do something normal and realise that we're not, you know, all doing something all singing, all dancing all the time, but actually progress happens over time doesn't it, and there's a bit of a, you build relationships over time, THAT stuff I feel doesn't get seen as much as 'are you using the whiteboard', are you, you know, it doesn't feel very real sometimes, I think

R:mmm, so does the realness go because it's a tick box formula

I6: yeah, I think partly that, partly it goes I think because the way that observations are sort of set up in schools and colleges, is it's almost like an appraisal in a sense isn't it, it's almost like a judgement situation, so, once a year someone comes to your lesson to make sure, maybe this isn't how it's perceived at management level, but I think at our level it's almost seen as somebody comes along to make sure you're doing your job properly

R so that's where that feeling of judgement comes from

I6:yeah, yeah, you almost feel like you've got to prove that you're doing a good job and then you get a good grade and then you can go back to normal life, whereas I think there are people doing good jobs all the time but not necessarily ticking the same boxes, that's for me, it sometimes feels a bit of a false process

R: so is there a feeling then, that, do you think there is generally a feeling of mistrust then about what teachers are doing?

I6: mmm

R: behind closed doors

I6: yeah sometimes, a little bit, it's difficult isn't because I, I think in teaching a lot, there's almost a preconception, sometimes, of what a teacher's doing, so when we had the old system here where you were observed by the programme co-ordinator or your line manager, it felt like there was almost a preconception, you know, we knew who the good teachers were in our section, so and so is a good teacher, this person is a bit of a worry, and actually I'm not even sure, sometimes, where that, what evidence that was even based on except complete hearsay, and then you felt like you were going into the observation with this preconception and they had an idea of whether you were good or not, whereas now we've to this system now where complete strangers, I guess, come, that feels a little bit better I think, there's not that preconception, that same judgement

(Extract from participant I6 interview, line:22-68, 10/01/17)

-

Appendix 12 - Examples of researcher confirming/disconfirming interpretation of what participants said

R: so do you think, that "wanting to impress"

I2: mmm

R: do you think that when an observer then comes into a room, whether it's an arranged observation or whether it's a walkabout drop-in that that "want to impress" aspect of that process at that point do you think that helps the teacher to become more, what you said, as in holistic, or do you think it actually drives them more down the 'going through the motions' process that you mentioned earlier?

(Extract from participant I2 interview, line: 193-199, 23/11/16)

R: yeah, so I've heard you say a few times about how well you're doing, that you're on the right track, so without an observation how would you be able to, are you saying that without that observation it's difficult for you to gauge whether that is the case?

(Extract from participant I8 interview, line:227-229, 19/01/17)

-

Appendix 13 - Examples of additional contextual information added to transcription

I1:and it wasn't the same being told about their support { referring to one of the 5 college values which structures observation and feedback}, that wasn't perceived as having the same impact or being as valuable, you know, in particular being told that this was a grade 1 lesson

Extract from participant I1 interview line 233-234,15/09/16)

I7:so I think that's yeah, that's probably a relief, as we said in the meeting last week, I wonder about the standards {referring to ETF professional standards}, I wonder if they should be attached somehow just as a, I don't know, as a reference point or perhaps for new observers, no one should really need reminding what sorts of things do have the most impact on learning, but, um, I wonder in terms of, um, giving the process a bit more credibility maybe

(Extract from participant I7 interview, line: 453-454, 19/01/17)

Appendix 14a – Extract of Initial Coding from Teacher Focus Group 30/06/16

R:Just to start off, I'd ;like to ask you just to share your most recent experience of lesson observation

P7: I had an experience, um, so I received the form, the notification for a formal observation and so obviously got ready, and what is it, 5 days or something notice, um, and then there was no show from my observer, um, at the time I was expecting she just never appeared and then at about 12.00 I had another member of staff come in and say "oh sorry, your observer's not going to make it, I'm here but I've only got 30 minutes, um, is that ok?" and I was well actually "we're due to finish in 15 minutes" because this is the plan, so then I had a very brief 15 minutes observation and then nothing, no follow up, no

> **Commented [S1]:** Being let down by process

R: so you've had no feedback from that?

P7: No feedback from the individual who came to observe me, no contact from the person who was due to observe me and because of the experience I wasn't interested in any communication either really (mmm), so that was my experience of observation this year. But it made me think about the values-based approach because if we want to hold that importance to lesson observation then those who are involved need to demonstrate the values that they come from others

P8: yeah if you're trying to lead from the top

P7: to make it, yeah, so that's a starter {laughter}

P8: so you've just had one observation this year {question directed to P7}?

P7: yeah that was it

P8: gasps " can you put wide eyes?" {to I}

P7: formal, formal

P8: half an observation (laughter). Mine's completely the opposite, in that I'm numb to them now, I've had about 8-10 this year because of, I've been on DET

> **Commented [S2]:** Feeling numb as had so many observations

P7: right sure, yeah yeah

P8: so all of those through DET, but in addition to that extra ones thrown in at very short notice, um, for visiting lecturers, when Ofsted came round, those, so just oh another one, so a lot this year, but all positive in terms of feedback, um, but I'm sure my students were getting numb to them as well

> **Commented [S3]:** Thinking learners are numb to observations

P7: yeah

P8: um, because it's interesting watching student behaviour when (yeah) there's someone else in the room, and perhaps how they change their behaviour, or their language, it's back to the Hawthorne effect isn' it, but they actually, definitely became more relaxed this time, perhaps you got a more realistic representation of behaviour, and mine as well

> **Commented [S4]:** Changing behaviour when being observed

R: any other experiences to share?

P9: I haven't been observed this year

R: right

P9: I've managed to go through the academic year somehow getting away with it, not quite sure why this is, probably this is the transition of going from method to another values-based and I think, I don't know whether they prioritise, whether people got lucky/unlucky whichever way you look at it, so I haven't had an observation experience since

> R: last academic year?

> P9: yeah, probably late in the last academic year, so I can't comment on the current process

R: so that was the graded system then?

P9: my last observation was a graded , all mine have been graded observations, so I can't talk currently. I don't know what we've had in the high school?

P10: um, I guess I've had a few, if I include applying for work which I guess is an observation, well I tend to approach it in the same way, um, because the pressure seems to be equal, yeah I had a proper observation here I think in January or something like that, and I'm reasonably comfortable with it, reasonably used to it, I've had quite a few over the years so it's not something that, I mean I can totally understand the purpose of them

P7: yeah, so is this the first time you didn't get a grade this year?

P10: um, yes I think so, yeah

P7: How was that? Cos I was interested in that process, on the DET you got formative, very useful, developmental observations (mmm) so it's the graded ones which I find different I think, personally, which is good about the values-based, no grade, or did it not make much difference to you?

4.31 minutes

P10: well, in the end it didn't because the lady who was giving me the feedback was really really, sort of, um, praiseworthy of the lesson

> P7: so you know where it's at

> P10: so yeah I didn't really care what was going on after that, it was, I didn't know what the actual, whether it was graded or whatever, it didn't matter, she just gave me some really nice feedback, so that's all I was looking for, um, so, obviously I got a job out of it as well, so that was also (laughter)

P8: very nice (laughter)

> P10: not out of that session, but one when I first applied to work here, so, I've only been here for a year, so, and I guess over the past 4 or 5 years I've been moving around a lot and I've had numerous jobs and gone through all that process like so many times (yeah yeah), um, so I'm almost like an observe, observation lesson machine, just

Commented [S5]: Getting away with not being observed

Commented [S6]: Feeling pressure

Commented [S7]: Feeling used to being observed

Commented [S8]: Understanding purpose of observations

Commented [S9]: Grading observations is different to ITE experience

Commented [S10]: Being praised

Commented [S11]: Liking nice feedback

Commented [S12]: Having lots of observations ; feeling like a machine with lesson observation process –going through the motions

P7: I think that's interesting,

P10: used to it

P7: yeah, in terms of if you are current with observations, it probably means, it probably feels very different, and maybe if you haven't had , I mean …{names P9} is quite a confident bloke anyway, but I mean if you hadn't had an observation for a year, it probably grows in its importance, I should imagine

> Commented [S13]: Not being observed regularly makes it more significant when it does happen

P8: yeah, I mean

> P7:cos like you say you get comfortable with it

> Commented [S14]: Feeling comfortable when observed a lot

> P8: it's just another one, just making sure that I've got everything that I need

> Commented [S15]: Going through the motions

> P7: I remember when I was on DET it was fine as well, it was familiar

> P8: yes, certainly compared to how I remember feeling to start with when there was that sort of panic, I wasn't preparing or doing perhaps what they wanted to see

> Commented [S16]: Feelings when first observed

P7: are the DET ones comparable to the formal ones, now the formal ones are not graded?

P8: well oddly enough actually, one of the DET ones I had, was from my mentor on DET which she then combined in with the college one, because, and I think it is comparable in a sense that it's looking perhaps for more constructive feedback rather than looking for this number which instinctively you can't avoid, you want to know that you're working at a top-notch level but actually having the developmental feedback that comes out of the DET observations, but I think perhaps potentially that also if you'd got your feedback beside the value-based feedback, they're fairly comparable

> Commented [S17]: Wanting recognition working at top level

P7: yeah

P9: my experience was that I haven't got anything in the last academic year, but my last few experiences, I've been really lucky that all of my lesson observations have been, have had positive feedback, but I've always had good developmental feedback with a number

> Commented [S18]: Feeling lucky to have positive feedback with a grade

> P8: yeah

> P9: so they aren't inseparable, they can be there, they can co-exist together, it's how, it's just about what that number means (mmm), what they're going to do with it, my fear of the number was always when we had this rhetoric we had, we had a new government come in and said, we were playing around with this performance-related pay and how we go in and assess teaching, I like to think there's a bigger picture to it

> Commented [S19]: Giving developmental feedback and grading can work together

> Commented [S20]: Using grades to assess teaching;feeling fearful of the process

P8: yeah

P9: how do we assess teachers, what is the best method of doing it, and I got a little bit worried that people then said that actually it's going to be done on lesson observations, it just seemed to be a shift of power to all the people, the gatekeepers to perhaps how I was going to be paid, that was my great fear

> Commented [S21]: Feeling fearful of performance-related pay and power relations in the process

P8: well and just chance, are you going to have a bad lesson because the students don't turn up or

