

A Critical Autoethnographic Study of
Compliance and Resilience

by

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Abstract

This critical autoethnographic thesis questions how teachers can reconcile themselves within the system of education by identifying the underlying political context of their role and suggesting methods of navigation in creating an agentic and professional self-identity. At the heart of this work is the fictional story of Miss Kenny, a young, resilient Northern teacher, who offers the reader a redemptive thread of hope, despite her daily struggles with compliance and performativity in teaching. Aiming to connect emotionally with the reader, this narrative synthesis created through a number of critical incidents creates both space and dialogue in the form of a messy text so that the transformative journey may be felt on a more personal and connective basis. The findings conclude that Miss Kenny perceives the government to be leading education astray, creating a misalignment between the rhetoric of professionalism and the reality of teaching but is able to address her concern by improving her emotional well-being and resilience, creating an agentic self, forged in research. This enables her to become a miraculé of her lived domain. The implications of this research provide a way in which teachers can not only survive, but thrive in education by understanding their personal positioning in relation to values and identity, as well as considering their own moral purpose as they negotiate notions of compliance and resilience in a transformative journey of research.

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Prologue

Rain lashed down upon the Northern pavements as the wind hurled around the streets and the blackened English sky continued to threaten its attack. Forks of lightning ripped the horizon into tattered shreds before signalling for the sound of thunder to roll and reverberate in the heavens. It was the fifth day of a bitterly cold, January morning when the soaked children traipsed towards school, desperately hopeful that the heating would be on to warm themselves through, whilst equally sheltering from the elements. One young pupil looked particularly downtrodden; his tired shoes were so worn that the water poured in through the gaps and his poor excuse for a jacket was sagging under the weight of water that it had absorbed. Named Anthony, he was a sweet child, who did not have the luxuries that others possessed. Without a jumper, he consistently shivered and ducked under the school doorway on arrival, head down braced against the elements.

Without pausing for thought or a moment to spare, Miss Kenny leapt into her typical morning protocols, greeting every pupil with a smile and welcoming them into her classroom; ensuring that the child with separation issues had access to the tortoise, that the child with autism could enter the den for personal space and had time to digest the fact he was now in the classroom rather than home. Then quickly checking that the child with a home worry book had handed it in, that the child without a water bottle had a borrowed bottle for the day and that the children needing to quiz on their home reading books were sat with a laptop. Finally ensuring those children needing to change their book raced to the school library, that the rest of the children were in their seats ready to start the day and that the main register and dinner list was completed.

'Morning Anthony, did you do your homework?' a voice called over to him. Despairingly, he thought back to the previous night; hardly any dinner, one parent stressed about paying the rent and the other parent exhausted from the recent arrival of another new baby sister. Had he done his homework? Well, he had managed to read a couple of pages of his home reading book, but his online homework was impossible, they had cancelled the internet

contract due to lack of finances. Staring at his teacher, he wondered whether she would understand... His fingers clutched together into a fist, bracing himself ready.

'I did not do it Miss Kenny, I...' Anthony stumbled over his words, who was he kidding, this was his cross to bear; he would just take the punishment, 'I just did not have time to do it.' Gazing down, he took a deep breath, ready to take the full brunt of Miss Kenny's anger, she was bound to explode.

Frustrated, Miss Kenny's eyes flashed with annoyance as she gripped her homework list tightly. Although tall and imposing, she was a young teacher herself, having only qualified two years previously. 'Anthony, I am tired of your excuses... You will complete your homework in your own time during break and lunch and I expect it to be finished by the end of the day. I am so disappointed in you...' She dismissed him, tired of saying the same thing over and over again... How would she ever get him to make the expected progress if he would not read at home? It had only been the previous evening when all of the staff had been briefed on homework expectations and how this affected the end of year results. They were having constant reminders that the data was not good enough and that Literacy and Numeracy skills had to be at the forefront of everything. A heaviness wrapped itself around her chest...

If standards were not driven up, none of their jobs would be safe. The fear of the 'suits in boots' was too large to handle for both the leadership team and those that obeyed; it was a continual battle, one that they felt they were all in danger of losing. There had been a number of leadership teams, desperately trying to 'revive' the school, which had inevitably left a trail of uncomfortable change followed by further change, as each group tried to place their own mark on it. As a relatively new teacher, Miss Kenny did not know which way to turn. The continual changes seemed so confusing and there seemed to be a regular identification of people 'doing it wrong'. It had left the staff in a bewildering spin of not knowing which policy they were following and parents with immeasurable amounts of scorn about the lack of school direction. Miss Kenny was praying for some sanity to prevail and soon.

Focusing on the young boy standing in front of her, Miss Kenny knew that her class would be at the bottom of the school homework league table again; the shame of it both embarrassed and concerned her. She knew that every teacher was in the same position, they all had children who were difficult to engage with – how were the others managing it though? Miss Kenny could not physically fit much more into her day and the mental strain of desperately trying to achieve was having a profound and negative effect on her mental well-being. Despite this, she would not stop trying; she could not accept the idea of being at the bottom of the pile. She could not stand the fact that she was being labelled as a failure.

However, determined not to fail Anthony and to try her utmost to aid his learning, Miss Kenny had previously sought information about his earlier school life in a bid to understand him more. He ‘suffered from selective mutism’ on entering the school and often chose not to speak to adults or children, preferring his own company during child initiated play. When a child has selective mutism, they are often thought to be suffering with anxiety which affects the way that they react in social situations and, consequently, the limited level of communication usually affects the child’s early schooling, specifically areas such as phonics and reading (Oerbeck et al, 2019). Unable to put his coat on, he was the last child in the class to learn how to use a zip and he became completely disengaged when asked to make marks with pencils, paint and other implements. Failing the Year 1 Phonics test, he was required to complete it again in Year 2 and there was a consistently poor record of school attendance and parental involvement, including their lack of attendance for parents’ evenings and celebrations. With a sinking feeling in her heart, Miss Kenny knew that this was going to be an uphill struggle.

Glancing over at Anthony, he still struggled to interact with the children in her class; he needed lessons that encouraged communication and teamwork, personal achievement and something that promoted him as a creative individual. Anthony needed to learn to believe in himself. However, with the reduced curriculum that the school was currently offering, which was based on data shortfalls, the lessons that could work on these attributes were seriously lacking. The reduced curriculum specifically targets only reading, writing and maths to

improve results, removing all other subjects. Instead, Anthony was subjected to multiple writing tasks and an even greater number of Mathematics sessions. The Geography and History lessons were basic and did not focus on core skills whilst the Art, Design Technology (D&T) and Personal, Social Health Education (PSHE) curriculum were practically non-existent. The school had a bought-in scheme that was both repetitive and not overly exciting, but the lack of time given to these subjects was concerning. It was not one of their priorities.

Although there were glaring problems with the curriculum, the ever-changing senior management team meant that trust and morale were continually low and even when the teachers could see an issue, it was not necessarily safe to say it aloud for fear of being branded a trouble-maker. They just needed to keep their heads down whilst working, their livelihood depended on it. In the previous year, there had been a number of teacher redundancies and whilst they were all currently safe for the time-being, the experience had scarred a number of them; Miss Kenny had been terrified of losing her job so soon into earning her first teaching position. It made it difficult to know who to turn to or trust.

Meanwhile, Anthony sat there, lost in his own thoughts too, staring out at the dismal weather beyond the classroom walls. It was as though every day was the same, the same monotony, the same people, the same drill procedures. He would go through the movements and he would try not to attach himself emotionally to anything, it was easier that way. He liked Miss Kenny, but Anthony did not like being at school; he felt as though he was always failing, always getting zero on his spellings or in his times tables and it always felt as though he was struggling. The rain continued to plummet and he just wanted to endure the day and go home again; his attention turned to his feet that were frozen due to his drenched socks and the gnawing pain of hunger which throbbed in his stomach.

In the past, members of staff from the school had realised that Anthony had not eaten and provided a breakfast, but there always seemed to be a repercussion to admitting that he was hungry. Last time this had happened, a teacher had spoken to his mum about her concerns and, as a result, his mum had been so embarrassed and humiliated by it. Anthony could not put his parents through that again... They had enough to deal with.

Launching into a Grammar, Punctuation and Spelling lesson to start the day, Miss Kenny's class were instructed to consider the merits of a sentence with a relative clause. Pale faces stared forward, boredom etched in their eyes, echoing the vile weather from outside while Miss Kenny valiantly tried to raise their passion for learning and buzz within the room. The rain drummed at the windows with a repeating monotony, her efforts failed... It was a dismal lesson to start a dismal day; you could just feel the lack of connection in the air. Hoping to avoid further confrontation, Anthony completed the work but his mind was elsewhere... What if there was no food in the house tonight? How could he help his dad? What if they lost the house, where would they go?

Meanwhile, Miss Kenny silently cursed Michael Gove, blaming him as the scapegoat for the curse of the SPAG paper; nobody disagreed with the idea of teaching grammar, punctuation and spelling but teaching it out of context and for an examination irked all of the teachers in the school. Michael Gove was Secretary of State for Education from May 2010 until July 2014 and SPAG is an acronym for Spelling, Punctuation and Grammar, and also known as GPS which is the acronym for Grammar, Punctuation and Spelling. To be fair, there was a lot more than just the SPAG paper that Miss Kenny blamed the Gove-led Education Department of the government for – the eradication of the Rose Curriculum was just the start of the list. The Rose Curriculum was created using recommendations from the 'Rose Review' (2009) which was thrown out with the change of government in the subsequent election.

Still trying to grapple with the assessment system, Miss Kenny stared over at Anthony lost in thought... How was he ever going to meet his end of year target? He seemed so disinterested, tired and unable to even discuss the simplest of concepts across the curriculum. Panic washed over her and she could feel her heart starting to race; would she be judged as a poor teacher if Anthony did not make the progress that he needed to? He was the sort of child who needed a number of interventions to support his educational progress, but the timetable did not have enough hours to accommodate his needs. Memories of her appraisal conversation and paperwork flooded back and clouded her mind, the agony of that moment still resonated. It did not matter to Miss Kenny that she had been judged as 'good' on multiple occasions

when she had been observed, the crushing sensation had not abated. Despite trying her utmost all year, her appraisal targets had traumatised her – how was she ever going to achieve the unachievable? Anthony was classified as ‘Pupil Premium’, ‘Special Educational Needs’ and not on track for a combined score for age expectations at the end of the Key Stage, he would affect all of her data. ‘Pupil Premium’ refers to the grant given to schools for children who are economically or socially disadvantaged; their data is measured to ensure that their progress is similar to their peers. She would have to work harder, try harder, focus more of her attention on Anthony, he needed to get the grades, and his data was worth too much...

Finally, the Grammar lesson was over and it was immediately time for Numeracy; noise erupted around the class as children launched into paired work on whiteboards, the race was on, to fulfil all six parts of the lesson within the hour... Shanghai Mathematics had a lot to answer for! Shanghai have had a lot of reported success with Mathematics results and, therefore, our Numeracy curriculum was written with their curriculum content in mind (Fan et al, 2015). This field of research is rapidly growing but has not been spoken about in depth as it is not relevant to the main themes of this thesis. Glancing over her shoulder, Miss Kenny noticed that Anthony was not talking to his partner; instead, he seemed to have slumped in his chair, looking forlorn and ready to give up. Launching into action, she strode across the room, offering encouraging words and forcing him to participate, cajoling him to contribute to each section of the lesson. He stared at Miss Kenny’s face, he could see her lips moving and he knew that she was talking to him, but it sounded distant, there were too many thoughts in his head to contend with any more.

Break-time arrived – Anthony quietly found a seat next to a lap-top and started his homework – Miss Kenny frantically started marking books. Sixty books had already been used by the children, all needing their marking codes, spelling corrections and additional commentary where needed, yet it was only an hour and a half into the day. Her pen skidded across the white pages, ensuring that every child had ample feedback.

Despite the incessant interruptions to marking, Miss Kenny glanced over at Anthony and sighed, at least she knew that her Science lesson should be a triumph. This was the one lesson each week that she was assured would provide results; the senior management team at the time had acknowledged the success of the planning, the writing in books as well as the data at the end of the year. It seemed to Miss Kenny that moments of sanity had prevailed, when people discussed their practice and shared their learning, not in a performative way but in the manner of sharing... It had been no secret that her teaching of Science needed rethinking and re-planning – something had not been quite working – the outcomes for children had not been good enough, despite trying hard to improve them. The other teacher in the class next to her had been floundering too and books across the year-group demonstrated inconsistencies with teaching.

Casting her mind back to that time, Miss Kenny had worked tirelessly alongside a senior leader, to engage in shared planning and a cycle of supportive mentoring and coaching had commenced, alongside informal 'pop-ins' that debated how it was working in the classroom. A 'pop-in' is when a teacher is given a two week window of time and a senior leader arrives at a random time to observe the teaching and learning for fifteen minutes. They often 'pop-back' to see the lesson's progress or to look at books. It is written up as a formal observation. This plan-do-review cycle continued for a number of weeks, refining and improving the intended lessons in a collegial manner. There was no blame, no shame and no embarrassment... Although it had meant additional work, Miss Kenny had wholeheartedly applied herself and it paid enormous dividends; the members of senior management were fulfilling their own targets by improving classroom practice and consistency for the school, whilst the teachers were satisfying their targets by improving the learning process for children. It assumed a process that was suggestive of the need for teachers to learn together, utilising the knowledge from those more experienced than themselves and from trialling various methods to find something that worked for them. There were no aspects within this process that suggested you were 'doing it wrong'.

However, this level of comfort had been ripped away when the team had changed yet again; the difficulty was that each leader seemed to look for something entirely different and it was anyone's guess what it could be. Miss Kenny did not know how she could play by the rules of

each game when the rules were continually differing from one term to the next. In one observation that she had, the senior leader suggested that her teaching required improvement and decided she was coming back in the following week; in the following week, her teaching was classified as outstanding. These mixed messages did not make any sense to such a young teacher who was trying to learn her craft.

Despite the changes in leadership, Anthony was one of the children that benefitted from the shared planning for writing; his limited vocabulary was pushed to the limits with the word-bank work and he had finally learnt strategies to help himself such as using the online thesaurus during language lessons. Despite showing signs of originality and creativity in the limited Arts that they had participated in, he had not previously demonstrated this skill in writing but it was clear to see that this was a changing characteristic. His content, grammar, punctuation, spelling and handwriting were all progressing. Were they progressing enough though? His writing target seemed a distant milepost on the horizon and Miss Kenny feared that it might be unobtainable. She would not be congratulated for small progress steps – it had to be the whole target or nothing!

Miss Kenny knew that the current headteacher was also drowning in data and levels as his predecessors had before him. Many classes were now making good progress and the results at both Key Stage One and Key Stage Two were starting to improve, however, the in-year inconsistencies of some classes were both concerning and alarming for many children's progress and the headteacher needed to ensure that teaching and learning in his school were continually improving. Floor targets and National League tables were just the start of it... Looming Ofsted visits, the driving force and competitive nature of the academies and the accountability to Governing boards formed the need for robust monitoring systems. Miss Kenny recognised that if teachers did not understand how they were performing, it needed to be clear so that improvements could be made and this was the reasoning behind the number of book scrutinies, planning scrutinies, data-drops, observations and 'pop-ins'. However, while she understood this, it did not make the reality of it any better.

Miss Kenny wondered what it would be like to work in a school where the senior leaders adopted coaching practices fully, in a bid to stop the performative measures. Coaching practices would involve the senior leader and teacher working together to look at an area of teaching and learning in a less formal manner, both taking responsibility for any successes or areas that need to be changed, with an increased level of dialogue between them over an extended period of time to drive improvement. She did not mind the idea of them popping into her class regularly, or suggesting ideas for her to try or even team teaching on a regular basis. She loved learning and would welcome their support; she wished senior leaders would hear this so that their development became more natural, and then she would not feel quite so anxious all the time.

In regards to children such as Anthony, Miss Kenny understood that it was her headteacher's role to ensure that every child had the same chances and opportunities to access a full education. Placing aspirational targets upon his head would help to stretch other people's ambitions for him and not render him with a label 'unable to learn', lowering their expectations and creating a self-fulfilling prophecy. Ensuring that he had the same sort of reading homework, for example, meant that he should not fall as far behind his peers as perhaps he would if this attribute was not pushed. Nevertheless, although she understood the reasoning behind this too, the pressure of high targets placed a heavy weight upon Miss Kenny's shoulders...

It did not seem right that some pupils were a higher priority for accelerating their progress, Miss Kenny detested the fact that some pupils were 'worth' more than others when discussing their data. She had been learning that this was not a 'beast' created by the school, but by the demands placed upon the school by both the government and outside agencies to prove accountability. As previously mentioned, the term 'government' refers to the Coalition and Tory government from 2010 to the present date, unless stated otherwise. It did not take into account that people were individuals and subject to life's pains and how life can affect everyone in different ways. An example of this from my own experience is when a child is suffering from the bereavement of a parent, they would still have to achieve the same targets that were previously set. The combined score data meant that a child achieving in two areas

would be pushed harder to achieve the third area as opposed to a child only achieving in one area because it would improve the published percentage figures for each school.

The weakening thunderstorm had finally ground to a halt and, although there remained a deep gloominess to the day, the children were finally able to experience the fresh air. As the clock hands amalgamated at twelve, a look of relief washed over the children's faces and the welcoming sound of lunchtime ensued; it was a momentary breather for all those on the frontline. Returning to her marking, Miss Kenny knew that the more books she completed over lunch-time, the less she would need to do at home tonight. Meanwhile, the reprieve was seized upon by Anthony, who launched out of the door and up to the playground where he could run and run and run and forget the world existed.

Several cut knees, tummy pains and friendship fall-outs later, it seemed as though someone had pressed fast-forward on time itself. Topic, Religious Studies or I.C.T., then Guided Reading... The afternoon's lessons always seemed to merge in a blurry haze of frantic activity producing ample amounts of writing, knowledge and understanding of the world, mental maths, reading skills and much more, culminating at half past three when the weary children were ready for home-time. Miss Kenny sank into a chair and returned to the thankless task of marking... One hour... Two hours... The job was never done. These books had to be perfect, they had to show progress, there would be a book scrutiny before long, where she would be judged and measured based on the quality of her children's books.

That same day, Miss Kenny had been told by her closest work colleague that she was leaving; she was both jealous and saddened by the news. Mrs Edwards had given in her notice for the end of the term and now looked so relieved that she was walking away. For Miss Kenny, it meant that she would not have that confidante in school and, therefore, the space to be open and honest in, or have that person to sound off to when something was going wrong. Slipping into an exhausted slumber that night, Miss Kenny's mind was drawn back to the day's events and Anthony, considering what she could try next for him. She was relieved that it was parents' evening that week because it would give her a chance to talk to

his mum and dad about him and his development; they had actually made an appointment which she was so pleased about.

Parents' evening came and went, but there was no sign of Anthony's parents; Miss Kenny was determined to talk to them but, unfortunately, Anthony walked home by himself each evening so she would be unable to talk to them on the playground either. She decided to phone them... No answer. This continued for a matter of weeks and despite Miss Kenny's efforts, they seemed much more determined to avoid her. When questioned about this, Anthony would shrug and seem unsure about his parent's involvement, he replied that he was not sure why they did not pick up the phone to her, but Miss Kenny had a sneaking suspicion that this was not necessarily true.

It was nearly half term and Miss Kenny was looking forward to a well-earned break; it always irritated her when friends suggested that she had too many holidays, she already had a list a mile long to complete in readiness for the next term, but it would be a relief to be doing the work in the comfort of her own home. However, there were still a number of hoops to jump through before she could relax; Miss Kenny needed to prepare for an observation for the next day. She had spent the weekend working on it, prepping the resources, writing the lesson observation proforma, ensuring that every 'i' was dotted and every 't' was crossed. However, the nerves had started to set in, she needed to perform to the best of her ability whilst demonstrating all of the school policies, maintaining behaviour, showing progress and sticking closely to the learning intention at all times. Unfortunately, observations were always a problem; she would suffer all night with broken sleep as waves of overwhelming panic loomed over her and, to truly finish her off, she would become physically unwell with stress-related stomach pains and headaches. The previous feedback was that she had overthought it, planned too much, tried to take on the world and the lesson had lost the main point, so she hoped desperately that this one would go to plan and that the senior leaders would appreciate her efforts...

Vehemently disagreeing with the amount of additional work Miss Kenny put into her job role, her partner of six years was exhausted with telling her to relax about an issue or put

down the marking of books or planning. He knew how much it meant for her to be successful, but he did not want her to become ill as a result and he felt that Miss Kenny's work-life balance was completely disproportionate and often tried telling her this, to no avail. The pressure that it placed on them as a couple was relentless, he feared having children themselves because he did not know whether Miss Kenny would cope with teaching and having a family of their own, let alone managing the demands of a baby or toddler and going back to work after maternity leave. He knew that she only felt like she was surviving when the observations calmed down, but even these seemed to be increasing in both quantity and intensity.

Thus, for many terms, Miss Kenny lived within the cycle of observations and targets, within the boundaries of Literacy and Mathematics and with many children just like Anthony, who needed every opportunity afforded to them in order to eventually do more than just survive. This was her repetitive cycle, until she could take it no longer and she finally broke... Her mental well-being was in tatters, she could no longer be part of this system as it was... It was time to do something and make a change; if she could not improve the situation, Miss Kenny knew it would be time to give up teaching...

Having grown up in a world where education was continually hailed as the key to life success, Miss Kenny decided to pursue an academic avenue in higher education in addition to her career. It became the light at the end of the tunnel... It was a chance for her to feel as though she was playing an active role in discussing methods to improve the lives of children such as Anthony in her school and education as a whole, even-though she was not in a position to make these decisions. Initially, this additional learning was not having an obvious effect on the day-to-day running of her class as she had originally hoped it might, but it was in the safety and comfort of an open, free-talking research group where she felt that her own honesty and integrity became key ingredients to the conversations. These conversations were often like delicate snowballs, thrown about the room in anticipation, before gaining momentum and becoming something bigger. It did not seem to matter to Miss Kenny what they became as long as they were a glimmer of something...

Although Miss Kenny originally felt that this was a lone endeavour in relation to her school (the conversations and findings from this group often seemed irrelevant to those in charge), it felt as though she was mixing with like-minded individuals and it seemed worthwhile. The hours given to studying provided time to think, compare, judge and consider, just as the chance to speak openly about the issues that bothered her was both a relief and cathartic. It was almost a form of career therapy. Miss Kenny started to realise that she was not alone with her opinions and that by giving voice to them, she was able to console the part of her that felt at odds against the system she was working within. This was not to say that this form of study was as black and white or as binary as it sounds; learning at this level created and imposed its own pressures and time tyrannies, but somehow Miss Kenny made it happen.

Some made judgements about this 'extra' work stating that they did not know how Miss Kenny was managing to keep up with the intensive labour as well as taking on more, others suggested that this research was fairly irrelevant to their main role and, therefore, they could not see the point of doing it, whilst others assumed that it was about Miss Kenny's future plans. However, she doggedly continued. Firstly, it was a programme where there was an opportunity to discuss and research a number of relevant educational issues and, secondly, a qualification based in school research with a focus on school leadership. It was not always easy and this path often seemed to cause her more work, limiting her time and causing more tribulations, but it was also where she felt that she was succeeding. She felt proud of her achievements and that she was able to enter the discourse, despite the fact that she was the youngest. Miss Kenny did not realise the change that was happening within her; her ability to look both critically and reflexively was changing and improving, as was her ability to make judgements about education in both broader terms and more locally. Unsurprisingly, her confidence also grew, not just in this area, but within her role as a teacher too.

Perhaps the change was also due to the frank, open conversations that she had within her research group. The discussions both stimulated and provoked varying responses. On one occasion, a lecturer questioned how she could continue to teach when she knew what she knew. This question haunted her for months, possibly years, and she realised that she had not been feeling authentic at work. Miss Kenny found this a bitter pill to swallow.

Gradually, Miss Kenny started to network with teachers across the Northern region, building relationships with the local university lecturers and other collaborators. The initial research programme grew into a further research programme and this led into a number of other projects. Without even realising the transition, Miss Kenny had started to become involved in a number of research projects within her own school too, which felt as though she was finally in control of what she was doing. When she did not agree with something, rather than burying the thought, she discussed it openly and researched ideas that could be considered by senior management. In a way, her work had become a research project; it was as though her thinking had changed. Far from seeing just her own point of view and how she needed to react, Miss Kenny had started to see her role as a tiny cog in the wheel of development and with the realisation of needing to see the whole picture, it allowed her a greater understanding of how she was able to fit within it.

Miss Kenny was not oblivious to the fact that this was also due to her continually widening range of teaching experience, which had finally helped her to become the teacher she wanted to be. Lessons that originally took half of the night to plan well, now appeared to be second nature and whilst the marking still took just as long, Miss Kenny was confident that she could use it to her advantage to move the children's learning forward more effectively. Equally, observations did not seem to be the pivotal moment where all was won or lost any more (despite the fact that they still caused the nerve-wracking moments and illness the night before). It was difficult to know the real reason for the change in approach to her job; undoubtedly, it was far from one reason, but a myriad of them, however, Miss Kenny realised that her mental well-being had definitely improved.

It occurred to Miss Kenny that learning to teach was a journey, although it had been clear to her that everyone had an extremely different path and manner of getting to their destination. When it comes to professionalism, it often made her wonder whether others considered themselves a fraud or imposter because they had not achieved their targets or did not succeed with enough pupil premium children. She wondered how many teachers had left the profession because they were scared about feeling like a failure, for example, when the

targeting got too much. It had only been in the last year that she now felt in control of her own career. Maybe she had cared too much about each individual target and this was why each 'failure' in her eyes seemed so huge and crushing.

The saddest part of this journey for Miss Kenny was watching others experience the same struggles with the same burdens. Having been promoted, it was Miss Kenny's job to oversee new teachers, ensuring that they were meeting their targets and keeping in line with school policy. There was no easy answer or quick fix to these issues and despite the reassurance and encouragement that Miss Kenny gave, she could see the performative nightmare reoccurring in these individuals' minds and the cycle repeating itself once again.

However, there were also moments of pure joy; one of the research projects that truly made Miss Kenny's heart sing was a year-long development plan that was linked to building a new curriculum. The aim was to create a broad and balanced diet of lessons and although the journey to achieve the perfect curriculum was complicated, it was rewarding and had changed school priorities. The school ethos had evolved and whilst the targets had not changed, the manner of working seemed different... Miss Kenny was proud of the changes that she had influenced, knowing that it would provide a vastly improved offer for the children attending the school and hoped this would continue in the future...

It was September, a new day and a new school year; Miss Kenny stared out at the sea of eagerly nervous faces staring back at her and her eyes landed on a slight child, with mousey brown hair and pale grey eyes. His name was Charlie, but to Miss Kenny, it was as though she was staring at Anthony, the young boy that she had taught five years earlier for he was an exact replica of him. Stating her surprise, Miss Kenny questioned him and Charlie explained that Anthony was his older brother... She got him some breakfast, ensured that he had a P.E. kit and then smiled wryly to herself and wondered what his target would be...

Chapter 1

Introduction

The reader on completing the fictional prologue might be struck by the fact that there is a critical incident for Miss Kenny at the heart of the story which is not fully explored between the point of near collapse and a change of approach. This may leave a reader with unanswered questions such as ‘What happened to Miss Kenny?’ or ‘Why is there a silence?’ This critical autoethnographic thesis aims to answer these questions by focusing on one main question, ‘how does a teacher reconcile oneself with the system of education?’ and thus, the text offers a number of potential scenarios for the change in approach so that this silence may be discussed in a safe and ethically considerate manner. Through her story, Miss Kenny manages to offer the reader a thread of hope and the concept of redemption within teaching through her resilience and continuing efforts. The fiction provides a landscape and synthesis for the thesis and is drawn upon in several letters from Miss Kenny throughout the work. All fictional accounts are italicised in order to distinguish them for the reader.

But first, who is Miss Kenny? She is a fictional representation of a young teacher, who desperately struggles with the continuous restrictions and burdens placed upon her, and has emerged from two years of reflection upon critical incidents that have occurred both to me and around me. Critical incidents are moments from everyday life that become the stimulus for an individual’s thoughts and reflections and are framed using the work of David Tripp (2012). These critical incidents have been collated in a research journal and may have taken place in a casual conversation, a formal meeting or in a school nearby, with friends, colleagues and one-off acquaintances (Appendix 5). The critical incidents were compiled into groups using commonalities and four themes emerged; teachers leaving the profession due to ‘burn-out’ and disillusionment, teachers feeling trapped by a system of compliance, the improvement of teachers’ emotional well-being, particularly when they worked collegially, and the role of transformative learning in building resilience. These four themes have become the foundation of Miss Kenny’s fictional existence, the stimulus of the key

questions for the research and main discussions throughout the thesis as well as the foundation of the separate narratives used to ascertain other teachers' opinions.

This introduction to the thesis will guide the reader through a brief résumé of the theoretical underpinnings, methodology and methods used throughout the work and a detailed explanation will follow in the subsequent chapters. I have designed my research to reflect my positionality both as a researcher and teacher, initially examining 'self' and my own experiences of culture in general and educational settings, before considering whether these aspects can suggest a 'truth' for others, hence the choice of ethnographic work. In a traditional thesis, a literature review is offered to discuss the field in question, however, I felt that it was more helpful for this particular thesis to start with the methodology to situate the work before incorporating literature throughout the text, as and when it was needed, so that the themes formed the underlying context for the critical autoethnographic study.

I spoke of the need to insert my positionality; the reader will notice my introjections and reflections at various points as the thesis is unfolding, but it is important to gain an understanding of my background both as a teacher, a researcher and as a person before continuing on this journey. Currently, I am teaching and leading a cohort of ninety-three children in a large primary school and have pursued a number of different paths in education, including working for schools that are privately-funded, state-funded and academies. These roles have included subject co-ordination, year-group leadership, curriculum design and research-based school improvement. This research is deeply personal; I wanted to talk about the realities of my job, an occupation that has become my life. I did not want to talk about the glossy, proud moments of teaching or the hideous moments when all I wanted to do was give up, but I wanted to lay bare the grit of everyday teaching. I wanted to speak openly about the trials and tribulations that I had faced and saw others facing, and talk about the normal every day part of the job too.

Prior to starting my research degree, it seemed important to me that I excelled in an area of education, because for a while, I was not too sure that I was ever going to be an outstanding teacher, despite my best efforts. I did not want to be good, it just never felt good enough, and

somehow, there was a continual feeling of failure, which I had never experienced until this point in my life. A discussion about why good was not enough is explored further in the thesis but in retrospect, I realise now that this was part of the process of improving and growing, but it made me wonder; did it need to be so painful?

In our small community, local education has had a turbulent history; radical changes included the eradication of a three tier schooling system in favour of a two tier one, ridding the area of the successful middle schools, displacing many competent teachers into either primary or secondary settings. This was followed by redundancy procedures due to overstaffing. Reductions in the number of foundation school places coincided with new schools opening, but then local building caused an influx of children into the area leading to bulge year-groups and last minute improvisation. Despite the local schools creating a shared community for headteachers, deputy heads, subject leaders and community moderations, where children's books are scrutinised by a group of teachers to ensure that assessments of children's capabilities are consistent across year-groups and across different schools, the introduction of academies and federations with their own agendas and regimes tore these sharing platforms apart. Therefore, my place within this system has often felt threatened at times, but also there were other personal factors that have played a part. Having my son was one of the best moments in my life, but becoming a mother has equally been testing for someone forging a career.

I now want to share my own critical incident, a moment in time that left me both reeling and reflecting upon a question as both a teacher and researcher, which eventually became the foundation to this thesis.

We were milling around, chatting to one another, colleague to colleague.

'How do you teach when you know what you know?' he said.

'Umm, what do you mean?' I stuttered.

'How are you still doing this job when you see this system is in such a state of disrepair?'

Those two questions haunted me...

The question plagued me; how does a teacher reconcile oneself with the system of education? My over-riding research question had been formed and I needed a method to investigate and reflect upon my own positionality and others in relation to the context of teaching. I wanted to question the political context of educational settings, chronicle and discuss the effects of policy on teachers and consider ways of improving individuals' navigation of the system. With further reading, I came to realise that this was my disorientating dilemma, a concept used by Mezirow (2016, 2009) in his writing about transformation to describe cognitive dissonance and the start of one's conscious journey to reframe one's frames of reference.

In many ways, writing the mundane, the everyday and the normal has allowed me to survey teaching from so many different angles, that the study has been quite therapeutic for me. I will return to this notion throughout the thesis and in the conclusion. I feel that I have gained a better understanding about the day-to-day realities of my occupation and how I should play my part. In many ways, it has helped me to re-evaluate what I want from the education system as a teacher and in more ways than one, this Doctorate has helped me to find my voice so that I can discuss these issues with confidence.

The work of Ellis (2004), Denzin (2014), Brewer (2000) and Freeman (2015), in this order, have been helpful in creating an understanding of autoethnography (the writing of both self and culture), and becoming a guide for creating my own critical autoethnography. It is important to recognise that, whilst critical theorists form some of the literature in this thesis, this was not the reason for the word 'critical' in the title. Critical autoethnography suggests the positionality of the researcher. Critical autoethnographers start from the position that the researcher has an ethical duty to approach procedures of inequality or discrimination within a specific field, often focusing on aspects of identity within a culture (Madison, 2012). Identity as a term is problematic and there is a vast body of research in this field, but for the purpose of this thesis, I believe identity is one's perception and understanding of 'self'. I was immediately drawn to this notion as it reflected the intentions of my work; Boylorn and Orbe (2014), Madison (2012) and Thomas (1993) write eloquently about this and are drawn upon in the methodology section of this work to explain it further.

When considering methods for this type of research, I did not want to use more traditional methods such as interviews to gather my data because I wanted to capture real moments and real emotions and consider how they related to the work that I was doing; this is not to say that an interview is not real, but I certainly did not want people's responses that demonstrated a bias towards what I might want to hear for the research or a 'covering up' of their true emotions. I also wanted to protect those who felt that they were living in a performative, agenda-driven world where they were too scared to speak out in case it caused an issue for them professionally. Furthermore, I used the work of Sikes and Gale (2006) to think about evoking responses and emotions for my reader and in many ways, this caused the work to become a messy text, in a similar way to Clough's (2002) work. This is an important term for this thesis as it does not follow the usual academic rules of research; the reading, thinking, reflection, methods and evolving thesis became an amalgamation that was both complex and creative, aimed at forming space for the reader to think and as a communication of multiple layers of understanding.

