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Thesis

**A Reflexive Action: Developing as a leader within an SEMH school
context**

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Abstract

School leadership is a key concept in the drive to raise educational standards and school leaders are under considerable pressure to be more effective. However, one of the challenges facing school leaders is finding the time and space to understand the notion of effectiveness through which they can develop more effective cultures. This project of reflexive action charts the development of a senior leader and doctoral researcher in a Social, Emotional and Mental Health (SEMH) school over a period of ten years. The aim of this research is to provide a critical evaluation of this leadership development and demonstrate the value of reflexive practice to school leaders. The leader takes a self-critical standpoint and discusses this journey through six significant 'episodes' of learning from which practice knowledge is then developed and shared. Data was collected through semi-structured interviews with two 'significant others', various related school documents and this is supported by the author's post-episode narrative analysis. Interviews are analysed using Interpretative Phenomenological Analysis and the adoption of this methodology, alongside the wider evolution of the researcher's ontological position, is critically reviewed throughout. The theoretical models of Self Determination Theory (Deci & Ryan, 1985) and Teacher Agency (Biesta & Tedder, 2007) are also used as discussion frameworks and these models are developed in context. A climate shaping leadership approach emerges from this reflexive action and four findings are shared which may offer readers an alternative view of school leadership development.

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Dedication

I would like to dedicate this study firstly to my wife Debbie and our amazing children Faye and Dan. You provided me with unreserved 'space' and the moral support I needed - I thank and love you more than I say. Secondly, to my colleagues and pupils who have provided me with the environment and freedom to explore and experiment. We have built amazing memories and it is an honour to meet, work with and help so many incredible characters. Living the dream as we say!

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1. Introduction

In 1989 Smyth (p1–2) wrote:

‘Conventional wisdom has it that if we can get school principals to take heed of the research on ‘school effectiveness’, and act as the visionary custodians they are supposed to be, then schools will emerge from the crisis of competence, educational standards will rise, school discipline problems will dissipate, and schools will once again become the means of effecting social, economic, military recovery’.

Thirty years later many would argue that much of Smyth’s suggestion still applies (Riley & MacBeath, 1998; Elmore, 2010; Robinson, 2015). Defining what is meant by ‘school effectiveness’ appears to be a crucial aspect of this ongoing educational crisis. Riley & MacBeath argued that leadership had become an urgent policy issue and an ‘integral component of the drive for more effective schools, raised achievement and public accountability’ (p173). They described the juxtaposition between the terms effective and leadership as symbolic of the growing emphasis on school outcome measures and related acceptance of the importance of leadership for the ‘effective school’. From a policy maker’s perspective they surmised effective leadership may have been seen as holding the key to the problems facing schools and in this supposition we continue to have common ground. However, the assumptions behind this belief is where policy makers and I differ.

Riley & MacBeath (1998, p179) argued effectiveness was a contested notion and ‘one that has to remain open to question, to challenge and to refinement’. In refining the term ‘effective’ the authors argued we needed to understand the term on two levels. Firstly, the contested nature of the term; and secondly, we needed to recognise the notion of an effective school as a social construct, shaped by national expectations and local aspirations. This is important because the notion itself continues to be a critical issue for school leaders who still face numerous and complex accountability issues (Niesche, 2012). We all want our children to attend ‘good’ and ‘effective’ schools but the notion of social construction is key to understanding which schools are good and for whom. The extent an individual allows their view of ‘effectiveness’ to be influenced through national or local drivers will underpin their assumptions about the term.

As my leadership practice has developed my aspirations for our school and our pupils has played a significant role in shaping my assumptions. However, as my position and responsibility in school has changed I have experienced the pressures of national expectations and this has shaped my practice as a leader and refined my understanding of leadership. I have found the relationship between effective leadership and effective schools in some part an interpretative argument about terminology, but in larger part about the conflict over educational values and subjective ways of viewing and understanding the world. It is through my experiences of this conflict that I justify the rationale, purpose and approach of this research.