P9: you have to have a certain amount of trust in those people coming into the room and deciding how much you can possibly be paid, there was a moment a couple of years ago when that was a possibility, it was a real distinct possibility, the unions got together and said "don't know if we're comfortable with this, we need to stand up to this" you know rolling with your conditions and whatever else, I got a little bit nervous with the whole thing, even though I've been a grade 1 since, what, ever since I've been here I've been lucky enough to get that, I started to worry, I started to have some really odd thoughts about other people, other people that perhaps, if we can speak freely in this space, perhaps weren't what you might perceive to be grade 1, but the face fits, you got to, perhaps if there's a power struggle going on (yeah yeah) somewhere in the college, you know how organisations work, I start to get fearful, they're going to get out there and paid and I'm sat where I am, I'm not in this profession to earn loads of money because I can't, I'd be in the private industry, um, but those things started to worry me slightly with the grading, but my experience of the grade has been really good positive feedback

P7: I always had a, when I first joined the institution, this is my fourth year now, and went into this once only snapshot graded observation, I thought it was mad at the beginning, coming, because I came from an environment, um, in aviation, and everything had to be open and honest and everything was constantly being observed and assessed if you like, or fedback so you knew exactly where it was, to come in somewhere where you had this snapshot that says 'right that's where you are', is like, this is mad, this is ridiculous, so I think my first two observations, I literally walked off the street if you like, I had no teaching qualification or experience, so I was like 'I'm just going to teach as it is and let you see what's going on' and I got two grade 3s back to back and the second grade 3 I got told that I have to, that I'm going to be watched, questioning my ability to perform this role and I was like ' I've been here for 4 months' I just couldn't believe it, so then I actually made my manager, my supervisor say, cos I knew what it was, that it's a trick lesson, you need to put on a show lesson than show them what's actually happening basically (mmm) cos I was just saying, this is the scheme of work I've been given and I was you know, this is what I'm doing, I didn't change anything, and then I was told "no, change the scheme of work if it's required, put on a show lesson to get it over with" (laughs)

P9: isn't that interesting, if I go back to my very first observation, I remember it clearly, you always remember your first, it was, um, back in a different session, different department but I remember that because it was quite new to me as well at the same time even though I'd done a BEd I'd experienced lesson observations daily 4 or 5 a day for a period of time during my training, it's not the same as your actual career, and it was, I remember putting on a show and I was told to put on a show, but it was ok, I was told it was ok to put on a show because you're capable of putting on the show (yeah) (laughter) but that's what they were looking for, if you couldn't do it in that moment, if you've put every resource, energy (yeah) in that nerves you've had for weeks building up to it

P8: and it's still not good

P9: and it still doesn't look good there's a problem, so the idea was that actually at least you could do it when it mattered (yeah) so, that's one half of the argument, equally then it's quite scary what

happens the rest of the time, but I was reassured that if I could do that (yeah), you know if you're working at 80% of this as an average, we're happy with that and that was my very first experience

(12.12 minutes)

P7:yeah

R: {directed to P9 for clarification} that was in the workplace, that was in your job?

P9: yeah that was here yes, when I was part-time but increasingly interesting here as well, what slightly worries me early on when we had grading was there pressure on the observers to make sure they were making progress, so is it in their interest to grade low to start with and build up towards the end, is that, that is the, you know we're not going to go from grade 3 to grade 1 because we're going to look

P7: I had that experience because the third one I got a grade 1 and I was told "well actually this is now quite a flag for Ofsted if they were to come in they'd probably want to see you for an observation as you got a grade 1 so shall we call it a grade 2 – do you want it to be a 1 or a 2?" I'll have a 2 I said {laughter} so, but, so, but what, so the wider picture for me was always going to be if an inspecting body or whoever just comes in and does a walk round and gets a real picture it's not going to be representative of what we're calling all these grade 1s, outstandings because clearly it's not happening day in day out in the classroom. I mean we could, I don't know if you feel the same, obviously we do strive to give a good experience in every lesson but I often think it's an observation lesson where you really achieve that

P8: In terms of, I have to be honest, in terms of my paperwork, read my scheme of work it's there but I won't say that every lesson plan is up to scratch all the time, but actually I don't change my lessons for a lesson observation, they are what they are, um, and if I change something it's because of feedback from students, or, whether that's after a lesson or in the middle of a lesson reacting on your feet aren't you and work with the non-verbal, verbals etc, no but I have to be honest, I don't think

P7: put on a show

Commented [S36]: Questioning what is going on when not being observed

Commented [S37]: Using grades to show observer is making an impact

Commented [S38]: Being asked what grade they would like

Commented [S39]: Challenging validity of the grading

Commented [S40]: Striving to give good experience but observation only where it is really achieved

Commented [S41]: Changing lessons on learner feedback not for an observation

Commented [S42]: Needing to be honest

Appendix 14b – Example of Categories from Initial Coding

Second phase of data analysis – categories from 30/06/16 Teacher Focus Group initial codes

Category	Sub-category
Practical issues	**Barriers:** Lack of time to do peer observations/invest time in observation so it is beneficial Burden of preparation of paperwork Perpetual change to process Inconsistency of observer – being observed by same observer = more support for learning/development Inadequate observer training Lack of observer subject knowledge Selection of college observers – not shared Communication about changes; purpose needs to be made clear, so is purposeful use of observer and teacher time. Changes are just little pretty much same boat reinvented.
Benefits of Observation	**Learning:** Good for sharing of ideas Learning from observing – helps teachers improve **Standardised:** Need to have a structure for observation so observers are on same page
Model of Observation	**Peer:** Learning from each other is really valuable; more open; more level playing field; supportive (moral support); more respect for peer observer as subject specialist; less worrying **Informal:** Freedom to go in and out of peers' classrooms – questioning need for formality Informs practice **Formal:** Madness of one-off annual observation

	Changed and don't know about new process Dangers in being creative Scary/ based on fear = anxiety Questionable judgement call based on 40 minute lesson Checking good at job creates fear No value in annual observations **Walkabouts:** More holistic as opposed to snapshot of one-off observation More insightful **Cross-college:** Unsure of rationale Understand rationale Walking into cold lessons No trust in random college observer – don't care what they think Generic observations can work as focus is on methodology/processes **Democratic:** Teachers want more control in observation to say when and what and why Why do we need observation? – different ways to observe eg observing self Teachers could choose the model they want to use for being observed
Feedback	**Recognition:** All like a bit of praise I want to hear " you're doing the right thing" Looking for best feedback Wanting recognition from observer Want to know "getting it right" **Getting feedback:** Feeling lucky to have positive feedback and grade Positive feedback = "ok maybe I'm getting this right" Happy to hear if falling short How it's given is important "I'm going to give you a grade 2 but couldn't tell you how to make it Grade 1"

	Not valuing it if made on tenuous evidence
	Not speaking out if disagree with feedback (especially if manager) – not listening to feedback as disagree – no respect for observer
	Credibility of observer:
	Doubtful of feedback if observer is not a subject specialist
	Question observer feedback if not subject specialist
	Feedback valued when given by a subject specialist
	Little respect for observer and feedback if can't tell teachers how to make a lesson outstanding/Grade 1
	If experienced teacher gives feedback then is more significant
	Lack of respect for observer if not a good teacher themselves
	Preference:
	Teachers would prefer focus-specific feedback agreed with observer prior to observation
	Differences in feedback:
	Interpretation of lesson being different to teacher's interpretations
	Learner feedback:
	Learner feedback is valuable – powerful to hear
	Restrictions:
	Having to shoehorn feedback into boxes – teaching is not black and white
Experience of Being Observed	**Before observation:**
	Nervous building up to observation
	Uncomfortable in lead-up to observation
	"bricking it", "terrified" if know observer is subject specialist
	Changing lesson to shoehorn something in – tick box list - "I've got to look good"
	Having to fabricate a lesson so can be observed
	Feeling challenged to "kick ass" by notification of observation – feeling proud of own practice
	During observation:
	Learner behaviour changes – sometimes to catch teacher out/sometimes to help teacher do well in observation
	Feel comfortable once lesson has started but still conscious of observer in room
	Observer missing what teacher trying to do in lesson
	Observer comes in, sits at back and does not interact at all
	Feeling unsure if lesson is going well as no interaction from observer – although I feel lesson is going well – I doubt myself
	Not sure of protocol – am I allowed to make eye contact?

	Relax when observer leaves the room
	Like to think observer is observing learners;learning;engagement;learners making progress
	Using objectives to please observer
	After observation:
	Being asked by observer what grade they'd like
	Feeling misunderstood by observer as observer missed what teacher was trying to do in lesson
	No effect on practice – just a process teachers go through/that is done to teachers
	Observations not designed to change practice – teachers don't do much with feedback
	Process:
	Feeling let down by process – observer didn't show up; got no feedback – don't know what judgement was; if it was accurate
	More valuable if "real" lesson is observed
	No say in the process – observation is "done to" teachers; would like to have more say in who observes and what is observed – would be liberating
	Being looked at feels rude
	Management being reported to about you
	Teacher is dependent on learners when being observed
	Being watched and ability questioned
	"Am I doing it right?"
	Don't know what is being observed
	Always graded 1 = only a good experience of observation
	Is it to assess or support development? – looking good in a tick box observation or teachers able to use professional judgement
	Impossible to meet all requirements of observation in a snapshot lesson
	Feel disengaged as based on feedback that is not "true"
	Can remember poor experiences more easily than 'normal' observations
	Never had a problem with observations; always given Grade1 with positive feedback for 15 years but find it boring/tedious – what's point of being observed every year?
	Who observer is makes a difference to process and feedback given
	Some observers are not good teachers themselves
	Good observers make it a positive experience
	Talk to learners and let teachers get on with their jobs

| | Learners feel interrogated – observer trying to catch teacher out by asking learners "does the teacher do this every lesson?" What is observed depends on observer

Game:
It's a game; a game that is easily played
Game can be played as things can be fitted in easily – changing lesson isn't drastic as do those things anyway
Not knowing game and it backfiring when trying to be creative

Feelings:
Feeling numb to observation as had so many – learners also numb as so used to observation
Feel like an observation-machine – go through the motions
Conflicted, want to not care but do – "I want to impress"
Feel comfortable when have been observed a lot
Feeling used to it
Fearful of process/fear factor
Frightening having someone coming in