However, this method raised issues about the work's verisimilitude, depth and relatability to others; how could my experiences of watching others and my metaphors mean anything to anyone else when it was all about me? Hence, I decided to ask a small group to consider the metaphorical fictions that I created, in order to see whether anything resonated with them as part of a crystalizing process; this is where one observes the same object or concept from multiple angles, and is referred to by Richardson (1997) as a deconstructed version of validity. These methodological terms are expanded upon further in the early parts of the thesis.

Previously, I stated that this critical autoethnographic thesis will aim to answer the silence surrounding Miss Kenny's transformation by offering a number of potential scenarios for the change in her approach. These scenarios will be explained fully as the thesis unfolds in the form of her answers to four key research questions, created from the six hundred and seventy-four critical incidents gathered. The grouping of the four key areas (the nature of compliance in education, professionalism, resilience and the possibility of transformation into an agentic

self) and production of Miss Kenny's questions are discussed in the methodology section but it is also important to note that they provided the underlying structure for this thesis but are grouped here for the ease of the reader.

1. What was the basis for Miss Kenny wondering whether the government was leading education astray?
2. Why did Miss Kenny think that there could be a misalignment between the rhetoric of professionalism and the reality of teaching?
3. What could Miss Kenny do to identify and address her anxiety and concern, thereby, improving her emotional well-being and resilience?
4. How could Miss Kenny create an agentic self, forged in research and scholarship, enabling her to become a miraculé of her world?

Therefore, after the methodology and method section, I start to address the first question by mapping some of the political terrain of education to disaggregate certain policies and ideological shifts, so that issues, themes and discussions can be investigated as an exercise of interpretive analytics to consider the reasons behind Miss Kenny's confusion and discomfort (Ball, 2013). The following chapter discusses the second question surrounding the concept of professionalism as part of the rhetoric of teaching before considering how teachers are unable to act as professionals and how compliance and power distort this rhetoric and form a reality of performativity for Miss Kenny.

In both of these chapters, Ball's text, *'The Educational Debate'* (2008) concerning the work of Foucault has been an essential part of my reading due to its explanation of Foucault's and Ball's position of power and knowledge in relation to education policy and professional performativity. Highlighting the meaning of freedom was particularly poignant because it is poised as a manner of being, and as a way of trying not to subject Foucault's work to banalisation or misconception whilst attempting to see some of these theories through Ball's ethno-sociological lens (Ball, 2013). Foucault (1977, 1980, 2000) himself has also been helpful when discussing issues of compliance and power and whilst I do not claim to be a Foucauldian scholar myself, concepts such as surveillance and discipline have been helpful in

the discussion about compliance. Similarly, the work of Freire (1970, 1974, 2014) and the contribution of ideas surrounding authentic education and liberation, alienation, and the importance of having a voice, as well as the banking concept in education are helpful to cast assumptions over current and historical policy documents, and to view the way that knowledge is being used as a marketable currency.

In the following two chapters, I address the last two questions surrounding the role of emotional well-being and resilience, which is followed by the discussion about transformative learning and the development of optional teacher-led research and its application to the classroom as a potential tool for greater autonomy, engagement and ownership of teacher professionalism. Transformative learning is the process where an individual's worldview or value system becomes changed by their experiences (Mezirow et al, 2009). This assumption derives from my personal viewpoint of its benefits and is supported by Ball's (2013) explanation of how a teacher in the form of a subject can perform within or at the parameters of subjectivation by engaging self-consciously in a form of eternal agonism. This literature is useful to consider how one moves beyond a state of society, filled with injustice, with discourses and disciplines that have the appearance of power relations because it is the recognition of the subject as someone who constitutes their own state of being (Ball, 2013).

In other words, if an individual is able to dismantle prior thoughts and concepts, they may be able to look at the same things but in a different way. Ball (2013) states that if we are open to transformation and aim to manufacture ourselves, we will embody a freedom that is not a state of being but it is an understanding of self that allows us to participate more fully with the constructs around us. This is supported by the work around self and well-being (Day and Gu, 2014; Houtt, 2012; Goleman, 1995) and transformation (Formenti and West, 2018; Freire, 1970, 1974, 2014; Mezirow, 1997). Therefore, if teachers are positioned at the heart of research and enquiry, mapping out both the theory and practice, it may lead to positive benefits for both themselves and whole school improvement (Durrant and Holden, 2006).

Before reading on any further, it is important to recognise that key terms such as agency, autonomy, professionalism and transformation are persistently problematised throughout this thesis through the juxtaposition of theory and Miss Kenny's stance. For example, the reader may find the term 'compliance' problematic when discussing transformation, but all will become apparent as the thesis unfolds. Finally, I want to boldly suggest that this thesis problematises the conceptual framework of education and learning throughout.

Chapter 2:

Methodology and Methods:

Critical Autoethnography, Narrative and Critical Incidents

The core of this critical autoethnographic methodology is the narrative tale of Miss Kenny, a representation of myself and other teachers, composed from numerous critical incidents recorded over two years. The purpose of this chapter is to address the methodology and method section of this thesis, clearly demonstrating why and how the use of critical autoethnography and narrative writing were both relevant and appropriate for this type of research, illuminating the lived experiences of teachers and my own positioning. I discuss alternative views of ethnography and describe the history of this methodology before explaining how it will be used. This is followed by a discussion about narrative writing in research and how I used responses to narrative metaphors in the attempt to provide glimpses of a truth of lived experience for others. The methods of using critical incidents and research journals are then discussed in detail with the discussion of ethics interwoven throughout.

Due to the nature of the teaching environment, with performative measures placed upon teachers, as discussed in the literature in the next few chapters, it was important to find a method where data capture could be considered as valid by illuminating the complexity of the lived experience. I am using the term data as a term to discuss the nature of the given to explore my lived experiences. Validity is discussed in greater detail further into this exploration, but for the purpose of understanding it here, I believe that there is no single standard of truth and it is inherently difficult to ascertain in qualitative research, however the quest for increased validity in this project, searches for both emotional sensitivity and vulnerability, which may be uncomfortable or difficult to obtain in participants. I wanted to use the material that I was seeing and hearing on a daily basis rather than the responses that I felt would be given to me, with overtones and veiled meanings. The use of critical incident documentation in a journal over two years meant that I could reflect on my own experiences, watch others and consider my own reflections rather than asking for others' experiences. I

used two fictionalising processes to share these findings; the first was in the words of Miss Kenny and Anthony and the second was to see if metaphors for the critical incidents would resonate with respondents, in hope of revealing a truth of lived experience. This term is explained in detail further into the chapter.

Qualitative research

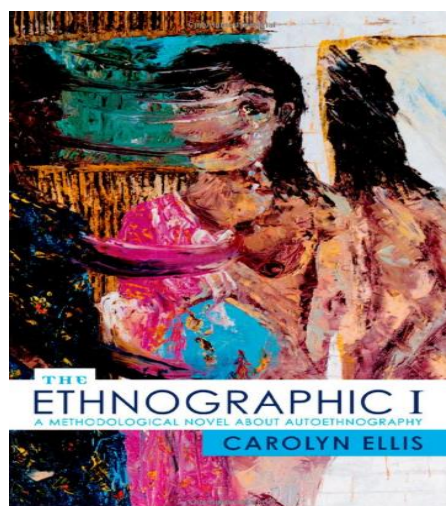
Qualitative researchers often have a variety of epistemological perspectives, but are unified by their shared dismissal of the notion that human conduct is directed by collective rules and governed by consistency and regularity (Cohen et al, 2011). Instead their understanding of the social lifeworld is that it can only be understood by those that are living in it and, therefore, it is imperative for the researcher to connect with the researched; a person's conduct may be comprehended by a researcher who recognises mutual frames of reference (Cohen et al, 2011). This level of interpretation is deemed as subjective, but the level of 'insider' awareness creates deeper understanding that can potentially lead to demystifying a social context. Consideration must still be given to the formulation, communication and evaluation of this type of research in the same way as in positivist methodologies, so that the research is valued for its academic and theoretical underpinning, quality and validity (Anderson and Herr 1999).

There are numerous forms of qualitative research, which draw upon a philosophical position, described as a theoretical regard for using first-hand experience, which should be taken at face value (Cohen et al, 2011). It encourages the researcher to observe the underlying principles to phenomena including being human and human subjectivity within their researched matter. However, some contexts have multiple realities as part of their culture and, therefore, ethnomethodology which considers the everyday norms of the lived domain is more suited for this research. Ethnomethodology challenges the researcher to focus on the practices of a social context by identifying the 'taken for granted' assumptions and understanding them from within on a daily basis. Notions such as indexicality and reflexivity are often used, referring to the way actions and comments relate to a cause or illuminate a social context and the way that these interpretations are communally symbiotic (Cohen et al, 2011).

Furthermore, ethnomethodology focuses and analyses linguistic structures and situational features within an environment. Linguistic ethnomethodologists concentrate on language and conversations in everyday life that reveal the unstated connotations or the way that indexical expressions might link to particular concepts. Furthermore, they might consider how dialogue between two or more people may portray more than the specific words said (Cohen et al, 2011). Situational ethnomethodologists observe the activity and actions of people in order to gain an understanding of the way that people negotiate their social setting.

Autoethnography

Autoethnography is a combination of art and science through the amalgamation of writing (graphy) about the self (auto) and culture (ethno), which encompassed the features that I required for this research (Ellis, 2004). I wanted to discuss both the political and daily culture that I was a part of and consider my own observations and emotional responses as well as those of others. The most vivid definition of this methodology is depicted in the painting '*Autoethnography*' (1999) by Karen Scott-Hoy and used on the front cover of Ellis's (2004) book as shown below; the artist wrote, 'I decided to paint what I thought autoethnography was... such as self-reflection, the self-other connection, examining the self as other – and related these ideas to my experience' (p.188). Permission was granted by the publisher to use the cover image in my thesis.



Scott-Hoy indicates that the woman is herself, grappling with the idea of autoethnography, partially naked to show her exposure to the world and partially clothed, demonstrating her native role in the community that she was researching. The term native in this context means the woman is an insider and is a member of the social identity group that is being looked at. The open stomach suggests the pivotal role of emotion to autoethnography, and the mirror placed behind her mimics the idea of reflection but also an inability to see all of the mirror image. The placement of the painting in the bathroom is symbolic of sterile self-examination, which is juxtaposed with the open scenery on the other side and there is a small, partially concealed object in her hand that, I believe, is reflective of her need to keep hold of her morals and values. Blurred lines emulate the ever-changing boundaries of the self and connect the two images of women in a bid to show their connection and shared understanding. Gazing in a number of directions, the researcher's face is distorted but able to view both herself and her situation in a multitude of ways.

Autoethnography derived from the classical tradition of social anthropology and the era of British colonialism and it has been adopted in a number of social sciences such as education over the years (Brewer, 2000). Early versions of ethnography were developed in the Chicago School in 1920-1930 considering issues of minority social groups such as poverty, race or ethnicity in their urban environments and their investigations pursued methods and methodologies that recognised the significance of ordinary individuals' voices that inhabited those domains (Jaynes et al, 2009). They often paid attention to marginal groups or anyone that they viewed as different in an attempt to understand numerous sub-groups within society. During this time, social anthropologists called this ethnography and sociologists called it participant observation or field research, so historically, it has been subject to differing perspectives of identification (Jaynes et al, 2009).

Therefore, there are a number of detailed descriptions and explanations created by researchers in the ethnographic field (Adams et al, 2015; Freeman, 2015; Boylorn et al, 2014; Denzin, 2014; Ellis, 2004 etc.). The definition that has been adopted throughout this piece of work for its clarity is offered below.

Ethnography is the study of people in naturally occurring settings or 'fields' by methods of data collection which capture their social meanings and ordinary activities, involving the researcher participating directly in the setting, if not also the activities, in order to collect data in a systematic manner but without meaning being imposed on them externally (Brewer, 2000, p.6).

The data collection, as described above, is vague because ethnography does not impose a particular set of methods upon the researcher. Instead, ethnography recognises that each research method should be engineered by its purpose and intention in a bid to understand social meaning and human activity in its specific context (Brewer, 2000).

In looking at the history of ethnography, it is equally imperative to recognise its more recent evolutionary forms which still champion the key ideas of narrative, voice, experience, meaning, indexicality, reflexivity and representation (Denzin, 2014).

Narrative ethnography, meta-autoethnography (Ellis, 2009, p.12), autoethnography (Jones, Adams & Ellis, 2013), collaborative autoethnography (Chang, Ngunjiri & Hernandez, 2013), co-constructed decolonizing autoethnography (Diversi and Moreira, 2009), duoethnography (Norris and Sawyer, 2012), collaborative writing (Wyatt, Gale, Gannon & Davies, 2011), ethnodrama (Saldana, 2011), performance ethnography (Conquergood, 1998; Denzin, 2003; Spry, 2011), sociopoetics (Pelias, 2011), performance writing (Pelias, 1999, 2004; Pollock, 1998b), writing stories (Richardson, 2000b), ethnographic fiction, polyvocal texts, and mystories (Richardson, 2000b; Ulmer, 1989) (p.viii).

Autoethnography centres around overt subject positioning, where the creator and the created have an acknowledged relationship that spoken truths are often opinions, and a construction derived from the internalisation of thought. Autoethnography acknowledges that life is part of a social text on many scales, in communities of all sizes; each type of autoethnography is a fictional construction that reflects a moment in time related to a cultural specificity (Denzin, 2014).

Lives and their experiences, the telling and the told, are represented in stories which are performances. Stories are like pictures that have been painted over, and, when paint is scraped off an old picture, something new becomes visible... Something new is always coming into sight, displacing what was previously certain and seen (Denzin, 2014, p.1)

Therefore, it could be said that personal experience is discursively constructed because it is impossible to create empirically sound, true accounts of an experience; it has ‘no existence apart from the storied acts of performative-I’ (Pollock, 2007, p.240). Stories of lives are open-ended and ambiguous as well as open to a number of interpretations, but the performance of life experience could be seen as a flow which emanates from the self to merge with the groups that give them significance (Denzin, 2014). In other words, every story paints a partial picture and it is the collection of pictures that creates a bigger picture, this is not to be confused with a full and true identity. Ellis (2004) writes that autoethnographers must confront the fact that they are emotionally entangled with their life and research but that this aspect is positive. Whilst I agree that it can be, I also believe truth-seeking to be profoundly difficult, for example, a defended subject will endeavor to try and protect themselves for socio-cultural and internal reasons.

I start with my personal life and pay attention to my physical feelings, thoughts and emotions. I use what I call ‘systematic sociological introspection’ and ‘emotional recall’ to try to understand an experience I’ve lived through. Then I write my experience as a story. By exploring a particular life, I hope to understand a way of life (p.xvii)

Ellis (2004) explains that the lack of emotion or relationship between the self and other in traditional methods of research could actually prevent a participant from relaying their story honestly to a researcher. Therefore, rather than using the term validity as a way of judging the research, she uses the term faithful to describe her autoethnographies asking her readers to consider whether the verisimilitude can be found; whereby the reader believes that the experience is believable and inherently possible (Ellis, 2004). This could be contrasted with way in which you read a newspaper using varying amounts of cynicism as you know that it is written with the intention of gaining particular responses. The concept of viewing validity in a different manner when writing as a form of inquiry is also used by Richardson (1997) where the metaphor of a crystal is provided to demonstrate that the term has many faces, shapes and dimensions and could be viewed from multiple angles casting light in multiple directions.

Furthermore, the concept of truth in this type of research is readily recognised as an issue by autoethnographers, whereby biographies or narratives of particular moments in time are

neither fictive nor non-fictive in their entirety. Although it was written in 1987, Elbaz wrote about this feature eloquently; autoethnographies and autobiographies are narratives of thought; it is a fiction because it portrays someone an hour ago, a week ago or several years ago. They become narrative arrangements of reality and while they are not factually true, they provide a truth of experience (Ellis, 2004).

In the practice of autoethnography, there is a reduction in the hermeneutic (multiple layers of interpretation) where writers abandon the ethnographies of others and write about their own experiences in relation to the world they live in. They are aware of research conventions and are able to express their lived experience in a more direct style to demonstrate their understanding of the human experience (Denzin, 2014). Autoethnography aims to negotiate a path between memory of lived experience and personal history that is embedded in culture, often using the emotion of the researcher to share these stories with the reader. In this thesis, it is the story of Miss Kenny and Anthony which is developed throughout the text and the smaller metaphors in chapter seven that aim to share the lived experience with the reader.

This type of research aims to investigate the layers of consciousness, so much so that Freeman (2015) labelled himself a 'self-reflexive miner' (p.3), when he partook in ethnographic activity as he believed he was able to illuminate aspects of himself that he was not previously aware of. This is similar to the thoughts of Foucault (2000) who wrote 'I write in order to change myself and in order not to think the same things as before' (p.239 - 40) and Richardson (1997) who discusses writing as inquiry. Richardson's (1997) work is spoken about in greater detail in the fictionalising section of this thesis. Seale (1999) stated that autoethnography demonstrated a commitment to greater depths of thought where researchers were needing to reflect on their experiences in order to write them and that these sustained periods of investigation led to a rigorous form of self-criticism.

Back and forth autoethnographers gaze: First they look through an ethnographic wide angle lens, focusing outward on social and cultural aspects of their personal experience; then, they look inward, exposing a vulnerable self that is moved by and may move through, refract, and resist cultural interpretations (Ellis, 2004, p.37)

The familiarity that an autoethnographic researcher has with their subject is sometimes believed to be negative because an author who has knowledge in the area already cannot be objective; however, in autobiographical studies, it is presumed that the writer knows their life, thus, they are positioned in the best possible situation to write and convey meaning from it (Denzin, 2014). Becoming familiar with day-to-day actions means that knowledge gleaned about the lived domain is assimilated using intimate familiarity, the researcher is a native and this relationship aims to avoid imposing a meaning which may occur when using an outsider perspective (Brewer, 2000). Richardson (1997) explains that narratives are the natural way that humans organise their experience, understanding and meaning, stating that people cannot exist without using narratives in their lives and therefore, this methodology is a natural way of creating knowledge.

Ellis (2004) acknowledges that most autoethnographies involve negative aspects of a phenomena; she offers two reasons for this. The first is that social research has often been used to understand nonconformity such as deviance or mental illness, and the second reason is that we often want to write on the subject that is perplexing us, something that we have a problem with. With this type of writing, there is often an issue, a climax and a resulting resolution, providing the reader with a journey. If an individual is able to narrate their experiences of a societal group, a collective story may be elicited, where voice is given to those who have been previously silent or marginalized. This will start to create a cultural narrative (Richardson, 1997). It is through the explanation of a cultural consciousness, that transformative possibilities may be recognised by an individual and therefore, progress to the group (Richardson, 1997).

People do not even have to know each other for the social identification to take hold. By emotionally binding people together who have had the same experiences, whether in touch with each other or not, the collective story overcomes some of the isolation and alienation of contemporary life. It provides a sociological community, the linking of separate individuals into a shared consciousness (Richardson, 1997 p.33)

The potential for a shared consciousness to create social action as a way of bettering their own lives and those around them creates the possibility for greater societal transformation. This is linked to the work of Freire (1974) which will be discussed later in the literature.

Finally, one must consider the author's ability to write a text and ask whether the reader could know if the presented information is representative of what happened. I would suggest that all writing is fictional, potentially made up out of events that may or may not have happened and therefore, the binary between fact and fiction should probably be discounted in preference for the understanding that if a researcher believes in the existence of an experience, then its effects are real upon the researcher (Denzin, 2014). When asked whether the researcher's perspective during the first draft of the autoethnography may adversely affect the memory of a moment or alter the original field notes, Ellis (2004) claims that any form of writing will distort your memory because your narrative becomes the last lived experience of that moment. Therefore, autoethnography is essentially the written situated output of an evolving thought process that will never finish.

Autoethnography is subject to criticism due to a diverse number of theoretical and methodological suppositions (Cohen et al, 2011). For example, autoethnographers' work can contain high levels of description (with potentially less analysis) as they are attempting to observe a particular theme, waiting for outlandish moments so there are judgements of chaotic research without rigor (Brewer, 2000). Brewer (2000) outlines two main forms of criticism; 1) scientific and 2) postmodern. The first criticism relates back to the fact that autoethnography is a model of social research which falls below the scientific standard due to the fact that it is immeasurable by statistics and clear-cut facts. This viewpoint ascertains that the researcher should not be a variable in the course of the research as one's personal introspection may change as the work ensues. These criticisms are identified by a number of autoethnographers (Adams et al, 2015; Freeman, 2015; Boylorn et al, 2014; Denzin, 2014), who note that the traditional and positivist ideas of research favour the idea of the invisible researcher observing from a distance so that they avoid subjecting their own judgments upon the phenomenon that they are researching (Freeman, 2015).

The second criticism is formed by the postmodern assessment which states that autoethnography is a humanistic model of social research and, if we deconstruct it to its constituent processes, it will dissolve into nothing (Brewer, 2000). Equally, arguments

suggest that the collected data could be judged as anecdotal, hearsay and, therefore, unproven which is similar to the work of the dishonest journalist rather than the thoughtful researcher (Brewer, 2000).

All of these arguments relate directly with notions of truth and questions whether autoethnography is able to provide it. The nature of research itself relies on the pursuit of truth in the form of verifiable facts and, therefore, autoethnography is problematic as it is trying to offer the reader truth through the researcher's eyes or it seeks truth in the development of a relationship between the researcher and collaborator (Adams et al, 2015). Some researchers maintain that an autoethnographer who is deceitful destroys their own contract with their reader but the conditions of autoethnography are such that they cannot possibly provide an objective depiction of a cultural truth (Freeman, 2015). 'Every element [...] contributes to an ethnographer's account [...] research strategies, theoretical positionings, socio-economic status, gender, geography, nationality, integrity, aspirations, age, influences and personality' (Freeman, 2015, p.9), which can mean that the most substantial and potentially open-minded qualitative research procedures are imitated adjustments of scientific processes, resulting in artificial predictions disguised as the findings. In addition, issues of writerly embellishment can also be seen as elaboration and further embellishment.

Critical Autoethnography

Emerging from ethnography and critical theory is the term 'critical ethnography' which is a form of critical theory in action which assumes an evolutionary worldview in comparison to traditional forms of research (Cohen, 2011). Typical forms of ethnography focus on how an aspect of culture is currently presenting, whereas, critical ethnography focuses on what could occur (Thomas, 1993). It tries to reveal situations of oppression to create future empowerment with an unequivocal agenda to have an ethical responsibility to endorse equality and justice (Cohen et al, 2011). Rather than taking the usual positionality of much

social research that interrogates and explores, it looks to describe social exploitation in the areas that have been taken for granted or normalised in order to change it. The idea of ethical responsibility and the politics of positionality are, therefore, at the heart of critical autoethnography (Boylorn and Orbe, 2014).

This critical position requires the researcher to acknowledge that they are not only reflexive but also an activist (Cohen et al, 2011). Individuals and their research cannot be described as neutral; there are always levels of both subjectivity and objectivity which must be investigated to consider the political stance. Admittedly, this could be labelled as contentious because it paints the ethnographer as an idealist but, equally, it could be claimed that all research has a political agenda to some extent (Thomas, 1993). It is due to this notion that the researcher should be advised to maintain a political stance because schools are built upon policy, and not addressing it would be a failing of the ethnographer (Huff Sisson, 2016; Parkison, 2008). When I was designing this research and considering my over-arching question, this stance was precisely the position that I was in; as mentioned previously, I wanted to question the political context of educational settings, chronicle and discuss the effects of policy on teachers and consider ways of improving individuals' navigation of the system.

This view of interwoven politics and the educational system is discussed further by Parkison (2008) who believes that school contexts are able to empower teachers with autonomy and professional authentic identity or foster alienation, stress and systems of control as part of their need to demonstrate accountability to outside agencies. For the purpose of this work, I define teacher autonomy as the right to self-government and independence through decision-making for their class or year-group with the ability to lead learning in the direction they feel necessary for the children in their charge.

If teachers are grappling with a mandate that is not aligned with their professional identities, Parkison (2008) suggests that there will be two forms of response; withdrawal and resistance or acceptance of the levels of prescription. Therefore, the methodology needs to be able to look at the issue of human agency and debate whether people will speak truthfully about the

issues that concern them (Alkire, 2005). If it is assumed that there is a limited space for teachers to reflect and empower their own changes in the current political climate of education, the methodology needs to demonstrate the ability to be reflexive and highlight the language of politics and aspects of oppression that are restricting teacher levels of professionalism. In considering the admissions of Parkison (2008) above, I decided to use narrative as a way of protecting those that featured in my critical incidents, so that I could tell their story in an authentic manner without fear of causing issues for both them and myself. The details about critical incidents and use of research journals, as well as the ethics involved, are explained in further detail, later on in the chapter. However, first it is important to understand my use of narrative in this critical autoethnography and how it fits together.

Narrative

Creative narrative research is an area that has been gaining momentum and becoming increasingly accepted according to Bold, (2012) but, the varying practice in different fields and professions is vast. In my search for literature on this method of data analysis, I am convinced this is true due to limited search findings prior to 2000 and the thoughts of others in the field, around the time of their writing (Clough, 2002; Clandinin and Connelly, 2000). In fact, Clough (2002) opens his introduction with the statement, 'my storying methodology in educational settings is an emerging field: exciting and important, but still largely exploratory' (p.4). The over-arching idea of fiction is that it allows the researcher a different method of communication to the reader which is both illuminating and accessible (Bold, 2012). The storying product and process is similar to the oral process that occurs when a person is telling their story or experience in real life, in the conversations that occur every day, where language can distort the familiar to make it strange or vice versa (Clough, 2002). Dependent on who we are telling the story to, or in which context, will alter the referential function of personal interest in the story and the way it is told alters.

Personal interest is a key issue in this field; Richardson, (1997) writes that she abandons many texts through boredom despite the fact that they are written about a subject that she has interest in and claims to know of many more 'discontents' (p.87) who feel similar emotions when reading sociological texts. It is her assumption that if the research was more readable, it would potentially reach a wider audience and, therefore, have more impact.

There are issues associated with the echelons of interpretation due to the nature of construction and re-construction in both the creator's and the recipient's minds but we must identify the potential of using narrative; we rely on analysing and synthesising narratives in our everyday life, which is why one should understand that it has a place a research methodology (Bold, 2012). The creator interprets events as the narrative progresses and as an individual reads the story, they will re-create the narrative based on their own previous knowledge and understanding. In this way, the researcher becomes an architect, where technicality and application of writing are not formulaic but the real questions surround purpose (Clough, 2002). In essence, the thought involved in this process of decision making and the choice of word and phrase becomes the principal function of the research. Fraser (2018) legitimises her autoethnographic and interpretive stance in her search for '*Sophia*', a book about wisdom as a metaphor for knowing and knowledge in her discussion about policies and practices. She believes that this research necessitated the understanding of self, in order to secure her belief that human responses are formed from personal heritage and culture, which in turn, form ways of knowing (Fraser, 2018).

Temporality is also an interesting phenomenon to observe in research because it can become out of date before it can be published and has little impact other than to record a historical moment in time (Bold, 2012). As researchers, the inquiry field is the midst of someone's story, the culture does not start on the first day of research, nor does it stop when the project comes to a close; it is important to realise that all institutions and communities are continually in the midst of their own stories (Clandinin and Connelly, 2000). The people involved are in the midst of their narrative story and the institution itself is in the midst of a story, both are important in different ways and both can share meaning. By looking at these stories using different approaches, it may be possible to interpret that meaning.

In research, the norm or the expected approach in education as suggested by Goldacre (2013) does not endorse freedom and creativity in research and does not link it to the personal. Ben Goldacre (2013) is an example of a scientist who has had much influence over the government in the last ten years in relation to education, despite the fact that he has a medical background. He uses random control trials (RCTs) to prove what works and does not work and believes that the only useful research is based on quantitative data. Value is not deemed appropriate when considering creativity and expression, instead there is an expectation to follow the expected norms of research (Bold, 2012). However, creativity helps us to create meaning, encouraging collaboration, through the generation of dialogue and investigation of thought in a way that other methods may not (CLA, 2017). In a creative narrative, the distinction between fact and fiction is purposely messy so that the reader can puzzle over each aspect of it (Clough, 2002; Clandinin and Connelly, 2000).

Clandinin and Connelly (2000) have no intentions to make judgements about the quality of story-telling or creative incidents, instead, they focus on looking at what can be created or thought about as a consequence to the stories. Sikes and Gale's (2006) list helps to classify how good a research narrative is by how they evoke a response or an emotion and this has been para-phrased below. The characters of Miss Kenny and Anthony were purposely created with this in mind.

- liminality – forming space for the reader to think,
- transgression –evoking an emotional response that links to an experience or wish,
- evocation – developing the communication for emotional responses,
- complexity – considering multiple layers of understanding,
- creativity – developing a construct that could be viewed in more than one way,
- audience engagement – encouraging sustained attention through its written form.

I turn now to the work of Peter Clough (2002), whose book '*Narratives and Fictions in Educational Settings*' was an excellent guide for this type of narrative and fictionalised writing. He claims that his book aims to provide confidence to those who want to explore research design in this area and that rather than just talking about the ideas critically and

retrospectively, he has been able to exemplify them. There are five stories in total; four emerged from reality and one arose from a response to ethical questioning (Clough, 2002).

They are effective exemplifications because they demonstrate how the role of the researcher is integral to the story and process of writing; Clough (2002) writes about how his own identity sits at the centre of the meaning and this is immediately apparent in the opening line of the story 'Klaus' (p.20-24) – 'I've met my father and his sons in so many special schools' (p.20). The issue of a disaffected boy's behaviour was related to both the management of the school and to a wider political framework. In places, his stories (Molly, p.25-36) cast light on particular characters that are deemed to have less opportunity for voice, and Clough (2002) celebrates this finding stating that there is a need to illuminate and cast light on the inaudible or silenced voices.

The narrative that really spoke to me as a reader was the story of 'Lolly: the final word' (Clough, 2002, p.54-p.59) due to its angry, ethical stance. It draws all of the other stories together and questions its own method whilst still maintaining its medium. Clough (2002) explains that the story is petrifying because it is so realistic and claims that it could have easily occurred. The plausibility of the situation enabled me to connect as a reader and a researcher considering the fear of such retribution from a participant. This was the author's intention to demonstrate that there was the potential for raw confrontation without any protection for the character or the reader and I believe that he has been successful in this endeavour.

Tooley (1998) is often perceived as a main critic in this area of research claiming that it is fragmented, parochial and lacking in rigour which similarly appears to be reflected in policy; he suggests that Department for Education and Skills (DfES) want simple but quick solutions to educational issues (Badley, 2003). Therefore, a review of Clough's (2002) book by a self-labelled 'neo-pragmatist' (Badley, 2003, p.445) is helpful to evaluate the concepts introduced, despite the fact that the majority of Badley's critique is very descriptive. He believes that the merits of the text are; the intense understanding of humans and their behaviour, that it is altering the conditions where emotional complications are generated, that

it is calling for honesty rather than scientific terminology, it is demonstrating a way in which researchers can demonstrate their personal position by including their morals and it is showcasing a new method of observation (Badley, 2003).

However, Badley (2003) questions Clough's notions (2002) of truth in the latter chapters of the book by discussing his use of language particularly when he discusses objectivity when he has used subjective methods to interpret an idea, he labels it as 'rather baffling and metaphysical' (p.445). He rejects the 'Husserlian justification' (Badley, 2003, p.445) and labels it 'an arrogant Hemingway claim' (ibid) suggesting that Clough (2002) has moved away from his originally consistent approach. In a rejoinder by Clough, he argues that the only reason he justifies himself is due to the fact that currently stories in the form of research are unable to stand by themselves alone (Clough in Badley, 2003). He continues to argue that if narrative research is trying to make a claim about validity as part of an enquiry, the stories cannot be offered as merely a fiction but as a representation of truth, something which both Richardson (1997) and Ellis (2004) referred to.

In order to understand how creative writing is going to form part of the analysis, it is imperative to look at creative writing itself. As mentioned above, Clandinin and Connelly (2000) choose not to look at the level of creativity, rather, what it evokes in the reader, and at the forefront of Clough's book (2002), he states that he does not want to discuss the quality of the stories because this decision should be made by the reader. This is similar to Ellis's (2004) views about how autoethnographies should be written from the heart, and be presented to the reader so that they can take what they want to take from it, so I looked at the literature surrounding creative writing as a form of research, where people write a novel or poem and then discuss it critically.

This type of research has the ability to demonstrate synergy between creation, practicality and the critical (Kroll and Harper, 2013). MacRobert (2013) explains that all creative writing emerges from the construction of a question that has previously captured the author's interest and provided a purpose for writing. Therefore, there must be a connection between the written, created world and the life of the writer so the author writes in both a public and

solitary sphere (MacRobert, 2013). Therefore, this type of creative writing for research and my own creative writing, as part of my analysis, have similar aspects and underlying theories. However, I do not agree with the assumption that all creative writing emerges from a question; in my own experience as a teacher who regularly encourages children to write creatively, it can often be playful, stemming from an inspirational experience or, equally, it can be an angry response, emerging from the reality of a situation. The words ‘purpose for writing’ are also debatable; this could signify writing for the audience of the piece, the enjoyment of writing in the first place or the actual reason for writing, for example, a letter.

In the pursuit of understanding how ideas are translated into writing, MacRobert (2013) claims that as a result of her work and her reading, the generation of thought surrounding her idea can often exceed the expected time. She also states that this type of writing will not transpire in an isolated and segregated amount of time away from the life of a writer, despite the fact that many believe this to be true (MacRobert, 2013). She advocates the use of a writing journal to help this lengthy process.

Creative writing is distinct from other forms of writing because it is often concentrated on the production of new works and is practise-led (Kroll and Harper, 2013). The author must continually consider how the ingenious arrangement of words can expose reactions or responses by creating a rapport between the writer and any future readers as part of an evolving text (Kroll and Harper, 2013). In other words, creative writing will form the process of discovery.

Artist and critic Paul Carter confronts this [...] confusion by clarifying the possibilities: ‘If research implies finding something that was not there before, it ought to be obvious that it implies imagination. If it is claimed that what is found was always there (and merely lost), still an act of creative remembering occurs.’[...]Discovering, unearthing, remembering, revising, re-perceiving material are all processes involved in creative research (Kroll and Harper, 2013, p.107).