1.1. Justification for this research

How an individual constructs their meaning and how this process develops is key to understanding their application of terminology such as 'effective' and 'good'. This is a critical issue for education, where school leaders are facing 'un-manageable' pressures (Niesche, 2012, p1) leading to the decline of teachers' willingness to take up senior leadership positions in schools such as mine (Blackmore, et al., 2006). Niesche argues some of this pressure relates to a lack of strategies from which leaders can draw and he argues this is mainly due to a dearth of research into leaders' daily practices. Niesche, along with other authors (Anderson, 2001; English, 2006), argues that this dearth is compromised further by national performativity pressures that compel both research and school leaders to serve and accept dogmatic notions of effectiveness as conventional wisdom. Whilst, these performativity structures will be discussed shortly, what is fundamental to the justification of this research is Niesche's (p3) call for more 'nuanced, theoretically informed and rich accounts of what it is like for leaders in their jobs'.

This research has taken many forms and my evolution and justification for this research has become the basis for its structure. This research has become a practical example of the constructive impact ideas, space and time can have on school leaders and this is reflected in the content and format of the thesis. The focus of this research is on the evolution of my understanding of the compromise between structural pressures and personal meaning as I attempt to address the 'dearth' in research that Niesche describes.

This journey begins from a dogmatic position where I attempt to implement an effective, system-focused strategy. However, following a number of experiences the focus then evolves into a theoretically informed, rich and reflexive account of my leadership development. This change in focus and method is underpinned by the evolution of my ontological position and it is this development which is the golden thread which runs throughout this research. Ontology, as I assume with many teachers, seems to offer little to support the practical realities of most everyday classrooms, but my research presents an alternative view. Ontology can be a critical tool for all educators and I will argue it can be a key factor in raising educational standards.

Having drawn the rationale for this research from Nietzsche's argument, it is no coincidence that my approach to filling this research void is influenced by the need to understand the complex accounts of school leaders. As I have alluded, my approach has evolved over time from lessons learned and from exposure to different ideas - these are discussed throughout each episode.

The difficulty facing myself, as well as other educators and researchers, is the contested nature of how we rationalise method and reach conclusions through which we fill this void – this is where ontology is key. Just as Riley & MacBeath (1998) argue of the contested nature of knowledge, one's approach to this challenge is also entrenched in different interpretations and opinions about ways of viewing the world and making meaning. Whilst I will progressively discuss these challenges and my personal development, it is worth outlining my position here in simple terms in order to provide clarity from the outset.

I have come to realise that culturally acceptable behaviours are not necessarily morally acceptable, and that culture can foster both ethical and unethical behaviours (Gunia, et al., 2012). This has led to the realisation of the need to consider my actions in relation to wider implications and the ultimate need to take responsibility. Such responsibility means not only understanding what is right and wrong from multiple perspectives (including my own abiding interests - my 'personal project' as Archer (2003) describes), it also means simply doing what is morally right. Whilst this may seem obvious, we are again entering difficult and complex terrain, because differentiating and understanding irresponsible and responsible actions is not a simple task (Hibbert & Cunliffe, 2015). Lange & Washburn (2012) argue irresponsible

action involve actions that demonstrate a lack of respect or concern for the wellbeing of others at both individual and collective levels. As this research develops I will provide an argument that too many educational structures are complicit in actions that undermine the wellbeing of both staff and pupils.

I draw attention to this point here, because a key building block of my ontological position is drawn from my awareness of the impact these structures have on too many pupils and educators. This awareness brought feelings of dissonance and compromise and these feelings instigated changes in my leadership approach. Doing what is morally right has become an explicit value that is the basis of my practice. Pless et al., (2011) argue that responsible leadership is value based, encompassing shared ideals of societal wellbeing and moral decision making. As I will discuss throughout this thesis, the notion of leadership being laden with values, relationships and shared ideals is fundamental to my practice and this brings us back to my ontological position.