Suspicion:
Trying to "catch you out" – trying to unravel what teachers do – suspicious of agenda of observer "why are you trying to get me?"
Suspicion around use of grades
Unsure about agenda of observer – not made explicit what observer is coming to look at
Needing to trust the observer – unspoken agenda of observer

Judgement:
Being judged " do you hit the mark" –
Uncomfortable being judged on snapshot lesson
Observing is assessing/checking teacher is ok

Preparation for observation:
Shoehorning to meet criteria being judged against
Told to put on a show |

	Changing lesson to put on a show for observer Need to show capable of putting on a show Not changing lesson to put on a show doing it normally Do your best to do everything you're supposed to do – there is a format for a lesson to be adhered to Paperwork helps teacher to justify elements of teaching out of teacher's control – demonstrate things that can't be seen in lesson eg progress Need to be careful of what is done as manager won't like it Teachers asking observers not to come into certain lessons ITE helps to prepare teachers for observation – feeling of "being on it"
Beliefs about Teaching/Teachers	**Changing lessons:** Change for learners not observer – want to be honest **Normal lessons:** There is a 'proper' lesson/ a "real" lesson "real" lessons may not meet college requirements but works for learners Suspicious of peers – what are they doing when not being observed if observation is a 'show' lesson? Only in observation where good experience for learners is really achieved Can feel if lesson is going well Being consistently outstanding is impossible **Teaching:** Teaching is putting on a show/performing – teachers put on a show everyday Planning = great lesson Responding to situations in important planning can't take into account all eventualities Teaching is about crowd control There is a right and wrong teaching Getting learners to trust teacher Not feeling confident about own teaching Lost sight of how learners learn Teaching involves more than just what goes on in the classroom – it is complex not black and white Outstanding teaching is making a difference to learners Knowing learners is key – learning happens when learners trust teacher Getting learners to feel inquisitive Being flexible to go off tangent **Professionalism:**

	Want more freedom to use professional judgement – free of shackles; feel restricted by system
	Lack of freedom as a teacher
	Want to be free of judgement – would feel liberating
	Pragmatically want to hit the mark in observation – results affects career
	Development: trying to improve
	Want to be able to develop what we know we need to improve not be told
	Collaboration and support = development
	Engagement:
	We're good when learners are engaged
	Being engaged means doing what you're told/how you're told/learners doing it without being told/energy/different perspectives from observers on engagement/taking part/making notes/going beyond what they're told/dialogue
	Progress:
	Linear development of knowledge
	Movement in thinking or something produced – difficult to assess
	Difficult to tell as is different for learners
	Hard to measure
	Progress is measurable – tick box to show evidence of progress
	Progress can be measured in different ways
	Difference between personal progress and progress
	Asking questions is progress
	Wanting to know more is progress
	Active learning:
	Interaction between learners/learners and teachers that moves thought process
	Creativity:
	Take pride in being creative
Beliefs about Observation	**Positive beliefs:**
	Not observed enough- would feel more comfortable with observation if observed more; if it was '"normal"
	Think teachers are lucky if they feel comfortable with /numb to observation
	"Get away with " not being observed
	Understand purpose – unquestioned purpose CONTRADICTION as purpose not clear

	Developmental feedback and grading with work
	Bottom-up process would be more open
	Negative beliefs:
	Didn't do well because not doing what they wanted to see when observed
	Questioning possibility of observing values
	Tick-box exercise
	Observation of one-off lessons are mad
	One lesson is not representative of a teacher's practice
	Observation is "putting on a show" – not what is really happening when not being observed
	Enforced culture = fear/them and us
	Fear culture around observation
	Lack of trust in process and observers
	Need to make criteria explicit for observer
	Stops teachers getting complacent- "don't get too happy"
	Not a valuable experience; it's a judgement
	Judgement about who, what you are – to put teachers in a box
	Making judgement negates use of observation for support
	Teachers put on " bells and whistles" and enjoy identity as Grade 1 teacher/being put on a pedestal as don't do this every lesson
	Observers:
	Validity – observers have different interpretations
	Relationship with observer is important as making a judgement on teacher/teacher needs to trust the observer
	If unknown to teacher = faceless
	Meeting with observer before lesson to talk so observers understands context of lesson/bigger picture
	Need to trust the observer
	Observation is used for observer's benefit – using grades to show they have an impact on teacher's improvement
	Criteria needs to be made explicit for observer I case not noticed
	Observing and teaching is different
	Looking for outstanding practice and areas to improve
	One-size fits all approach works for observers not teachers
	Say what they want to see in a lesson – want to see all stops pulled out
	Some observers understand that 'show' lessons are not what actually happens

Grading	**Self** Teachers define themselves as a grade " lucky to be grade 1" Feeling shame if grade 3 or below Grade gives teachers identity "I'm a grade 1" Being grade 2 is acceptable "I know I can put on an outstanding lesson" Grading is like a class system – creates division Want to know we're doing a good job, ego involved, keeping up with Joneses/competition No lasting impact beyond immediate gratification Grading used to get rid of teachers Grading used to pigeon-hole teachers/to systematically process teachers Everybody wants to know the grade they would get Teachers want grades – they want to know what box they sit in Grading boundaries are not clear Grade 1 is "street cred" and " personal satisfaction" What are teachers being graded on – paperwork or effect on learners???? Being observed not observing Enforced culture = fear/them and us Values have been enforced Unsure about non-grading Grading is "institutionalised rubbish" Grading used to keep teachers in their place Grading motivated new teacher to get a grade1 Grading determined by content eg Health & Safety legislation – not best lesson to be observed on, "difficult to make that jazzy" Feeling shocked by differences in grading between observers Irrelevance of grade as know if done a good job from learner success Removing grading makes no difference as had grades for so long With no grades observation forms are "woolly" and open to interpretation – feeling vulnerable without a structure

-

Appendix 14c – Example of Constructed Themes from Teacher Focus Group

Third Phase of Data Analysis – constructed themes from Teacher FG data

Theme	Categories/sub-categories from initial coding	Evidence from transcription
Thinking about observers	**Beliefs about Observation** *Observers:* Relationship between teacher and observer is important – trust is important as teachers are being judged	Need to trust the observer Observation is used for observer's benefit – using grades to show they have an impact on teacher's improvement Criteria needs to be made explicit for observer I case not noticed Looking for outstanding practice and areas to improve One-size fits all approach works for observers not teachers
	Experience of Being Observed *Suspicion:* Teachers are unsure about agenda of observer	Say what they want to see in a lesson – want to see all stops pulled out Some observers understand that 'show' lessons are not what actually happens Validity – observers have different interpretations Relationship with observer is important as making a judgement on teacher/teacher needs to trust the observer
	Process: No interaction from observer No respect for observer as a teacher themselves	Trying to "catch you out" – trying to unravel what teachers do – suspicious of agenda of observer "why are you trying to get me?" Learners feel interrogated – observer trying to catch teacher out by asking learners "does the teacher do this every lesson?"
	During: Observer misses what the teacher is trying to do	Observer missing what teacher trying to do in lesson Observer comes in, sits at back and does not interact at all Some observers are not good teachers themselves
Understanding observation	**Beliefs about observation** *Positive:*	Not observed enough- would feel more comfortable with observation if observed more; if it was '"normal"

-

	Making it 'normal' to be observed would help teachers feel more comfortable with the process *Negative:* Little trust in the process – not a 'true' representation of a teacher's practice It's a top-down process that is based on judgement not development – not valuable Changing lessons for observer; making criteria explicit for observer so can show observer they are being met	Think teachers are lucky if they feel comfortable with /numb to observation "Get away with " not being observed Understand purpose – unquestioned purpose Observation of one-off lessons are mad One lesson is not representative of a teacher's practice Observation is "putting on a show" – not what is really happening when not being observed Enforced culture = fear/them and us Fear culture around observation Lack of trust in process and observers Need to make criteria explicit for observer Stops teachers getting complacent- "don't get too happy" Questionable judgement call based on 40 minute lesson Checking good at job creates fear Learning from each other is really valuable; more open; more level playing field; supportive (moral support); more respect for peer observer as subject specialist; less worrying
	Beliefs about observation *Process:* 'done to ' teachers –no control/instigated from wrong direction	Not a valuable experience; it's a judgement Judgement about who, what you are – to put teachers in a box Making judgement negates use of observation for support Teachers put on " bells and whistles" and enjoy identity as Grade 1 teacher/being put on a pedestal as don't do this every lesson
	Models of observation *Formal* One-off observations are not supportive or representative	Shoehorning to meet criteria being judged against Told to put on a show Changing lesson to put on a show for observer Need to show capable of putting on a show

		Do your best to do everything you're supposed to do – there is a format for a lesson to be adhered to Paperwork helps teacher to justify elements of teaching out of teacher's control Not changing lesson to put on a show doing it normally Observing is assessing/checking teacher is ok Good observers make it a positive experience Judgement about who, what you are – to put teachers in a box/ observation feedback reported to management
	Peer: Valuable to support learning and development; more democratic; teachers want more control in the process *Walkabouts:* More holistic as opposed to snapshot of one-off observation More insightful **Experience of being observed** *Preparation:* Being told to put on a show for the observer; trying to match lesson to criteria of observation; using paperwork as a defence against circumstances outside of teacher's control; resisting putting on a show and doing a 'normal' lesson *Process:* Not based on a 'real' lesson How well a teacher does relies on how well they meet the criteria of the observation/observer; how they can show they are capable of putting on a show; who the observer is makes a difference to how teachers feel about being observed	