Ensuring that this creative writing process engages criticality during the process of composition is an area that Lasky (2013) writes about extensively; she articulates this notion as the term poetics whereby writers consider their work critically. She questions how the interdependent relationship between practice and theory and also between the writing process

and final outcome can be expressed, and answering that it is the recognition of influence in our writing (Lasky, 2013). She uses Henry James's artwork as an example, to illuminate that '*A Portrait of A Lady*' emerged from multiple and layered perspectives; these included the setting of Venice at a particular point in history, the culture at that moment in time and the influence of other writers such as William Shakespeare and George Eliot. There were also several themes that were apparent such as the progressive ideas of inner lives and values (Lasky, 2013). Therefore, the creativity was conversant with tradition but futuristic in its ability to be original because he used his knowledge to inform his future work, imagining something that had not already happened.

Lasky (2013) also notes the challenges of writing as part of a research method and becoming a creative writer.

1. Too much focus on product and outcomes leads to excessive self-consciousness, inhibiting the writing process and paralysing the ability to write freely...
2. Taking a critical perspective means becoming a literary critic of your own work, applying theory to your work as if you had not written it...
3. Writing a critical piece in addition to the creative work is an academic exercise (in the pejorative sense of the term)... (p.22-23)

These challenges initially concerned me, but I found that the creative writing flowed easily and naturally. I did not feel inhibited or detached from it. But it occurred to me that there were some parallels between these issues and moments of self-belief in some of the admissions made by Fraser (2018) in her autoethnography when she discussed her nightmares, stating that they were so frequent that she felt that the work was overpowering her, despite the fact that she felt that she was getting somewhere. In fact she summarises her own discomfort as concerns relating to the personal and professional context of her work (Fraser, 2018). This was something which I felt that I was identifying with.

As a result of these challenges, Lasky (2013) suggests that shorter writing exercises can be beneficial as a way of building up to creating a final narrative. These exercises might include placing a scene in an alternate setting or historical context or focusing on one character and thinking about the conversation they would have with a contemporary theorist or a political figure. She articulates the need for the author to seek forms of writing that they enjoy to

avoid the antithetical demands of writing and engage with language in a productive notion of cognisant thoughtfulness (Lasky, 2013). For example, if I was trying to engage the children in my class with a piece of creative writing, I would ask them to describe the blood and gore on the battlefield, rather than a sunset on an Autumn day, as I know that this would capture their interest to motivate their passion for writing.

In fact, the self-confessed rechannelling of critical and pedagogical activism promoted by Kidd (2014) is an apt example of how fiction can be used as a starting point for critical messages. Her playful use of fiction as a starting point for her key messages concerning compliance and a lack of autonomy for teachers serves as further confirmation of this and her stance on challenging the overshadowing but distinct craving for the misconception that data is the only possible version of truth is important. She starts her book with a pertinent quote from Francis Bacon (1625): ‘Read not to contradict and confute; nor to believe and take for granted: nor to find talk and discourse; but to weigh and consider’ (Kidd, 2014, p.v). With that quote in mind, I turn to the method of using critical incidents in research to explain why this was the most suitable option for data collection and how they paved the way for this narrative work.

Critical Incidents

As mentioned previously, I did not want to use interviews or questionnaires to gather my diverse material and narratives together, or any other method that I felt people could give me the information that they thought I wanted to hear, or the information that they felt safe to give in case they were afraid of surveillance. The reasons for these thoughts are explained in the following literature chapters of this thesis. I wanted a method that I felt would reflect the reality of teaching with an open vulnerability and that is why I finally chose critical incidents because it allowed me to reflect the reality of teaching through my own eyes and ears in my own setting and through conversations, meetings, courses and reflections of experience.

[...] when horizons grow or diminish within a person the distances are not measurable by other people. Understanding grows from personal experience that enables a person to see and feel in ways so varied and so full of changeable meanings that one’s self-awareness is the

determining factor. Here one can admit more readily that the substances of a shadowy world are projected out of our personal thoughts, attitudes, emotions, needs. Perhaps it is easier to understand that even though we do not have the wisdom to enumerate the reasons for the behaviour of another person, we can grant that every individual does have his private world of meaning, conceived out of the integrity and dignity of his personality. (Virginia Axline: Dibs: In Search of Self, cited in Tripp, 2012, p.v)

A critical incident can be a moment in an individual's biography that marks an important change in their understanding; whilst it may be vitally important to one person, it may be totally irrelevant for all other people present. Critical incidents are not independent entities which occur outside of an observer anticipating detection, but similarly to other types of data, they are generated (Tripp, 2012). Experiences and moments occur perpetually and continuously but a critical incident is created when we analyse a situation and consider the interpretation or significance of it.

To take something as a critical incident is a value judgement we make, and the basis of that judgement is the significance we attach to the meaning of the incident. (Tripp, 2012, p.8)

The term critical incident can signify a momentous or trivial turning point or change in the life of a group, institution or social phenomenon as well. The incident tends to be one that is not overtly dramatic or obvious when first observed but something that occurs in routine practice and becomes critical when someone realises that it highlights an underlying trend or motive. It is the analysis that makes an incident critical because someone has thought and reflected on that moment in order to retell it. Therefore, the incident has clearly had a form of symbolic meaning to that person. For the purpose of this research, which took place over two years, I had six hundred and seventy-four critical incidents which all appear within Miss Kenny's narrative or the four smaller metaphors (An example of a critical incident is included within Appendix 5).

Practically, the method includes the initial observation of the phenomenon, its resulting description and an explanation of its relation to a cultural category in a wider social context. In this way, it is different to an observation, for example:

Mary raised her right hand. After about a minute her teacher noticed, and asked her what she wanted. Mary asked if she could sharpen her pencil.
It is a description of what was observed... it does not say why this exchange took place... To create a critical incident one would have to say what the incident meant, which means moving out of the immediate context in which the incident occurred (Tripp, 2012, p.25).

Critical incidents can only develop as data because a person has deemed them to be important enough to think about them critically (Tripp, 2012). Each observation has the potential to become a critical incident, even the example above, but we have to analyse it as such to create it into one. This type of analysis mimics the forms of autoethnography that Ellis (2004) speaks of with her students throughout her methodological novel when she lectures about the differences of accuracy and memory of truth. The analytical framework for a critical incident has been linked to the concept of researcher emotion because Tripp relates his critical incident method to the ideas of Dewey (1944). He states that humans focus their awareness on objects that make them emotionally unsettled in order to establish an emotional equilibrium, thus reflection is not procedurally different to other types of inquiry in action but differs with its original purpose and final outcomes (Tripp, 2012, p.xii). The emotional dynamic became very evident when I returned to some critical incidents and viewed them in a different light. I ensured that these thoughts and timelines were recorded and this is explored further in the section about research journals.

Critical incidents have been drawn upon in enquiries into educational researchers and their influence, motivation, research cultivation and orientation (Holligan and Wilson, 2015). They were deemed as useful due to their insightful nature which revealed emotion-laden individual values and much deeper or wider sources of influence than originally expected. The reflections all demonstrated strong forms of emotion. The insider perspective or insight associated with critical incidents is supported by the creation of personal identity which we tend to ascertain through language (Holligan and Wilson, 2015). In my experience, when pairs or groups of teachers attend courses and twilight meetings, it is often the case that the language used and values espoused by their own schools are present in their language throughout the day or evening. It seemed to me that the shared understanding and shared meaning was evidence of the habitus discussed later on (Hardy and Melville, 2013). We are storied as well as story tellers.

It could be said that a critical incident is not reflective of continuous human action and that it has an inability to demonstrate reliability through its lack of consistency. However, Cohen et al (2011) pose an alternative view, stating that a person could behave in a particular way once, which should not be overlooked due to its infrequency, giving the example of committing a murder and becoming known as a murderer. Instead, a critical incident should be viewed with a regard to the fact that it is a momentary insight to a set of actions or viewpoints that the person is doing or thinking at that specific moment in time. They are therefore, to be considered as revealing insights that might not have been accessible in typical methods of observation (Cohen et al, 2011).

Therefore, reflection is essential to the process of creating a critical incident because there is a defining element of personal judgement involved: it cannot take place in a vacuum and it must be recognised that perception and thought are always linked to a personal contextual background and one might suggest, somewhat limited (Tripp, 2012). Employing a teaching technique such as behaviour management does not necessarily make someone professional but it does show them as a thoroughly competent practitioner. It is the comprehension of an action (the how and the why) that demonstrates an intellectual professionalism where individuals are demonstrating intelligent methods to inform intelligent practice (Tripp, 2012). To achieve this, the teacher and researcher must be reflective about their practice and have the ability to justify their actions with an explanation that demonstrates knowledge, rigor and critical analysis. To ensure that I was rigorously engaging in a reflexive manner, I revisited several critical incidents each time that I wrote a new one using a range of different colours to show my reflections on different days as seen in the appendices (Appendix 5). I also set a specific time aside at the weekend to look through and think about what I had observed and seen, adding any new thoughts as I went and I found that juxtaposing two critical incidents that were similar elicited much deeper forms of reflection that pushed me to consider how and why something occurred. Endeavoring to be open to all aspects of the experience, I also considered aspects such as language, art, feelings, disturbance and dreams.

The concept of professional awareness consists of two main notions; the things we are aware of and notice which is also known as awareness, and a subconscious construction which both restricts and assists what we consciously and unconsciously choose to attend to,

labelled the ‘problematic’ (Tripp, 2012). This theory recognises the active role of the individual in the process of being aware but also classifies and explains the periods of time that we are least aware and links back to the notions of critical consciousness discussed by Freire (1970, 1974) mentioned later in the literature. In promoting greater awareness from an individual, Tripp (2012) believes that the divide between theory and teaching practice may be reduced.

The greatest disaster of modern education is an over-dichotomised theory/practice relation: it enables academics to pursue theory without regard to the practical realities of classrooms, and enables teachers to dismiss theory as irrelevant (Tripp, 2012, p.16).

Critical incidents have two main roles; they aid individuals in cultivating an improved understanding of and management over professional practice, assisting in the location of a focus for educational action research (Tripp, 2012). Both of these statements are evidenced in this thesis; the first is relevant because I use critical incidents as a method to investigate and reflect upon my own positionality and the relation of the incident to the context of teaching. The latter claim is true because it was a critical incident that caused me to spend a long time reflecting upon an answer to two questions that provided me with the foundational idea for this thesis. This has been discussed in the introduction.

Tripp (2012) uses his book to promote critical incidents as a starting point for action research – in other words, teachers document their own critical incidents to isolate, categorise and explore their own professional consciousness, which can be utilised as a theoretical basis to pursue. Understanding how we operate, our awareness as teachers could allow us access to knowledge to increase our reflexivity and effectiveness through the use of critical incidents as researchers too but, unfortunately, this is not a large area of literature and research. In my own writing about critical incidents, I am aware that one could say that there is an over-reliance on the work of Tripp (2012) but his theoretical underpinning of them has been both useful and is far superior to the brief recognition and over-simplification of this method that Cohen et al (2011) and other encyclopedic research texts allude to. There are some researchers who have developed the term critical incident analysis and whilst their level of reflection using a number of theoretical perspectives afterwards is interesting, their explanation of critical incidents as a method is not clearly explained (Alanazi, 2018;

Mohammed, 2016). Equally, there are several how to books and reports about using critical incidents in the classroom or for leadership training which provide insight into their use but do not clearly develop their understanding of the method (Mander, 2008).

The critical incident researchers mentioned in the paragraph above did not seem to write much on the topic of ethical considerations but these matters need to be deliberated upon throughout any form of research, 'They are not dealt with once and for all, as might seem to happen, when ethical review forms are filled out and university approval is sought' (Clandinin and Connelly, 2000, p.170). In order to obtain institutional consent both the university and the school that I am working in have given their written permission for the research to take place. However, due to the fact that I decided to add respondents to my original method, I updated my submission and I have attached both the original and amended application with the resulting letters in the appendices for the reader's perusal (Appendices 1-4).

A key ethical question for this work was the following: Who owns the incidents? This question is aimed at considering whether the individuals given in the researcher's narrative own the story or whether the researcher owns it (Clandinin and Connelly, 2000). This is an interesting question to pose and my answer is that the critical incident is only critical to me, as the researcher, because I am the one who has attached meaning to it and felt that it was relevant to the area that I was looking at. Therefore, this part of the research does not have participants. Clough (2002) writes that they are '*my* versions of stories which I have created as a result of *my own* interactions and intuitions, remembering Richardson's warning that ...'desires to speak "for" others are suspect' (p.9). The likelihood of this particular moment in time becoming a critical incident for someone else is unlikely and if it did occur, it would be a result of a different set of reasons. Although these ethical issues are posed in relation to ownership, this may not be the best and only consideration when questions arise, instead it is suggested that concerns of relational responsibility are looked at (Clandinin and Connelly, 2000).

‘Relational responsibility’ is the term given to people who cannot remain anonymous, such as parents when a researcher is talking about a childhood memory.

Writers may decide that they own a memory and still conclude that they ought not tell a story based on it because of a feeling that the other person would not want it told or would be hurt in the telling. (Clandinin and Connelly, 2000, p.177)

However, it could be suggested that this is distorting some of the evidence and that the overall picture created from the critical incidents would be incomplete as a result. This raises the question of whose stories should be heard and on what terms; these are often key issues for any research. Instead of omitting some of the evidence that I gathered through fear of participant recognition, I decided to use the work of Clough (2002) and Bold (2002) on fictional research narratives as a starting point to look at how anonymity can be protected to those I was discussing in my critical incidents. Schools are small communities and, therefore, disguising facts within a research journal was inherently difficult. Disguising them within a narrative was infinitely easier. To ensure that I had achieved anonymity, I asked three people that are close to me to read the narratives and to see if they could identify anyone. They were incorrect in their assumptions and often assumed that the people were real or whole people rather than aspects of different teachers.

The fictionalization of educational experience offers researchers the opportunity to import fragments of data from various real events in order to speak to the heart of social consciousness – thus providing the protection of anonymity to the research participants without stripping away the rawness of real happenings (Clough, 2002, p.8).

Miss Kenny’s and Anthony’s story had derived from elements and thoughts that were real in terms of the fact that I decided to use them but they were fictional because they were versions of truth sewn together in a messy and complex manner taken from an amalgam of incidents (Clough, 2002). Therefore, this method actually affords greater freedom to the researcher because some of these aspects may not have been made previously public due to issues of anonymity.

The generation of critical incidents was also an important issue to concern myself with; questions such as ‘Which critical incidents should be recorded?’ are relevant and necessary.

Tripp (2012) advocates the use of keywords as a trigger point so that focused awareness can be drawn upon to record these conversations or events. In considering a memory, the fact that it has been recollected and currently the focus of thought suggests that it could be a critical incident itself (Tripp, 2012, p.35). He also suggests that the researcher should be watching out for typical and atypical examples of the context. Typical moments were able to suggest trends, patterns and routines whilst the latter atypical experiences demonstrated something that became catalytic or illuminating. In terms of practicality, it was imperative for me to use a research diary or journal to record these experiences; the ability to record them immediately helped me to consider my first impression of the event and the written record provided a narrative to be reflected on later. As mentioned previously, the use of colour helped me to organise these reflections and proved very helpful.

The differences between observation and critical incidents have already been alluded to previously, but both forms of viewing a situation are fraught by the same issues of representation and how we as researchers react to it (Bold, 2012). Conveying or making sense of an experience is not straightforward and neither is the reflection. Bold (2012) discusses her own experience of this process, 'I have tried to visualise the continual reformation of ideas to provide a diagrammatic model, but the process is neither linear, nor circular, nor spiral in nature' (Bold, 2012, p.38). It is the personal engagement with the critical incidents and subject matter through searching, re-searching and searching again that will form the process and output of data collection (Bold, 2012). The method of collection needs to be able to capture the initial thoughts, the reflection and subsequent thinking and this is the reason for choosing a research journal. In this sense, the collection is a messy text where I am attempting to trouble the norms and produce knowledge in a different way (Clough, 2002).

Research journals, also known as diaries, are often used as a method of collecting field-notes and as an aide-memoire but are seldom incorporated as a means of collecting primary data (Bold, 2012). They can be carried around easily which is a profound benefit for the researcher, enabling them to record pertinent information, for example, key events, conversations, immediate thoughts and reflections (Bold, 2012). Maintaining the journal allows more than one response to an incident over time including multiple reflections on individual entries and the development of deeper and potentially opposing thoughts.

Alternatively, reflections of subsequent events may demonstrate alternative ideas over time and patterns, routines or themes that may then be identified. Sometimes, they are much more than a procedural tool for documenting thought as they can also be known as ‘audit trails’ (Scott and Morrison, 2007, p.63).

The term ‘diary’ could be misleading to some because each person will use it in an individual manner (Scott and Morrison, 2007). However, in Scott and Morrison’s book (2007), they raise issues over the recording or categorisation of data and the degree of inclusion or exclusion in the final research, advocating them as a tool for continuing retrospection and introspection but warn their readers that they are far from a comprehensive insight to the world of the researcher. They continue to emphasise their concern when they suggest that researchers may be encouraged by a diary to allow records to amass without reflection and meaning for considerable time periods, which reduces the researcher’s ability to engage in the early analysis of their findings (Scott and Morrison, 2007).

As a counter-argument, sustained reflection does not just represent individual identity but constitutes it and consequently, the novice researcher will emerge as someone who is more experienced as the method continues (Bold, 2012). Whether the reflections are early or late in the data analysis, it is possible that the recording of data itself causes a reflection without one realising. This is due to the fact that the researcher is gaining knowledge of the culture as they see it and will be continually re-forming their meta-narrative over time. An intensely reflexive relationship develops for the researcher who is experiencing a life narrative, voicing a life narrative, re-voicing a life narrative, and re-experiencing a life narrative (Clandinin and Connelly, 2000). This also negates the argument by some positivists that a novice researcher working in this field may miss the key elements or themes because they do not know what they are looking for.

In my opinion, the re-forming and reflective relationship that the researcher can have with the data is the most exciting part of autoethnography. During this process of researching teaching, I have questioned my own identity in so many ways that this has become both a therapeutic process and a way that has soothed some of the rifts that I was struggling with in

my daily life. However, it would be naïve to think that it had not also caused issues and questions. The fact that I was more novice at the start of this process in comparison to now has allowed me to grow within the research.

It is thought by many narrative researchers that the work of John Dewey (1910) has formed the conceptual backdrop for using a research journal (Bold, 2012; Clandinin and Connelly, 2000). The researcher can interrogate the personal and social (observing interaction), the past, present and future (considering continuity) and the situation (thinking about the place). Furthermore, Clandinin and Connelly (2000) add that researchers can then gaze at a problem in a number of ways; ‘inwards, outwards, forwards and backwards’ (p.50).

‘By inward, we mean toward the internal conditions, such as feelings, hopes, aesthetic reactions, and moral dispositions. By outward, we mean toward the existential conditions, that is, the environment. By backward and forward, we refer to temporality – past, present, and future’ (ibid).

They claim that in order to understand and research an experience, all four of these directions must be explored, both during the event and as part of the reflection after. There are of course tensions in researching the lived domain of which we belong to (Clandinin and Connelly, 2000). One of these issues is that the researcher may merely reproduce the known storyline in a conformist and reserved manner without changing the agenda. But if these varying angles are all looked at in detail; the inward, outward, forward and backward using reflection, this conformist agenda may be circumnavigated.

The research journal is a working document; some people have specific ways of using it such as writing an entry on one page and leaving the other page for reflections. Other people use a calendar-like diary so that they can track the date of their thoughts and events. However, Bold (2012) advocates a journal that is blank, so that if there is a need to reflect for the next three pages after an event, then there is the space to do so. She reminds her readers that accumulative thoughts might not occur if rigid structures are in place and advocates the use of colour to code thoughts at different times. Equally, the use of pictures or drawings can diversify the range of processing skills, which may release the reflective self in a

different manner (Bold, 2012). As mentioned previously, I realised that I had different reflections with different emotions and thought about situations using a new perspective when I had two similar or juxtaposing incidents so I followed Bold's (2012) advice, finding it useful and organised.

Some people advocating the use of the research journal also discuss the merits of a theoretical framework prior to the data collecting, but this tends to lead towards a positivist mind-set, which is not always helpful when working with a research journal (Bold, 2012; Scott and Morrison, 2007). It can lead to someone missing a key component in the data or the researcher missing a key focus or theme that has emerged from the data. In this way, it is similar to the ideas of grounded theory and it is suggested that one must take strength from the unknown (Bold 2012). The researcher who uses grounded theory often considers a broad structure to gain a macro understanding or general impression before using micro-analysis and coding to explore meaning (Cohen et al, 2011).

Using a diary or journal is a time-consuming task which can be onerous and non-completion is a credible risk, which may be overcome by suggesting that diaries should only be used for short-term endeavours (Scott and Morrison, 2007). Reasoning for this includes the notion that large-scale designs are difficult and hard to manage for the individual educational researcher as well as the fact that participation may become difficult to secure over long time periods (Morrison and Scott, 2007). Furthermore, the quality of entries may vary or decline. Over the course of the two years, I did find that some weeks would have a larger number of critical incidents and other weeks could have hardly any. But I also found that this did not seem to impact the quality of reflections that occurred afterwards; there were some incidents that accrued more reflections than others though. I noticed that certain times of the year created similar attitudes and emotions and by carrying the journal in my bag, it made it easily accessible.

In response to Scott and Morrison's (2007) comments about quality, amount of response and scale, I am not sure that these issues were problematic for this study. Denzin (1997) celebrates the crisis of representation where the data, in this case the research journal,

discloses the lack of clarity from the writer (Clough, 2002). Denzin (2001) discusses how thought around meaningful experience, termed epiphanies can be positive and negative and that they are not structured in relation to time,

Epiphanies [...] are interactional moments [...] the person is in a “no-man’s land betwixt and between [...] the past and the [...] future” [...] they] are given retrospectively, as they are relived and re-experienced in stories (Denzin, 2014, p.52).

One of my own epiphanies was that I realised that my data was emerging from more schools and teachers than I had originally anticipated; a conversation with a friend who was a teacher in a different country or a discussion on a course that included a group response as well as complaints from a teacher about her school during a moderation exercise all became part of the picture that I was creating.

Towards the end of the two year period, the critical incidents were compiled into groups using commonalities and four themes emerged; teachers leaving the profession due to burn-out and disillusionment, teachers feeling trapped by a system of compliance, the improvement of teachers’ emotional well-being, particularly when they worked collegially, and the role of transformative learning in building resilience. These themes are discussed in greater depth in chapters four, five and six; the four categories were also used to create metaphorical stories in chapter seven to ascertain others’ experiences as well forming a platform for my synthesis in the story of Miss Kenny and Anthony. They became the heart of this critical autoethnographic thesis and upon writing Miss Kenny’s story, I realised that there was a silence surrounding her transformation which led me to further reflection upon a number of potential scenarios for the change in her approach. These scenarios have been discussed at the end of each literature chapter as I realised that Miss Kenny’s transformation had emerged from a plethora of factors.

Considering the Voice of Others

I was very aware that up until this point, my method was very introverted. This thesis could have had the response of someone suggesting that this research did not have enough depth and understanding of the issue in hand, due to the lack of other voices in my data, despite my intentions to provide data that was representative of what I was seeing and hearing. I wanted to add a further layer of experience and include participants as respondents. I completed a new ethics form for the university to ensure that these changes were safeguarding my participants and this is explained further in the following paragraphs. Richardson (1997) questions how it is possible to honour people's lives when her viewpoint can differ from the way that individuals see themselves and how she can write about herself without being considered narcissistic or absorbed in herself. These are key questions for this type of autoethnographic study and often discussed by those in the field and I aim to answer them by using a single voice to elicit multiple voices (Fraser, 2018; Denzin, 2014; Ellis, 2004).

Whilst my intention was to use the critical incidents and the fictionalising process as my method to understand the complexities of teaching and its relation to research in my own lived experience, I did not want this study to speak on behalf of others, instead, I wanted to consider others' responses to this work. Returning to the concept of potential collective societal transformation suggested by Richardson (1997) and the idea of a shared voice, it was interesting to see whether these participants found that the fictional stories resonated with their own lives, and if so, how?

If I used the story of Miss Kenny with my respondents, I wondered if I was forcing my own and others' stories upon them before they had the chance to tell theirs and I believed that their original voice was important to hear. Therefore, I decided to write some short narratives that were based upon Miss Kenny's story, which avoided an obvious educational context or school setting, so that they could apply their own thoughts and base them in their own schools and experiences. In traditional research, the word triangulation is used as a term to validate findings through multiple methods looking at the same data or findings. However, I

felt this process was much more in keeping with Richardson's (1997) version of this term, which she names 'crystallization' (p.92).

The central imaginary for 'validity' for postmodern texts is not the triangle – a rigid, fixed, two-dimensional object. Rather the central imaginary is the crystal, which combines symmetry and substance with an infinite variety of shapes, substances, transmutations, multidimensionalities, and angles of approach [...] Crystals are prisms that reflect externalities and refract within themselves [...] Crystallization, without losing structure, deconstructs the traditional idea of 'validity' [...] and crystallization provides us with a deepened, complex, thoroughly partial understanding of the topic. (Richardson, p.92, 1997)

I sent my fictional pieces of writing to a network of head teachers and teachers in middle management that work in schools across Kent, Essex, London and Bedfordshire. The geographic spread of these schools meant that their responses would not be related or tied-in to my local area. The network had previously been set up for a leadership course as a way of sharing good practice within the creative arts and allowed me to access respondents who have taught for a number of years, but not locally to my area and never with me. This meant that my views and everyday working practice would, hopefully, not hinder or change their responses to me. We regularly share resources on 'Whatsapp' and via email as a normal way of working and helping one another out, but do not have personal friendships with one another. Also, we all regularly opt in and out of each other's projects, so I do not believe that they will have felt pressured to respond either. Our only link is the company that recruited us individually over four years ago, as they interviewed us for the course, outside of our work settings, so I believe that I am able to protect their anonymity because of this. I sent the metaphors to all twelve members of the group and six of them sent their responses back to me.

This exercise would, hopefully, allow me to see whether the fictions speak to them and if they resonated with their own lived experiences, allowing me to cast generalisations based on a larger collective voice. These participants were contacted by email as this is the usual mode of communication with them and I asked their permission for the inclusion of any responses, including whether they would like to have a copy of the chapter and/or thesis. In response to this question, two of them have asked to read the thesis, once it has been completed. This group of people will remain anonymous and while the emails themselves

are a trail of their existence, I will encrypt them so that only the respondents and myself can see them, deleting them upon the completion of this thesis.

With regards to the respondents, their responses and any ethical dilemmas that may emerge from this crystallization process, the considerations that Ellis (2004) applies to her work appear both grounded and reasonable; to treat the respondents as friends and enact the usual codes of behaviour that friendship suggests whilst also understanding that each decision needs a full risk assessment to prevent any harm. She also warns that it is easy for autoethnographers to allow their experiences to narrow their vision when listening to respondents' stories, but hopefully, this will be negated a little by the lack of face-to-face interaction. Therefore, I decided that I would need to be mindful of this when reading their responses and analysing them. I have written their responses word-for-word, so that the reader of this thesis may hear their voices. This chapter is situated after the four discussion chapters.

Chapter 3

Leading Education Astray

Miss Kenny's first question: What was her basis for wondering whether the government was leading education astray?

Miss Kenny often thought about Anthony and the troubles he faced. He was a victim of austerity and someone who struggled to exist in the difficult economic and social conditions that he lived in. Unfortunately, each school exists as a meso within the macro system, and to the government, Anthony was unknown, he was just another number, another statistic and another boy without a story. But Miss Kenny felt adamant that his story was important because it was insightful of so many others.

Whilst reflecting upon the direction of education through policy documents and other governmental literature, Miss Kenny felt so frustrated that policy makers seemed oblivious to the needs of these children. How could the forms of knowledge and values they espoused help individuals like Anthony? They did not seem to realise that he needed food, warmth and comfort, a chance to unload his worries and anxieties, a chance to calm his inner mental state before even starting to consider whether any learning could occur.

Miss Kenny did not feel as though she understood the political landscape for education; she always felt as though she was being dragged from one initiative to the next without understanding the logic or reasoning behind it. She often pondered whether the policies had any research behind them at all...

It would be impossible to examine policy as a single or discrete entity; one must first understand the landscape of education from a historical perspective to understand the variety of factors that have shaped the educational system and in Miss Kenny's words, to understand the story;

Education policy-making does not 'happen' in a vacuum or bubble, but is subject to a range of competing influences, which can be broadly categorized under the umbrella of social, political, economic, technological, religious or cultural factors (Garrett and Forrester, 2012, p.1).

In problematising relations of power, the method of unfurling the ontology of current times is to track the complexity and disparity in a system to uncover the structure created by history previously (Ball, 2013; Foucault, 1984). Ontology and epistemology are philosophical terms that both relate to knowledge. The first is the study of how things are and considers the form and nature of things that exist in the social world, an ontological viewpoint would include realism, idealism and materialism. Epistemology, on the other hand, looks at the way that you know or learn something and its relationship to a field of understanding, including theories such as positivism or constructivism (OED, 2018). This investigative method is not necessarily utilised to consider the depth of constraint or limitation on the individual or group of humans, but to demonstrate what and who we are by problematising the leadership and dominance of certain groups of people in history, considering the potential for transgression (Ball, 2013). In Ball's (2013) 'Rewrite [of] the History of Education Policy' (p.37) he speaks of the establishment of teaching as a 'proto-profession' (p.42) because of the restriction and constraint in education formed by policy which place the pupil or student as the recipient of knowledge. Each one of the aspects of truth, power and ethics were affected adversely by changes in the other two.

When conceptualising policy, there are concerns about how fixed or concrete a policy can be as it can be presented as both text or discourse; in this thesis, the text refers to a physical, printed format, whereas the discourse refers to the spoken language about the policy by politicians and others (Ball, 2013). This is not to be confused with the all-encompassing idea of policy discourse which has emerged from Foucauldian ideas of how power can be utilised within language to govern social groups (Ball, 1993). Due to the potential of spoken language changing in relation to the context or audience of the speech, the policy that is physically

represented as text is potentially the most concrete variation of policy that can be reached, but Ball (1993) warns against the unlikelihood of ever finding a fixed policy due to their constant manipulation into speeches, press releases, reports, agendas or for the benefit of certain individuals after the initial printing. Due to the fact that policy then relies on an individual's interpretation of the above forms in order to implement it, the negotiated journey and application of policy often leads to a variety of outcomes, often not in line with the original policy-maker's intentions. A contrasting but rather dated viewpoint of policy is taken by Lipsky (1980), who suggests that most individuals only come across government through teachers, police and health service staff, and that subsequently, these encounters represent versions of delivered policy. Therefore, Ozga (2000) suggests that policy is reviewed as a process, rather than a product or outcome.

The challenged domain of policy that Ozga (2000) refers to could also describe the initial creation of policy. It is not linear, repetitive or formulaic as there are a number of methods that form a complex web of policy-formulation. Research (both commissioned and non-commissioned), 'think tanks' and pressure groups can all influence policy concepts or the latter can be the result of competing ideas, compromises and trades (Garrett and Forrester, 2012). Equally, decisions to create White or Green Papers affect the potential for consultation periods.

Garratt and Forrester (2012) claim that it is of paramount importance that all policies are interpreted by studying the ideology that underpins them because there are no neutral concepts. They elaborate on the concept of political ideology using Apple's (1990) analysis, suggesting that there is a convincing rhetoric in all policy documents which hides a set of assumptions about the current social world in relation to the improvement of education (Garrett and Forrester, 2012). Apple's (1990) text '*Ideology and Curriculum*' discussed his concerns about how educational theories, policies and practices were being utilised as an antidote and scapegoat for all of the social inequalities and apparent failings. His background as a teacher, union president and political activist helped him to justify his thoughts. These are not necessarily representative of an objective reality but reflect opinions of social, cultural and historical constructs (Garrett and Forrester, 2012). Therefore, I believe that improvement or control have become conflicting products in political ideologies about

education and are, therefore, binary opposites in many ways despite the fact that both are present in the philosophical aims of education throughout history; this appears to be reflected in many critical theories that debate the benefits and disadvantages of capitalism and market production (Brookfield, 2005; Popkewitz and Fendler, 1999). The links between critical theories and political aims are discussed in greater depth within the next section.

When I read specific policy documents by the Department for Education, I feel that it is noticeable that their authors are rendered invisible, and that produces a sense of a lack of accountability because the authorial narrative seems to be lost. As Atkinson (2000) states, subjectivity and the potential for critique should not be removed or detached from human action because the work becomes artificial; biographical positioning places a document in a sphere of integrity that is based in personal experience. Political texts thereby claim language as a device where power is evident and it is this that must be studied in order to define the original objectives (Davidson, 1997). Therefore, it must be recognised that through regulation of research and policy, power is an important contributing factor to consider.

All of these factors problematise the concept of policy; as a researcher it is important to distinguish a critical understanding of it and take heed of the warnings above. Policy can be written by those that profit from it in many ways, for example, the policy about phonics and early reading was written by those that benefit financially from it. Therefore, I believe the research preceding a policy and the journey from notion to print itself is not to be trusted.

*Dear Teaching,
How did you get into this state? Who did this to you? What happened? As a little girl I used to dream of what our relationship would look like but this is so very far from what I imagined. What was it that made you so untrusting of teachers? I want to understand the story so that I can understand you. Please tell me so that I can understand... I want to help...
Confused,
Miss Kenny.*

Throughout history, education has embodied various guises; religious, moral, vocational and social. It was the nineteenth century that saw the rise of a schooled society where

industrialisation and urbanisation were transforming the country; the Elementary Education Act of 1870, the work of the Privy Council of Education from 1839-1899 and the reports created by Her Majesty's Inspectorate (H.M.I.), established in 1939, signalled the initiation of the state-maintained system in England, followed by compulsory attendance legislation. This was viewed by some as a concerning development because an educated population would change the existing status quo and, consequently, it was claimed that many teachers encouraged docility and obedience from their pupils to maintain the existing social boundaries (Chitty, 1989).

The early twentieth century was subjected to immeasurable change including the end of the imperial Edwardian period, the violence and destructive forces of the First World War and the disenchantment arising from the 1920's recession. Consequently, the notion of efficiency as a nation and questions over military and economic superiority arose debating the strategic governing by Whitehall (Parker, 1995). Whitehall was the metonym offered as a description for the British government of the time. They were renowned for their laissez-faire and class-bound attitude which permeated throughout education and training and Aldrich et al (2000) believe that these factors combined with limited resources and little political persuasion led to country-wide anxiety and the arrival of the Board of Education. Numerous proposals led to policies with a greater focus on functional education, compounded by the Education Act in 1918 which also raised the school-leaving age. Functional education included skills such as telling the time so that the workforce would be able to arrive at work with punctuality.