My position is drawn from a number of theorists and eminent educators (to be discussed) and can be broadly defined as social realist. My early exposure to the work of Robinson (2010), discussed in Episode 1 set me on a path towards interpretivism. Over time, and through the influence of Bhaskar's critical realism (Episode 4), I refined my position to better reflect Bhaskars (1998) open system ontology. Following further influence from Archer's (1995) realist social theory and Bruner's (1990) narrative mode of thought, I then refined my position still further to better reflect the interplay between structural mechanisms (wider generative policies, cultures and philosophies) and the interpretations and actions of individual agents (i.e. teachers). It is my position that in order to provide leaders with strategies, research needs to adopt a position that accounts for the complex interplay between structure and agency but through a methodology that positions teachers and leaders as key agents who hold the answers to how we raise educational standards (Robinson, 2010).

In recent years I have drawn heavily upon Archer's realist social theory and in particular her understanding of the internal conversation that each of us uses to shape our actions in relation to our experiences. Archer's work provides a framework that helps provide a lens through which I attempt to make sense of the complex interplay between my own thoughts and actions, as well as my colleagues', and both

of these within the structures of our school and wider educational systems. Archer's theory is important to me because it resonates with the complex nature of education as I view it. As I will discuss, too many educational systems constrain individual practice and as Robinson argues (2010) 'I think we need to be going in the opposite direction'. It is this notion of complexity and personalisation which leads me onto my next biggest influence – Sergiovanni.

As I will discuss in Episodes 6, I am a values laden person and this is crucial because deep engagement with one's values and assumptions is important for teachers' development (Benade, 2015). A product of my ontological development has been the unearthing of my personal values and the recognition that they underpin both my interpretations and my actions – specifically my ability to walk the compromised path as I see it. The influence I draw from Archer, who is concerned with how an individual makes meaning and acts, and Sergiovanni, who is concerned with the importance of individual values, is that both recognise the crucial role individuals play in structural elaboration. It has taken me a number of years to draw this conclusion and this is the basis for my ontological position.

As Smyth (1989) outlined, we all want educational standards to rise, but one undermining factor continues to be the sidelining of the individual values and experiences of educators. This is a problem for me and part of my research seeks to help address this issue. As Sergiovanni argues (2000, p3), schools have become little more than 'instrumentalities to achieve goals'. He argues (viii):

'School effectiveness requires authentic leadership, leadership that is sensitive to the unique values, beliefs, needs and wishes of local professionals and citizens who best know the conditions needed. No "one size fits all" will do'.

It is this desire for personalisation and collaboration which underpins my approach to leadership. It is also the basis of my desire to highlight the need to provide a platform from which educators can talk of their experiences in order to help raise standards. It is inadequate for educators to simply be aware of the constraining factors affecting their ability to raise standards, unless they understand their own role in maintaining these structures, and their ability to act differently in order to change the situation. Therefore, my question is:

“What meaning can I draw from my leadership development that may offer others in leadership positions advice on how to walk the compromised path and help to elaborate these structures?”

Thus, the purpose of this research is to enable the reader and me to understand my perspective as a school leader and the journey through which this perspective has developed. In taking this approach I aim to:

1. Provide a critical evaluation of my experience and produce a road map of my journey.
2. Better understand the meaning of my experience in order to understand my capacity as a leader.
3. Evaluate the role of critical reflexivity in developing as a leader.

As Smith et al. (2009) argue, at the most elemental level we are constantly caught up in the everyday flow of experience. This is no more evident than in the often hectic lives of those of us who teach and rarely have the time to pause, reflect and make sense of our experiences. As Nietzsche (2012, p2) argues, ‘if there is one thing that is glaringly apparent when talking to [school leaders], it is more time to think and reflect on their work practices to better serve their school and community’. Whilst there are clearly multiple ways in which a platform can be provided for educators to think, reflect and act, I address this question by suggesting and demonstrating the effectiveness of engaging in reflexive action. By affording staff the time and space to engage in reflexive practice, Hibbert & Cunliffe (2015) argue we can help to develop responsible leaders.