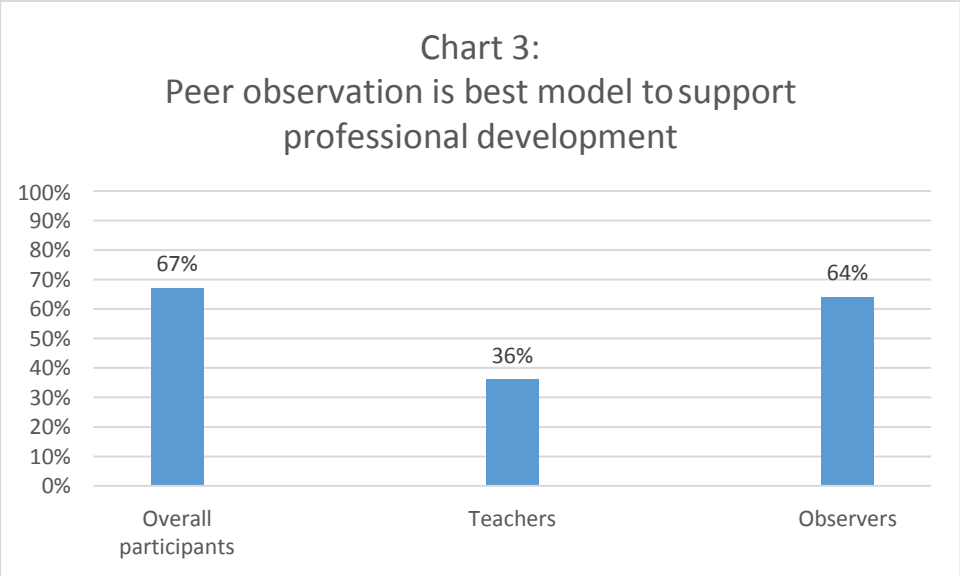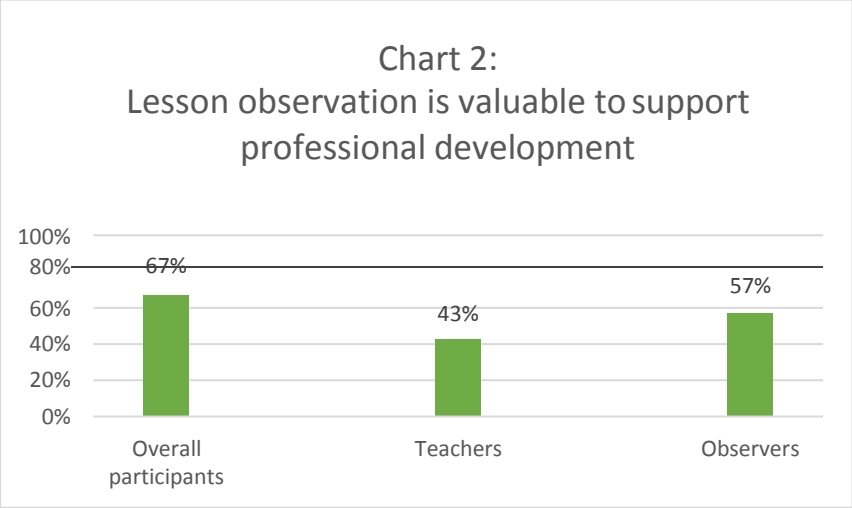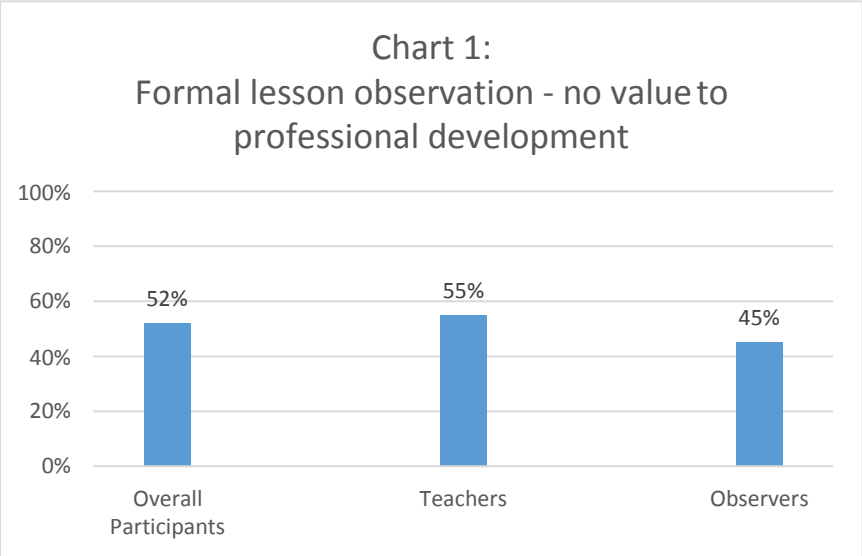|		
	Feel like they have to justify themselves – paperwork *Judgement:* Observation is about making a judgement on a teacher	
Understanding teaching	**Beliefs about teaching** *Teaching:* 'Real' lessons vs observed lessons. Outstanding teaching is not an everyday possibility – but it is about making a difference to learners Knowing learners and trust are important conditions for learning Teaching is a performance Teaching is complex and not just about what happens in the classroom	Can feel if lesson is going well Being consistently outstanding is impossible There is a 'proper' lesson/ a "real" lesson "real" lessons may not meet college requirements but works for learners Teaching is putting on a show/performing – teachers put on a show everyday Teaching is about crowd control There is a right and wrong teaching Getting learners to trust teacher Not feeling confident about own teaching Lost sight of how learners learn Suspicious of peers – what are they doing when not being observed if observation is a 'show' lesson? ==CONTRADICTION== ==Planning = great lesson== ==Responding to situations is important as planning can't take into account all eventualities== Teaching involves more than just what goes on in the classroom – it is complex not black and white Outstanding teaching is making a difference to learners Knowing learners is key – learning happens when learners trust teacher Getting learners to feel inquisitive Being flexible to go off tangent
	Professionalism: Lack of freedom	Want more freedom to use professional judgement – free of shackles; feel restricted by system We're good when learners are engaged: Being engaged means doing what

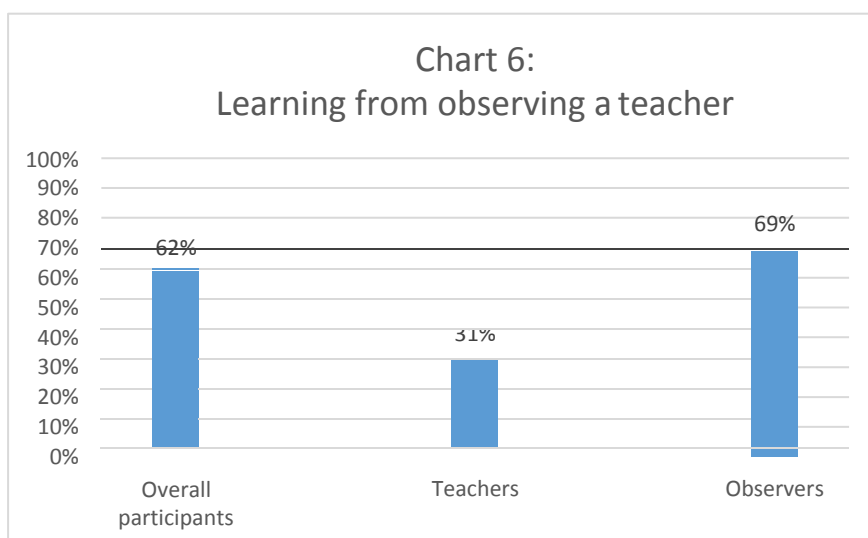|		
		you're told/how you're told/learners doing it without being told/energy/different perspectives from observers on engagement/taking part/making notes/going beyond what they're told/dialogue
	Engagement: Being a good teacher means engagement of learners Difficulties pinpointing what engagement is *Progress:* Showing progress of learners in observations	Difficult to tell as is different for learners Hard to measure Progress is measurable – tick box to show evidence of progress
Understanding self	**Beliefs about teaching/teachers** *Creativity:* Feeling let down when observer misses what you're trying to do in a lesson <u>**Grading**</u> *Self:* Grade and identity Teacher want to be told if they're doing a good job; if they're doing it right Grading as a dividing practice Ego involved in being observed but short-lived gratification after observation	Take pride in being creative Teachers define themselves as a grade " lucky to be grade 1" Feeling shame if grade 3 or below Grade gives teachers identity "I'm a grade 1" Being grade 2 is acceptable "I know I can put on an outstanding lesson" Grading is like a class system – creates division Want to know we're doing a good job, ego involved, keeping up with Joneses/competition No lasting impact beyond immediate gratification Grading used to get rid of teachers Grading used to pigeon-hole teachers/to systematically process teachers

		Everybody wants to know the grade they would get
		Teachers want grades – they want to know what box they sit in
		Grading boundaries are not clear
		Grade 1 is "street cred" and " personal satisfaction"
		What are teachers being graded on – paperwork or effect on learners????
		Being observed not observing
		Enforced culture = fear/them and us
		Values have been enforced
		Unsure about non-grading
		Grading is "institutionalised rubbish"
		Grading used to keep teachers in their place
		Grading motivated new teacher to get a grade1
		Grading determined by content eg Health & Safety legislation – not best lesson to be observed on, "difficult to make that jazzy"
		Feeling shocked by differences in grading between observers
		Irrelevance of grade as know if done a good job from learner success
		Removing grading makes no difference as had grades for so long
		With no grades observation forms are "woolly" and open to interpretation – feeling vulnerable without a structure
	Experience of Being Observed *Preparation for observation:* When observed need to prove can do it when it matters – street cred and recognition as well as job security and insecurity in their own teaching Cautious of doing something in case of manager	Need to be careful of what is done as manager won't like it Need to show capable of putting on a show
	Feedback *Recognition:* Wanting recognition from observer	All like a bit of praise I want to hear " you're doing the right thing" Looking for best feedback

	Need to be told getting it right	Wanting recognition from observer Want to know "getting it right"
	Getting feedback: Disempowered in feedback especially if manager – don't speak out if disagree	Not speaking out if disagree with feedback (especially if manager) Happy to hear if falling short
	Experience of being observed *Feelings:* Some teachers are so used to being observed, others feel fearful Feelings of being conflicted as teachers wants to not care about the observation but also want to impress and get best feedback possible	Feeling numb to observation as had so many – learners also numb as so used to observation Feel like an observation-machine – go through the motions Conflicted, want to not care but do – "I want to impress" Feel comfortable when have been observed a lot Fearful of process/fear factor Frightening having someone coming in Changing lesson to shoehorn something in – tick box list - "I've got to look good"
	Before observation: Meeting requirements for an observation ' play the game' as want to look good	
Developing professional practice	**Experience of being observed** *After observation:* Observation is a process teachers go through and has no effect on practice *Process:* Observation & feedback not based on a 'real' lesson so has no value	Feeling misunderstood by observer as observer missed what teacher was trying to do in lesson No effect on practice – just a process teachers go through/that is done to teachers Observations not designed to change practice – teachers don't do much with feedback More valuable if "real" lesson is observed Changing lesson to shoehorn something in – tick box list - "I've got to look good"