*Dear Teaching,
I can hear echoes of this now. School readiness... Secondary School readiness... Graduate readiness... Career readiness... Preparing the workforce for the future... Expected standards for each age group... We are one hundred years forward and functional education is still one of your priorities, yet you do not seem sure that you are achieving it... How can this be?
Bewildered,
Miss Kenny.*

During the 1930s, The Spens Report (HMSO, 1938) documented a series of allegations that secondary education was not appropriately preparing the nation for employment. However, the outbreak of the Second World War postponed this conversation and provided political opportunities for Whitehall to reimagine the image, recreating and changing the previously agreed upon boundaries of private and social concern (Hennessey, 1989). Thus, the Education Act of 1944 portrayed this wartime disposition of deep-seated collectivism, resulting in a tripartite system (Aldrich, 2000). Schools were classed as grammar, secondary modern or technical schools and were able to determine their own curriculum. Children were allocated their school based on their perceived ability, ascertained through an examination at the age of eleven. This was aiming to create equal opportunities for all, but critics believe that this interpretation is incorrect and suggest that this was not a change, but an example of the elite preserving former hierarchies and using the examination as a method of regaining social control and reproducing the class order (Smith, 1986).

During the post-war era, the Board of Education desperately tried to reform and respond to the growing national pressures placed on education, but it was eventually decided that the Board needed to be replaced with a Minister and Ministry within the government, in order to gain greater stability and consistency (Aldrich et al, 2000). This was significant as it raised the prominence of education within the government and legitimised the work of the Local Educational Authorities. Yet some say this system was flawed as education was decentralised, no-one had control and there was a mere façade of consensus (Ranson, 1980). The 1950s brought about the age of Declinism, termed by Tomlinson (1994) where *laissez-faire* traditions returned and he states that concerns over the Cold War and Britain's inability to become economically successful created issues of social anxiety as seen in the Crowther Report (HMSO, 1959). In my opinion, this seems similar to the more recent commentary about Gove's curriculum reform, in fact Wrigley (2015) came to the same conclusion, noting that the economic function was both narrow and inappropriate for the current education system.

Reform from the government was viewed with trepidation and questions were raised about whether it could or could not reverse economic decline; the call for the modernisation of education was widespread (Aldrich et al, 2000). The Ministry of Education was re-branded

as the Department of Education and Science in 1964 and, in the following year, some areas of the country were changed to a comprehensive system, where children of all abilities would have the same opportunities. An emergent curriculum suggested the early works of a child-centred approach and this was celebrated by the Plowden report (HMSO, 1967).

In 1976, the Prime Minister James Callaghan spoke about decreasing standards in schools, pupil unrest, the economic significance of education and its current failings, which was seized upon by the media, consequently resulting in innumerable headlines of the crisis that education was in.

I recognise that teachers occupy a special place in these discussions because of their real sense of professionalism and vocation about their work. But I am concerned on my journeys to find complaints from industry [...]

[...] 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 [...]

[...]The traditional concern of the whole Labour movement is for the education of our children and young people on whom the future of the country must depend. At Ruskin it is appropriate that I should be proud to reaffirm that concern. It would be a betrayal of that concern if I did not draw problems to your attention and put to you specifically some of the challenges which we have to face and some of the responses that will be needed from our educational system (Callaghan, 1976).

Blame for the crisis of poor education and the decline in British commerce was placed upon ineffective teachers and many called for the government to have a greater influence in curriculum design and over Local Education Authorities (Garrett and Forrester, 2012). This resulted in the idea of a core curriculum of knowledge and skills and the concept of accountability measures. The following years were plagued with a number of changing philosophies and also defined by the Educational Reform Act in 1988 where the school curriculum was prescribed and arranged into subject disciplines, demonstrating that academia was valued more than the vocational, for example: Thatcherism and New Right ideology (Aldrich et al, 2000). Compulsory pupil assessment systems were now required for all state-maintained schools, also known as Standard Attainment Tests (S.A.T.S.) and results were then published in league tables to encourage competition, and the Department of Education and Science changed to become the Department of Education (1992).

The Department for Education and Employment (DfEE) was formed in 1995 in a bid to support economic progression and develop the nation's competitiveness and quality of life by increasing standards of academic achievement and skill with the ultimate aim of creating a labour market that was both efficient and adaptable (DfEE, 1995). The amalgamation of the original Board of Education of 1900 and the previously known Ministry of Labour in 1916 was a globally unprecedented movement and some critics expressed concern over the lack of consultation suggesting that it was a cost-cutting measure that proposed a monumental cultural change in the way that education and the economic market were being viewed (Aldrich et al, 2000). Interestingly, no other country had previously joined Education and Employment together as a Department in the Government. However, Germany had a Federal Ministry for Education, Research and Technology, Australia had a Department of Education, Training and Youth Affairs and Japan had a Ministry of Education, Science, Sports and Culture. This broad shift demonstrates the government's alignment to human capital theory, where education had blatantly become a national economic investment. Human capital theory is the understanding of how knowledge and personal attributes can be utilised efficiently to achieve labour and ultimately maximise any financial value (Gradstein and Justman, 2000).

After the DfEE's emergence, there were a number of structural policies but these were not popular to all; the continual and changing initiatives provoked hostility from many who felt that state education was now a tool for the market economy (Aldrich et al, 2000). Despite their arguments, poor levels of skill were linked to a lack of employment and the idea that insufficient education was discriminatory to individuals. As a result, the Office for Standards in Education (OfSTED) was established in 1992, to ensure that the curriculum was taught properly in schools and this additional scrutiny would determine whether schools were conforming to the government's agenda (Garrett and Forrester, 2012). Any school that failed to meet the required criteria and standard was identified, publicly shamed and put into special measures, which triggered a heightened level of accountability to Her Majesty's School Inspectors.

Towards the end of this decade, New Labour positioned its ideology as the Third Way emerging from neo-liberalism, communitarianism, and social democracy and a 'what works'

approach was adopted (Flynn, 1999). Fairclough (2000) noted that New Labour used a different approach to political language due to their promotional methods and use of media and, therefore, their main mantras were created through conversational and speech-led discourse which continued to evolve over time, rather than the usual reliance on text. This distinction was noted by Ball (1993) and as discussed in the previous section, the lack of text could suggest a lack of concrete vision and direction.

However, education was positively placed at the heart of New Labour's policies to alleviate social exclusion and to restore self-sufficiency with qualifications hailed as the single most important factor to economic prosperity (Hall and Raffo, 2009). Several programmes such as '*The Excellence in Cities Programme*' (DfEE, 1997) were widely regarded as effective in trying to combat disadvantage, and the growth of '*The Every Child Matters*' (DfES, 2004) agenda influenced numerous changes around the country (Garrett and Forrester, 2012). Despite these efforts and an asset-based approach to children's birth, critics claimed that many citizens did not have the capacity or knowledge to access the resources in the way that was intended (Driver, 2008).

Yet, by 2001, the Department of Education and Employment (DfEE) was replaced with the Department for Education and Skills (DfES) and had been given responsibility for higher education and adult learning as well as the children's services. Employment services were now separate once more and part of a new Department for Work and Pensions (DWP). Fears of home-grown terrorism were increasingly present in the political discourse, resulting in an attempted drive for social equilibrium where citizenship was hailed as imperative; schools needed to teach political literacy as part of their core values (DfES, 2007; Osler, 2009).

Further change occurred in 2007 when the DfES was converted into the Department for Children, Schools and Families (DCSF) and higher education had been re-allocated to a new division called the Department for Innovation, Universities and Skills (DIUS). Between 2006 and 2009, an extensive, independent research enquiry into the condition of primary schools was conducted, called '*The Cambridge Primary Review*' led by Robin Alexander (2009, 2010). The New Labour Government were loath to take heed of the recommendations

generated, choosing instead to have their own ‘Rose Review’ (2009) which resulted in the development of the Rose curriculum. This was thrown out with the change of government in the subsequent election.

*Dear Teaching,
I was part of the Cambridge Primary Review research movement. I thought you would listen. You did not. We then started training for the Rose Curriculum. We wanted to keep it. You did not.
Fighting to be heard,
Miss Kenny.*

The Department was renamed again in May 2010 with the arrival of the Conservative/Liberal Democrat Coalition to the Department for Education (DfE) altering the resources to echo policy from the conservative government between 1979 and 1997 and replacing New Labour’s Department for Children, Schools and Families (DCSF), labelling the coalition’s concept, the ‘big society’. The policies had a neo-liberal direction, aiming to provide diversity of choice for the parents (Garrett and Forrester, 2012). The idea of parents as consumers of education was a key concept and the introduction of the Academies Act 2010 had the aim of creating a diversity of provision; however, this was a highly disputed area of the Department’s policy (Benn, 2011; Gunter, 2010). Their promotion of active citizenship education was accused of exploitation and labelled a rehabilitation revolution which allowed greater power over the masses (Garrett and Forrester, 2012).

In 2014, mechanisms of surveillance and accountability were driven rapidly by Michael Gove, the Secretary of State for Education, in a number of reforms that included a new National Curriculum, different league tables, a new examination system, new teachers’ standards, a new inspection framework, directives to schools to take over teachers’ wages and working conditions, changes to Initial Teacher Training (ITT) and the restoration of traditional subjects, discipline and teaching methods. Despite the government’s claim that these changes were driven from evidence-based research, the changes were critiqued by many as anecdotal, instinct-driven and blinkered (Exley and Ball, 2011).

Dear Teaching,

2014... 2014! I remember this particular year distinctly! You caused so much pain. You did not seem to care about me at all. The increase in the amount of paperwork and planning we had to do as a result of these changes meant that the workload was intensified to the point that the mountain could not be climbed. I remember being awake until 2am on numerous mornings, just trying to keep up. I remember being so tired that I barely knew my own name, let alone those of the children. I remember our leadership team having to put change after change in place, trying to meet each new initiative and the effect that it had on them too as they introduced them to such an unwilling audience. Why would you overhaul everything at once? Where was this so-called evidence? We are people, not robots; you cannot just re-programme us and expect us to function overnight... We need time. I think we need to slow down and think about where this is going...

Too exhausted to be angry,

Miss Kenny.

More recently, in 2016, the DfE subsumed the Department for Business, Innovation and Skills (DBIS), adopting responsibility for higher education once more as well as absorbing the apprenticeship services. Their most recent policies focus on areas such as social mobility and their directives include the transfer of Special Educational Needs paperwork to Early Health Care Plans, costing huge amounts of money overhauling the way in which children are statemented and reducing the amount of specialist SEN services. These changes appeared at the same time as the new curriculum, harder testing and the changing landscape of teacher monitoring and assessment, causing extreme levels of teacher workload as all systems and resources needed replacing or creating.

A topical development for current debate saw the DfE release the statement ‘The National College for Teaching and Leadership (NCTL) has been repurposed and no longer exists’ (DfE, 2018) and its replacement is the Department for Education itself, and a ‘Teacher Regulation Agency’ (ibid). The effects of this move are too early to say but the language suggested by the word regulation appears to suggest an element of control and power.

Dear Teaching,

Researching education policy was both illuminating and frustrating. I'm starting to understand – the historical context helped me to make sense of some of the constructs that I am seeing, it almost allows certain manifestations to gain a reasoned status in my eyes. But honestly, the constant changing and ambiguity with little direction is damaging our relationship. Why can you not see that? It seems to me as though we are struggling with our professional identity because of your loss of image and identity in the Department of Education. Without clear aims and consistent boundaries, it is no wonder that speeches such as Callaghan's became so famous. It seems to me that the same arguments are being made and are still relevant. We need to move forward if we are going to work this out.

Baffled,

Miss Kenny.

In my opinion, the majority of recent policies and practices appear to be instrumental and regulatory rather than authentically looking to the future in a democratic stance. Bernstein (1968) reminds us that 'education cannot compensate for society' (p.334), and in the broadest sense, an education that facilitates intelligent, participatory individuals who think autonomously and meet their own potential could sound idealistic. However, the effect of highlighting different traditions and supporting different ideologies or philosophies so frequently suggests that education policy is unstable and, therefore, the likelihood of creating the ideal educative system reduces (Garrett and Forrester, 2012).

Grace (1987) calls for legitimised professionalism where teachers should be credited with the expertise to plan for the children that they teach while still working towards public examinations. She suggests that this is not unreasonable as it was teachers who sat on The Schools Council (1964-1984) for the curriculum and examinations, working in partnership with the Ministry of Education previously (Coulby, 1989). Typically, there are those who romantically observe this time as a Golden Age of teaching, but there are also those who dispute this fact (Garrett and Forrester, 2012).

The curriculum was narrow, emphasising literacy and numeracy through repetitive exercises; despite encouragement, work in science was patchy and haphazard; standards in the social subjects were lower than might be expected; pedagogy was often characterised by an undifferentiated focus in the middle levels of attainment... Plowdenesque progressivism flowered largely in rhetoric (Campbell cited in Garrett and Forrester, 2012, p.74).

Problematizing the Confusion of Values

Dear Teaching,

You continue to shape me, compromising me and changing me into who I am today, but, the problem is that I do not know who that is anymore. The rhetoric that I learnt in university as a student teacher is redundant and the multiple changes in the Ofsted framework pull us from pillar to post. Even the teaching values that I had to demonstrate are redundant now and the problem is that these values are yours, not mine. I need you to love me for the teacher that I really am.

Unidentifiably,

Miss Kenny.

The speed with which new ideas in education come and go primarily suggests a search for successful techniques, but also indicates indecisiveness in objectives attributable as much to goal ambiguity as to flexibility (Lipsky, 1980, p.41).

Documents such as The Teachers' Standards (DfE, 2013) help to define each governments' visions of the values they believe a professional teacher should apply both inside and outside school. The most recent document has a working section of the text which describes eight attributes that a teacher must exhibit and then it details values in the personal and professional required standard section (DfE, 2013). They are vastly altered from the previous 'Professional Standards for Teaching' (Core) (TDA, 2007), so it has been claimed that the 'Professional Standards for Teaching' (Core) (TDA, 2007) were situated in a secular paradigm where the concepts of moral values and religion were not associated with the work of a teacher which is unlike the standards that are currently being endorsed (Bryan, 2012).

One could argue that it was the TDA standards that were cast using an alternative framework to all previous policies rather than those more recently, because if we return to the historical chronology, the concepts of value, faith and religion were all integral to policy in the Revised Code, the Elementary Education Act of 1870, the Education Act of 1918 and again in 1944. Thus, I agree with Bryan (2012) that the relationship between moral values and religion has been re-imagined more recently, but would suggest that this process has occurred repetitively over time, leading to a confusion of the professional values that teachers should embody. Recently a teacher shared with me that she was so dubious about sharing any of her opinions on politics or religion in case it was wrong. This saddened me because I feel

that we should all be entitled to our opinions and that we should share them, as long as it is in a way that does not impose the opinion on others.

The two documents were written four years apart, but the radical transformations in theoretical underpinning are apparent. The standards, no matter who they are being presented by collectively epitomise the type of teacher professionalism that the government desires (Evans, 2011). Bryan (2012) names this the ‘post-modern condition of pluralism and moral relativism’ (p.220) because there is an alleged need to use governmental power to control the education system. However, I am inclined to think that the state has always had this need to take control and this is evidenced by the back and forth repetitive nature of educational events in history (Barker, 2010). In a later discussion on professionalism, I use Eraut’s (1994) work, but one of his suggestions is poignant at this point; he believes that by using a functionalist model, professional values should be agreed upon by those working with them. Therefore, they would individually and collectively sign up to a set of values or moral code of conduct and be more likely to invest in it.

Epistemological Limitations

Dear Teaching,

There are many theories of learning that I sign up to in the classroom at different times for different reasons; Vygotsky’s zone of proximal development for developing learning in focus groups, Piaget’s theory of cognitive development ensuring that the task design fits the correct point of learning, Bruner’s stages of learning to develop breadth and depth, Maslow’s hierarchy of needs to ensure that children like Anthony are ready to learn, De Bono’s thinking hats to develop children’s multiple methods of approach to a task, Goleman’s Emotional intelligence so that the children become resourceful and resilient, Gardner’s Multiple Intelligences for celebrating more than just Literacy and Numeracy, even behavioural theories about conditioning such as those by Skinner and Pavlov to help children understand the difference between good choices and poor choices, just to name a few. Yet you seem to recognise only one. How can this be? You are supposed to be leading educators with your policies, yet your theory seems quite frankly Dickensian.

*Indignantly,
Miss Kenny.*

The Teachers' Standards (DfE, 2013) are a useful tool to consider the previous and current governments' view about the teaching of knowledge. It has been suggested that the Department for Education focuses on mechanistic issues of knowledge exchange rather than the creation of professional attributes (Evans, 2011). For example, intellectual pursuit or engagement in research is omitted and the type of instructional knowledge exchange suggests teacher and pupil conformity, which would result in the further disempowerment of teachers. Evans (2011) was not alone in her analysis, as others claimed the instructional tone of the first edition inferred an intrinsic compliance as well as a lack of critical reflection which demonstrated a rejection of complexity in relation to knowledge exchange (Stevens, 2010).

Evans (2011) writes that the standards provide evidence of knowledge being seen as a marketable currency, which, in my opinion, provides a technicist model promoting the idea that a teacher need only gain a body of knowledge that is government prescribed material (Beck, 2009). The concept of teachers as technicians is an idea that is continually developing within critical pedagogy (Reeves, 2007; Sellars and Frances, 1996; Apple, 1986); the voices of the teachers are absent in the policy, conveying the notion that the position of teachers is not in steering education but the proficient application of formulas that others believe to work well (Yaakoby, 2013). The reduction of the capacity for choice and regulation of expertise has been described as a decoupling of theory and practice that is disabling professionalism within education (Bryan et al, 2010; Britzman, 2003).

The rationale of teaching implied by the *Teachers' Standards* (2013) is the antithesis of critical pedagogy due to its theory of knowledge and how it is constructed; where teachers and pupils alike are espousing a self that is not of their own making. Freire (1970) declares that all governmental documents are unsuccessful because the writers have created them using their own subjective perspective of reality, rather than considering those that it will impact upon. He suggests that this form of knowledge exchange will not engage and motivate an individual. Despite the fact that Freire (1970, 1974) was writing fifty years ago about a previously colonised country (Brazil), and that there are criticisms about his idealistic notions, suggesting that the gap between philosophy and reality is too vast, I am drawn to this

work because he rejects the method of knowledge transfer that the government espouses (Gur-Ze'ev, 2005).

Education thus becomes an act of depositing[...]This is the 'banking' concept of education, in which the scope of action allowed... extends only as far as receiving, filing and storing the deposits[...] But[...] it is the people themselves who are filed away through the lack of creativity, transformation, and knowledge in this (at best) misguided system. For apart from inquiry, apart from the praxis, individuals cannot be truly human (Freire, 1970, p.53).

Although Freire (1970) was speaking about this with greater regard to the students, the key points are relevant for the teachers too, because in the banking concept of education, knowledge is being bestowed by those that believe themselves to be knowledgeable onto those who are assumed to know nothing. This concept contains several traits of the ideology of oppression which should not be present in the notion of a strong education or inquiry that leads learning (Freire, 1970).

A key issue with education and professionalism in relation to knowledge is the difficulty in articulating a distinguishing correct and robust knowledge base (Eraut, 1994). In relation to nurses' professionalism, Eraut (1994) draws upon Katz's (1969) sentiments; these state that professional knowledge must be both distinct and have the recognition of others that are not in the profession too. This raises the complex questions of 'What should be taught?' or 'What is worthwhile knowledge?' and these are the underpinning points of enquiry for Young's (2008) work, which he feels have been neglected by both policy makers and those working in education. He advocates for more time and financial investigation by those in power to develop the concept of knowledge production. The focus about which knowledge is useful to a society is not new and has been regularly debated throughout the decades (Young, 2008; Apple, 1990; Johnson, 1981).

Dear Teaching,

How can you think that one size fits all? I am starting to see this more and more with the growth of academy chains; the lead school seems to be credited with having the knowledge to teach children in their school effectively and this leads to them transplanting all of their theories and methods into their academy-chain schools. Have you not learnt anything from the past? This is no different to when we had a set syllabus for the Literacy and Numeracy hour and set schemes from the QCA (Qualifications and Curriculum Authority). More than

anything, it stops people sharing, it stops people wanting to work together and it stops people from learning from one another. I am, literally, so frustrated with you! Open your eyes and look to see what is happening around you...

*Exasperatedly,
Miss Kenny.*

What were Miss Kenny's conclusions to her first question?

Miss Kenny had realised that the issues of truth, power and ethics were often questionable in policy documents, leading teachers to espouse a 'self' that was not their own. She realised that by understanding the field of policy further and how it worked, she was able to recognise her own position as someone who enacted the policies daily. Through thorough questioning of the political ideology demonstrated by changes in teaching over the years and interrogating the identity of education, she felt that it was easier to understand the current positioning of education as she was starting to comprehend the past. She considered the consequences of this confusion on her own role as a teacher and resolved herself to pursue this issue further in the future; in her opinion, teachers should not be existing without a clear identity. Miss Kenny was concerned with the various governments' literature about teaching values, standards and their stance towards knowledge, believing it to be unstable and mechanistic, thereby placing education at odds with her own values...

She realised that she needed to live and work by her own values if she was going to be authentic.

Having critically analysed the political landscape of education, it is now imperative to observe how this translates to professionalism and the realities imposed in the classroom. This is summed up in the next chapter regarding Miss Kenny's second question.

Chapter 4

Misalignment: The Reality of Professionalism and Surveillance

Miss Kenny's second question: Why did she think that there could be a misalignment between the rhetoric of professionalism and the reality of teaching?

Reaching back into her past, Miss Kenny pondered the question 'Why did achieving and succeeding matter so much to her?' It was probably her early years that held many of the answers; she had fond memories of special meals at a restaurant for doing well at school and continual encouragement and support for learning; every merit mark and high test score was applauded and it drove her to achieve. Miss Kenny's father was an important inspiration, always telling her that he wished he could go back to school again and try harder, whilst her mother was a driving force behind her because she liked to be a perfectionist, installing Miss Kenny with the motto that only her best would do. However, she had always been a fierce competitor, she liked to win, to be the best, and when she was dancing in competitions she was quietly confident because she knew that she had practised for hours and prepared as much as she could. These attributes had become the drive in her and had caused both her success and her entrapment...

Then it dawned upon Miss Kenny... Her parents' targets were always achievable...

Perhaps the reality of teaching and the idea of professionalism were two very separate concepts. Miss Kenny wondered if others felt the same.

This chapter of the thesis explores the literature for the second key question, by specifically considering the definition and concept of professionalism because, in my opinion, it provides the main rhetoric for teaching and education. An alternative account is then offered to

explain how professionals are unable to be authentic using the term ‘Street-level Bureaucracy’, (Lipsky, 1980, p.xii) and ‘performativity’ (Ball, 2003, p.216), to understand some of the concerns surrounding the reality of teaching for Miss Kenny. Both of these terms are defined within the chapter.

*Dear Teaching,
I had this idea of what our relationship was going to be, I was going to be the ultimate professional and we were going to get along just fine. It was going to be a smooth road and I was going to enjoy the challenges that you presented along the way. The thing was, I thought that it would be the individual children that would bring the challenges of the occupation. What I did not realise, was that it was going to be your restrictions and agendas that would provide the challenges. Face facts, we are not talking about minor challenges but mountainous ones.
Struggling,
Miss Kenny.*

The word ‘professional’ needs to be problematised in order to define it for the basis of this research; it originated in the fifteenth century to label men who had religious orders because monks would declare or profess their vows to God. The suffix in professionalism indicates a system or form of practice (Harper, 2015). After the mid-eighteenth century, the term professional was used to describe those who had learned trades or skills for their occupation, but it was defined further in the work of several sociologists in the 1930s who identified particular qualities that a professional should possess which became known as the term professionalism (Grigg, 2015). These included observance and adherence to an ethical code, the ownership of specialist knowledge and a form of certification. These attributes are not too dissimilar to broader definitions that are used today,

The two most general ideas underlying professionalism are the belief that certain work is so specialized as to be inaccessible to those lacking the required training and experience, and the belief that it cannot be standardized, rationalized or, [...] “commodified” (Friedson, 2001, p.17).

However, as Eraut (1994) points out, the boundaries of professional occupations are ill-defined. The definition becomes much more specific when observing the concept of professionalism in education, for example, MacBeath (2012) claims a professional teacher

should have an understanding of theoretical knowledge, associate themselves with a professional body, have a period of high-quality training in preparation for the job, own personal traits such as self-regulation and an air of authority as well as follow an ethical code. In addition to these features, a lack of self-interest or motive for profit consolidate what it means to be a professional teacher. For the purpose of this thesis, this will be the definition of professionalism that I will refer to as it is the most similar to my own beliefs. These ideal characteristics potentially place professionalism itself into its own ideology which I also believe to be a defining concept for this thesis (Eraut, 1994).

The concept of professionalism as an ideology (Eraut, 1994) is complex because it is discussing the body of knowledge or a set of beliefs, which directs both individual and social movements, both in separate institutions and large groups. This regularly links to political or social agendas (OED, 2018). However, when ideology is considered from a philosophical perspective, it should be recognised that the study of the nature and origin of ideas also play a key part. Eraut (1994) states that the debate surrounding professional characteristics and power deliberates over the ideal image of a profession which is why he advocates treating professionalism as an ideology because it would be complex to differentiate potential professions from others.

Like all effective ideologies, the ideology of professionalism embodies appealing values, in this case those of service, trustworthiness, integrity, autonomy and reliable standards; it works in the interest of certain groups – those occupations recognized as professions – whilst winning the consent, most of the time, of others whose interests are less certainly served by it; and it is effective in so far as its representation of reality is accepted as obviously correct (Eraut, p.viii, 1994).

Similarly, there is a recognised lack of consensus over the finer details of what professionalism should look like in practice; the Coalition government's decision to remove Qualified Teaching Status (QTS) as a legal requirement for teachers caused much controversy over the subject (Coles, 2013; Gerwitz et al, 2009). Unqualified teachers were allowed to teach in free schools from 2010 but the law was changed to include academies in 2012. Some argued that QTS was too rigid, discouraging creative and enthusiastic individuals who would make great teachers, whilst others claimed that the directive was

another method of undermining the profession and compared it to the medical world, asking if people would want to be treated by those without the qualification (Coles, 2013).

Dear Teaching,

What are you thinking of? You want us to ensure that the children are literate in reading, writing and maths whilst you are not ensuring that those teaching it are. This is such ludicrous behaviour and you will become the hypocrite when you say that you do not have a highly skilled teaching workforce. If you want creative souls to teach creatively, then we must assess creativity so that you can celebrate creativity. However, you have made your stance very clear to us about what you value. You measure our success on those three attributes alone in primary schools. You are cutting corners and it is not acceptable.

Flabbergasted,

Miss Kenny.

However there is also the belief that professionals now form a multitude of roles in modern society, Evans (2011) lists several of these positions, derived from a number of key theorists in the field;

A form of occupational control; a socially constructed and dynamic entity; a mode of social co-ordination; the application of knowledge to specific cases; the use of knowledge as social capital; a normative values system that incorporates consideration of standards, ethics and quality of service; the basis of the relationship between professionals and their clients or publics; a source of specific identity/ies; and a basis and determinant of social and professional status and power (Evans, 2011, p.854).

I believe that several of the labels offered by Evans (2011) above, indicate an authority or power relationship between the professional and the rest of society or the consumer; in order for this to occur there needs to be a level of respect and understanding from the public that the professional will work in their best interests. Reminding others that morals form the basis of all choices within the profession should not be needed because this should be known already; the moral code is not to demonstrate an efficient or grounded business but used because it is the correct manner in which one must conduct themselves (Maister, 1997). This echoes the sentiments of MacBeath (2012) in the earlier definition, that motives of financial gain and control will not inspire professional excellence, yet, professional firms pay large sums of money and use other incentives to get their workforce to act in the correct manner (Maister, 1997). If the aim was an acceptable amount of compliance and a consistent level of

production, these incentives would potentially work, but they will not evoke the principles and values required for an effective professional working environment.

Some of the dichotomies alluded to above have repeatedly surfaced in the debate over theory and practice in university-based or school-based Initial Teacher Training contemplating whether teaching is a craft or profession (Grigg, 2015; Durrant and Holden, 2006). The day-to-day administration of teaching, the practical skills and strategies could be attributed to the idea of an apprenticeship where teachers are learning how to teach but, alternatively, the academic engagement with literature in the field, often associated with University, could be attributed to why teachers facilitate learning in different ways. Durrant and Holden (2006) define a teacher who delivers a standardised curriculum without thought, reflection and adaptation as a 'restricted professional' (p.8) who is unable to link practice and theory, whereas, one that can apply reflection, analysis, questioning and theory is labelled as an 'extended professional' (p.8).

In other professions such as law and medicine, there is an expectation that individuals will continue to keep an up-to-date working knowledge of current theories and research and use evidence-based learning as a key component in their everyday working life. Whilst there is an expectation that teachers maintain and enhance their teaching performance through research, experience and by following policy, questions are raised about British teachers' workloads and typical working weeks and how they would effectively manage this (Grigg, 2015; Barker, 2010). The practical theory adopted in other countries such as Finland, Singapore and Canada is much more advanced than in England (Musset, 2010). Encouraged to research their daily practice, teachers reduce the theory-practice divide regularly as part of their commitment as a professional and to fulfil the expectations of the school as a place where everyone is learning.

A further dilemma when defining professionalism in teaching is the opinion of the general public; in some studies (e.g. Hargreaves et al, 2006) teaching is not often synonymous with indicators of professional standing. Words such as expertise and qualification are barely uttered whereas economic and social issues in society such as a lack of employable skills are

often blamed on teachers. There is also research that discusses how professional identity occurs through the continued interaction with others rather than just the day-to-day logistics of classroom management and subject knowledge as the result of the environment that they inhabit daily (Slegers and Kelchtermans, 1999). As mentioned earlier in the methodology, the definition used for identity in this thesis is one's perception of self and therefore, a professional identity is the perception of self in one's ideological reality. Maclure (1993) claims that the fluidity with the notion of identity in an ideology causes problems for both the teachers themselves, as well as the general public.

Hargreaves (2000) developed the theory of a changing professionalism, influenced by the various ideologies of governments, and dubbed these the 'four ages of professionalism' (p151). These have been paraphrased below.

1. Pre-professional – Late 19th Century and Early 20th Century – Skills acquired whilst teaching, but a lack of professional development of theoretical understanding.
2. Autonomous professional era – 1960s-1980s – Awarded greater social status but repetition of skills and understanding from the pre-professional stage.
3. The Age of the Collegiate Professional – 1980s to 2000 – Teachers turned to one another for support and learning and their role extended into other areas of society.
4. A predicted postmodern age where teacher professionalism erodes – The numerous forces involved will rip teaching into a plethora of directions, leaving a weakened amateur and de-professionalised existence. Hargreaves wrote this in 2000, twenty years ago so we can presume that we are now in his predicted postmodern era.

Despite the negativity of this fourth predicted era, Hargreaves and Shirley (2009) have re-considered this stage and offer a preferred fourth notion. They state that if teachers are empowered, possess positive relationships with colleagues and find purpose in their work, they will develop the skills of commitment, resilience and reflection which results in positive learning communities.

A different stance to teacher professionalism is discussed by Grigg (2015), who suggests that significant advancement has continually occurred throughout the last century.

Present-day teachers are better resourced, better qualified, better paid, better supported, teach in more comfortable surroundings, are more knowledgeable about the needs of different learners, have access to more professional development opportunities and research, are better connected to the wider world and enjoy greater career prospects than previous generations. (Grigg, 2015, p.68)

However, whilst Grigg (2015) feels that teachers have made significant progress, he highlights a number of concerns that make the method of teaching a much harder field to engage with and suggests that the ultimate professional is someone who can encompass a multitude of roles. He draws upon research about: single-parent homes, the increasing number of children who attend school that are not potty-trained, those who are unable to put their coat on or talk, child obesity, a lack of physical fitness and an over-reliance on electronic goods, which will all impact upon children's education and, therefore, the overall levels of professionalism, progress and educational standards that are observed (Grigg, 2015).

These factors are commented upon in other research documents as insurmountable barriers in an age where performance is key (Levitt et al, 2008; Jefferey, 2002). Although Jefferey (2002) recognises these factors, he expresses concern about the vertical accountability that teachers face, which, ultimately, affects professionalism more than any other factor. Many of these themes are explored in greater depth in the next section.

Challenges for the Professional

*Dear Teaching,
My daily working life feels like a cyclone; there are a number of targets and aims that I know will be impossible to achieve due to resources and time. If you and I are going to be successful, we need to air these issues. I have started to use the mantra, 'Work smart, not hard'! The sad thing is... It is not to win anything...It is just to survive... This is what you have done to me. Teaching - it is you, not me that is at fault. I'm starting to realise that now. It took me a while...*

The current situation with the statementing of special needs children and the reduced level of funding for specialist teaching services is a perfect example of this as the support for the children is being taken away. Last year, we ran a pilot scheme that allowed 90 children to access a mental well-being intervention to help their understanding of their flight or fight responses which had incredible results, especially when they were faced with the end of year tests. Due to a lack of funding for this sort of provision, we have had to lose this intervention this year. I cannot be who you want me to be; I cannot be a teacher, a social worker, a doctor, a nurse, a policewoman and a specialist for every child for every day. I am doing my best, I can promise you that. But I often worry that my best is not good enough. I wonder, whether you will reap what you sow, whether those that have not had early interventions and assistance will need greater help and support later on, costing you more in the long-run.

And while I'm on the subject of surviving... Paperwork, paperwork, paperwork... Do you know anything about human relationships? Paperwork will be the death of us! The death of me... You say that you are interested in cutting down teacher workloads and you say that we need to have a work/life balance... Then you say you want evidence trails, proof and more paperwork. I have realised that you lie...