Before observation: Meeting requirements for an observation ' play the game' as want to look good	
Model of observation *Peer:* Learning from peers is valuable, no value on annual formal observations informal peer observation supports learning	Learning from each other is really valuable; more open; more level playing field; supportive (moral support); more respect for peer observer as subject specialist; less worrying Checking good at job creates fear No value in annual observations Good for sharing of ideas Learning from observing – helps teachers improve
Cross-college: Observer being a subject specialist is important to teachers	No trust in random college observer – don't care what they think
Benefits of observation *Learning:* Useful for teachers to share ideas; learning from being an observer	
Feedback *Credibility of observer:* It is important to the teacher who the observer is. If teacher respects the observer as an experienced teacher and/or subject specialist then more value placed on feedback they are given	If experienced teacher gives feedback then is more significant Lack of respect for observer if not a good teacher themselves Doubtful of feedback if observer is not a subject specialist Question observer feedback if not subject specialist Feedback valued when given by a subject specialist

-

Appendix 15- Data Charts

Chart 1:
Formal lesson observation - no value to professional development

- Overall Participants: 52%
- Teachers: 55%
- Observers: 45%

Chart 2:
Lesson observation is valuable to support professional development

- Overall participants: 67%
- Teachers: 43%
- Observers: 57%

Chart 3:
Peer observation is best model to support professional development

- Overall participants: 67%
- Teachers: 36%
- Observers: 64%

-

**Chart 4:
Trust cited as a factor in observation**

Overall participants	57%
Teachers	67%
Observers	33%

**Chart 5:
Feelings of judgement in observation**

Overall participants	76%
Teachers	56%
Observers	44%

**Chart 6:
Learning from observing a teacher**

Overall participants	62%
Teachers	31%
Observers	69%

Chart 7:
More observation is needed

Chart 8:
Aspects of 'best practice' looked for in observation

Chart 9:
Concern about subject expertise of observer

Statements about observation and professional development

Peer observation is favoured — 34
Lesson observation has valuable role — 16
No value in observation — 13

Category of statement

Number of individual references

Trust and Judgement

Judgement — 73
Trust — 48

Theme

3

Number of individual references

- Judgement
- Trust

Statements about observation

Observer learning from observation — 17
More observation needed — 8

Statement about observation

Number of individual references

\-

Appendix 16 - Examples of researcher avoiding making assumptions

R: so ideally you'd like to see a model develop where every teacher is a member of the observation team regardless of whether they're seen to be a good teacher or not?

(Extract from participant I7 interview, line: 657-658, 19/01/17)

I9:as I said, going back to earlier, the peer observation idea was much more positive, when we just observed each other, we gave each other ideas, it wasn't about being critical, it was about both improving

R:mmm, so do you think there is a critical element then to being a college observer?

I9:yes

R:that's an expected part of the role?

I9:yeah

R:yeah, ok, so there is an expectation then on the observer to look for areas for development?

I9:yeah

R: is that fair, is that what you felt?

(Extract from participant I9, line: 631-648, 03/02/17)

Appendix 17 – ALI/Ofsted Common Inspection Framework (CIF) 2001

THE INSPECTION OF INDIVIDUAL PROVIDERS

This part of the Framework sets out the evaluation requirements that apply to the inspection of an individual provider. They are based on the principles set out earlier in the Framework.

The evaluation requirements apply to the provider as a whole and, wherever applicable, to parts of its work such as that in different programmes and occupational areas.

Inspection should answer the question:

> **How effective and efficient is the provision of education and training in meeting the needs of learners, and why?**

The following key questions, set out under three broad headings, will guide inspection:

ACHIEVEMENT AND STANDARDS

1. **How well do learners achieve?**

THE QUALITY OF EDUCATION AND TRAINING

2. **How effective are teaching, training and learning?**

3. **How are achievement and learning affected by resources?**

4. **How effective are the assessment and monitoring of learning?**

5. **How well do the programmes and courses meet the needs and interests of learners?**

6. **How well are learners guided and supported?**

LEADERSHIP AND MANAGEMENT

7. **How effective are leadership and management in raising achievement and supporting all learners?**

(Ofsted/ALI CIF, 2001:6

	Red	Amber	Green	Purple
	##	###	###	###

Criteria	Red	Amber	Green	Purple
Effective planning	##	##	##	##
Learning environment	##	##	##	##
Use of aims and objectives	##	##	##	##
Use of starter activities	##	##	##	##
Learners' prior knowledge assessed	##	##	##	##
Behaviour, inclusion and classroom management	##	##	##	##
Use of ICT and digital skills to develop learning and employability skills	##	##	##	##
Use of creative resources to inspire and challenge learning	##	##	##	##
Effective communication skills & rapport	##	##	##	##
Variety of assessment strategies used including teacher/self/peer	##	##	##	##
Use of feedback provided to learners	##	##	##	##
Q&A techniques	##	##	##	##
Individual target setting	##	##	##	##
Support for individual learners	##	##	##	##
Embedding English	##	##	##	##
Embedding Maths	##	##	##	##
Embedding British Values/E&D	##	##	##	##
Delivering PREVENT / Anti-radicalisation	##	##	##	##
Preparing learners for employability / being work ready / Employer and community engagement	##	##	##	##
Stretch and Challenge including aspiration of high grades	##	##	##	##
Innovation and creativity / Developing creativity in learners	##	##	##	##
Tutor subject knowledge / industry experience	##	##	##	##
Use of peer learning	##	##	##	##
Use of homework	##	##	##	##
Asking for/ responding to learner views	##	##	##	##
Plenary	##	##	##	##
Use of Curriculum Support	##	##	##	##
OTHER	##	##	##	##
Embedding Staff Research and Scholarship into teaching - HE ONLY	##	##	##	##
Embedding evidence of current research into teaching (using Peer Review Journals) - HE ONLY	##	##	##	##
Referring to Subject Benchmarks, the FHEQ or other external reference points such as PSRB expectations - HE ONLY	##	##	##	##

Appendix 19a - COT Observation 2012/13 Reflective Report 2012/13

Tutor / trainer					Date				
Department					Section				
Course					Level				
Room					Time				
Length of learning session					Length of Observation				
Observer					Moderator				
Age Group (please circle)	14-16	16 - 18	19+	Mix	Type of provision (please circle)	Lesson	Practical	Tutorial	
Topic / subject of the session									

Key objectives of the college's Teaching, Learning and Assessment Framework for 2012/13	1. To ensure every learner is stretched and challenged in a supportive environment 2. Make effective use of opportunities to develop literacy, numeracy, ICT and employment skills 3. Promote equality and respect for diversity 4. Ensure effective marking and provision of constructive feedback

PART 1: To be completed by the observer

Have the learners made effective progress in the session with the objectives of the teaching, learning and assessment framework (please give examples)?
Is the progress of the learners supported by effective lesson preparation, resources and curriculum support where relevant (please give examples)?

What view(s) did the learners have about this session?

After the observation please hand or email the teacher Part 2 & 3 of this Reflective Report. Please avoid discussing your feedback with the teacher until they have completed Part 2.

The observer should either e mail or hand this part of the form to the teacher after the observation

PART 2: **To be completed by the teacher**

Reflective summary by the teacher		
How would you evaluate the teaching and learning that took place in your session? How effective do you think your planning and delivery were? How effectively did it promote and support your own learning objectives and those of the college's learning framework? What could have been improved?		
Would you describe your lesson as good or outstanding?	Yes	No

PART 3: **To be completed by the observer and the teacher**

Summary of professional discussion	
Using the criteria outlined in the college's Teaching, Learning & Assessment Framework, the reflections of the teacher and feedback from the observer, discuss the session and agree a grade. **Please note** the discussion needs to include an evaluation of an example of marked work and assessment feedback (any recent example, not necessarily one connected to the class observed).	
1 = Outstanding 2 = Good 3 = Requires Improvement 4 = Inadequate	

Further development requests			
No.	Request for support with:	To improve what?	By when?
1			
2			
3			
Good practice guide			
If the tutor would like to share an aspect of their good practice with other teachers at the college please note this here. By signing this reflective report the teacher gives their consent for this information to be included in the good practice guide.			

Signed (Teacher)	
Signed (Observer)	
Date	

Appendix 19b – COT Learning Observation Report 2015/16

Record of good practice and areas for development

The college learning culture promotes five core values through teaching, learning and assessment: progress of learners, inclusion, aspiration, innovation and support for learners. College observers will refer to each of these during a learning observation and note any areas of good practice that could be more widely shared with other teachers and across the college.

Tutor / trainer				Date				
Department				Section				
Course				Level				
Room				Session start and end time				
Attendance				Length of Observation				
Observer				Moderator				
Type of provision (please highlight)	14 - 16	16 - 19	19+	ACL	Apprenticeship	Traineeship	High Needs	HE
Topic / subject of the session								

PART 1: To be completed by the observer during the observation

Value	Comments on Learning
Progress of learners	
Inclusion	
Aspiration	
Innovation	
Support	

PART 2: To be completed by the tutor after the observation

Value	Comments on Learning
Progress of learners	
Inclusion	
Aspiration	
Innovation	
Support	

PART 3: Reflective summary to be completed at the professional discussion by the observer and the tutor

Value	What good practice was observed?	What practice could be further developed?
Progress of learners		
Inclusion		
Aspiration		
Innovation		
Support		

Any exceptional practice that could be shared?*	

*Exceptional practice is defined as an example of innovation or skill that greatly enhanced a specific aspect of the teaching, learning or assessment.

Appendix 19c – COT Learning Observation Report 2016/17

Record of best practice and areas for development

> The college learning culture promotes five core values through <u>teaching, learning and assessment</u>: *progress of learners, inclusion, aspiration, innovation and support for learners.*
>
> Any areas of best practice will be recorded and could be more widely shared with other teachers and across the college.

Tutor / Trainer										
Department				**Section**						
Observer				**Moderator**						
Course				**Level**						
Location/ Room				**Length of Observation**						
Session Start Time				**Session End Time**						
Type of provision (please highlight)	14 - 16	16 - 19	19+	ACL	Apprenticeship	Traineeship	High Needs	HE	Franchise
Topic / subject of the session										

PART 1: **To be completed by the observer during the observation –** *refer to the college 10 Key Principles of TLA framework*

Comments on:					
Attendance		**Punctuality**		**Learning Environment:**	

	Comments on Teaching, Learning & Assessment	Comments on Progress & Impact on Learning
Teaching		
Learning		
Assessment		

PART 2: **Reflection to be completed by the tutor as soon as possible after the observation and prior to PART 3 taking place**

	Comments on Teaching, Learning & Assessment	Comments on Progress & Impact on Learning
Teaching		
Learning		
Assessment		

-

PART 3: Summary to be completed at the professional discussion by both the observer and the tutor

	Strengths	Areas for Development	Action & Support Plan
Teaching			
Learning			
Assessment			

Any <u>best</u> practice that could be shared?*	

*Best practice is defined as an example of innovation or skill that greatly enhanced a specific aspect of the teaching, learning or assessment.

PART 4: Reflection by the observer <u>on own practice</u>

What have you learnt, as a result of observing the session, that might inform your own and/ or your teams practice?

-

References

Alexander, R., Rose, A. J. and Woodhead, C. (1992) *Curriculum Organisation and Classroom Practice in Primary Schools.* London:DES.

ALI and Ofsted (2001) *Common Inspection Framework for Inspecting Post-16 Education and Training*. Coventry:ALI and London:Ofsted.

Askew, M., A., Brown, M., Rhodes, V.,Wiliam, D., and Johnson, D. (1997) *Effective Teachers of Numeracy in Primary Schools: Teachers' Beliefs, Practices and Pupils' Learning*. King's College, University of London Paper presented at the British Educational Research Association Annual Conference September 11-14 1997, University of York.

Avis, J. (2002) 'Imaginary friends: managerialism, globalisation and post-compulsory education and training in England', *Discourse: Studies in the Cultural Politics of Education*, 23 (1), pp. 75-90.

Avis, J. (2003) 'Re-thinking trust in a performative culture: the case of education', *Journal of Education Policy*, 18 (3), pp.315–332.
ACAS (1986) *Teachers' Dispute ACAS Independent Panel: Report of the Appraisal/Training Working Group*. London: ACAS.

Bacchi, C. (2000) 'Policy as discourse: What does it mean? Where does it get us?', *Discourse: Studies in Cultural Politics of Education*, 21 (1), pp. 47-57.

Bacchi, C. (2009) *Analysing Policy: What's the Problem Represented to be?* Frenchs Forest NSW: Pearson Australia.

Bacchi, C. (2012a) 'Introducing the 'What's the Problem Represented to be? Approach', In *Engaging with Carol Bacchi* (e-book), Bletsas, A., and Beasley, C. (Eds). Adelaide, AUS: University of Adelaide Press.

Bacchi, C. (2012b) 'Strategic Interventions and Ontological Politics: Research as political practice', In *Engaging with Carol Bacchi* (e-book), Bletsas, A., and Beasley, C. (Eds). Adelaide, AUS: University of Adelaide Press.

Bacchi, C., and Goodwin, S. (2016) *Poststructural Policy Analysis: A Guide to Practice.* New York, NY: Palgrave Macmillan.

Ball, S.J. (1993) 'What is Policy? Texts, trajectories and toolboxes', In *Education Policy and Social Class: The selected works of Stephen J. Ball* (2006). Abingdon, OXON: Routledge

Ball, S.J. (2008) *The Education Debate*. Bristol: The Policy Press.

Ball, S.J. (1990) *Politics and Policy-Making in Education: Explorations in Policy Sociology.* London: Routledge.

Ball, S.J., and Bowe, R. (1992) 'Subject departments and the "implementation" of national curriculum policy: An overview of the issues', *Journal of Curriculum Studies*, 24(2), pp.97-115.

Ball, S.J. (2003) 'The teacher's soul and the terrors of performativity', *Journal of Education Policy*, 18 (2), pp. 215–28.

Ball, S.J. (2004) *Education for Sale: The Commodification of Everything.* The annual education lecture 2004. London: King's College London.

Ball, S.J. (2006) *Education Policy and Social Class: The selected works of Stephen J. Ball.* Abingdon, Oxon: Routledge.

Ball, S.J. (2006) 'Discipline and Chaos: The New Right and discourses of derision, in Ball, S.J. (2006) *Education Policy and Social Class: The selected works of Stephen. J. Ball.* London: Routledge.

Ball, S.J. (2008) *The Education Debate*. Bristol: The Policy Press.

BBC.news.co.uk (1999) *Woodhead: 'I am paid to challenge mediocrity,* Monday, June 14, 1999 [online] Available at: http://news.bbc.co.uk/1/hi/education/367060.stm (Accessed 30/10/2016).

Barbour, R. (2007) *Doing Focus Groups*. London: Sage Publications Ltd.

Beck, J. and Young, M. (2005) 'The assault on the professions and the restructuring of academic and professional identities: a Bernsteinian analysis', *British Journal of Sociology of Education,* 26 (2), pp.183-197.

Beck, J. (2008) 'Governmental professionalism: re-professionalising or de-professionalising teachers in England?', *British Journal of Educational Studies*, 56 (2), pp.119-143.

Beck, J. (2009) 'Appropriating professionalism: restructuring the official knowledge base of England's 'modernised' teaching profession', *British Journal of Sociology of Education*, 30 (1), pp.3-14.

Bell, D. (2004) *Standards and Quality 2002/3: The Annual Report of Her Majesty's Chief Inspector of Schools.* London: The Stationery Office.

Bennett, N. (1976) *Teaching Styles & Pupil Progress.* London: Open Books.

Bernstein, B. (2000) *Pedagogy, Symbolic Control and Identity: Theory, Research and Critique* (revised edition). Oxford: Rowman & Littlefield Publishers Inc.

Biesta, G. (2007) 'Why what works won't work: evidenced-based practice and democratic deficit in educational research', *Educational Theory*, 57 (1), pp. 1-22.

Biesta, G. (2010) 'Why what works still won't work: from evidenced-based education to value-based education', *Studies in Philosophy and Education*, 29 (5), pp.491-503.

Bletsas, A., and Beasley, C. (Eds) (2012) *Engaging with Carol Bacchi*. Adelaide: University of Adelaide Press.

Bletsas, A. (2012) 'Spaces Between: Elaborating the theoretical underpinnings of the 'WPR' approach and its significance in contemporary scholarship In Bletsas, A., and Beasley, C. (Eds) *Engaging with Carol Bacchi*. Adelaide: University of Adelaide Press.

Blunkett, D. (1997) *White Paper: Excellence in Schools*. London: The Stationery Office.

Bourdieu, P. (1967) 'Systems of education and systems of thought', *Social Science Information*, 14 (3) pp.338-358.

Bourdieu, P., and Passeron, J.C. (1977) *Reproduction, Education and Society*, R.Nice (trans). London: Sage.

Bourdieu, P. (1977) *Outline of a Theory of Practice*, R.Nice (trans). Cambridge: Cambridge University Press.

Bourdieu, P. (1988) *Homo Academicus*. Cambridge: Polity Press.

Bourdieu, P. (1990) *The Logic of Practice*. Cambridge: Polity Press.

Bourdieu, P. (1997/2000) *Pascalian Meditations*, R.Nice (Trans). Standford, CA: Standford University Press.

Bourdieu, P. (1998) *Practical Reason: On the Theory of Action.* Oxford: Blackwell Publishers Ltd.

Brophy, J.E., and Good, T.L. (1986) 'Teacher Behaviour and Student Achievement', in M. R. Wittrock (Ed) *Handbook of Research on Teaching*. New York: McMillan.

Burr, V. (2003) *Social Constructionism* (2nd Edn). East Sussex:Routledge.

Burrows, J. (2008) *Trainee Perceptions of Observation*. Huddersfield: Huddersfield Consortium.

Callaghan, J. (1976) *A rational debate based on the facts*. Ruskin College, Oxford 18 October 1976.

Carr, W., and Kemmis, S. (1986) *Becoming Critical: Education, Knowledge and Action Research*. Sussex: Falmer Press.

Charmaz, K. (2005) 'Grounded Theory in the 21st Century: Applications for advancing social justice issues'. In Denzin, N.K. & Lincoln, Y.S. (Eds) *The Sage Handbook of Qualitative Research* (3rd Edn). London: Sage Publications.

Charmaz, K. (2008) 'Constructionism and Grounded Theory'. In J.A. Holstein and J.F. Gubrium (Eds) *Handbook of Constructionist Research*. New York: The Guildford Press.

Charmaz, K. (2014) *Constructing Grounded Theory* (2nd edn). London: Sage Publications Ltd.

Clarke, J. and Newman, J. (1997) *The Managerial State*. London: Sage.

Cockburn, J. (2005) 'Perspectives and politics of classroom observation', *Research in Post-Compulsory Education*, 10 (3), pp. 373–88.

Coe, R. (2014) *Lesson Observation: it's harder than you think*, TeachFirst TDT Meeting, 13th January 2014.

Coe, R., Aloisi,C., Higgins, S., and Major, L.E. (2014) *What Makes Great Teaching Report: Review of the Underpinning Research.* London: Sutton Trust.

Coffield, F., and S. Edward. (2009) 'Rolling out 'good', 'best' and 'excellent' practice. What next? Perfect practice?', *British Educational Research Journal* ,35(3), pp. 371–90.

Coffield, F. (2017) Will the Leopard Change its Spots? A New Model of Inspection for Ofsted.London: UCL IOE Press.
Cohen, S. (1972) *Folk Devils and Moral Panics*. London: MacGibbon and Kee.

Colley, H., James, D., and Diment, K. (2007) 'Unbecoming teachers: towards a more dynamic notion of professional participation', *Journal of Education Policy*, 22 (2), pp.173-193.

Colley, H. (2012) 'Not learning in the workplace: austerity and the shattering of illusio in public service work', *Journal of Workplace Learning*, 24 (5), pp.317-337.

Colley, H. (2014) What (a) to do about 'impact': a Bourdieusian critique, *British Educational Research Journal,* 40 (4), pp. 660–668.