*Desperately surviving,
Miss Kenny.*

Although Lipsky's work was published in 1980, '*Street-Level Bureaucracy; Dilemmas of the Individual in Public Services*' retains its pertinence as it describes professionals within the public sector, highlighting their shared issues of astronomic caseloads, ambiguous goals and limited resources, as well as explaining how policies are converted into practice. He names agencies such as schools, police and welfare departments, courts, legal service and health providers as 'Street-level bureaucracies' (Lipsky, 1980, p.xi) and those that work for them as 'Street-level Bureaucrats' (p.xii). Lipsky states that this class of work inhibits their ability to perform at the ideal level required for their job, often destroying their aspirations of professionalism due to the high need of work requirements for individualised service and the need to often invent methods of mass handling and management of humans. The adjustment that follows by the street-level bureaucrat affects their work habits, attitudes and techniques which forms compromised perspectives that their consumers are obtaining the best level of service despite the number of fundamental conditions that oppose them (Lipsky, 1980).

Compromises in work habits and attitudes are rationalized as reflecting workers' greater maturity, their appreciation of practical and political realities, or their more realistic assessment of the nature of the problem. But these rationalizations only summarize the prevailing structural constraints on human service bureaucracies. They are not 'true' in an absolute sense (Lipsky, 1980, p.xiii).

In other words, the bureaucrat develops a personal theory of their work that tries to narrow the gap between professionalism, personal and work limitations and the service ideal, but will not recognise the fact that something could have been done or changed for the better given the correct resources and time. This term is known as prioritisation where tasks are consistently ranked and completed in a priority order. The way in which street-level bureaucrats deliver benefits and sanctions based on their knowledge to other humans in their care is an extension of state control and influence and can have profound effects on the individual in both a positive or negative fashion (Lipsky, 1980). Lipsky (1980) claims that this is the reason for the controversy concerning professionalism throughout history and will remain the reason for future conflict.

In delivering policy street-level bureaucrats make decisions about people that affect their life chances. To designate or treat someone as a[...] high achiever affects the relationships of others to that person and also affects the person's self-evaluation. Thus begins (or continues) the social process that we infer accounts for so many self-fulfilling prophecies[...] In short, the reality of the work of street-level bureaucrats could hardly be farther from the bureaucratic ideal of impersonal detachment in decision-making. On the contrary, in street-level bureaucracies the objects of critical decisions – people – actually change as a result of the decisions (Lipsky, p.9, 1980).

Decision-making is a part of everyday life for street-level bureaucrats because they are expected to utilise discretionary judgement using their knowledge in all forms of the profession. However, the discretion that occurs within this decision-making process is a relative and fluid concept due to the intricacies of the job; teachers work in circumstances too multifaceted to sequence as a programmatic arrangement and conditions often necessitate a human response to the human dimensions (Lipsky, 1980). Street-level bureaucrats often have to act during periods of ambiguity due to dealing with people in the frequency and rapidity of the environment, which then appears to the public that teachers are inconsistent, casting further aspersions against their professional image.

Lipsky (1980) claims that street-level bureaucrats believe themselves to have ownership of their professional status, but that their bureaucratic position requires complete compliance with their senior management's directives, thereby, creating a conflict of belief and understanding of their own profession. This has been disputed by others, suggesting that we are entering an era of advanced capitalism, where the logic of industrial labour has been

extended to the middle class teachers, forcing them into the position of a mental labouring proletariat reducing ownership of any form of status (Filson, 1988). Proletarianisation is a Marxist term suggesting a loss of pride, creativity, autonomy and personal satisfaction as teaching, for example, becomes analogous to the production line, and leading to exploitation, oppression and individuals' alienation.

Lipsky (1980) writes in detail about how people become either advocates for street-level bureaucracies or become alienated against the system due to a lack of humanity.

On the one hand, service is delivered by people to people, invoking a model of human interaction, caring and responsibility. On the other hand, service is delivered through bureaucracy, invoking a model of detachment and equal treatment under conditions of resource limitations and constraints, making care and responsibility conditional (Lipsky, 1980, p.71).

The alienation to which Lipsky (1980) refers is the relationship between the work and the worker, where the worker may feel that they are denying the basic humanity of others. For example, the extent to which they have to express or suppress a thought or emotion, the amount of control that they feel they possess or the level of influence they feel that they have over process or product. If someone feels as though their human response is becoming compromised, this will lead to a feeling of alienation due to a level of inauthenticity, which will potentially be followed by job dissatisfaction and, potentially, a need to leave the profession (Lipsky, 1980).

However, Lipsky recognises that there are many ways in which teachers do assert their reactions to the requirements of compliance in the pursuit of the resemblance of autonomy; such as through the development of short-cuts and simplifications of systems to cope with the processing of workloads and the level of finishing to a completed job. Equally Lipsky (1980) describes those that noticeably generate an ability to continue with methods that they have been comfortable with previously in a bid to expand their autonomy. He notes that this is a very different motivation to those in management who are involved with performance, the expenditure of acquiring and maintaining performance and any procedure that renders them open to critique (Lipsky, 1980).

A further concern describes the time and attention allocated to paperwork and administration tasks under the guise of professionalism, which removes the time available for the pupils and parents, and Lipsky (1980) notes that this has a profound effect on street-level bureaucrats who often feel that they are experiencing their role using insufficient resources, despite the fact that the shortfall is due to the limitations of the profession rather than an individual failure.

Performativity

*Dear Teaching,
You do not realise what you have done to me... You have progressively reduced me to figures and numbers - I believed that I was nothing more than that. But you're wrong! I am more than that. It took me a long time to figure that out but I now know my own worth. If this relationship is going to work, you need to realise that it is a partnership, not a dictatorship.
Resentfully,
Miss Kenny.*

The changes over the last few decades to performance management and professional development alongside the previously discussed standards have enabled the government to gain greater power to shape teacher professionalism further (Apple, 1986; Reeves, 2007; Sellars and Frances, 1996; Yaakoby, 2013). Kidd (2014) talks about how teachers have become familiar with the desperate rhetoric of decreasing standards, objectionable results and even deceitful or underhanded methods to achieve and, therefore, some teachers may believe that if they obey their orders to the letter, they will gain acceptance. In 2003, Ball highlighted a number of concerns about the shape of teacher professionalism and how it is now inextricably linked with the term performativity.

[It] is a technology, a culture and a mode of regulation that employs judgements, comparisons and displays as means of incentive, control, attrition and change based on rewards and sanctions (both material and symbolic) (Ball, 2003, p.216).

The definition of performance is highly politicised and publicised in relation to education, but there are claims that public sector output escapes a sensible approach to evaluation because there are multiple factors to understand fully and it is far too intricate and complex to delve into (Lipsky, 1980). However, this does not prevent the bureaucracy establishing expected standards and forms of measure to prove that they have a measure of control (Lipsky 1980). The subsequent problem is that the street-level bureaucrat learns to behave in ways that replicate the measurements of control, thus, teacher compliance becomes the measured and celebrated factors which can lead to the destruction of service performance (Lipsky, 1980).

Accountability is the link between bureaucracy and democracy. Modern democracy depends on the accountability of bureaucracies to carry out declared policy and otherwise administer the ongoing structures of governmentally determined opportunity and regulation (Lipsky, 1980, p.160).

Therefore, accountability means more than being held to account for your actions; it is a relationship between a professional and a group of people, and it also refers to patterns of predictable behaviour (Lipsky, 1980). Attempts to control accountability through performative measure undermines action and response rather than boosting the quality of individual performance.

Lipsky (1980) writes that ‘If everything is scrutinized, then nothing is scrutinized’ (p.164). Efforts to maintain accountability standards will not only affect the area that is targeted, but also adversely affect the areas that are not being targeted since those efforts are not included for investigation. This has been labelled as teacher performativity where the administration of numbers outlines a new burden for the reality of teaching because education has become an input and output method of calculation (Ball, 2013). It is an example of the disciplinary power in practice where the initial and decisive point of attention is the pupils as industrious subjects, which results in the teacher also becoming a subject of the same methodology and having to use forms of moral and economic decision making, deciding who is worth investment (Ball, 2013). This marginalisation is known as a new sort of racism entitled ‘IQism’ (Ball, 2013, p.109).

Dear Teaching,

I thought we would be equal. In my innocence or perhaps it was my naivety, I thought you would treat everyone equally.

A child who has not made the standardised amount of progress will be targeted with intervention and focus groups throughout their school-life, often missing their afternoon 'soft' subjects to ensure that they catch up and are back on track. However, a child who is meeting the acceptable amount of progress points will not be prioritised or accelerated forward with their learning by certain teachers because they have already achieved their target. A child who achieves in two out of the three core areas (Reading, Writing and Maths) will be targeted more than a child who is achieving one out of three or three out of three areas because they will be able to increase the published percentage combined score for the school at Key Stage 1 and 2. A child who is labelled as 'Special Educational Needs', 'Pupil Premium', 'English as an Additional Language' or as a 'Looked After Child' will also appear in numerous data measures and will be potentially targeted more than other children without a label.

Unequally,

Miss Kenny.

Furthermore, it is claimed that a teacher's strengths and weaknesses are viewed using a deficit model and, therefore, it has been stated that they are surviving in a hybridised habitus with performative and accountable demands becoming the defining factor of a teacher's worth (Hardy and Melville, 2013; Sellars and Frances, 1996). This theory derives from Bourdieu's (1998) theory of practice where the social world could be split into identifiable groups or fields of practice which occur in intricate inter-relationships creating dominance and subordination. The field has its own particular practices, members and its own logic. The logic of practice has also been dubbed the rules of the game, where actions and words from those inhabiting the field have meaning applied to them, consequently applying meaning to the practices which characterise them (Bourdieu, 1990). These logics become inscribed within the habitus of those who occupy any given field, forming a type of prophecy for the future; Bourdieu (1990) named this a feel for the game which provides:

[...] a fairly accurate idea of the almost miraculous encounter between the habitus and a field, between incorporated history and an objectified history, which makes possible the near-perfect anticipation of the future inscribed in all the concrete configurations on the pitch or board (Bourdieu, 1990, p. 66).

For example, in my experience, teacher appraisals are completed by a number of monitoring measures which allocate scores for book scrutiny, lesson observations and data, providing an overall teaching score between 1 and 4 (1 = outstanding, 2 = good, 3 = requiring improvement / satisfactory, 4 = requiring improvement / unsatisfactory).

Therefore, the term hybridised habitus is a description of the tensions between performative, test-oriented and individualistic goals in a teacher's life and the professional goals of collaboration, inspired teaching and learning and more critical logics. Whilst trying to survive in a habitus, individuals experience a reduction in personal confidence, self-esteem and job satisfaction (Barker, 2010). Although it is the measure of productivity or display of quality that denotes the value of a teacher within a field of judgement, the issue of what is valuable or effective is extremely problematic (Grigg, 2015; Cole, 2008). Equally, the forms of measure and which factors are credible sources of evidence are arguably difficult to define (Grigg, 2015). Labelled by Ball in 2003 as the 'terrors of performativity' (p.216), this agenda uses apparatus intended to regulate, quantify and scrutinise standards of teacher performance and parallels have been drawn by Bryan (2012) to Foucault's Panopticon model of Surveillance (1977). This was reinforced by research that questioned whether the professional standards were interwoven with performance-based pay for outstanding teachers, with the over-riding intention to remedy an unwell profession (Groundwater-Smith and Mockler, 2009).

In England and Wales, policy documents and White Papers are increasingly advocating for greater earned autonomy as part of a reform-agenda (Grigg, 2015). This continues (from the mid-nineties to now) to link the market to management and performativity in the policy discourse as a means of decentralising authority and offering flexibility (OECD, 1995). The document overload created from policies, amendments, additions and adjustments adds to the battle (Kidd, 2014). Opposing this view, Day et al (2007) suggests that some schools have welcomed these strategies as institutions have been given greater autonomy for operational judgments providing them with the capability to reallocate financial and human resources (OECD, 1995).

However, this is a paradox because they are not schemes of de-regulation but forms of re-regulation as the State is strategically establishing a new formula for control; termed ‘controlled de-control’ (Du Gay, 1996). This self-regulation is much less visible but just as powerful, if not more, on the individual (Ball, 2003). Teachers are encouraged to calculate their teaching practice and to think of themselves in a measurable format. They must consider how to add value to themselves or how they can improve their productivity as part of the school’s drive for excellence, essentially they exist in a world of calculation. They become a neo-liberal professional where the resurgence of nineteenth-century ideas of laissez-faire economic liberalism appear to have become a reality once more. In fact, at one point, Miss Kenny talks about becoming more autonomous once she was recognised for having full compliance with policy and structures, but the two terms are a contradiction in terms. Possibly, this could be seen as evidence of controlled de-control in action.

Controlled de-control could be described as hegemony where the maintenance of political domination in education is accepted by others as normal or natural (Brookfield, 2005). When hegemony is in play, the government do not need to use versions of overt control such as the police or the army, curfews or threats to maintain social order. These forms of control are much more extreme than those that I was referring to above but the logic is similar; instead of people rejecting the unjust structures or dominant discourses, they perceive them as preordained and therefore, feel unable to contradict them. Foucault (1980) argued that in contemporary society, this power should be understood as a circulation or a flow where self-discipline, self-surveillance and self-censorship all form part of the disciplinary power that we have learned.

The cruelty of hegemony, is that adults take pride in learning and acting on the beliefs and assumptions that work to enslave them. In learning diligently to live by these assumptions, people become their own jailers (Brookfield, 2005, p.44).

Ball (2013) defines the difference in Foucault’s (1980) terms of disciplinary and regulatory power with reference to educational policy, to analyse the meaning further:

Disciplinary power, which focuses on the individual body and is concerned with the “disciplinary technology’ of the individual dressage” (Stoler, 1995, p.82) and regulatory

power, which is concerned with the life of the body of the species and is 'globalising' rather than individualizing. This latter is the 'bio-regulation of the state' and is concerned with the internal dangers to society at large (Ball, 2013, p.45).

The mechanisms of disciplinary power break and modify learning and learners into entities and segments where abilities can be measured and compared giving rise to an educational accountancy and building the concept of schooling on the conflicting notion of standardisation and uniformity disguised within the language of differentiation (Ball, 2013).

Dear Teaching,

Here is the table of data you gave to me for my appraisal a few years ago. This is my life... I am measured and judged and colour-coded and this is how you decide upon my worth.

Progress in Year	Number of pupils			Progress Reading	Progress Writing	Progress Maths
All pupils	29			4.28	4.21	4.14
Boys	17			4.0	4.35	3.88
Girls	12			4.67	4.0	4.5
Non SEN	24			4.25	4.17	4.42
All SEN	5			4.4	4.4	2.8
Action +	5			4.4	4.4	2.8
G&T	2			5.0	6.0	4.0
FSM	5			4.8	4.4	4.0
Ethnic minority pupils	2			5.0	6.0	4.0
Mobile Children	5			4.8	4.4	4.4
Non Mobile Children	24			4.17	4.17	4.08
Pupil Premium	9			4.89	4.67	4.22
Non Pupil Premium	20			4.0	4.0	4.1
Prior Attainment L1	3	3	1	5.33	4.0	2.0
Prior Attainment L2c	3	7	8	4.67	4.29	4.25
Prior Attainment L2b	7	10	9	4.86	3.8	4.22
Prior Attainment L2a	7	3	7	3.71	4.67	4.0

Prior Attainment L3	9	6	4	3.78	4.67	4.5	
Progress over a year				Inadequate (2.9 or less)		Requires Improvement (3-3.49)	
Good (3.5-3.75)				Very Good (3.76-4.49)		Outstanding (4.5+)	
Book Scrutiny	Lesson Observation		Pupil Data	Overall Judgement		Pay Grade	
2	2		2/1	2+		MPS 6	
<p><i>... Your scholastic accountancy is a very real concept. Each year I dread the arrival of the sheet and the colours that it will carry. I cannot help but compare myself to the other teachers around me and their sheets. Many hide them and you wonder whether it is through humiliation and shame. Some look at them with pride. It does not matter how many blue outstanding grades I get on my sheet, the red bores a hole through my heart and I feel that sinking feeling in my stomach. You do not realise what you do to me and how much this crushes me...</i></p> <p><i>Depressingly, Miss Kenny.</i></p>							

Competitive performativity forces individuals to consider how they need to transform and equally, asks them to consider the relationship between their productivity and their employment security (Ball, 2003). Hence, these managers are the technicians of transformation also known as the technicians of behaviour because it is through their regimes of accountability that they will become successful at creating compliant, oppressed individuals (May, 1994). The status quo of the oppressed is assured by complete avoidance of the need for communal responsibility or responsibility of the government for the abolition of social and economic inequities (Smith, 2013). The judgment is placed on the individual teacher (also known as the oppressed) as a method of seeking political domination, whilst creating a culture of silence and blame (Freire, 1970). Although, recognising the idea of victims and oppressors can be seen as too simplistic, the theory does illuminate the use of power in markets of production (Burbules, 2005).

The scoring method for teacher appraisals that Miss Kenny noted earlier could be viewed as evidence of the placement of responsibility on the individual rather than the collective. Equally, the fact that all children are expected to make the same amount of progress despite social and economic inequities is bizarre and further evidence of the state expecting teachers to combat this on their own. One could say that it would be reasonable to expect that a child

who had an affluent background, who had access to numerous clubs, outside learning platforms and a supportive home learning environment might make more learning progress than a child who sits at home every weekend on their Xbox.

Gaining control of the masses using forms of purchasing power is a recognised characteristic of the way that the dominant behave to the dominated as a reminder of their place in society (Cole, 2008). The resulting effect leads to the increase of responsibility on the individual and reduction in self-worth; which may affect other areas of professionalism. Consequences may include a potential lack of camaraderie that should ideally be present in groups of people with common professional identities, but a series of low-trust relationships are created, compounded by the continual surveillance that is in place. In 2000, research conducted by Troman concerning these low-trust relationships found that all of his participants harboured similar issues, which led to a number of security-seeking manoeuvres within the teachers' daily lives consequently causing high levels of anxiety.

A different argument surrounding the idea of compliance and conformity in schools exists in the language of consistency across schools (TDA and NCSL, 2009; TDA, 2009; NCSL, 2006). During the period of 2002 – 2009, much research was carried out looking at the concept of In-School Variation (ISV), which demonstrated 80 per cent of variation in the progress of pupils could be seen inside schools, nearly four times the difference that could be seen between different schools (TDA, 2009). Consequently, the concept of ISV was marketed as a significant element for schools' improvement strategies ensuring that the headteacher and senior leadership team were playing central roles in monitoring, coaching and improving both teaching and learning within their schools. The TDA (2009) defined five key areas for schools to focus on:

1. The collection and use of data
2. The role and effectiveness of middle leadership
3. The quality of teaching and learning
4. Listening and responding to student voice
5. Standardising procedures (p.6)

These five areas are expanded upon in much greater depth further in the document, but the key element was that it promoted performativity measures as an effective way to standardise

in-school variation, with the expectation that consistency across schools would enhance pupil outcomes (TDA, 2009). Whilst the debate has many merits as signified by the research completed by the NCSL, 2006, TDA and NCSL, 2009 and TDA, 2009, I believe that Troman (2000), Ball (2003) and Stevens (2010) would argue that this guidance legitimised performativity further rather than developing the idea of shared dialogue, collegial relationships and partnership for improvement.

What were Miss Kenny's conclusions to her second question?

Miss Kenny believed that she could see the misalignment between the rhetoric and reality of education and felt that there was absolutely no point trying to meet targets that were unobtainable. She was determined to only deal with the reality from that point forward. Furthermore, she decided to view her targets as aspirational and idealised rather than necessary and, therefore, reduced the amount of stress on herself and decided to focus on what she knew she could achieve. Miss Kenny decided to stop focusing on those children that should have additional time and focus groups due to the targeting procedures and focus instead on all children so that their learning experience was fair, accelerating the learning of as many children as she could, thereby calming her inner conscience about who to 'work on'. Following conversations with other teaching friends, Miss Kenny had become suspicious of some of their school's monitoring systems, believing them to be a fraudulent method of keeping staff at certain pay grades, thereby saving money in their school budgets. She believed that it would be impossible for some teachers to do well when the decision about the quality of teaching based on pay had already been made.

Within this chapter, there were a few conclusions and aspects that were at odds to my own personal experiences as a teacher but that were reflective of a large number of critical incidents taken from other teachers in local primary and secondary schools. I felt a clear duty as a researcher to discuss the story that I was observing. This led me to believe that the next two chapters concerning agency were even more important than previously realised.

Chapter 5

Towards Greater Agency

Miss Kenny's third question: What could she do to identify and address her anxiety and concern, thereby, improving her emotional well-being and resilience?

You are trying to swim but the current is dragging you out and down, clawing at your limbs. Your lungs screech for oxygen as you grasp momentary breaths upon the water's surface as you're sucked down again. You're trying to kick and move your legs but it's hopeless; the light is fading and you are sinking into a black abyss, lower and lower. You can feel your heart pumping and your brain screaming at you to do something - your body is not responding. You're helpless and at the mercy of the depths.

There are only two options...

Drown or swim in a different direction.

It was time. Time to name the elements that were causing these feelings and do something about it. No-one else would be able to do it for her. Life was for living and she needed to place everything back into perspective and actively work on her well-being.

The purpose of this chapter is to address the third of Miss Kenny's key questions surrounding agency via emotional well-being and resilience, demonstrating how these personal attributes can be both redemptive and key to a teacher's continuing success in the classroom. The chapter also addresses how someone might endeavour to work on them whilst also problematising the notion of transformation.

Dear Teaching,

I figured you out! There are two factors that a teacher needs to survive a relationship with you. One is compliance... Without a degree of compliance, we will never navigate the amount of rules and survive the game. The second is resilience... Without resilience, we are unable to continue playing. We need both. They are the ingredients.

I do not think you recognise this enough. I do not mean a drop-in chat and cake-time as a way for staff to unload, chat and manage issues in an informal manner after school because I need to complete my marking after school. If I attend an extra event each week, I am just moving my workload later on into the evening, causing myself more work. I do not mean a tick-box exercise. I mean something real, something meaningful, something that will matter to me.

I mean the feeling when I dance and school, data, pupils, observations all wash away from me. I mean the moment when I forget school exists and I realise that my personal life is the priority over my professional life. I mean the moment when I remember to live. I need to work to live, not live to work. I need to improve this element of my life.

*Starting to understand,
Miss Kenny.*

In an interim report by HMI inspectors, several alarming facts were released about teachers' mental health and their ongoing study.

Concerns about the well-being of teachers are well founded:

- Teaching was one of three professions with the highest reports of stress and depression, in the 2017/2018 Labour Force Survey.
- A very large proportion (84%) of the 11,000 respondents to the NASUWT's Big Survey 2017 identified workload as their number one concern.
- Similarly, 65% of the 5,218 respondents to the National Governance Association's 2018 survey identified teacher workload as a problem in their schools.
- A study published by National Foundation for Educational Research on 30 October 2018 warns of 'shortfalls in the number of trainee teachers and an increasing proportion of teachers leaving the profession (Scott and Vidakovic, 2018)

Droogenbroeck and Spruyt (2015) suggest that when they compared teaching to thirty-one other occupations, they were unable to determine whether teachers had worse mental health but there have been many studies that have focused upon poor teacher well-being (Gray et al, 2017; Skovholt, 2011; Tait, 2008). That being said, teaching is one of the few professions where a newly qualified teacher is required to have the same level of skill and execution of tasks as an experienced teacher (Gray et al, 2017). This may suggest that there needs to be

more support and assistance particularly for teachers in the first few years of their career (Tait, 2008).

Despite the infancy of the research into building teacher resilience as a form of agency and autonomy, assertions about an individual's increasingly positive and personal resources indicate a correlation with positive adaptation particularly when faced with difficulties (Day and Gu, 2014; Luthar et al, 2000). They do not deny or agree with the changing perceptions of values, knowledge or accountability measures in professionalism, which are held by Ball (2003) or Stevens (2010). Instead, they alternatively claim that the key to professionalism is not to do with factors that are out there in the ether but factors that are relating to self and the way one reacts to the external scenarios. The term agency is obscure, as is autonomy, but I use them in this thesis as over-arching notions of someone feeling in control of the self.

Evidence suggests, then, that positive emotions may fuel individual differences in resilience. Noting that psychological resilience is an enduring personal resource, the broaden-and-build theory makes the bolder prediction that experiences of positive emotions might also, over time, build psychological resilience, not just reflect it. That is, to the extent that positive emotions broaden the scopes of attention and cognition, enabling flexible and creative thinking, they should augment people's enduring coping resources. (Fredrickson, 2004, p.1372)

One might also question how emotional responses from earlier experiences or unconscious factors fit into this model, but this is not suggesting that positive and negative emotions can be turned on and off, and neither is it rejecting the notion that negative emotions such as anger are detrimental. The broaden-and-build theory of positive emotions is useful because it suggests that when positive emotions are purposely used regularly and well-being is high, the ability to overcome difficulties is more robust resulting in the capability to continue being professional (Fredrickson, 2001, 2004). In other words, thought is being applied about the use of positive emotions by the individual in order to improve it. These sentiments have been echoed recently by Reid and Soan (2018) in research that considered whether clinical supervision may enhance the wellbeing and professional well-being of individuals working in schools.

This is replicated by the studies surrounding stress and how it can increasingly affect humans over time; Goleman (1995) believes that all versions of uncontrollable stress give the subject a feeling of helplessness, and result in a biological consequence on the body. Repetitive changes to the locus ceruleus and amygdala in the brain become a limbic disorder and, therefore, when individuals need to heal or move forward, they have to re-educate themselves, creating particular focus to develop the emotional brain because if they do not, they will struggle to deal with additional stresses when they are already in a heightened sense of panic (Goleman, 1995). The important challenge for individuals trying to embark on an emotional relearning course is to find physiological calm which will rewire the emotional brain circuitry allowing the person to rediscover that the situation is not a danger whilst equally providing a new sense of security (Goleman, 1995).

Therefore, resilience needs to be worked upon, so that it becomes a protective factor for individuals (Gray et al, 2017). Gray et al (2017) suggest innumerable options for raising resilience, some of these include: creating realistic plans and following them through; having the ability to work alongside other professionals on areas that are particularly tricky; collegial problem solving; the avoidance of bringing work home and having a sense of honour. They warn that those in need of help the most, will be the individuals that do not ask for help because they are afraid of being judged (Gray et al, 2017). However, in each of the studies around resilience, they all discuss the importance and need of attention for the self (Gray et al, 2017; Skovholt, 2011; Tait, 2008 etc).

Practitioners that give care to other humans have high levels of demand placed upon them by each individual that they meet. Skovholt (2011) states that a balance has to be found between self-care and other-care because counsellors, therapists, teachers and other healthcare providers are at risk of burn-out when they give more attention to their clients' well-being than their own. Individuals need to find their own methods of separating their professional and personal life in order to construct a healthy mentality that enables them to continue, and through this continuation, build resilience (Skovholt, 2011).

The term resilience is described as a social construction by Ungar (2004) and Day and Gu (2014) because they both state that there are three distinctive characteristics which can be observed; the first is the teacher's relationship to in-school management for learning and development, the second is the teacher's strength of vocational commitment and the third is a teacher's ability to maintain equilibrium, despite moments of instability. The development of all three areas leads to a routine resilience, which encompasses cognitive, behavioural and emotional responses enabling individuals to work towards their goals no matter how slowly because attitude is the heart of resilience (Day and Gu, 2014; Neenan, 2009).

Despite the completely different approach to theorising about professionalism, the resultant approach to developing professional capital by Hargreaves and Fullan (1992) is remarkably similar to Eraut (1994), Hargreaves (2003), Ball (2003), Barker (2010) and Grigg (2015), where the investment of time and money for teachers to learn is of paramount importance. Day and Gu (2014) claim that the language of learning which takes place during qualifications, research and in-school collaboration increases the individual's capability to be resilient because it encourages the teacher to negotiate their thinking with in-school management, rewards the teacher for their commitment to a course or qualification and provides a space for reflection that encourages the earlier ideas of maintaining equilibrium.

Drawing together the last two sections of resilience and adult learning, the work of Hoult (2012) is particularly useful.

Resilience makes the difference between the endless repetition of the cycle of poverty, exclusion, and failure, and the disadvantaged person's ability to break free from that cycle through a return to education (Hoult, 2012, p.1).

She explains that there are five capabilities that are executed by resilient learners who engage with research as an adult which include: engagement with reading; understanding tension; an openness to trying new ideas; ensuring that they are forthcoming with teachers and that the individuals 'can be read as miraculés' (Hoult, 2012, p.53). Hoult (2012) defines a miraculé as a person who defies an expectation and learns not only to survive, but comes to

thrive in the academic system. In her interview with a participant named Joe, Hoult (2012) discusses how recognising and understanding the structure that is causing the individual pain is not enough to gain a more-contented existence. Instead, it is when the learner is able to write their own story and unwittingly, write their resilience into the script that they can discover a different version of themselves through the facilitation of adult education. The writing itself and all that it entails, becomes a strategy for survival and hence, the research and writing about self becomes a narrative that is liberating (Hoult, 2012).

In Hoult's (2012) writing about Jane, she discusses the concept of a person who was struggling to find any glimmer of hope, and used learning as a way of resisting the label victim because it required her to act on her own behalf. This discussion is similar to the plight of Miss Kenny, who felt as though she was going to have a mental break-down and used learning as a new focus in her life. Hoult (2012) claims that humans need feelings surrounding risk and notions of security to form a type of equilibrium, and, therefore, the learning becomes a safe place or a safe manner of running away from the risk and from the issues in reality. The resilience emerges from a focused and strategic pursuit of new goals where the learner naturally becomes both agentic and someone who can successfully partake in new activities.

However, using the same account of Jane, Hoult (2012) debates whether there is another version of resilience that is taking place that involves the inner tussle of the adult learner to feel accomplished because although mature autonomy is believed to be honoured, the system itself insists upon compliance. She suggests that the learner is treated in an infantile manner throughout the process of learning which is recognised by all that are involved, yet it continues because the learner is dependent on this treatment to be successful. In Miss Kenny's account, she does not speak of her scholarship and learning in great detail, but this aspect about how one gains resilience through the process of learning is thought-provoking and raises further questions. For example, how did she feel at different points in her research or through the interactions that she had with various lecturers or supervisors and did she think that this affected her thoughts and actions in other areas of her working life?

In reference to this relationship, Freire (1974) states that the flow of dialogue must be developed in both directions for both the teacher and pupil. This flow is explained more fully by Giroux (2001, 2006), a critical theorist hailed for his comprehension of critical theory and learning, who terms this flow as dialectic interplay (dialogue that encompasses the ideas of criticality and possibility). He states that critical dialogue between teachers and learners must involve the language of possibility enabling them to imagine potential social relations without considering the existence of power relationships (Giroux, 2006). If the teacher is modelling theoretical self-consciousness, it is plausible to assume that the learners may benefit from this too and replicate it (Stevens, 2010). The languages of criticality, reflexivity and possibility must be equally interwoven as one without the others can become negative or impetuously transformative, rather than allowing the individual to realistically transform for the better.

In order to progress the languages of learning for any individual, the learning is far from linear and assimilates various roles at various points reshaping individuals' personal theories and causing a transformation (Bryan et al, 2010; Claxton, 1984). Critical pedagogy promotes the idea that transformations in knowledge are perpetual occurrences because every human interaction is unique and, therefore, there are never single response patterns or certain methods of reacting in return (Freire, 1974). This is intertwined with an individual's temporality, they are able to transcend their moment in time and space because they use the knowledge of yesterday, whilst developing today, and becoming aware of tomorrow (Freire, 1974). When a transformation occurs, the individual can believe themselves to have gained a form of revolutionary wisdom whereby they might gain the resolution to seize his or her own dependence (Freire, 1970). Whilst this notion of revolutionary wisdom sounds remarkable, I am not sure that revolution is the correct word for Miss Kenny's situation because it is not a product but a process; instead I prefer the idea of evolutionary wisdom, as it suggests a constant growth and transformation with the ability to continue growing and transforming.

It was Freire's (1970, 1974, 2014) belief that every individual was adept at looking critically at their position and circumstances even if they were entirely submerged in a power-driven context and considering the conditions for self-progression. However, Freire (1970) warns that this liberation does not occur randomly, because it must be worked towards by someone who does not want to be treated as an object. This links back to Day and Gu's (2014) theory

of resilience and how the impetus must come from within the individual. The concept of wanting to engage and wanting to learn is also echoed in Eraut's (1994) work who suggests a framework of five factors for professional learning to take place.

1. An appropriate combination of learning settings (on-the-job, near the job, home, library, course, etc),
2. Time for study, consultation and reflection
3. The availability of suitable learning resources
4. People who are prepared (i.e. both willing and able)
5. The learner's own capacity to learn and to take advantage of the opportunities available (Eraut, 1994, p.13).

There are authors who claim that learning is deeply personal because it can become a new way of observing the world around us resulting in transformations of fully-visioned mediators of the society that we live in (Bryan et al, 2010; Wood, 2006; Claxton, 1984; Freire 1974). However Wood's (2006) claim that an individual becomes fully-visioned, seems over-exaggerated and unrealistic. Thus, I used Fenge's (2010) descriptive narratives to help explain emergent characteristics of learning for those that are trying to make sense of their own education; each narrative demonstrated a difference in an individual's understanding and demonstrated a need to look at a new aspect or the same aspect in a different context or on a different day. There was an assumption that his characters needed to continue learning over time and that each reflection was a chance to consider new questions, rather than a point where the learning had been completed. Freire (1974) explains that real learning or real transformations are a long learning process but these are often confused with a smaller change in understanding or knowledge which does not necessarily mean a change in the person.

An understanding of the world which, conditioned by the concrete reality that in part explains that understanding, can begin to change through a change in that concrete reality. In fact, that understanding of the world can begin to change the moment the unmasking of concrete reality begins to lay bare the "whys" of what the actual understanding had been up until then. (Freire, 2014, p.19)

This is supported by the work of Mezirow (1997) on transformative learning, who defines being human by the way each individual makes meaning from their experiences. He elaborates on this notion by talking about how this occurs in contemporary societies as people have to navigate their interpretation of a number of purposes, beliefs, judgments, and feelings

of others which cause the conditions for autonomous thinking. This occurs because individuals utilise their associations, concepts, values, feelings and responses as ‘frames of reference’ (Mezirow, 1997, p.5) which become individual constructions that we use to understand any experience that we encounter.

It has been acknowledged that the writing of transformative learning can be regarded as autobiographically weak which diminishes the experience of the learner as the trials and tribulations that one endures are often detached or sometimes too linear (Formenti and West, 2018). However, some might conclude that transformative learning is a step towards wisdom and that it is through the continued dialogue that we transform our perspectives of learning (Formenti and West, 2018; Fraser 2018). Formenti and West (2018) document this process as a journey and pilgrimage that opens spaces and opportunity for new dialogue, thought and feeling. As a response to this criticism, it is also important to note the difference between autoethnography and autobiography, recognising that the researcher’s lens is focused on different areas for their research.