Commons, P. K. (2003) 'The contribution of inspection, self-assessment, investors in people and the inclusive learning quality initiative to improving quality in further education sector colleges: an initial exploration', *Journal of Further and Higher Education*, 27 (1), pp. 27-46.

Cox, C.B., and Dyson, A.E (eds) (1969a) *Fight for Education: Black paper 1.* London: The Critical Quarterly Society.

Cox, C.B., and Dyson, A.E (eds) (1969b) *The Crisis in Education: Black paper 2.* London: The Critical Quarterly Society.

Croll, P. (1996) 'Teacher-pupil interaction in the classroom', in P. Croll & N. Hastings (Eds) *Effective Primary Teaching*. London: David Fulton.

Crotty, M. (2015) *The Foundations of Social Research: Meaning and perspective in the research process*. London: Sage.

Davies, J. and Ecclestone, K. (2008) 'Straitjacket' or 'springboard for sustainable learning? The implications of formative assessment practices in vocational learning cultures', *Curriculum Journal*, 19 (2), pp.71–86.

De Wolf, I.F., and Janssens, F,J.G. (2007) 'Effects and side effects of inspections and accountability in education: an overview of empirical studies', *Oxford Review of Education*, 33 (3), pp.379-396.

Dean. M. (1999) *Governmentality: Power and Rule in Modern Society*. London: Sage.

DES (1989) *School Teacher Appraisal: A National Framework. Report of the National Steering Group on the School Teacher Appraisal Pilot Study*. London: HMSO.

DES (1991) *School Teacher Appraisal*. Circular 12/91. London: DES.

DfEE (1998) *Teaching: High status, High Standards: Requirements for Courses of Initial Teacher Training*: London: DfEE.

DfES (2000) *Performance Management in School: Performance Management Framework*. London: DfES.

DfEE (2001) *Learning and Teaching: A Strategy for Professional Development*. London: DfEE.

DfES (2003) *Excellence and Enjoyment: A Strategy for Primary Schools*. London: DfES.

DfES (2005) *Higher Standards, Better Schools for All, More Choice for Parents and Pupils*. London: DfES.

DfE (2006) *Raising Skills, Improving Life Chances.* London: DfE.

DfE (2010) *The Importance of Teaching*. Norwich:TSO

DfE (2015) *2010 to 2015 Government Policy: Teaching and Leadership*. [Online] Available at https://www.gov.uk/government/policies/improving-the-quality-of-teaching-and-leadership (Accessed 5/11/17).

DfE (2016) *Educational Excellence Everywhere*. London: HMSO

Edgington, U. (2013) 'Performativity and affectivity: lesson observation in England's further education colleges', *Management in Education*, 27 (4), pp. 138-145.

EEF (2011) *EEF Toolkit Report* [online] Available at: educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/ (Accessed 16/6/17).

ETF (2014) *Professional Standards for FE Teachers*. London: ETF.

Elliott, J. (1994) 'The teacher's role in curriculum development: an unresolved issue in English attempts at curriculum reform, *Curriculum Studies*, 2 (1), pp.43-69.

Ewens, D., and Orr, S. (2002) *Tensions Between Evaluation and Peer Review Models: Lessons from the HE/FE Border*. London: LTSN Generic Centre.

FEFC (1993) *Framework for Inspections in the Further Education Sector*, Circular 93/28, 22nd September 1993. Coventry:FEFC.

Foster, A. (2005) *Realising the Potential: A Review of the Future Role of Further Education Colleges.* London: DfES.

Foucault, M. (1982) 'The Subject and Power', in *Michel Foucault: Beyond structuralism and hermeneutics* (2nd end). H. Dreyfus and P. Rabinow (eds). Chicago: University Chicago Press.

Foucault, M. (1994) [1981] 'So is it Important to Think?' In: Fabion, J. D. (ed.) *Power: Essential Works of Foucault 1954-1984, vol. 3*. Trans. R. Hurley and others. London: Penguin.

Foucault, M. (2002) *The Archaeology of Knowledge*. Abingdon, Oxon: Routledge.

Gage, M. (1978) *The Scientific Basis of the Art of Teaching*. New York: Columbia University Teacher College Press.

Galton, M. (1987) 'An ORACLE chronicle: a decade of classroom research', *Teaching and Teacher Education*, 3 (4), pp.299-313.

Gergen, K.J., and Gergen, M.M. (1988) 'Narrative and the self as relationship', *Advances in Experimental Social Psychology*, 21, pp.17-56.

Gergen, K.J (2015) *An Invitation to Social Constructionism* (3rd Edn). London: Sage Publications Ltd.

Gill, Z. (2012) 'Located Subjects: The daily lives of policy workers' In Bletsas, A., and Beasley, C. (Eds) *Engaging with Carol Bacchi*. Adelaide: University of Adelaide Press.

Gilroy, P., and Wilcox,B. (1997) 'Ofsted, criteria and the nature of social understanding: a Wittgensteinian critique of the practice of the practice of educational judgement', *British Journal of Educational Studies*, 45,pp.22-38.

Glass, G.V. (1977) 'Integrating findings: the meta-analysis of research', *Review of Research in Education*, 47(5), pp.351-379.

Gleeson, D. and Shain, F. (1999) 'Managing ambiguity: between markets and managerialism', *Sociological Review*, 47 (3), pp.461-490.

Gleeson, D. and James, D. (2007) The paradox of rrofessionalism in English further education: a TLC project perspective, *Educational Review*, 59 (4), pp.451-467.

Gleeson, D., Davies, J. and Wheeler, E. (2007) On the making and taking of professionalism in the further education workplace', *British Journal of Sociology and Education*, 26 (4), pp.445-460.

Gleeson, D., Hughes, J., O'Leary,M., and Smith, R. (2015) 'The state of professional practice and policy in the English further education system: a view from below', *Research in Post-Compulsory Education*, 20 (1), pp.78-95.

Goodall, J., Day, C., Lindsay, G., Muijs, D., and Harris, A. (2005) *Evaluating the Impact of CPD*. Warwick: University of Warwick.

Goodwin, S. (2012) 'Women, Policy and Politics: Recasting policy studies' In Bletsas, A., and Beasley, C. (Eds) *Engaging with Carol Bacchi*. Adelaide: University of Adelaide Press.

Gray, J. (1997) 'A bit of a curate's egg? Three decades of official thinking about the quality of schools', *British Journal of Educational Studies*, 45 (1), pp.4-21.

Green, J. (2011) *Education, Professionalism and the Quest for Accountability: Hitting the Target but Missing the Point*. New York: Routledge.

Hattie, J. (1999) *Influences of Student Learning*. Inaugural Lecture: Professor of Education University of Auckland August 2, 1999.

Hattie, J. (2003) *Teachers Make a Difference. What is the Research Evidence?* University of Auckland Australian Council for Educational Research, October 2003.

Hattie, J. (2008) *Visible Learning.* London: Routledge.

Hay McBer (2000) *Research into Teacher Effectiveness: A Model of Teacher Effectiveness*. London: DfEE.

HM Government (1992) *Education Act: Further and Higher Education Act Chapter 13*. London: TSO.

House of Commons (2007) *Explanatory Memorandum* to the *Further Education Teachers' Qualification (England) Regulations 2007.* London: TSO.

Hutchings, M. (2015) *Exam Factories; The Impact of Accountability Measures on Children and Young People*. London: NUT.

James, D., and Biesta, G. (eds) (2007) *Improving Learning Cultures in Further Education*. London: Routledge.

Jessop, B. (2002). *The Future of the Capitalist State*. Cambridge: Polity Press.

Jones, K. and Tymms, P. (2014) 'Ofsted's role in promoting school improvement: the mechanism of school inspection system in England', *Oxford Review of Education*, 40 (3), pp. 315–30.

Jørgensen, M.W., and Phillips, L.J. (2002) *Discourse Analysis as Theory and Method.* London: Sage Publications Ltd.

Joseph, K. (1984) *Speech to the North of England Education Conference at Sheffield,* 6 January 1984.

Kelly, J. (2013) *2011–12 IfL review of CPD Making Professional Learning Work.* London: IfL

Ko, J and Sammons, P.,and Bakkum, L. (2016) *Effective Teaching.* Reading: Education Development Trust.

Lawson, T. (2011) 'Sustained classroom observation: what does it reveal about changing teaching practices?', *Journal of Further and Higher Education*, 35 (3), pp.317-337.

Lee, J. and Fitz, J. (1997) HMI and Ofsted: evolution or revolution in school inspection?, *British Journal Of Educational Studies,* 45 (1), pp.39-52.

Legislation.gov.uk (2016) *Education (No. 2) Act 1986* [online]. Available at: http://www.legislation.gov.uk/ukpga/1986/61/pdfs/ukpga_19860061_en.pdf(Accessed date:19/12/16).

Lerman, S. (2001) 'Cultural discursive psychology: a sociocultural approach to studying the teaching and learning of mathematics', *Educational Studies in Mathematics*, 46, pp: 87-113.

Light, R. & Smith, P. (1971) 'Accumulating evidence: procedures for resolving contradictions among different studies', *Harvard Educational Review*, 41(4), pp.429-471.

Lincoln, Y.S., and Guba, E.G. (1985) *Naturalistic Inquiry*. London: Sage Publications.

Lingfield, R. (2012a) *Professionalism in Further Education: Final Report*. London: DBIS.

Lingfield, R. (2012b) *Professionalism in Further Education: Interim Report*. London: DBIS.

Lucas, N., and T. Nasta. 2010 'State regulation and the professionalization of further education teachers: a comparison with schools and HE,' *Journal of Vocational Education and Training*, 62 (4) pp.441–454.

Lynch, K. (2014) 'New Managerialism: the impact on education', *The Journal of Contemporary Community Education Practice Theory*, 5 (3), pp. 1-11.

Marzano, R., Pickering, D., and Pollock,J. (2001) *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement.* Alexandria, VA:ASCD.

Matthews ,P., Holmes, R.J., Vickers,P., and & Corporaal, B. (1998) 'Aspects of the reliability and validity of school inspection judgements of teaching quality', *Educational Research and Evaluation*, 4 (2), pp.167-188.

Matthews, P., and Sammons, P. (2004) *Improvement Through Inspection: An Evaluation of the Impact of Ofsted's Work.* London: HMSO.

Maude, A. (1969) 'The egalitarian threat', in Cox, C.B. and Dyson, A.E. (eds) *Fight for Education: Black paper 1*. London: The Critical Quarterly Society.

MET Project (2013) *Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project's Three-Year Study.* Seattle, USA: Bill and Melinda Gates Foundation.

Moore, A. (2004) *The Good Teacher: Dominant Discourses in Teaching and Teacher Education*. London: RoutledgeFalmer.

Mortimore, P., Sammons, P., Stoll, L., Lewis, D., and Ecob, R. (1988) *School Matters: The Junior Years.* Salisbury: Open Books (Reprinted in 1995 by Paul Chapman: London)

Muijs, R.D., and Reynolds, D. (2000) 'School effectiveness and teacher effectiveness in mathematics: some preliminary findings from the evaluation of the Mathematics Enhancement Programme (Primary)', *School Effectiveness and School Improvement*, 11(3), pp.273-30.

Muijs, R.D., and Reynolds, D. (2001) *Effective Teaching: Research and Practice*. London: Paul Chapman.

Muijs, R.D. & Reynolds, D. (2002) 'Teachers beliefs and behaviours: what really matters?', *Journal of Classroom Interaction*, 37(2), pp.3-15.

Murphy, R. (2013) *Testing Teachers: What Works Best for Teacher Evaluation and Appraisal*. London: The Sutton Trust.

Noel, P. (2011) *Graded Observations of Trainee Teaching Practice: Analysis of grades by ethnicity*. Bolton: University of Bolton.

Ofsted (1999) *The Annual Report of Her Majesty's Chief Inspector of Schools: Standards and Quality in Education 1997/98*. London: The Stationery Office.

Ofsted (2004a) *Why Colleges Fail*. London: Ofsted Publications Centre.

Ofsted (2004b) *Why Colleges Succeed*. London: Ofsted Publications Centre.

Ofsted (2005) *The Annual Report of Her Majesty's Chief Inspector of Schools. 2003/4*. London: The Stationery Office.

Ofsted (2008) *How Colleges Improve*. London: Ofsted Publications Centre.

Ofsted (2012a) *A Good Education For All*. London: Ofsted Publications Centre.

Ofsted (2012b) *Handbook for the Inspection of Further Education and Skills*. London: Ofsted Publications Centre.

Ofsted (2015a) *Further Education and Skills Inspection Handbook*. London: Ofsted Publications Centre.

Ofsted (2015b) *Common Inspection Framework*. London: The Stationery Office.

Ofsted (2017/2018) *Further Education and Skills Inspection Handbook*. London: Ofsted Publications Centre.

Ofsted (2016) *The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2015/16*. London: HMSO.

Ollin, R. (2009) *The Grading of Teaching Observations: Implications for teacher educators in higher education partnerships*. Huddersfield: Huddersfield Consortium.

O'Leary, M. (2012) 'Exploring the role of lesson observation in the English education system: a review of methods, models and meanings', *Professional Development in Education*, 38 (5), pp.791-810.

O'Leary, M. (2013a) 'Surveillance, performativity and normalised practice: the use and impact of graded lesson observations in further education colleges', *Journal of Further and Higher Education*, 37 (5), pp.694-714.

O'Leary, M. (2013b) 'Expansive and restrictive approaches to professionalism in FE colleges: the observation of teaching and learning as a case in point', *Research in Post-Compulsory Education*, 18 (4), pp.348-364.

O'Leary, M., and Brooks, V. (2014) 'Raising the stakes: classroom observation in the further education sector in England', *Professional Development in Education*, 40(4), pp.530-545.

-

O'Leary, M. (2014a) 'Power, policy and performance: learning lessons about lesson observation from England's further education colleges', *Forum*, 6 (2) pp.209-222.

O'Leary, M. (2014b) *Classroom Observation: A Guide to Effective Observation of Teaching and Learning*. Abingdon, Oxon: Routledge.

O'Leary, M., and Wood, P. (2016) 'Performance over professional learning and the complexity puzzle: lesson observation in England's further education sector', *Professional Development in Education*, 43 (4), pp.573-591.

O'Leary, M. (2017) *Reclaiming Lesson Observation: Supporting Excellence in Teacher Learning*. Abingdon, Oxon: Routledge.

Ozga, J. (2000) *Policy Research in Educational Settings: Contested Terrain*. Buckingham: Open University Press.

Peake, G. (2006) Obse*rvation of the Practice of Teaching*. Huddersfield: Huddersfield Consortium.

Peal, R. (2014) *Playing the Game: The Enduring Influence of the Ofsted Teaching Style*. London: Civitas.

Peters, M., and Olssen, M. (2011) 'Neoliberalism, higher education and knowledge capitalism', In M. Peters (Ed.). *Neoliberalism and After? Education, Social Policy and the Crisis of Western Capitalism*. New York, NY: Peter Lang Publishing Inc.

Policy Consortium (2103) 'Ofsted still found to be in much need of improvement', *Education Journal*, Edition 185, 17 December 2013 [online]. Available at: http://policyconsortium.co.uk/ofsted-still-found-to-be-in-much-need-of-improvement/ (Accessed 16/12/16).

Pollack, S. (2003) 'Focus group methodology in research with incarcerated women: race, power and collective experience', *Affilia,* 18 (4), pp.461-472.

Porter, A. & Brophy, J. (1988) 'Synthesis of research on good teaching: insights from the work of the Institute for Research on Teaching', *Educational Leadership*, 46, pp.74-85.

Reay, D. (2004) 'It's all becoming a habitus': beyond the habitual use of habitus in educational research, *British Journal of Sociology of Education*, 25(4), 431-444.

Riessman, C.K. (2008) *Narrative Methods for the Human Sciences*. London: Sage Publications Ltd.

Rosenshine, B. (1971) *Teaching Behaviours and Student Achievement*. London: NFER.

Rosenthal, L. (2004) 'Do school inspections improve school quality?', *Economics of Education Review*, 23 (2), pp.143-151.

Sachs, J. (2001) 'Teacher professional identity: competing discourses, competing outcomes', *Journal of Education Policy*, 16 (2), pp.149-161.

Schaffer, E, Nesselrodt, P.S. & Stringfield, S. (1994) 'The contributions of classroom observation to school effectiveness research', In D. Reynolds, B.P.M. Creemers, P. Nesselrodt, E. Schaffer, S.Stringfield & C. Teddlie, *Advances in School Effectiveness Research and Practice*. Oxford: Pergamon.

Shaw, I., Newton, D., Aitkin, M. and Darnell, R. (2003) 'Do Ofsted inspections make a difference to GCSE results?', *British Journal of Educational Research*, 29 (1), pp.63-75.

Shaw, S. (2010) 'Researching the parts that other theories and methods can't reach: how and why a policy-as- discourse approach can inform health-related policy', *Health*, 14(2), pp.196-212.

Silverman, D. (2001) *Interpreting Qualitative Data: Methods for Analysing Talk, Text, and Interaction*. London: Sage.

Simons, J. (1995) *Foucault and the Political*. New York: Routledge.

Smith, R., and O'Leary, M. (2013) 'New public management in an age of austerity: knowledge and experience in further education', *Journal of Educational Administration and History*, 45(3), pp.244-266.

Snook, I., Clark, J., Harker, R., and O'Neill, A.M. (2009) 'Invisible learnings: a commentary of John Hattie's book visible learning: a synthesis of over 800 meta-analyses relating to achievement', *New Zealand Journal of Educational Studies*, 44(1), pp.93-106.

Snook, I., Clark, J., Harker, R., and O'Neill, A.M. (2010) 'Critic and conscience of society: a reply to John Hattie', *New Zealand Journal of Educational Studies,* 45(2), pp.93-98.

Stenhouse, L. (1975) *An Introduction to Curriculum Research and Development.* London: Heinemann.

Stenhouse, L. (1980) in J. Ruddock & D. Hopkins (Eds) *Research as a Basis for Teaching*: *Readings from the Work of Lawrence Stenhouse*. London: Heinemann.

Thomas, G. (1999) 'Standards and school inspection: the rhetoric and the reality', in Cullingford, C. *An Inspector Calls.* London: Kogan Page.

Walberg, H.J. (1986) 'Syntheses of research on teaching'. In M. Wittrock (ed.), *Handbook of Research on Teaching* (3rd edn). New York: Macmillan.

Waldegrave, H., and Simons, J. (2014) *Watching the Watchmen: The Future of School Inspections in England.* London: Policy Exchange.

Wilcox, B., and Gray, J. (1996) *Inspecting Schools: Holding Schools to Account and Helping Schools to Improve*. Buckingham: Open University Press.

Wittrock, M. (ed.) (1986) *Handbook of Research on Teaching* (3rd edn). New York: Macmillan.

Stanton, G. (2000) 'Research' In Smithers, A., and Robinson, P. (Eds.) *Further Education Re-formed*. London: Falmer Press.

-

Stevenson, H., and Wood, P. (2013) 'Markets, managerialism and teachers' work: the invisible hand of high stakes testing in England', *International Education Journal: Comparative Perspectives*, 12 (1), pp.42-61.

Tilstone, C. (1998) *Observing Teaching and Learning: Principles and Practice.* Abingdon, Oxon: David Fulton Publishers.

Wacquant, L. J. D. (1989) 'Toward a reflexive sociology: a workshop with Pierre Bourdieu', *Sociological Theory,* 7 (1), pp:26-63.

Wacquant, L. J. D. (1992) 'Toward a social praxaeology: the structure and logic of Bourdieu's sociology', in: P. Bourdieu, L. J. D. Wacquant (Eds) *An Invitation to Reflexive Sociology.* Cambridge: Polity Press.

Wacquant, L. (2012) 'Three steps to a historical anthropology of actually existing neoliberalism', *Social Anthropology*, 20(1), pp. 66–79.

Whitty, G. (2006) *Teacher Professionalism in a New Era.* Institute of Education: University of London. Paper presented at the first General Teaching Council for Northern Ireland Annual Lecture, Belfast, March 2006.

Wragg, E.C. (1994) *An Introduction to Classroom Observation.* London: Routledge.

Wragg, E.C., Wikeley, F.J., Wragg, C.M., and Haynes, G.S. (1996) *Teacher Appraisal Observed*. London: Routledge.

-