In an early chapter of their book, Formenti and West (2018) pose an interesting question of ‘how much we ‘ever’ transform’ (p.2) and also, ‘what remains, in transformation, of earlier identities and selves?’ (ibid). This is a profound query that problematises the fact that each person’s knowledge of themselves is produced from their own perspective and it is a key question for Miss Kenny. They argue that transformation is a form of continued, life-long learning in a mission for understanding meaning, seeking truth, finding agency, and knowing one-self which also relies on the family context, the groups and cultures that you are a part of and the spaces that you inhabit (Formenti and West, 2018).

Furthermore, Formenti and West (2018) suggest that transformations can often be thought of as products of consumerism where objectives are marketed en mass, stating that it must come with a warning for your health.

The journey towards fundamentalism[...] has finally to do with the closure of perspective and experiential possibility, seduced by the fantasy of absolute truth, purity, or maybe paradise, at

the point of arrival. The Other – the West, the Jew, the Muslim or the bourgeois – is constructed as the enemy (Formenti and West, 2018, p5).

It is suggested that this psychological division can cause a halt to lifelong learning and render transformation as temporary or a façade.

To employ the term of transformative learning without developing an understanding of its theoretical underpinning is academically unclear because there are multiple frameworks (Mezirow et al, 2009). The first tries to emphasise personal growth through transformation, where the focus is placed upon the individual, disregarding the context and any type of social change and is often associated with Mezirow's (1997) earlier work. The second perceives transformative learning as a tool for social change alongside individual transformation, because it believes it to be intertwined from the outset; this version is often related to Freire (1974). In this particular orientation, it is suggested that the critique of ideology is encompassed in the learning because individuals assume a political consciousness that can recognise power and agency, which they will be able to manoeuvre to improve both society and their own existence (Mezirow et al, 2009). This dichotomy is important as it further helps to legitimise my choice of Freire's (1974) work as an inspiration to this thesis and therefore, I define transformation as a change in the concrete for the individual that develops a change in the concrete for society.

*Dear Paulo Freire,
Your writing about naïve transivity and critical transivity is empowering. Full consciousness leads to action and none of this can change easily if we do not accept the reality of our situation. This is not about the rejection of the machine but about the humanisation of man. Furthermore, as beings of praxis and critical reflection, reality can transform, creating new conditions of acting. I get it! You are saying that rapid transformation is not the necessary factor; it is a process where someone penetrates the prise de conscience in their reality. I'm on the journey,
Miss Kenny.*

Durrant and Holden's (2006) work is helpful at this point because it places teachers' enquiries at the heart of improvement for schools and at the heart of continuing professional development for individuals, thereby encouraging them to become reflexive and implement

change. Although enquiry is renowned for embodying an incomplete process, it is the trading of ideas that are the crucial by-products on a teacher's personal learning journey (Yaakoby, 2013; Nixon, 1997). Enquiry has the ability to create an education of interest and curiosity, rather than relying on rote and didactic methods; teachers can place themselves and their pupils in conscious and critical conflict with aspects of their life to help them form opinions and reflections that are both meaningful and purposeful (Freire, 1974). Through critical engagement with enquiry and/or research, the ability to enhance teaching and learning will be reinforced and improved, as will the knowledge of constraints in a school's culture, which may mean that they can start to be circumnavigated (Bryan et al, 2010).

Transformations may be epochal (involving dramatic or major changes) or incremental and may involve objective (task orientated) or subjective (self-reflective) reframing. In objective reframing, points of view are changed when we become critically reflective of the content of a problem or of the process of problem solving [...] In subjective reframing, we become coauthors of the cultural narratives with which we have been inscribed. (Mezirow et al, 2009, p.23)

Formenti and West (2018) warn that sometimes these realisations can evoke negative reactions so therefore, the difficulty is to use both empathy and careful consideration to form an understanding of the implications of our place in the social and cultural world.

Dear Teaching,

It is strange; initially I thought my journey was just about me and how I could cope and how I could improve my situation. But increasingly, I have realised that I am a vital cog in my institution and with that, comes the ability to make transformations. I used to feel like an outsider on the inside but now I feel like a part of the building. Part of me wonders whether this means that I am Ball's 'neo-liberal professional', brainwashed by the hegemony! But I do not think I am. I would like to think of myself as an activist, creating changes where I can that I truly believe will benefit both the teachers and the children within the framework of education. This is my authenticity.

Authentically,

Miss Kenny.

What were Miss Kenny's conclusions to her third question?

Miss Kenny knew that the educational systems were not going to change, so she needed to in order to survive. She stopped caring as much about the smaller hurdles because she no longer could or wished to. Her mental well-being had reached the point of collapse and she suffered a mental break-down. She knew that if she did not change her approach, she would need to leave the profession altogether. Miss Kenny started building in time for exercise, finding that the physical release seemed to help her clear her mind and deal with the next obstacle. She stepped back from teaching in her mind, trying to see it only as a job, rather than her entire life and decided to concentrate on her competitive dancing, outside of school to have an area of her life that she felt that she was excelling in. Miss Kenny and her partner moved in together and this helped her to manage her time better, as he rebuked her for working till all hours on school paperwork. The improved sleep and work routine at home allowed Miss Kenny to function more effectively at school. She was not sure at this stage whether she had transformed because emotionally she still felt vulnerable, but she knew that these small steps would help set her on the path to helping herself.

Transformation is personal as well as having the ability to impact upon the wider community; learning is one way that can create these changes in my opinion, which leads the reader onto Miss Kenny's fourth and final question.

Chapter 6

A Miraculé? Agency, Research and Scholarship

Miss Kenny's fourth question: How did she create an agentic self, forged in research and scholarship, enabling her to become a miraculé of her world?

The first time Miss Kenny sat in a seminar about postmodern education, she wanted the ground to swallow her up; what on earth had she done? The language was washing over her head in a torrent of confusion, yet the others in the room seemed to be taking it in their stride, looking at ease and answering questions. She had made a mistake, this was not for her...

Then a shared elevator ride out of the building changed everything. 'What on earth was that about? I did not understand anything!' one of the women giggled, then another piped up and agreed, and another too! With that one comment, Miss Kenny realised she was not alone with her thoughts and giggled along with them, agreeing with every word. From that point onward, these people became her friends, her academic confidantes and the people who Miss Kenny looked forward to seeing and conversing with.

There was something that made that time special for Miss Kenny; she realised that she had freedom to speak in a safe space and say what she really thought and felt, without fear of judgement. In fact, there was permission to explore ideas and experiment with her thoughts in a way that she had not experienced previously. The assignments were difficult but that did not deter Miss Kenny, everyone was in the same boat and they were all struggling, yet they were ten, twenty and thirty years older and much more experienced in education than her. Then, there was the moment! The moment when Miss Kenny knew she had succeeded; she had passed her critical theory assignment at level eight, tears rolled down her face as she stared at the feedback, it was a moment that made her heart sing and she was so proud of

herself... It was not just the fact she had passed at a higher level than ever before, she felt a new form of legitimacy growing inside her.

Miss Kenny wondered which part of her studies was helping her to feel so empowered...

This chapter addresses Miss Kenny's final question about the personal advantages of research in creating an agentic self before considering how one could manage the development of an institution using the same philosophy.

*Dear Teaching,
I was not cheating on you. I was not going behind your back. I realised that studying and talking about our relationship with other people helped me to create resilience. Research was my therapy, this was where I found my couples counselling. It was not until this point that I realised how much I craved it. Up until I found resilience, the compliance was crushing me.
Emerging from the ashes,
Miss Kenny.*

At this stage, it is necessary to define both enquiry and research as their meanings are often utilised inter-changeably (Durrant and Holden, 2006). The Oxford English Dictionary defines enquiry as an action that is requesting information and the term research as the methodical examination and analysis of all sources with the aim of authenticating facts and forming original conclusions (OED, 2018). There are a number of discussions that consider the differences between these entities, but I would argue that both incur several of the same elements, such as questioning, finding out and, potentially decision-making as a result, but that one process (research) appears much more formal than the other (enquiry) (Bassey, 2003; Furlong, 2003; Elliot, 1991). This perspective is similar to Durrant and Holden's (2006) view on the matter; 'We argue that more important than semantics is teachers' inclusion and participation in those debates and their critique of the language of policy and practice' (p.33). For the purpose of this thesis, I define research as a methodical written investigation

completed over time and enquiry as a shorter term focus without necessary paperwork to record it.

It has been argued by some that research is a formal pathway which is a selfish indulgence due to the individuals' need for recognition, status, financial gain or authority which informed their driving motives (Nixon, 1997). Some say that formalised education is reinforcing existing social advantage and instilling idealistic notions of an unrealistic world (Barnacle and Dall'Alba, 2011). Furthermore, any claims to knowledge are contentious and debatable because the knowledge gained could be contrary to their claim because they have not been critical enough (Alvesson, 2001). Given the nature of this thesis, it will come as no surprise where my own thoughts lie on this debate. Hargreaves (1998) offers the perspective that teachers who undertake formal research for specific reasons and circumstances usually finish their degree and become so involved with their normal school environment once more, that they choose not to use their research expertise and, therefore, the learning becomes obsolete.

However, other critical theorists have coined research as a hybrid of human characteristics which embodies a language that allows one to speak critically of education, focusing on the individual or the situation (Yaakoby, 2013). If further degrees such as Masters or Doctoral programmes are embarked upon with free choice, rather than imposed by authority, the teacher has the ownership and freedom to influence their own learning and transformation as the course evolves (Bredeson, 2000). There are a number of studies that suggest that this freedom of choice increases the contribution to the teacher and to the classroom initially and informs their career as it progresses (Williams, 2011; Warwick et al, 2004).

Enquiry, on the other hand, is sometimes categorised as in-school activities such as observations, the gathering of evidence, reflections, data analysis and learning walks (NCSL, 2005). These activities could all play a part in larger-scale research or form a small-scale piece of research so it is interesting to note that these enquiry-based activities are not widely recognised as this. One could suggest that the reason may relate to Ball's (2003) 'terrors of performativity' (p.216), because these enquiry-based activities are being utilised as state

apparatus rather than as a piece of research to consider how improvements could be made or why something is happening in the way that it is. Once again, the notion is that these activities are being done to the teacher, replicating a deficit model rather than being used in a collegial way (Sellars and Frances, 1996).

A different approach to teacher research has been the concept of lesson study where two or three teachers plan a lesson together, one teaches and the other two observe, followed by an evaluative discussion, further shared planning and the next teacher teaches and so on and so forth (Dudley, 2014). Unfortunately, this type of school learning culture is not something that is quick to implement or cheap to provide teaching cover for (Timperley et al, 2007). The long-term effects are often difficult to measure and it is difficult for school management to see an immediate effect on the children, but the rewards of a teacher engaged study as opposed to a performative regime include: increased teacher confidence; improved leadership; an altered outlook to teaching or their work/life balance; feelings of accomplishment as well as a greater appreciation of their professionalism and of education (Day and Gu, 2014; Dudley, 2014).

Knowledge Creation

Dear Teaching,

I am pleased to note that there was an interesting advance in your Professional Development documentation. Whilst part of me wants to congratulate you, the other part of me wants to say that you are vague and that this document will get easily overlooked in schools if it does not form part of the main paperwork. How are you going to make this happen? Could there not have been some examples?

Curiously,

Miss Kenny.

After much discontent about the government's lack of recognition of teachers as learners, the most recent release of the 'Standard for teachers' professional development' (DfE, 2016)

sets a different tone and appears to mimic many of Eraut's (1994) key ideas. The most noticeable difference is in the tone of language; whilst advocating the dual nature of this document with the Teachers' Standards (2013), it uses phrases such as:

Effective professional development for teachers is a core part of securing effective teaching. It cannot exist in isolation, rather it requires a pervasive culture of scholarship with a shared commitment for teachers to support one another to develop so that pupils benefit from the highest quality teaching. The thousands of professional decisions that must be made every day need to be informed by the best evidence, knowledge and professional wisdom (DfE, 2016).

The language is subversively different to the speeches and political discourse about the failure of education seen previously, recognising that learning can be structured from within the school rather than externally. It suggests that a single model of approach is incorrect and that programmes should emerge from the individual's needs and should be part of a continuing programme based in evidence and enquiry; this view of professional development is theoretically underpinned by research and this document has a reasonably extensive bibliography in comparison to other governmental documents (DfE, 2016). Therefore, one could suggest that the government are practising what they are preaching; however, it is the responsibility of the individual institution and person to develop this attribute and questions must be asked about the level of support and time that will be made available for these pursuits in school. I would also like to question whether this statement includes evidence from subjective and intersubjective experience, or whether this is continuing to refer to evidence-based research as in previous documents.

Another change in the Department for Education's ideology of professionalism is the link made between theory and practice and the need for it to be developed in partnership. Grigg (2015) and Hardy and Melville (2013) had commented upon the lack of these concepts in earlier publications and discourse, but in this document they advocate the link between pedagogy and specialist knowledge. They want teachers to use an evidence base, as well as drawing upon academic research, alongside evaluated approaches and tried and tested teaching resources. Similarly, they want schools to be aided by academics and knowledgeable experts to advance their use of evidence and understanding of how children learn. Whilst these intentions seem admirable, the question remains about how this can be

achieved and what will be put into place to ensure that it occurs. It equally links to the question posed in the last paragraph about which type of evidence are they suggesting.

As part of Hargreaves' (1998) theory for improved professionalism, he calls for a model of knowledge creation that is reflective of who a teacher actually is and how they work. Traditional academic methods are not ideal because they do not correspond or correlate with the way teachers manage the process of change on a daily basis (Hargreaves, 1998).

Essentially teachers are artisans working primarily alone, with a variety of new and cobbled together materials, in a personally designed work environment. They gradually develop a repertoire of instructional skills and strategies, corresponding to a progressively denser, more differentiated and well-integrated set of mental schemata; they come to read the instructional situation better and faster, and to respond with a greater variety of tools. They developed this repertoire through a somewhat haphazard process of trial and error, usually when another segment of the repertoire does not work repeatedly... When things go well, when the routines work smoothly... there is a rush of craft pride... When things do not go well... cycles of experimentation... are intensified... Teachers spontaneously go about tinkering with their classrooms. (Huberman, 1992, in Hargreaves, 1998, p.17)

Therefore, to actively improve professionalism one must consider teachers' psychology and experience to think about how to naturally adapt the tinkering process as part of regular enquiry (Hargreaves, 1998). This is suggested in different guises by so many of the theorists mentioned so far (Bryan, 2012; Musset, 2010; Durrant and Holden, 2006; Eraut, 1994; Freire, 1974). It is also alluded to by the government in their new 'Standard for teachers' professional development' (DfE, 2016); however, this document is only one page long and still focuses too much on being an expert, having expertise and the notion that a provider will impart the knowledge to an individual.

The concept of knowledge production through partnerships and real practice allows the research to evolve naturally within the context of its application and it could be argued that the inter-disciplinary nature of a teacher-researcher increases the validity of the project due to the fact that they are using it first-hand as well as assessing it first-hand; they become less of an observer and more of a technician of the subject (Grigg, 2015; Eraut, 1994). The fact that they are living the process allows them to intimately know its strengths and weaknesses,

therefore the research will become meaningful and improvements will be enacted (Nelson, 1996).

A further off-putting consideration for the teacher is that the research could quickly become redundant because knowledge production is fluid and ever-changing; practices that may have worked once may have to be adapted or may need to be abandoned completely. One may ask ‘what is the point in doing research?’ but, here, I refer back to the earlier discussion of Young’s (2008) concept of questioning knowledge production as a positive mode of learning. Additionally, Freire (1970) declares that knowledge is a process instead of a product; knowledge requires consistent enquiry and necessitates critical reflection from each person. This theory is unpacked further when he speaks of the requirement to learn and unlearn which compounds the notion of fluidity and continual movement within knowledge. One could argue why it was necessary to research if it can become redundant over time, but the individual’s knowledge will also be transforming in relation to new experiences as they continue to use their frames of reference to continually construct their knowledge (Young, 2008).

*Dear Teaching,
Do you understand how this links to me? Do you understand why I needed it? It was not what I was learning that was important (although the subject matter was nearly always interesting). It was how I was learning. It was what I learnt about myself during the learning. It was the conversation with different people and the dialogue that occurred in my head when I was reading a new book. It was the point where I made links between the literature to my life. It was the point when I disregarded someone’s ideas because they were not relevant to me. It was the decision-making of what to include and not include in my own work. It was the confidence I gained. It was everything.
It was valuable,
Miss Kenny.*

Therefore, it is not enough to encourage teachers to do a piece of research in the hope that it may have an effect; it is necessary to create a knowledge-creating school environment, where flexion over freedom, requirement, responsibility and criticality are maintained in a positive manner (Hargreaves, 1998). Headteachers have to be able to embrace the complexity and

open-endedness as they encourage collaboration in the form of shared leadership for change rather than the usual forms of collective implementation (Durrant and Holden, 2006). It is a challenge to change mind-sets, whole-school visions, original beliefs and paradigms because this will need a whole school methodology, changing both behaviours and attitudes to create a new approach.

These issues are reflected by the fifth standard of the Department for Education's (2016) guidance for professional development because all stakeholders in the school must be clear about how this method of working should occur.

[Professional development] improves pupil outcomes [...] complements a clear, ambitious curriculum and vision for pupil success [...] involves leaders modelling & championing effective professional development as an expectation for all [...] ensures that sufficient time and resource is available [...] balances school, subject and individual teachers' priorities and [...] develops genuine professional trust (DfE, 2016, p.11).

A critical theorist might suggest that this now places research and professional development under a new formula of control, previously mentioned as controlled de-control.

Consequently, it is the methodology of maintaining a knowledge creating institution that becomes essential in the planning for professionalism (Hargreaves, 1998). This needs to be a radical but gradual emergent process, which Stoll (1999) described as evolutionary rather than revolutionary. In the words of Durrant and Holden (2006), many educational settings have not yet seen the potential of this endeavour and will need much support to achieve this reality for professionalism. However, with directives from the government, schools should gradually embrace the reality, although it is worth recalling the issues of the negotiated terrain that policy and directives often have when being translated in the classroom (DfE, 2016; Ozga, 2000).

Whilst the management of the creation of knowledge is very complex, thought must also be given to the administration of these ideas. Gutierrez and Kim (2017) found that prior negative perspectives to research were often difficult barriers to problematise and negotiate in schools; many teachers have not deemed classroom-based research meaningful for their own

professional development for reasons such as a lack of confidence, time and space to complete it and the inability to understand the complexities of research whilst maintaining the learning environment of the classroom. Whilst the eventual results demonstrated that partnership, sustainability and commitment aided the process, it was not a quick-fix for the individuals to recognise the advantages of research.

School leadership is often viewed as the panacea as it is seen to be the defining factor of how effective a school is (Harris, 2004). The directive from the government appears to place the senior leaders of a school in the position of facilitators leading the professional learning of all other staff (DfE, 2016). However, there are calls for senior management to consider the benefits of a parallel model of leadership (Durrant and Holden, 2006). This concept embraces inclusivity and proposes that all teachers should be exercising a form of leadership of the learning through tinkering as part of action research because this process allows each person to take ownership of their own learning.

The professional knowledge held within an institution can be both explicit (easily spoken about) and tacit (not easily expressed but just known inherently) and, therefore, it is through the interaction of these two types of knowledge that new knowledge can emerge or be shared (Durrant and Holden, 2006). The process of collective reflection with colleagues transforms unspoken or silent knowledge into an explicit form and if this is then followed by tinkering, it will stimulate an internalisation of the new knowledge, hence the explicit new knowledge will eventually become a new tacit knowledge also known as skill acquisition (Hargreaves, 1998). Therefore, returning to the initial point, the effective manager is the one who establishes the conditions to take full advantage of professional talk and actively encourages teachers to continue tinkering with their practice.

In order to define this professional research within schools further and ensure that this system aids improvement, there needs to be a process of knowledge validation. Social validation as part of a working party is far superior to self-validation, especially as teachers often work in an isolated manner (Grigg, 2015). Validation occurs when the knowledge becomes a practice that repeatedly succeeds or works well despite being used in different

contexts or by different people (Hargreaves, 1998). This creates a sharing culture, rather than one that is bound by the previously mentioned performative measures.

This is often why singular lesson observations do not serve to improve teacher performance over an extended piece of time; the translation of information from one person's understanding about the actions of another person's practice is a multifaceted process of relational manufacturing and transplantation (Hargreaves, 1998). Therefore, although the dissemination of a lesson is easily available to the receiver, it does not provide the support for the resultant tinkering and the lone teacher may lose confidence or awareness of the new practice, therefore the original attempt at knowledge transplantation falters (Hargreaves 1998). If all monitoring and appraisal systems, such as observation or learning walks formed part of an ongoing study of certain aspects of teaching, the performative measure is reduced and potentially the individual's capacity for self-reflection and improvement may increase (Ball, 2003).

When considering how to enact this practically, Goleman (1995) offers some emotionally intelligent strategies which include the following: assess the individual empathetically first before even making the approach; ensure that they are ready for it; consider whether they will be motivated to hear it and, ensure that all changes are self-directed and viable. This will prevent relapses and hostility as well as encourage practice and though the provision of models and support, the individual will flourish. He advocates the building of relationships and friendships, discussion and enquiry rather than measure and time limits.

Therefore, if school improvement is built upon a base of relational values of participation and integration, it will construct a type of human capital within the institution and there will eventually be a shared pedagogy of voice (Durrant and Holden, 2006). This process will value the individual and create confidence in teacher professionalism; school stakeholders will understand the need of dialogue, realising that it can be both challenging as well as empowering (MacBeath, 1999).

A world of voice without vision is a world reduced to chaotic babble, where all voices are valid and there is no means to arbitrate between them, reconcile them or draw them together. This is... a world from which community and authority have disappeared. It is a world where the authority of voice has supplanted the voice of authority to an excessive degree. (Hargreaves and Fullan, 1992, p.5)

Although voice is a key component that needs nurturing for professionalism, it must also be balanced with the drive of a school vision, this is vital if the school transformation is to be effective.

If professional values, knowledge and status are always a product of the governments' aims and agendas, then models of professionalism will always be difficult to analyse because the ideologies will change with each reign (Eraut, 1994). Through the legitimising of tinkering and enquiry or research-based learning as part of a whole-school approach, teachers may be able to find their individual and collective voice in order to reunite theory and practice in their everyday lives and, hopefully, find a space to use this voice in the political landscape (Grigg, 2015; Hardy and Melville, 2013; Durrant and Holden, 2006; Britzman, 2003). With their collective voice, they may be able to speak of the values that they espouse and provide the authority for their knowledge-base (Young, 2008; Eraut, 1994). This is not a revolution of teaching but an evolution where the advancement of human possibility is realised by teachers, senior management, philosophers, researchers, the writers of policy and the government in an act of togetherness that can lead to a theoretically grounded, professional, teaching practice.

What were Miss Kenny's conclusions to her fourth question?

Miss Kenny had realised that she was in need of help and had approached a senior leader for additional support; the two years of continued coaching and support enabled her to improve her teaching so that all of her data measures improved which had a significant impact on her well-being. She also asked to be part of the school monitoring system and, therefore, started to grasp an understanding of the rules of the game and was able to use them herself when people were observing her. Miss Kenny realised that there were two types of knowledge that she needed; the first of which was the knowledge to demonstrate compliant teaching, the second type was the way in which she could manoeuvre the first type, so that it complied with her own values and world-view. Finally, Miss Kenny decided to continue with

further education because it allowed her space and time to think about the mechanics of her job and she recognised how therapeutic this was.

As a doctoral researcher, my own journey has been profound in discovering my own self and considering what I am capable of. The realisation of finally being able to answer the question in my disorientating dilemma was powerful; I teach because I want to make a difference, not just to the individuals in my class but because I want to evoke change and create an education that I am proud of delivering, one that fits within the compliant walls of policy but morally answers the larger purpose of learning.

The following chapter focuses on the crystallization of this thesis by using the thoughts of others.

Chapter 7:

Crystallization: Eliciting the Voice of Others

The purpose of this chapter is to privilege the voices of others by presenting glimpses of lived experience. There are four specific issues that arose from commonalities found in several of the critical incidents in my research journal; each theme is initially explained in the words of Miss Kenny. A separate metaphorical fiction is shared with the reader, in the same way that it was shared with the respondents, which avoids an educational or school context to allow the respondents to utilise the metaphor in their own way, relating it to their own experiences. Each short fiction is accompanied with the responses from other teachers and then followed by an analysis.

Although, only half of the respondents shared their thoughts, the number demonstrates the reason that they were chosen, as they did not feel obliged or pressured to respond to the metaphors. Increasing the number of respondents may have led to greater consolidation of ideas or alternative views surrounding resilience and compliance that challenged the stance of the metaphorical stories but those that were received were illuminating glimpses and from my own point of view, fascinating to read.

The Mass Exodus

Miss Kenny stared into the abyss, Mrs Edwards was leaving... How could she leave Miss Kenny alone? Who would support her now? Despite not knowing whether she could manage financially or cope with the change in lifestyle and pace, Mrs Edwards said that she had to exit now before it was too late. Miss Kenny felt almost jealous, she would find a freedom of sorts, not financially, or professionally, but personally... It was not fair. Mrs Edwards did not have another job to go to and was concerned about what the future would bring but this was irrelevant to the decision that she had made. Mrs Edwards kept repeating that she felt that

the children did not matter anymore and that education was becoming a business with 'dark forces at work' and that she was finally refusing to become a pawn in someone else's game.

For Mrs Edwards, education had become something dark and ominous and she felt that her well-being and health were starting to suffer as a result. Miss Kenny could see that Mrs Edwards was struggling; every day had become a battle and no-one ever seemed to have something positive to say to her, despite the amount of work and labour involved in teaching. Whilst Miss Kenny understood, it did not make this transition any easier, her confidante would be gone. Mrs Edwards was sad that it had not worked out for her and mourned the fact that many years had been spent working towards goals that she now felt were unachievable and poorly designed.

However, the knowledge that the end was approaching and that her teaching career would finish, had become a beacon of light, and, on leaving, Mrs Edwards took Miss Kenny to one side and stated that extreme relief had washed over her. She did not realise that her words were having the opposite effect on Miss Kenny; a gloom and heaviness had enveloped her and, she tried to force a smile for her friend.

Mrs Edwards was not the only one; retaining contact via social media with twenty-seven teachers who trained at the same time as Miss Kenny during her BA (hons) Primary Education, she was shocked that ten years on, only two out of those twenty-seven were still teaching in England. One commented in conversation to Miss Kenny that their children were an escape route out of teaching and that they were so relieved to finally be walking away. Another person stated on social media, that they felt it was impossible to sustain at such a high working velocity and that it could only end in failure if they did not get out in time. When speaking to her, the same person spoke to Miss Kenny about how they were planning to look at as many other possible job opportunities on returning to work, as teaching would not be the way forward for them.

A close friend of Miss Kenny's spoke in conversation of being fed up with the Ofsted-shaped hoops that they had constantly had to jump through; the school that they were in had been judged as 'requiring improvement' and the strain and stress that this had caused was immeasurable in this person's eyes. Her poor friend had received a number of positive lesson observations by Her Majesty's Inspectors (HMI) and been applauded in various scrutiny tasks, but this did not change the fact that they were burnt-out and unable to carry on teaching for fear that they might have to live through this process again.

Mr Maud, an ex-teacher and current friend of Miss Kenny, talked of the professional freedom that he now enjoyed in charity work in comparison to education and stated that he had never looked back. Several of those in Miss Kenny's original cohort had taught in other countries and preferred this to teaching in England. In fact, Mrs David stated in an email that the European country that they now resided in, had an education system where teachers were respected by the community and additional time in the week was given to them for making the lessons enjoyable. Another friend, Mr Jackie, in a social media group, stated that 'their country did not believe in wearing the teachers out' and had a 'no-marking' policy, 'no-taking books home' policy and children were making excellent progress despite this. A third teacher, and close friend of Miss Kenny, was working in a different country and stated that they would never return as they finally felt free as a teacher.

However, there were two teachers who were still working in education from Miss Kenny's cohort; they had both moved into senior leadership roles within their schools. She often thought this was quite interesting as both of them were not in the class-room full-time anymore, which made Miss Kenny wonder if that was either an escape from teaching in a different form, or a method to create and affect change that would improve their current school systems.

As mentioned earlier, I used Miss Kenny's explanation of 'The Mass Exodus' to create a separate narrative that could be used as a metaphor for the respondents.

The Battle

Written by Danielle Hall. 2017

Time stood still... The horses pawed the ground impatiently whilst the glint in their eyes foretold the future, they were always ready to charge, ready to surge forward plunging their riders into whatever perils lay ahead. The riders held a steely grit in their face, their eyes were hiding their emotion but their collective heartbeat pounded like the beating of a war drum.

Silhouettes of the enemy immediately emerged from the mist and the distant beating of a political drum could be heard reverberating throughout the moor; the soldiers dug their heels into the horses flank, forcing them from a halt into a gallop, their armour clanked and battle cries were sworn aloud. The ground vibrated and the Earth shook as once again, the battle ground was filled with thousands of men and women alike, all trying to carve their own path to victory.

Victims started to fall, one by one, hope draining from their faces and bodies, energy waning and their dreams fading. In death, their hands were stretched forwards, portraying that their inner, desperate fight was gradually disappearing... It was over, they could do no more. The battle was over and they were a whisper on the wind, a distant memory and another name to add to the memorial.

The battle had been won, but the war was not over. The remaining survivors continued to battle on courageously, some wounded and some bleeding, but they sustained their plight, with the hope of what the future could bring. Many would continue to fall... Many would continue to fight...

In my exploration of the methodology, I explained that I did not want to speak on behalf of others and discussed how I would use Richardson's (1997) concept of crystallization to add a further layer to this research. I used a network of teachers and headteachers who have no contact with anyone that I work with and are not traceable due to the nature of the group. Contacting them by Whatsapp, our usual mode of communication, I asked if any of them would consider looking at the fictions that I had written and if they were happy to respond, to pass me their email address so that I could send both the fictions and the participant information sheet, required by the University's ethical guidelines. Six members of the group replied. In my attempt to allow others to speak for themselves, I have copied their responses, word-for-word and I have used six different fonts so that each participant's response is clearly demarcated, and each font is used consistently for each person.

The classroom has felt like a battle ground during some of my first years of teaching. Alone with the children who need so much help. More than I could give them alone. You feel guilty but you make it through each term and then to the end of the year and the children change teacher and there is part of you that thinks 'the battle is over' my part is done at last, and another part that makes you feel bad that you did not have the time, the resources, enough support and then, eventually, the desire to do more for them.

The start of this felt like the calm mornings in a quiet, empty school before all the children arrive filling the place with noise.

As an ex-teacher, I related to the second part of this a lot: "victims started to fall". Teachers giving up the daily battle of the constant demands and expectations from teaching and begin "to fall", while others continue to carry on teaching but still get injured along the way.

This is actually me, I totally get this, I feel like I am constantly fire-fighting, this is such a hard role and we are on the front line.

I think a battlefield is an interesting one for education because there are probably other professionals that feel the same who are also working in similar services, the NHS are an example and the police force and probably the army themselves. It seems that with the budget cuts and the way that the government try to get their ounce of blood for what they are willing to pay or resources that everyone who is in this field is probably fighting. My friend is teaching in a private school and she does not feel like she is fighting against

policies and rules and such rubbish but I guess she has other dramas to contend with, like the super-rich parents who want miracles. If I'm honest, I think the real problem is that the people who are deciding what education should look like, aren't actually in education, or if they are, they have a limited understanding and haven't done enough. Maybe then they'd understand what resources are needed and that sort of thing.

It's a battle just to fight through the paperwork; it buries you and I always feel like I am trying to get on top of it and failing. I think that part of the job is the most deflating. You're never finished. I can't ever go home and just turn off. There's always more and more and more. Sometimes I am not sure who the paperwork is even for or why I am doing it! Thing is, if you don't do it, there will always be some form of retribution or reprisal. I hope that I'm not one that falls but if it keeps ramping up, we'll all fall.

I hate the idea of teaching feeling like a fight but unfortunately I think it is true. It is not something that I like about the job at all but it is something that we have to deal with. Sometimes it is a small argument, for example, like dealing with an angry parent and you have to hold your ground. Other times it feels as though you are fighting so that you are not seen to fail, like in an observation, I hate those! I think I had rose-tinted spectacles on when I thought about being a teacher, it's definitely not rosy!

The theme of a continued struggle is perpetuated throughout this set of responses and there is reference by some to the past, present and future, perhaps, suggesting that they believe it is part of a repetitive cycle dominating the profession over time. Several of the respondents identify themselves as the front-facing infantry from the narrative, the first to be hit in the line of fire and refer to burn-out, disillusionment and feelings of failure (Kidd, 2014; Ball, 2008; Day et al, 2007). The reference to failing and trying to cope in the system could be evidence of the deficit model in action, where many of the teachers are potentially demonstrating that they are trying to survive in the hybridised habitus, which was previously discussed in the literature (Hardy and Melville, 2013; Sellars and Frances, 1996).

I am not the only person to draw the comparison between teaching and warfare; Kidd (2014) named her book *Teaching: notes from the front line* and states that the education system is perishing and as it does, blame becomes more widely observed. The notion of guilt and blame is particularly prevalent in the first respondent's comment, and not a recent development; as already mentioned, the Prime Minister James Callaghan was renowned for

placing blame during the crisis of poor education and the decline in British commerce upon ineffective teachers nearly fifty years ago (Garrett and Forrester, 2012).

The comments about not being able to do more for the children and then losing the desire to do more for them could be evidence of Lipsky's (1980) theory. It seems as though the compromises that are needing to be made is forcing this individual to lose sight of their original goal, something which is echoed in the comment about seeing education through rose-tinted glasses initially. Lipsky (1980) would warn that the limiting resources and feeling of restraint is leading to detachment for these teachers. In addition to this, the responses seem to demonstrate that this experience has been lived and relived by others, and that they recognise the regular occurrence of a colleague who has fallen.

Whilst reading the fifth response, it caused me to consider how performativity can affect teacher professionalism in a negative manner for other reasons – for example, the time and effort spent on completing paperwork. Ball (2008) explains this by labelling it a transaction where the demands of time and energy for monitoring and reporting exceed the time spent in improvement. This alignment of practices with the new global economy and the knowledge economy in the form of an entrepreneurial government has numerous effects on roles and relationships in the workplace. In addition to this impact, subsequent factors include anxiety, increased workload, an affiliated deterioration in the sociability of school life, an intensification of paperwork systems, increased daily scrutiny and the development of gaps between people's values, purposes and perspectives.

In response to the battle of education, Kidd (2014) writes that hope is difficult to muster but it should be held onto at all costs because it provides the drive forward for action. Her call to arms is the following...

Hope is not built on grand gestures or sudden actions, but in small, accumulative (r)evolutionary practices. It springs from the cracks between our questions and solutions. Rather than becoming despondent at our smallness, we should use our size to our advantage. We're on the ground, interacting with children every single day. We matter (p.115).

A teacher must work within the system, for they are accountable and this will not change in the foreseeable future. But Kidd (2014) reflects on the notion that teachers can make small choices on the ground, just like the two teachers who are remaining within the education sector, choices that make the difference to individual children and, gradually, providing there is collaboration and teamwork, the individual's battle may become the team's battle and this is something to hope for. This is also when I realised that perhaps the fight is never won or lost, but that ground is either gained or lost in a perpetual pendulum movement (Barker, 2010). Once again, I return to the notion that this is not revolutionary but evolutionary.

The Rules of the Game

Miss Kenny was well-known for being a good listener; it often meant that others shared moments of anguish with her in the hope that the conversation would offer them some relief.

One particular conversation really played on her mind... It was when a Newly Qualified Teacher (NQT), Miss Graham, stated that she could not teach in the way that the school expected her to because it was impossible to be a robot and that people could not all think in the same way. Despite Miss Graham originally feeling as though she was enjoying teaching and that she was learning new information on a daily basis in relation to the profession, this one performative observation led to feelings of self-doubt and concern about her future as a teacher. Miss Kenny was really concerned for her well-being. Miss Graham had been told that this particular type of lesson needed to be taught in a very specific manner and it was not a skill that she felt that she possessed, which instantly incurred feelings of failure. Miss Kenny did not understand why there was not any modelling of the skill for Miss Graham to watch or shadow and, therefore, she could see why Miss Graham thought it impossible to learn something so specific. How could she when she had not been shown or coached to achieve it? Miss Graham felt that she had been set up to fail. The fact that she had responded outside of the situation to Miss Kenny and other colleagues, stating that she was not a robot, suggested that she thought it was the desired outcome by the people who had observed her.

Miss Kenny often thought that this conversation resonated with another one that she had about 'game playing'; Mrs Laine stated that the job, the observations and the data was one big game and that as long as the rules were clear to her, she would play along. Continuing with the notion, Mrs Laine explained to Miss Kenny that you had to play correctly in order to progress with your career and alluded to the notion that often schools would not make the rules clear, preventing teachers from being able to play. Mrs Laine had taught in a few schools and, therefore, the comments being made did not seem to be talking about one particular institution, in fact, Miss Kenny mused that it seemed more about education and schools in general. There appeared to be great mistrust of the system but yet, Mrs Laine still had a willingness to 'play' along, in order to progress. On further reflection, Miss Kenny felt

that there was a real sense of winning and losing during the conversation rather than seeing teaching as a journey.

These were the sort of conversations that Miss Kenny would discuss quietly with Mrs Edwards, not revealing who had told her, of course. The problem was that Mrs Edwards now seemed extremely mistrustful of both the educational system and the individuals who worked within it, claiming that everyone was being watched constantly in a sinister manner. Miss Kenny guessed that she would probably be quite negative about it all. It was strange though, Miss Kenny thought, Mrs Edwards was graded as an outstanding teacher and had taught within the profession for innumerable years. Her increasing negativity seemed unusual for her once positive character. This was also not in keeping with how Mrs Edwards presented herself to other teachers or their senior management. The statements that really shocked Miss Kenny were 'they only care if it affects what they need from you' and 'they pretend to care'. It made her question whether this was a personal issue or whether it was a professional issue or whether it was a little of both.

Professional Compliance

Written by Danielle Hall. 2017

It's there... Lurking,
 Hiding in the shadows,
 Not to develop but to measure, not to improve but to judge,
 You cannot hide it or disguise it...
 Not when it is inside or outside,
 When the judgement is hiding around the corner,
 The observation does not stop, the watching just continues...

The hidden text is compliance:
 Forcing you into a ball of anxiety,

Knowing that someone will find the end of the ball of wool,
And unravel you entirely...

Once again, using Richardson's (1997) concept of crystallization, I have copied my participants' responses, word-for-word, and will draw upon these in the synthesis and analysis section of the thesis. I have used the same fonts for each person.

I hate observations. People arrive to scrutinize one small section of your life as a teacher. They demand answers to every minute action, sentence and resource that you use. You receive criticism and praise from everywhere and have no idea what to listen to and what to ignore. Working in private schools in France I sometimes have high expectations from parents but have been generally left alone to build my class and also able to ask for support and advice when needed and asked for. You feel so much better as a teacher in your profession when this is the case.

As soon as I read this, the first few lines immediately jumped out to me as Ofsted. The idea that they don't support or work alongside teachers and staff but just come in and make their judgements based on 1 or 2 days. They are "lurking" as you never know when they will suddenly come to see you but that they are there, around the school and you are on edge the whole time. The first stanza of this really just made me think of the dreadful feeling you have after receiving the dreaded call and you can't relax or feel like you're doing your job how you usually would.

Ha, yes, I am literally supposed to be a robot but who can keep that up forever, sometimes my guilt gets so bad when I think I haven't 'complied' totally.

I literally have no idea who needs what for an observation, I'm a headteacher and I often think that teachers are always trying to guess what I am thinking and whether the lesson is ok and I know that I can only see a really small part of it. When I was in their shoes, I felt exactly the same, I hate judgmental clipboards and the feedback. That always used to go straight over my head as I was too tense to take in what they were actually saying. Now I do observations because I have to as part of our academy model but if I had my own way, we would not do it. There are so many other ways to know what is going on in your school.

This poem is Ofsted all over. Seriously, if they decide to change what they are looking for, we all hop, skip and jump to ensure that is what they see. I think sometimes it would be a great prank for them to say that they want to see the children running wild outside and then just watch us follow, like jabbering monkeys with no sense of what we feel education should look like!

Being the same as everyone else can be good because you can share planning and share good ideas and work as a team. But I also get the feeling of distrust sometimes and that is why you all have to do the same, as though you are not trusted to do your own thing with your own class. I like the ball of wool idea, that is me, I often think I may unravel. I try not to though!

The implications of the comments would suggest that there is recognition of compliance in teaching. Kidd (2014) resolutely confirms that compliance is an absolute necessity for surviving in the classroom, as educators are expected to reduce a pupil's educational life to conformity strengthened by school management that feels fearful if they do not obey. This is followed by her concern of passing fads that are seized upon as the correct or only manner of behaving as part of the over-riding Ofsted agenda in schools. However, she also claims that they are an easy scapegoat to blame but in fact, they are a symptom of the mistrust inherent in teaching. This notion is certainly picked up upon in the fifth respondent's comments about Ofsted and how schools alter for their bidding.

The observations and fear of being watched mentioned in some of the comments could be seen as evidence of Foucault's (1977) panopticon of surveillance in action; the effects of the surveillance seem permanent even though it is not occurring at the time. When a person is monitoring their own thoughts and actions through fear of being watched, self-surveillance is occurring and the original mechanism of oppression is working. In education, Foucault (1977) states that this form of surveillance is silently written into all of the rhetoric of teaching and is an expectation of all teaching practice as well. Maybe, the personification of conformity is actually a representation and recognition of the disciplinary practice of surveillance forming evidence of how power works at a distance, rather than the overt forms that are often much more obvious.

The need to comply is enforced by the hegemony in education and, therefore, the requirement and expectation for compliance is related to the flow of power in institutions (Kidd, 2014; Barker, 2010; Ball, 2008; Brookfield, 2005). In one of the comments, it is interesting to see that the respondent feels that there is a clear difference between compliance in England and France. This relates back to some of Miss Kenny's words about teachers moving abroad in 'The Mass Exodus'. Foucault (1980) claims that power is ever-present in human existence and that people need to learn how their individual power can become inscribed in their normal activities and thoughts in order to consider power relationships and then learn to navigate them. Once again, this relates back to Bourdieu's (1990) conceptions of habitus and the way that people end up playing the rules of the game. It also raises the question 'Are the rules of the game different in other countries and if so, why?' By way of responding to this question, I refer the reader to Chapter 8, entitled 'Synthesis of Findings and Conclusions'.

The concept of recognition mentioned in the poem is similar to the critical consciousness that Freire (1974) speaks of where people are asked to confront their issues, in order to make them agentic and autonomous. He moves on to say that it does not matter how big or small the issue is or the resultant decision or action, as long as they do not continue to be a passive spectator in their own lives. In the fourth set of comments, the headteacher is in charge of his school and has recognised a problem but has not become the agent of change that he clearly feels he wants to be.

If this is achieved, Freire (1974) believes that one becomes independent and aware of the self which changes the way the person relates with both others and their reality. A fundamental issue is how to recognise an ideology or a hegemony when you are submerged within it. Freire (1974) states that solutions are always found when you work with someone, rather than imposing the solution upon them. When speaking of the Brazilian people during a societal transition, he believed that the essential role of his work was to allow people to reflect upon themselves and their own place in society and culture and furthermore, to aim towards a further critical consideration of their own reflection. Perhaps, the issue here is that the headteacher feels very alone to speak back to power within the academy chain. By

locating some like-minded individuals to work alongside to him, he may still be able to affect change.

The debate between conformity and consistency was highlighted earlier in the literature and in my opinion, conformity suggests oppression whereas consistency suggests good practice (TDA and NCSL, 2009; TDA, 2009; NCSL, 2006). An institution claiming to want consistency and achieving conformity or vice versa may or may not be acceptable, depending on who is viewing it. The last set of comments in this section highlights the low-trust relationships, which may be suggestive of Troman's (2000) research, but also picks up on this debate. Although, the respondent seems to feel that there are benefits and disadvantages to compliance or consistency, they are potentially signifying that the debate can be problematic for teachers.

Collaboration and its Challenges

Throughout Miss Kenny's journey as a teacher, there had always been areas to develop and progress. One area that she looked at several years ago was the development of investigations and the pace of activities in Science lessons; she worked alongside a member of senior leadership to plan several sequences of lessons; the senior manager then popped in and out of Miss Kenny's classroom regularly to help coach her and discuss the lessons informally. As a pair, they would then re-plan and work on the next sequence of lessons and repeat the process. In Miss Kenny's experience, this type of coaching and mentoring had more effect on her teaching than any single observation in her entire teaching career. They worked it out together in the form of a short piece of action research, testing variables and then discounting or including them in the next trial, thus building her confidence.

Miss Kenny felt that she had the licence to try things out and the protection that if it went wrong, there was a level of shared ownership that would avoid a blame culture. On further reflection, in more recent performative observations, Miss Kenny was still aware of the safety net because she was using the plans and lesson structure that they created together. The member of senior leadership knows and is reassured that Miss Kenny was following their instruction and the planning and book scrutinies have all been successful since this, which had provided the school with pleasing results too. It had given Miss Kenny the confidence to feel that she was doing it 'right'; that is not to say that she would not be improving upon it and still learning.

Miss Kenny often spoke to other teachers and senior leaders about this particular learning experience. In fact, she was speaking to a head-teacher of a primary school on the outskirts of London at a course, when she told the story and was greeted with the response that the head-teacher's entire philosophy of teacher improvement and development centred around this model. She claimed that her teachers were empowered by the lack of judgements according to assessment criteria. Her philosophy for moving teaching and learning forwards was a mixture of team teaching, lesson study and conversations about lessons. Sometimes she would teach the lesson and invite discussion about developmental aspects and, at other times she would ask the teacher to teach and then lead the development session. She was adamant that her shared ownership of developmental learning for teachers in the school was

driving up results and, therefore, she made sure that she visited every class most days and the length of time she spent in each one varied each week.

The head-teacher had removed all of the levelled descriptors for teaching in her pay policy, replacing the terminology with positive action verbs and removing all of the categories, choosing to label everything in education as 'Requiring improvement'. She felt that all teachers needed improvement and that the idea that a teacher was 'outstanding' was the wrong mindset to have. She stated that it allowed her to ensure consistency across the school and that poor teaching was immediately identified and improved rapidly as a result; she was starting to find that the more experienced teachers were really now pushing boundaries with their teaching and becoming much more autonomous. This whole philosophy gave Miss Kenny much to consider...

This section follows the same structure as the previous critical incident sections.

Birds of A Feather Flock Together... For Freedom

Written by Danielle Hall. 2017

The lone wolf can prowl endlessly through the forests, searching for food and shelter. It is up to him to survive, against the long cold winters and the sparse offerings of Autumn. When the weather attacks the forest with a vengeance, he is his own responsibility and when the sun consumes all of the water in the hot Summers, he has to rely on himself. He has no-one and his future will always remain uncertain.

There are other methods of survival in the animal world, some that the lone wolf is not able to understand... A flock of birds is reliant on one another, both for foraging and predation. They want to sing at the tops of their voices and be heard; they want their freedom and to be able to fly to any destination they choose, they want to assume ownership of the territory they encounter. Through their collaboration they are able to avoid any dangers, some swooping low onto the forest floor, some viewing the situation from the forest canopy and others

soaring high to see the situation from above. The birds who wander further afield are able to share thoughts from far and wide and together they are stronger. Together they are able to protect one another. Each bird has their own journey but as a member of a collaboration, they are able to investigate, criticise and change their environment in a way that is mutually agreeable with wider benefit for all.

The participants' responses were as follows:

I've never really felt too alone as a teacher. There is often another colleague that believes that they are though and you can let off steam at lunch time when needed. I feel teachers are more like birds, at least most of them.

This extract did not resonate with me as much as the previous two did. However, I can see connections about how each teacher is solitary in their role within each of their classrooms but also come together collaboratively to plan and assess.

This is an interesting debate, I actually think teachers are too scared to fully come together as they know that comparative judgements are made and this means they don't want to be the same or share things with other year groups. I think the competition between teachers almost causes a lone wolf but the government need to realise that is them that are causing this. Teachers might work differently if they are treated as a team. This is something that I am really aware of in my school.

This is the golden thread isn't it? We all want our staff to work together and we don't want any people going off and doing their own thing because we worry that they'll go too rogue and then it will reflect badly on us. I know of some schools that finish early on a Friday to try and build in more time for sharing but the restraints of the timetable and what we can do about it, makes it a really tricky issue to deal with. I think sometimes teachers can feel quite lonely too because of the way that they are often in a classroom by themselves as teaching assistants are outside doing interventions all day and also this loneliness goes on into the evening. Marking policies are tricky to get right to ensure that they have impact on a child's progress, but I know that at our school, the work/life balance is still not right. My teachers are doing an awful lot and taking far too much work home.

Collaboration is a difficult beast. We were starting to get some really good networks working across our local area until the development of academy chains started pulling people in different directions. I don't think people are trying to isolate themselves, I think the problem is that if you are in a huge multi-academy trust, your time is now taken up with networking with those schools. You don't have time to do both. Thing is, there isn't much local collaboration anymore and that can affect communities.

Schools do not like sharing too much, because they are scared that another school might then do better than them. At the end of the day, they are in competition with each other. In fact, I think it is better when schools work with other schools that are in different areas because they haven't got that competition and they are a bit more honest about how they can help one another out.

Although issues of time and competition are uttered, the general consensus in the comments by the respondents is that collaboration is often positive. This is reflected by the words of Kidd (2014) who speaks of collaboration as a benefit for both the work of a teacher and the ideals and mental attitudes of teachers.

We need to work within a system. We are accountable. But we can simultaneously be within and without, looking in and out. We can be school friendly and child friendly... We can reject market forces... We can reject the nay-sayers by remaining sceptical of their failure narratives. We can hope and share hopefulness... to build a 'free from fear' culture of collaboration... [to] create the oscillations for change (Kidd, 2014, p.119).

Returning to Foucault's (1980) concept of power within each individual, and the consideration of power as a flow is helpful when exploring this narrative. He states that when the power of each person is entrenched within a collective power, the possibility for social change is viable. This concept was referred to by Follett (1924) as 'power with' rather than 'power over'. This view is important as it recognises the strength of the contributing presence of people and it suggests that the social dynamic is mobile and can be transformational rather than a given state; for those that hope to change it, it becomes possible rather than hopelessly limited.

However, there are some surprising dichotomies in the respondents' comments; in the fifth respondent's comment, it is interesting that they seem to believe that it is local communities

of schools that need to come together for collaboration rather than chains of schools across the country in the form of academy chains. The sixth respondent seems to oppose this view, believing that local competition is a debilitating factor in collaborating honestly with one another and furthermore, this view is replicated on an individual basis in the second respondent's comment.

As discussed in the literature, the underlying issue becomes a question of truth, power and knowledge (Freire, 1970, 1974). The primary function of education itself is to create knowledge and truth, but the versions of knowledge and truth are dependent on the society that the educational institution resides within, and this contradiction highlights this debate (Apple, 2000). Foucault (1980) claimed that knowledge is a social construct formed by the political management and organisation of knowledge. Potentially, the notion of working together to form knowledge aids the understanding of knowledge production and, hence, the following discourses that become dominant in each institution may become more personalised and owned by those who have helped to create them.

A Miraculé?

Miss Kenny's personal view was that teacher-research had allowed her to become more autonomous, more aware of knowledge and gain a wider understanding of education outside the boundaries of her own classroom, allowing her to develop her own theories of both the systems and values that she was a part of.

Miss Kenny found it somewhat frustrating that others did not always see the benefits of research, because now that she had participated in it, she felt that it had opened so many doors for her. She had been sat amongst a group of teachers in the staffroom when they were all asked if anyone would like to do a Maths Research Project, most people did not answer and this was a similar response to the offer of a Master's degree programme at the local secondary on a separate occasion. It appeared to Miss Kenny that there were two distinct reactions within the room; the first was that some people felt that it was too much to ask to complete this project on top of what they were already doing in school due to time restraints and their heavy workload. The second reason was that they were not interested in the projects themselves because the projects were being chosen for them.

As part of a drive to embed lesson studies and an element of research into Miss Kenny's school, she had a number of staff meetings based on what research could look like in schools and how it could be used as part of everyday practice. The teachers were asked to work in groups and consider a theme for research and come up with some research questions as a result. This quickly fell flat due to time constraints, workload and focus on other areas, but it did show that some people were interested in further research.

Miss Kenny often liked to reflect on her own experience and felt that she had engaged with research for many reasons despite a number of opposing factors. For her, 'wanting' to progress, move on, know more and learn more were key to Miss Kenny's continued learning in her research programmes; this was not an attribute that was confined to research only programmes as she enjoyed her national qualification for leadership too. It had occurred to Miss Kenny that perhaps she had been convinced so much of the need to improve by the

system, that she had taken this on whole-heartedly; however, she also thought that this need to improve and to be the best she could be was part of her personality and who she was.

Researching for a purpose

Written by Danielle Hall. 2017

Writing for a purpose we tell them, writing for real reasons,

It makes sense: We promise them...

But we do not often practise what we preach!

This sort of action research is never over,

Never finished,

We can use it as a journey –

But it needs the recognition ,

So the authenticity and consistency seep deep,

Deeper than performative hoops,

Made from other people's power-laden agenda.

When the research permeates -

When the research infiltrates -

It evolves, it develops and it grows...

Consequently, we evolve, we develop and we grow...

When the researchers are fashioned from different positions,

They will all have different agendas,

They should, all, have different agendas,

Discussions can be aligned, uncertainties can be resolved,

For the power-play is no longer a threat,

And the research can experimentally play out -

With the license to find answers,

Real answers to real questions...

Real questions with real answers...

Once again, using Richardson's (1997) concept of crystallization, I have copied my participants' responses, word-for-word.

Participant One did not respond to this scenario.

The first part of this made me laugh out loud as it reminded me of times pupils question when they are going to use what we have done in the classroom again. And us, as teachers, ensuring we are writing for a reason and it is important. I guess this then goes on to elaborate about as adults carrying out further work, and finding the real purpose for it.

I see every day as a research project in a way. We have set up our school improvement plan in this way and have working parties across the school who try to test out different theories, look at what happens in other schools and then find a way to move forward ensuring that they are evaluating any provision constantly. I think this happens a lot in most schools but I think it is often kept in the heady rafters of the management teams. In my school, we are very conscious about the fact that all members of staff should be stakeholders.

We have recently developed a version of the lesson study model in our school for each teacher and made it part of their appraisal and part of our senior leadership's appraisals to ensure that they both invest in the project; our teachers have been really positive about it and it involves an element of research. For some, that is enough but we have also given our teachers the chance to use the work that they are doing anyway and accredit it using our local university provider. There's been more uptake than I originally thought and the conversations that have then come out of taking it further have been helpful in school. We now have a small Masters group that meet once a week after school and we've linked all of this to our school improvement plan. My theory is that if I have confident, reflective practitioners, then the quality of education will improve. I know that I'm starting to see improvements already.

I can remember when they said all teachers should have a Masters degree and they were going to try and roll it out straight after people qualified for a Bachelors degree. What they didn't understand was the need for experience and research. If teaching was understood as a process rather than a product and the same for learning, we might have a very different education system.

I would do some research if I had the time to. There are lots of aspects of education that I am interested in, but the fact of the matter is that teaching already takes over my life and I literally do not have the time.

The third and fourth respondents' comments signify the importance of the relationship between theory and practice in their schools and seem to assume that the two are not interwoven enough in the current climate. This is similar to the words of Brookfield (2005) who writes that the critical tradition discusses this issue in great depth. As a response, he says that critical theory should be conjoined with the idea of critical practice where educators critically consider both what and how they teach persistently (Brookfield, 2005). The working parties and the lesson study model are both potential constructs that would meet the needs of compliance whilst also encouraging critical thinking by individuals in schools.

These models are not to be confused with the call for a model knowledge economy where the business of knowledge as a product in education in the form of a product or service can be traded for advantageous yields (Gove, 2009; Ball, 2008). The fifth comment really pinpoints the confusion about knowledge as a product rather than a process and links back to the literature about which knowledge is useful (Young 2008; Apple, 1990; Johnson, 1981).

We must remind ourselves that Freire (1970) claimed that critical consciousness must be worked upon and driven by someone who is an active participant, refusing to be seen or used as an object. Despite the discussion of resilience creating the impetus for other individuals is problematic if it must come from within the individual (Day and Gu, 2014). The 'wanting' element was equally problematic and echoed in Eraut's (1994) work. However, the last comment raises a different question to those posed already; 'How do you create time for teachers to research effectively?' Clearly in this person's statement, it is not a matter of wanting to research, but feeling unable to do it.

Chapter 8:

Synthesis of Findings and Conclusions

Referring back to earlier literature regarding Formenti and West's (2018) stance on transformation, they posed a question about how much a person can change or transform. Miss Kenny has transformed; not in a revolutionary way as Freire (1970) advocated but in an evolutionary, resilient manner, consistent with the writing of Durrant and Holden (2006) about teachers who start to research their own practice. To question the quantity and quality of Miss Kenny's transformation is problematic because it has evolved in different ways over a number of years; to suggest that she has transformed from a caterpillar to a butterfly is a form of utopian idealism, yet, it is clear to see that at one point in her teaching career, Miss Kenny 'hit rock bottom' before learning to swim once more.

One way of defining Miss Kenny's transformation is to suggest that she has become a miraculé because she continues to live and survive in her reality but furthermore, is starting to thrive and feel as though the originally depressed forecast that she would just be another number or figure is not true. She is not adding to the education mortality rate because she is feeling agentic (Hoult, 2012). Her enduring momentum and continuing drive to do well within the profession is evidence of both resilience and compliance. Mezirow (2009) might not agree that transformation can occur if there is still a form of compliance, but I would argue that the transformation has occurred in her perspectives and approach through her sense of agency and identity in her research, which is now progressing into her teaching. In this way, I believe Miss Kenny has grown more robust and resilient.

Hoult (2012) writes that resilience needs to be considered without the binary of positive and negative or decreased and increased, instead, perhaps it is through the smaller connections that individuals make with the world around them that allow them to interact with it in a

different manner. Miss Kenny, as a representation of myself and others, was able to write her own resilience into the text and therefore learned more about herself on the journey (Hoult, 2012). This is evidenced in this thesis because the writing initially started as a survival strategy about compliance. It became the unexpected liberation narrative after-all, when resilience emerged as the golden thread of hope that allowed Miss Kenny to continue with teaching. It provided her with the redemption and strength to navigate the performative agenda and formed much of her personal learning. Miss Kenny's thoughts about resilience are addressed further in the epilogue.

However, Miss Kenny's journey is not as linear as it may seem; the scars from before remain with her and occasionally, the doubts and anxieties creep back. The key point is that she is more able to control them and situate these worries so that she can continue successfully. Miss Kenny's story teaches us that small is beautiful and that small histories matter. Perhaps Freire's (1970) notion of revolution was too grand for this work or perhaps this document provides the progress towards it, for this is only a stepping stone in Miss Kenny's life journey.

Dear Teaching,

Here are my final words to you. You need to listen carefully and take notes. I have morphed myself to be in a relationship with you. I have learnt to be compliant when I need to be and I have learnt to follow your instructions and to play by your rules for your game. I know that you need consistency and I know that you need standards. I also know that I want to do a good job and provide an education that I am proud to deliver. I want my school to be successful but I want to be part of that bigger picture too. I want to know that we are on the same team.

But here's the thing. I need you to change too. I need you to realise that we are a partnership and that we need our resilience and right to question structures too. I do not think you are considering me as a teacher or an individual, or as a person that deserves enough respect. If you grind teachers down under the clouds of performativity, dressed in the clothes of professionalism, the education that you are providing for future generations will not be the exemplary form that you are so eager to generate. The scholastic accountancy that you constantly drive forward is eroding the system and you need to become responsible for your actions.

I know that I am going to be just fine going forward, with or without you. I came to understand who I was and how far I could be pushed. I realised what you could take from me

and what you could not. I am not sure that everyone in my shoes is able to do that. But I now know who I am. I am someone who is still willing to play the game. I am someone who has crossed the battlefield and am still fighting.

Why? I am not so certain that I have an exact answer other than two words. Compliance and Resilience. Both are needed in different degrees and amounts.

*Thoughtfully,
Miss Kenny.*

Furthermore, the language of consistency, compliance, street-level bureaucracy and performativity enabled Miss Kenny to achieve this strength because she felt as though she understood the machine (Hoult, 2012). Knowledge of the system allowed her to form hope because she then had the ability to decipher for herself whether changes could be made. This stance could be viewed from a Freirean perspective suggesting that Miss Kenny become critically conscious of her situation, learning to observe a personal and social authenticity within her reality including the inconsistencies or conflicts within it. She also learnt how to critically respond to it (Freire, 1970). Knowing the potential for liberation provides courage and empowerment to the individual, allowing them to show the errors in the machine and as this occurs, they uncover themselves. This thesis discovered and identified many of Miss Kenny's experiences of professional discomfort in education, which can now be used for the benefit and understanding of others working in education.

Dear Newly Qualified Teacher,

I have so much to tell you and so much to explain about the new relationship about to occur in your life. I am not going to lie to you; this relationship will change your life, become your life and you will need to be both dominant and sub-servient in order for it to work for you.

In your first year, you will feel overloaded. You will have more targets than hot dinners and you will question whether you ever learnt anything useful in your Initial Teacher Training. It will be birth by fire and you will have moments where you feel like you are drowning. You have to block out the white noise though. You need to focus on just one target at a time and do the small ones first. Mountains cannot be climbed easily but if you tick one thing off each time, you will continue to make steps in the right direction. This is where you start to learn the rules. In order to fly, you have to understand all of the rules first. Listen, copy, and repeat. You will feel that your entire life revolves around marking and planning but if you can keep it up, it becomes easier.

The next few years are about honing these skills. The hardest thing is to hear that you are 'satisfactory', 'requiring improvement' or 'good' when you are pouring every ounce of your being into the profession. Remain strong. This is where you need to start building up your resilience. Find hobbies and people who help you step away from teaching. Find ways to make yourself smile and feel pampered, despite the fact that you are tired and working all the time. Find a balance. Start to find you.

Spend time getting to know the children in your class each year. The first ones will always feel like your babies but after that, it is easy to fall into the trappings of seeing them as numbers and as grades. Do not let them do that to you. Remember them as children and individuals and love them for who they are. Find ways of helping them live, love and laugh and the rest will come. If you need to wash a PE kit, find a breakfast, provide a hair tie, continue to show your humanity. When a child is loved and has routine, regardless of their home life, you watch them start to thrive, even if it is only for a few seconds a day. These are the moments that make you smile and you will remember what education is really about.

Once you are feeling that you are starting to master compliance with marking, teaching and following policies, it is time to work on more than the day to day administration of the job. What can you add, improve, change, or take on? The more you enter into professional dialogue with others, the more you will learn and the more you will improve and change. Try to be as open as you can to working with others. That is where the magic happens. That is where you start to gain a voice. Work with those that are senior to you as well as those who are the same as you. Look at tinkering with things. Try things out. Ask questions.

But the trick is also this: realise that if you look at the profession negatively, it will always be negative for you. I told you that I am not going to lie. The job will become your life and there will be times when you wonder what on earth you were thinking of when you signed up to the profession so many years ago. But learn to carve your own path. One where you play by the rules but have your own little ways of making the job more than bearable, but enjoyable. Put yourself in the driving seat of you. It can be done.

I am the living proof... I am hope...

*Supportively,
Miss Kenny.*

P.S. If all else fails, teach abroad. I am told that you will have a completely different experience!

In addition to guidance for other young teachers in the early stages of their teaching, this thesis has unwittingly suggested that teachers in other countries are flourishing more. Consequently, a question has been raised; 'What might this say about the condition of education in England?' This question is absolutely topical and key for discussion as schools await the release of the new Ofsted framework in September 2019, wondering how this policy will shape the next few years to come. In Miss Kenny's story, it is suggested that she

yearns for a system that demonstrates integration rather than fragmentation in teaching policy and practice; in the respondents' lived experiences, many similarities in perspective, approach and concern could be seen and, therefore, it may be possible to suggest that they desire this too. I would be interested in pursuing future research that considers an international perspective.

There is also some suggestion made by the respondents about the similarities between teachers in education and those that work in the National Health Service, which extends the previous question further to ponder, 'What might this say about the current condition of the public services in England?' Whilst Lipsky's (1980) text helped to provide a sound background for this work, this thesis has helped to highlight this area as one for further development and research, particularly in terms of compliance and resilience. A comparison to non-public service roles would be key to this research.

Having introduced Anthony at the start of this thesis and elicited the reader's concern for him, I now want to address his role and purpose in the thesis. Pupils in a teacher's care move on each year and while this may sound harsh and lacking in emotion, there is a need for each teacher to let go of his or her wards so that they can mature and grow into the next stage of their life. One can only hope that the next teacher will care just as much as you did to ensure that their emotional needs are met. In turn, the teacher will also have a new Anthony move into their class; sometimes there is just one and sometimes there can be a class full of them. The number of children like Anthony becomes irrelevant, they all need that personal attention and connection so that their personal needs are met before education can become a possible entity.

I return now to an early statement about how this thesis started with a disorientating dilemma for me and one might question whether I too, have become a *miraculé* alongside Miss Kenny. In answering this thought-provoking question, I believe that my understanding of the wider political landscape has changed the way in which I regard my personal positioning in relation to values and professional identity. I have an inner confidence that despite the questions surrounding the identity of teachers, I now know who I am as a teacher

and a researcher too. I feel more convinced than ever before that individuals must follow their own moral purpose in supporting learning if they are going to survive emotionally and that this should become a fundamental part of continuing professional development. The knowledge of how to maintain and negotiate both compliance and resilience is difficult but I believe that with the correct mentoring and coaching, teachers in the early part of their careers can become agentic in achieving authenticity in their professional role.

Research Applicability

With any research, it is important to consider how it adds to the current debate and how it will be used in the future. In this section, I aim to discuss both of these features.

An original contribution to the field of expertise might be regarded in the following ways;

1. This methodology was innovatively used to create an empathetic synthesis in the form of storied lives of Miss Kenny and Anthony, whereby the reader might connect to the thesis and understand the issues involved in a more personal manner.
2. It demonstrates the researcher's transformative journey from a disorientating dilemma alongside the transformative journey of Miss Kenny in the search for understanding.
3. It suggests a way in which a teacher may be able to reconcile themselves with teaching in the British educational system because it demonstrates how they can still achieve greater agency and autonomy, despite the fact that they are working within a world of accountability.

In a time where teacher retention and well-being are significant issues for schools, this research is significant because it helps to pin-point key areas of concern surrounding compliance and resilience in teaching. I am really proud to share that other people have recognised the research's significance and approached me for a number of projects in the last few years and for the future.

Recognised as someone who has considered the professional development of a teacher in detail from a personal and research perspective, from the NQT year through the early years of teaching, I have been approached by my head teacher to write a programme for unqualified and newly qualified teachers. The aim will be to develop their learning experiences and reflective attributes with teacher-led ownership at its heart for their first two years of teaching, developing this type of mind-set from the outset. This will be used in all of the schools across our academy chain. Furthermore, I have been asked to look at ways that the school could build in methods of research to our everyday practice to build ownership for individuals as well as re-framing our school as a knowledge-creating environment. Using these methods, I believe that our teachers will feel agentic and be able to achieve authenticity in their professional role.

In an exciting personal development, I was promoted to assistant head teacher and seconded to a school that had failed its Ofsted inspection and had dire forecasts for the children's future academic achievements. This research allowed me to consider the type of leader that I wanted to embody and equally, framed the way in which I approached the rapid change management that was needed in this scenario. Shared planning and team teaching, leading and teaching by example as well as marking and assessing in teams were all strategies that became fundamental to the success that was gleaned in a very short time period. Results in year six grew from a 17% combined average at the end of Key Stage Two to 56%. I believe that this rapid acceleration of results would not have occurred without compliance and resilience, from both myself and my team and I feel that I was able to motivate and enable them to do the best that they could for these children. In many ways, I saw this progression as the next chapter to my own learning and it made my prior conclusions more concrete, that each story is only a small part of a person's wider story and a snap-shot in time. However, it also demonstrated the importance of prior stories in the development and build-up to the current story.

Finally, the methodology used in this research has been commented upon by several academic individuals as needing to be published in papers to enable it to be shared further.

This has included a Principal Lecturer for the School of Nursing, Midwifery and Social Care who felt that the theoretical underpinnings and methods could aid him on his future project, as he felt that this methodology would be particularly suited and useful in his field and a number of others who suggested that it would be a worthy addition to a narrow field.

In these last words, I want to explain how this research has been applicable to me in a manner that was completely unexpected; in my relationship to Miss Kenny. In some ways, I feel that she has become a real person in my mind, with a history and life of her own and sometimes I wonder how she might react in a particular scenario. She gives me confidence and a different perspective. I still find it surprising to consider how many people comprised Miss Kenny and yet, how she always felt like a single entity; in this way I still find her fascinating. Furthermore, if I return to the work of Sikes and Gale, I believe that this thesis has been successful in creating liminality, transgression, evocation, complexity, creativity and audience engagement because I believe this research has created a plethora of connections; between myself and Miss Kenny, between myself and the reader and between Miss Kenny and the reader.

Chapter 9

Epilogue

Miss Kenny sat in her garden with a friend, enjoying the luxury of the warm sunshine, sipping an ice cold drink whilst reflecting on her teaching journey more recently. It was strange, she thought, how teaching could still cause such stress and confusion for both herself and the workplace, yet she felt she possessed more control than she ever did before. Why was this, she pondered? The children seemed to be appearing with greater and greater need than ever before, the resources seemed to be lessening, the budgets seemed to be getting tighter, but she was feeling stronger than ever.

‘What do you think has changed?’ a quiet voice asked from behind her.

‘Me! It’s me. I have changed. It’s everything; the way that I look at the world and the way that I understand it, the way that I fit into it and the way that I act now. I think I just get it now; perhaps I did not get it before. It’s hard to know when you are looking back.’ Miss Kenny stared over at her friend, an ex-teacher who fully understood what it was like to teach, both in England and in other places abroad. ‘I think I’m starting to really enjoy it again...’ As the words tumbled out of her mouth, she looked astonished, she had not realised that such a shift in her thought processes had taken place. A small smile emerged upon her face.

Miss Kenny believed that she had grown to understand the degrees of compliance that she needed to demonstrate in her classroom and how these were relevant to the concept of professionalism, but she also felt that she had the experience to navigate the compliant systems now in a way that allowed her forms of autonomy and professional freedom. Her frustrations at the separation between the rhetoric and the reality of teaching were still there, but her understanding and knowledge had finally allowed her to make peace with the system. Peace, it was what she needed.

Her friend released her breath slowly before uttering the words, 'I'm not entirely sure that I would have ever found my enjoyment of it again, I thought I was losing my sanity, my brain, my body and my life in one foul swoop in that last job I had. I do not think I will ever go back to teaching, it was such a dark time for me, I think I had become seriously depressed. It was not worth it for me anymore.'

Miss Kenny turned to her friend, 'I agree, I was so worried about you back then.' Her eyes glazed over for a brief moment, 'I was worried about me too for a little while...' A thoughtful silence rained down upon the two friends confiding in one another.

'I think everybody needs to find some form of ownership of their profession or job – whether it is research-based or whether they have ownership of their own development through supported structures or whether they just carve their own path in their career. I do not think it matters how you get there, but it just matters that you feel comfortable with what you are doing. No, I've not said that clearly enough actually, it's more than that, it's when you feel like you have agency, when you feel like you matter and when you feel like you are in control of yourself. You found control by leaving teaching and you also found control in your new role, look at the position you are in now!' Miss Kenny paused, trying to gather her next thoughts. 'I guess, what I am trying to say, is that I think that has happened to me, I think I have transformed somehow!'

'I get what you are saying,' her friend giggled. 'You are just like a butterfly! But on a more serious note, I love my new job and I am always in the driving seat of my day, it is exactly what I needed. I think you talk about teaching differently now, I think you are right, you have changed. You are more upbeat and enthusiastic, and you are not tormented by it all anymore, you have found your rhythm again.'

Miss Kenny raised her glass to her lips and thought of the teachers around her at work and those in other schools and wondered if they had experienced similar journeys to her. She wondered whether sharing her own story might help others to understand the need to become both compliant and resilient. Furthermore, she had started to realise that these concepts were so multi-faceted and complex, that they would be embodied differently for each

individual and that this small fraction of the journey so far was just the tip of the iceberg for her too.

She wondered what the future would hold...

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Appendix 1: Ethics Application

Education Faculty Research Ethics Review

Application for full review

For Faculty Office use only
FREC Protocol No:
Date received:

Your application **must** comprise the following documents (please tick the boxes below to indicate that they are attached):

Application Form

Peer Review Form

Copies of any documents to be used in the study:
Participant Information Sheet(s)
Consent Form(s)
Introductory letter(s)
Questionnaire
Focus Group Guidelines

1. PROJECT DETAILS

MAIN RESEARCHER	Danielle Hall
E-MAIL	
POSITION WITHIN CCCU	Student
POSITION OUTSIDE CCCU	Teacher
COURSE (students only)	Doctorate in Education
DEPARTMENT (staff only)	
PROJECT TITLE	An auto-ethnographic exploration of the perceptions about teacher-research in promoting professionalism.
TUTOR/SUPERVISOR: NAME	Professor Hazel Reid
TUTOR/SUPERVISOR: E-MAIL	
DURATION OF PROJECT (start & end dates)	Spring 2017 until Winter 2019
OTHER RESEARCHERS	N/A

2. OUTLINE THE ETHICAL ISSUES THAT YOU THINK ARE INVOLVED IN THE PROJECT.

- I'm researching the educational culture that I work in from the position of an autoethnographer which is a critical exploration of self in a context.
- The observations that I make will be based on my own thoughts around critical incidents supported by literature and theory.
- Although the research will not include participants, I will be drawing on critical incidents that may include colleagues or peers and I will fictionalise these people to preserve anonymity.
- Any report or outcome of this thesis that is shared with colleagues in school will draw on analytical findings in order to improve practice.
- There will be issues of validity and rigour that I will need to address as this reflexive practice will question the ethics of 'self'.

3. GIVE A BRIEF OUTLINE OF THE PROJECT in no more than 100 words. (Include, for example, sample selection, recruitment procedures, data collection, data analysis and expected outcomes.) Please ensure that your description will be understood by the lay members of the Committee.

I believe that numerous issues have resulted in a reduction of teacher professionalism; however, it may be plausible to suggest that research in schools seeks to articulate professional truths, thereby allowing teachers to create ownership of their practice in supportive environments increasing teachers' professionalism and ultimately confidence in themselves. Due to its auto-ethnographic nature, I will be using introspective inquiry to study myself in a number of critical incidents which I will then fictionalize into stories, poems etc. to trace the journey of my own perceptions of professionalism.

4. How many participants will be recruited?	0
5. Will you be recruiting STAFF or STUDENTS from another faculty?	<p>YES/NO If yes, which Faculty?</p> <p>IMPORTANT: If you intend to recruit participants from another Faculty, this form must be copied to the Dean of the Faculty concerned, and to the Chair of that Faculty's Research Ethics Committee.</p>
6. Will participants include minors, people with learning difficulties or other vulnerable people?	YES/ NO If yes, please add details.

<p>7. Potential risks for participants:</p> <ul style="list-style-type: none"> - Emotional harm/hurt* - Physical harm/hurt - Risk of disclosure - Other (please specify) <p>*Please note that this includes any sensitive areas, feelings etc., however mild they may seem.</p>	<p>Please indicate all those that apply.</p> <p>YES/NO</p> <p>YES/NO</p> <p>YES/NO</p>
<p>8. How are these risks to be addressed?</p>	
<p>9. Potential benefits for participants:</p> <ul style="list-style-type: none"> - Improved services - Improved participant understanding - Opportunities for participants to have their views heard. - Other (please specify) 	<p>Please indicate all those that apply.</p> <p>YES/NO</p> <p>YES/NO</p> <p>YES/NO</p>

<p>10. How, when and by whom will participants be approached? Will they be recruited individually or en bloc?</p>	<p>N/A</p>
<p>11. Are participants likely to feel under pressure to consent / assent to participation?</p>	<p>N/A</p>
<p>12. How will voluntary informed consent be obtained from individual participants or those with a right to consent for them?</p> <ul style="list-style-type: none"> - Introductory letter - Phone call - Email - Other (please specify) 	<p>Please indicate all those that apply and add examples in an appendix.</p> <p>YES/NO</p> <p>YES/NO</p> <p>YES/NO</p>

<p>13. How will permission be sought from those responsible for institutions / organisations hosting the study?</p> <ul style="list-style-type: none"> - Introductory letter - Phone call - Email - Other (please specify) 	<p>Please indicate all those that apply and add examples in an appendix.</p> <p>YES/NO</p> <p>YES/NO</p> <p>YES/NO</p>
<p>14. How will the privacy and confidentiality of participants be safeguarded? (Please give brief details).</p>	<ul style="list-style-type: none"> • The critical incidents are my own thoughts and reflections and therefore there are no participants, but in order to safeguard any people who appear in the incident, all names will be anonymised and all critical incidents will be fictionalised.
<p>15. What steps will be taken to comply with the Data Protection Act?</p> <ul style="list-style-type: none"> - Safe storage of data - Anonymisation of data - Destruction of data after 5 years - Other (please specify) 	<p>Please indicate all those that apply.</p> <p>YES/NO</p> <p>YES/NO</p> <p>YES/NO</p>
<p>16. How will participants be made aware of the results of the study?</p>	<p>N/A</p>
<p>17. What steps will be taken to allow participants to retain control over audio-visual records of them and over their creative products and items of a personal nature?</p>	<p>N/A</p>
<p>18. Give the qualifications and/or experience of the researcher and/or supervisor in this form of research. (Brief answer only)</p>	

Attach any:

Participant information sheets and letters Consent forms

Data collection instruments Peer review comments

DECLARATION

- I certify that the information in this form is accurate to the best of my knowledge and belief and I take full responsibility for it.
- I certify that a risk assessment for this study has been carried out in compliance with the University's Health and Safety policy.
- I certify that any required CRB/VBS check has been carried out.
- I undertake to carry out this project under the terms specified in the Canterbury Christ Church University Research Governance Handbook.
- I undertake to inform the relevant Faculty Research Ethics Committee of any significant change in the question, design or conduct of the study over the course of the study. I understand that such changes may require a new application for ethics approval.
- I undertake to inform the Research Governance Manager in the Graduate School and Research Office when the proposed study has been completed.
- I am aware of my responsibility to comply with the requirements of the law and appropriate University guidelines relating to the security and confidentiality of participant or other personal data.
- I understand that project records/data may be subject to inspection for audit purposes if required in future and that project records should be kept securely for five years or other specified period.
- I understand that the personal data about me contained in this application will be held by the Research Office and that this will be managed according to the principles established in the Data Protection Act.

Researcher's Name: **Danielle Hall**

Date: **April 2017**

FOR STUDENT APPLICATION ONLY

I have read the research proposal and application form, and support this submission to the FREC.

Supervisor's Name: **Professor Hazel Reid**

Date: **19th June 2017**



For Research Office Use
Checklist No:
Date
Received:

ETHICS REVIEW CHECKLIST

Sections A and B of this checklist must be completed for every research or knowledge transfer project that involves human or animal¹ participants. These sections serve as a toolkit that will identify whether a full application for ethics approval needs to be submitted. If the toolkit shows that there is **no need for a full ethical review**, Sections D, E and F should be completed and the checklist forwarded to the Research Governance Manager as described in Section C. If the toolkit shows that **a full application is required**, this checklist should be set aside and an ***Application for Faculty Research Ethics Committee Approval Form*** - or an appropriate external application form - should be completed and submitted. **There is no need to complete both documents.**

Before completing this checklist, please refer to *Ethics Policy for Research Involving Human Participants* in the University Research Governance Handbook.

The principal researcher/project leader (or, where the principal researcher/project leader is a student, their supervisor) is responsible for exercising appropriate professional judgement in this review.

N.B. This checklist must be completed – and any resulting follow-up action taken - before potential participants are approached to take part in any study.

Type of Project - please mark (x) as appropriate			
Research	<input checked="" type="checkbox"/>	Knowledge Exchange	<input type="checkbox"/>

Section A: Applicant Details

A1. Name of applicant:	Danielle Hall
A2. Status (please underline):	Postgraduate Student
A3. Email address:	
A4. Contact address:	
A5. Telephone number	

Section B: Ethics Checklist

Please answer each question by marking (X) in the appropriate box:

		Yes	No
1.	Does the study involve participants who are particularly vulnerable or unable to give informed consent (e.g. children, people with learning disabilities), or in unequal relationships (e.g. people in prison, your own staff or students)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	Will the study require the co-operation of a gatekeeper for initial access to the vulnerable groups or individuals to be recruited (e.g. students at school, members of self-help groups, residents of nursing home)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.	Will it be necessary for participants to take part in the study without usual informed consent procedures having been implemented in advance (e.g. covert observation, certain ethnographic studies)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.	Will the study use deliberate deception (this does not include randomly assigning participants to groups in an experimental design)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.	Will the study involve discussion of, or collection of information on, sensitive topics (e.g. sexual activity, drug use)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.	Are drugs, placebos or other substances (e.g. food substances, vitamins) to be administered to human or animal participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Does the study involve invasive or intrusive procedures such as blood taking or muscle biopsy from human or animal participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.	Is physiological stress, pain, or more than mild discomfort to humans or animals likely to result from the study?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9.	Could the study induce psychological stress or anxiety or cause harm or negative consequences in humans (including the researcher) or animals beyond the risks encountered in normal life?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10.	Will the study involve interaction with animals? (If you are simply observing them - e.g. in a zoo or in their natural habitat - without having any contact at all, you can answer "No")	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.	Will the study involve prolonged or repetitive testing?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12.	Will financial inducements (other than reasonable expenses and compensation for time) be	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	offered to participants?	<input type="checkbox"/>	<input type="checkbox"/>
13.	Is the study a survey that involves University-wide recruitment of students from Canterbury Christ Church University?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14.	Will the study involve recruitment of adult participants (aged 16 and over) who are unable to make decisions for themselves, i.e. lack capacity, and come under the jurisdiction of the Mental Capacity Act (2005)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15.	Will the study involve recruitment of participants (excluding staff) through the NHS or the Department of Social Services of a Local Authority (e.g. Kent County Council)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Section C omitted.

Section D: Project Details

D1. Project title:	An auto-ethnographic exploration of the perceptions about teacher-research in promoting professionalism.
D2. Start date	Summer 2017
D3. End date	Autumn 2019
D4. Lay summary (max 300 words <i>which must include a brief description of the methodology to be used for gathering your data</i>)	I believe that numerous issues have resulted in a reduction of teacher professionalism; however, it may be plausible to suggest that research in schools seeks to articulate professional truths, thereby allowing teachers to create ownership of their practice in supportive environments increasing teachers' professionalism and ultimately confidence in themselves. Due to its auto-ethnographic nature, I will be using introspective inquiry in the form of critical incidents to study my own thoughts around these issues in a number of creative narratives such as stories or poems etc. to trace the journey of my own perceptions of professionalism.

Section E1: For Students Only

E1. Module name and number or course and Department:	Doctorate in Education PTHPDEDUCAT
E2. Name of Supervisor or module leader	Hazel Reid
E3. Email address of Supervisor or Module leader	

Section E2: For Supervisors

Please tick the appropriate boxes. The study should not begin until all boxes are ticked:

The student has read the relevant sections of the University's Research Governance Handbook, available on University Research web pages at: http://www.canterbury.ac.uk/research/governance/index.asp	<input checked="" type="checkbox"/>
The topic merits further investigation	<input checked="" type="checkbox"/>
The student has the skills to carry out the study	<input checked="" type="checkbox"/>
The participant information sheet or leaflet is appropriate	<input checked="" type="checkbox"/>
The procedures for recruitment and obtaining informed consent are appropriate	<input checked="" type="checkbox"/>
If a CRB/VBS check is required, this has been carried out	<input checked="" type="checkbox"/>

Comments from supervisor: Completed on Peer Review form
--



PEER REVIEW REPORT

Chapter 1

Name of Researcher(s): Danielle Hall

Project title: An auto-ethnographic exploration of the perceptions about teacher-research in promoting professionalism.

Project number:

REVIEWER

Name: Professor Hazel Reid

Address: Faculty of Education, CCCU

Date sent to referee: 11\06\17

Date received by referee: 11\06\17

Date to be returned by: 20\06\17


1. Is the research problem clearly defined and appropriate to the level of study?

Yes

If further development or clarification is required please give details below:

2.	<p>Please comment on the research aims and/or objectives. Are they, for example, clearly stated? Appropriate? Relevant?</p> <p>This is an interesting and worthwhile study with clear research questions that will be refined as the research develops. The ‘student’ already has a nuanced understanding of autoethnographic research and a reasonable understanding of the methodology for this stage of the project. The ambition to fictionalise the material is appropriate and this is for creative and ethical purposes. As the work progresses Danielle will need to ensure that both rigour and trustworthiness are clearly evident in her work and her thesis, in order for the work to be judged as noteworthy at level 8 (as in any doctoral research).</p>
3.	<p>Has the relevant literature, if any, been taken into account?</p> <p>Yes <input type="checkbox"/></p> <p>If appropriate please comment on the current review and make suggestions about areas that have been omitted or need to be considered</p>
4.	<p>Is the study design sound and appropriate to the needs of the project? Is the rationale for the work clear? Is the selected design appropriate for the planned study? Please give your comments on each of these points.</p> <p>Happy with all of the above at this opening stage, which we discusses at our first supervisory meeting.</p>

5.	<p>Are the methods adequately developed and appropriate to the aims of the project?</p> <p>Yes <input type="checkbox"/></p> <p>Please comment on each of the aspects listed below:</p> <p>Sampling:</p> <p>Not applicable</p> <p>Data collection techniques:</p> <p>This will need clear explication – but appropriate within the aims and scope of the project</p> <p>Data analysis:</p> <p>This will be discussed in full later, but Danielle speaks sensibly on this issue and is open to extend her ideas as appropriate.</p> <p>Please make additional comments below:</p>
6.	<p>Have relevant ethical issues been taken into account in the design of the project?</p> <p>Please comment on each of the areas identified below:</p> <p>Informed consent: An introductory letter is attached to the ethics form</p> <p>Privacy and confidentiality: The process of fictionalising the data will work towards ensuring this aspect</p> <p>Respect for vulnerable persons: NA</p> <p>Assessment of potential harm to subjects: NA</p> <p>Assessment of potential benefits to subjects: This is general – as above there are no ‘direct’ participants.</p> <p>Data Protection: Storage of data: OK</p> <p>Data Protection: Retention of data: OK</p> <p>Please make additional comments below: This is a very creative project and will be closely monitored as it progresses to ensure that ‘unseen’ complications (in terms of ethics) are thought through carefully before any dissemination of the results.</p>

7.	<p>Is the project worthwhile, innovative and/or timely?</p> <p>Yes <input type="checkbox"/></p> <p>Please comment on each of the aspects listed below:</p> <p>Worthwhile: Very – in a situation of ‘attacks’ on teacher professionalism Innovative: Again – very – as above Timely: Almost timeless! Please make additional comments below:</p>
8.	<p>Is the researcher appropriately trained to carry out this work? (see enclosed CV)</p> <p>Yes <input type="checkbox"/></p> <p>If there are concerns about this please make your comments below:</p> <p>In terms of previous study</p>
9.	<p>If the answer to question 8 is ‘No’, does the project supervisor(s) have the appropriate skills and expertise to supervise the applicant? (see enclosed CV)</p> <p>Yes <input type="checkbox"/></p> <p>Please comment below:</p> <p>1st supervisor is a Professor in Education, Director of research in the Faculty and has recognised expertise and experience for research and supervision using such methodologies</p>
10	<p>Would you recommend that the proposal be:</p> <p>a. Accepted Yes <input type="checkbox"/></p> <p>b. Accepted subject to modification</p>
	<p>Please make any additional comments here:</p> <p>Signature of reviewer</p> <p>Name: Professor Hazel Reid Date 20/06/2017</p> 

Appendix 2: Ethics Approval Letter



016/EDU/027

20 April 2018

Dear Danielle,

Project title: *An auto-ethnographic exploration of the perceptions about teacher-research in promoting professionalism.*

Thank you for sending me your revised ethics application and the information in your email to your supervisor, which has been most helpful. I can see that you have given very careful consideration to the ethics of your study and the issue you outline concerning ownership of critical incidents is extremely interesting! I'll pass this on to the members of FREC at our next meeting in June. But on the basis of your revisions I am happy to approve your application and you can now go ahead and begin your fieldwork.

I hope your research goes well and please do let us know when you have completed it so that we can update our records.

Yours sincerely,

A handwritten signature in black ink that reads 'S Powell'.

Professor Sacha Powell

Chair, Faculty of Education Research Ethics Committee.

Faculty of Education
Canterbury Christ Church University
North Holmes Road, Canterbury, Kent, CT1 1QU Landline: +44 (0)1227 782935 Fax +44 (0)1227 451739
www.canterbury.ac.uk

Professor Rama Thirunamachandran
Vice-Chancellor and Principal, Canterbury Christ Church University

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Appendix 3: Ethics Application Update

Education Faculty Research Ethics Review

Application for full review

For Faculty Office use only

FREC Protocol No:

Date received:

Your application **must** comprise the following documents (please tick the boxes below to indicate that they are attached):

Application Form

✓

Peer Review Form

✓

Copies of any documents to be used in the study:

Participant Information Sheet(s)

✓

Consent Form(s)

Introductory letter(s)

✓

Questionnaire

Focus Group Guidelines

2. PROJECT DETAILS

MAIN RESEARCHER	Danielle Hall
E-MAIL	
POSITION WITHIN CCCU	Student
POSITION OUTSIDE CCCU	Teacher
COURSE (students only)	Doctorate in Education
DEPARTMENT (staff only)	
PROJECT TITLE	An auto-ethnographic exploration of the perceptions about teacher-research in promoting professionalism.
TUTOR/SUPERVISOR: NAME	Professor Hazel Reid
TUTOR/SUPERVISOR: E-MAIL	
DURATION OF PROJECT (start & end dates)	Spring 2017 until Winter 2019

OTHER RESEARCHERS	N/A
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2. OUTLINE THE ETHICAL ISSUES THAT YOU THINK ARE INVOLVED IN THE PROJECT.

- I'm researching the educational culture that I work in from the position of an autoethnographer which is a critical exploration of self in a context.
- The observations that I make will be based on my own thoughts around critical incidents supported by literature and theory.
- I will be drawing on critical incidents that may include colleagues or peers and I will fictionalise these people to preserve anonymity.
- Any report or outcome of this thesis that is shared with colleagues in school will draw on analytical findings in order to improve practice.
- There will be issues of validity and rigour that I will need to address as this reflexive practice will question the ethics of 'self'.
- I will ask a group of teachers to respond to the narratives to see if they 'speak' to them and resonate with their own experiences.

3. GIVE A BRIEF OUTLINE OF THE PROJECT in no more than 100 words. (*Include, for example, sample selection, recruitment procedures, data collection, data analysis and expected outcomes.*) Please ensure that your description will be understood by the lay members of the Committee.

I believe that numerous issues have resulted in a reduction of teacher professionalism; however, it may be plausible to suggest that research in schools seeks to articulate professional truths, thereby allowing teachers to create ownership of their practice in supportive environments increasing teachers' professionalism and ultimately confidence in themselves. Due to its auto-ethnographic nature, I will be using introspective inquiry to study myself in a number of critical incidents which I will then fictionalize into stories, poems etc. to trace the journey of my own perceptions of professionalism and see whether these resonate with others. The fictions are metaphorical stories and therefore, no individuals or settings can be identified.

4. How many participants will be recruited?	10
5. Will you be recruiting STAFF or STUDENTS from another faculty?	YES/ NO If yes, which Faculty? IMPORTANT: If you intend to recruit participants from another Faculty, this form must be copied to the Dean of the Faculty concerned, and to the Chair of that Faculty's Research Ethics Committee.
6. Will participants include minors, people with learning difficulties or other vulnerable people?	YES/ NO If yes, please add details.

<p>7. Potential risks for participants:</p> <ul style="list-style-type: none"> - Emotional harm/hurt* - Physical harm/hurt - Risk of disclosure - Other (please specify) <p>*Please note that this includes any sensitive areas, feelings etc., however mild they may seem.</p>	<p>Please indicate all those that apply.</p> <p>YES/NO</p> <p>YES/NO</p> <p>YES/NO</p>
<p>8. How are these risks to be addressed?</p>	<p>I will be asking individuals if the narratives 'speak' to them; this may affect people in different ways, dependent on how the fictions resonate with them. In the initial email, I will explain why and how I will be using their reactions, send them a participant information form that explains that they can withdraw their response at any time and reassure them that they can read the chapter before the thesis is finished.</p>
<p>9. Potential benefits for participants:</p> <ul style="list-style-type: none"> - Improved services - Improved participant understanding - Opportunities for participants to have their views heard. - Other (please specify) 	<p>Please indicate all those that apply.</p> <p>YES/NO</p> <p>YES/NO</p> <p>YES/NO</p>

<p>10. How, when and by whom will participants be approached? Will they be recruited individually or en bloc?</p>	<p>The network that I will approach is an existing one from a course that occurred over a year ago, we share resources on Whatsapp and via email as a normal way of working and all of the members of the group are comfortable with opting in and out of the various member's ideas and activities. They are all experienced teachers and head teachers in primary and secondary schools across the South East of the country who have never met or worked with anyone from</p>
---	--

	my own setting. Our only link is the company that recruited us individually over a year ago and interviewed us for the course.
11. Are participants likely to feel under pressure to consent / assent to participation?	Due to the nature of the group, we all regularly opt in and out of each other's projects so I do not believe that they will feel pressured.
12. How will voluntary informed consent be obtained from individual participants or those with a right to consent for them? - Introductory letter - Phone call - Email - Other (please specify)	Please indicate all those that apply and add examples in an appendix. YES/NO YES/NO YES/NO Whatsapp message

13. How will permission be sought from those responsible for institutions / organisations hosting the study? - Introductory letter - Phone call - Email - Other (please specify)	Please indicate all those that apply and add examples in an appendix. YES/NO YES/NO YES/NO
14. How will the privacy and confidentiality of participants be safeguarded? (Please give brief details).	<ul style="list-style-type: none"> • The critical incidents are my own thoughts and reflections and therefore there are no participants, but in order to safeguard any people who appear in the incident, all names will be anonymised in the thesis and all critical incidents will be fictionalised. • The fictions themselves are metaphorical stories and this is the part that will be sent to the participants. • Their responses will be anonymised and the location and position of the people will not be recorded in the research. Only the people within the small network will know that I have approached them and no-one

	outside the network is aware of who is in the network.
<p>15. What steps will be taken to comply with the Data Protection Act?</p> <ul style="list-style-type: none"> - Safe storage of data - Anonymisation of data - Destruction of data after 5 years - Other (please specify) 	<p>Please indicate all those that apply.</p> <p>YES/NO</p> <p>YES/NO</p> <p>YES/NO</p>
16. How will participants be made aware of the results of the study?	The chapter will be shared with them as well as giving them the option to read the whole piece once finished.
17. What steps will be taken to allow participants to retain control over audio-visual records of them and over their creative products and items of a personal nature?	N/A
18. Give the qualifications and/or experience of the researcher and/or supervisor in this form of research. (Brief answer only)	Danielle Hall - MA/BA and currently 4 years into D(Ed)
19. If you are NOT a member of CCCU academic staff or a registered CCCU postgraduate student, what insurance arrangements are in place to meet liability incurred in the conduct of this research?	N/A

Attach any: *Participant information sheets and letters* *Consent forms*

Data collection instruments *Peer review comments*

DECLARATION

- I certify that the information in this form is accurate to the best of my knowledge and belief and I take full responsibility for it.
- I certify that a risk assessment for this study has been carried out in compliance with the University's Health and Safety policy.
- I certify that any required CRB/VBS check has been carried out.
- I undertake to carry out this project under the terms specified in the Canterbury Christ Church University Research Governance Handbook.
- I undertake to inform the relevant Faculty Research Ethics Committee of any significant change in the question, design or conduct of the study over the course of the study. I understand that such changes may require a new application for ethics approval.
- I undertake to inform the Research Governance Manager in the Graduate School and Research Office when the proposed study has been completed.
- I am aware of my responsibility to comply with the requirements of the law and appropriate University guidelines relating to the security and confidentiality of participant or other personal data.
- I understand that project records/data may be subject to inspection for audit purposes if required in future and that project records should be kept securely for five years or other specified period.
- I understand that the personal data about me contained in this application will be held by the Research Office and that this will be managed according to the principles established in the Data Protection Act.

Researcher's Name: Danielle Hall

Date: August 2018

FOR STUDENT APPLICATION ONLY

I have read the research proposal and application form, and support this submission to the FREC.

Supervisor's Name: Wilma Fraser

Date: August 2018

Appendix 4: Ethics Approval Letter 2



17/EDU/030

7th January 2019

Dear Danielle,

Project title: An auto-ethnographic exploration of the perceptions about teacher-research in promoting professionalism.

Further to the email from Judy Durrant, this is formal confirmation of the approval of your ethics application by Chairs Action.

Please do let us know when you have completed the work so that we can update our records.

Good luck with this study!

Yours sincerely,

Dr Judy Durrant
Chair, Faculty of Education Research Ethics Committee.

Faculty of Education

Canterbury Christ Church University

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Professor Rama Thirunamachandran

Vice-Chancellor and Principal, Canterbury Christ Church University

Appendix 5: Example from Critical Incident Diary

This critical incident considers a conversation that I had with a head teacher from a London school on a course. I had not met her previously but we exchanged contacts as I asked her if she would mind answering any further questions if had any. The black writing is on the day of the conversation and the purple writing is from a week later. The green writing is about one month later and the red and the blue writing was about six months to eight months later.

Leadership course in London.
 thinks Primary schools pupil ownership runs through all — How - she wasn't explicit?
 embody freedom and not secondary in her school
 Curriculum is liberating because it says what not how - different take on 'no performativity' if data doesn't show progress teachers show books - if progress is seen - teachers move on, rarely ever 'held back'
 A conversation with H-Teacher
 up already to a certain way of thinking.
 as gap about culture - she's signed up already to a certain way of thinking.
 she can make decisions because its her charge - this changes dy nature
 empowered by appraisal and no negative judgements
 Would be interesting to see modal paperwork - email sent to ask. Very wordy. In terms of larger chunks and quite a bit of time taken up.
 team teaching / observing when issues arise with poor lessons + discussions after
 HT teaching + teacher
 If all moving on how does this work financially? - do teachers move on? leave?
 @ How often is progress checked?
 School researched - is high performing - originally outstanding but has been recently moved to good with outstanding elements - is this true of school or is this symptom of ofsted framework

UPS includes leadership - no more / no less relationships of trust as key
 just have to have done something personally.
 No formalised judgment of teaching at any point, sees it as inhumane. Quite brutal use of language ↑
 ops in and out of classrooms most days.
 Would this be seen as overt surveillance wrapped up as different form of power? could be seen in another way raising stress out of it. 2nd mention of trust.
 So this means for eg that MPE cant go to ups if not leading so not a def. - from an ink. unless she uses diff scales - email not clear. Interesting that she thinks the language is the issue. * - power in language.
 Quoted working When questioned: I took the labels out of the policies instead of good and outstanding - everything we have says sustained progress. All schools are RI as we all need to improve because theres always something. The gov't. + ofsted have really got it wrong - but Ive moulded what they said and its our version - it makes sense and that's why my staff trust me.
 Did this feel empowering?
 clearly using policy as starting point which is a form of compliance.

Initial thoughts

To continual surveillance without paperwork less daunting on individuals or could this victimize them even more as there is no paperwork trail. What would the unions make of this on an official standing.

At no point did she say research...
 Recreation of what she already has? Discussed that leadership do lots of research but teachers not so much - shame this couldn't be more shared or is this due to constraints of job.

Also her shared teaching model was similar to a lesson study - a short term informal piece of action research. Is this officially documented, email

Interesting that her teachers are not governed so to speak about appraisal (Email). Targets were quite petite in terms of whole class expectation - would be interesting to see class data - didn't want to discuss yearly data why is this.

Feeling of taking control positive adaptation feelings of doing 'right' for her school.

But she did allude to the political performativity agenda that she has chosen to 'mould' to make it right for her school.

* Cross ref this with CI 24. Interesting opposition.

Creating her own culture of rebellion in a way?
 playing within boundaries

Has she come to these conclusions on her own over time or through research? She suggested it was personal from a lack of what she didn't like previously.

Does this form of leadership still achieve results? (posed due again - interesting to see comments)

Has she given ownership to her teachers? Still not clear.

Originally set up so it could talk to some not teachers - fell through is this because she didn't actually want this to happen.

Transformative? Critical consciousness

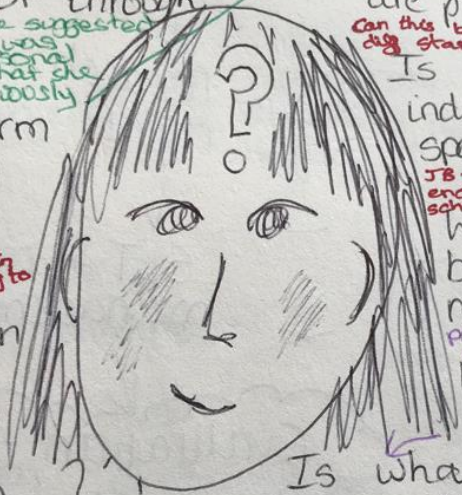
Does she think all teachers are professional regardless? Can this be possible - everyone has such different starting points.

Is this all more individually school specific? What do other HT think of this stance. JB - doesn't think finger is on pulse enough - questions if it is coexisting school. Interesting argument.

What are the drawbacks of her positive manners? What happens if a teacher isn't performing - does she have a secret paper trail?

What do her teachers think? Key question

Is what she told me a true reflection of what she has done? (fits her reflection - her understanding of her reality)



Appendix 6: Permissions

24/7/2019 19:33

To: Hall, Danielle

Hi Danielle,

Permission is granted non-exclusive and no fee to use the cover image cited below in your thesis, providing that if it is published, it is only published in a thesis publication.

Best,

Rachel

Rachel Twombly
Rights and Permissions Assistant
Rowman & Littlefield
4501 Forbes Blvd, Suite 200
Lanham, MD 20706
www.rowman.com
T:301-459-3366 ext.5420