The term reflexive action can be defined in many ways and in different sections of this research I will refer to the action from multiple aspects. However, reflexivity is fundamentally concerned with questioning the assumptions and practices of ourselves and others (Cunliffe, 2009). For the purpose of this research, I draw from my ontological position and desire to focus on the interplay between wider and school based structures as well as the agency of pertinent individuals. In this respect, I will focus on being self-reflexive and questioning my own ways of being and acting; and I will also focus on being critically reflexive and unearthing underlying social mechanisms and their generative impact. As will become clear, both self and critical reflexivity go hand in hand because individuals always act within, whilst simultaneously shaping the context within which they reside.

As I discuss throughout each episode, with each experience I have found myself feeling increasingly compromised by my desire for personalisation and the pressures for universal accountability that are to be discussed. I have equally become aware of my own personal need for change and the pitfalls of some of my thought processes and decision-making mechanisms. By exposing myself to different ideas I have found the need to understand my experiences increasingly crucial – this is an important factor because critical reflection is key to sustainable change (Vanablaere & Devos, 2016). As Cunliffe (2009) argues, reflexivity is concerned with questioning the assumptions and practices of ourselves and others. It is also a means through which we can critique taken-for granted practices as well as understanding aspects of our experiences that we may find troublesome. Moreover, as Hibbert & Cunliffe (2015, p179) discuss, the term troublesome is particularly apt here because ‘putting reflexive insights into practice is not a simple question of [being] correct, because such insights often involve uncomfortable realisations, new understanding and shifts in thinking about our and others’ practices’.

Smith et al. state (p2) that when people engage with an experience in their lives ‘they begin to reflect on the significance of what is happening’. They argue that human beings are ‘sense making creatures’ and the account each provides, reflects an attempt at making sense of their experience. In this case, this sense making journey starts with a brief introduction to my path into teaching.

1.2. My early story before teaching

From an early age I wanted to prove to myself that I was good enough, and this led to a number of experiences that helped shape my understanding of my place in the world. They helped to develop my ‘personal project’ (a term used to describe an individual’s life goal by Archer, 2003, p8) and the importance of this is something which I will return to throughout this thesis. One such experience, involving the death of a young girl, occurred when I was an infantryman patrolling the streets of Iraq. This experience, changed my view of the world and triggered my transition into teaching and ultimately the writing of this thesis. It was an experience where I began to become interested in the particulars of subjective experience.

Mezirow (1997) describes such transformative learning experiences as the process of effecting change in an individual's frame of reference. He describes these frames as the structures and assumptions through which we understand our experiences. Transformative learning theory is underpinned by an assumption that achieving meaning and balance in life is a defining condition of being human. I draw attention to this theory as this notion of achieving meaning is fundamental to this thesis. I am putting into action Mezirow's argument (1997, p7) that: 'we transform our frames of reference through critical reflection on the assumptions upon which our interpretations, beliefs, and habits of mind or points of view are based'.

My experience in Iraq provided a stimulus which changed my frame of reference. This transformed my point of view and began in earnest this journey of reflexive action. Wallace & Wray (2011) define this process as a practitioner's attempt to develop and share their own practice knowledge from a self-critical standpoint. This process has afforded me the opportunity to identify and focus on other significant personal and professional experiences which have helped to shape my understanding of the world. Meyer & Land (2003) identify such transformative experiences as 'threshold concepts'. They describe these transformative 'ping' moments as experiences which fundamentally change people and their understanding of their world. Whilst word count restricts further discussion of the link between reflexive action and threshold concepts there is research conducted by Hibbert & Cunliffe (2015) which is of significance in this area. However, it will become evident that my journey is littered with such developmental 'episodes' as I will call them forthwith and thus I will return to some of Hibbert and Cunliffe's arguments. These episodes provide the basis of my reflexive action and the structure of this thesis.

Following my time in the army I returned to education. I was motivated to build a good life for myself and within three years I had a First Class Degree. I then secured a position working for the Youth Sport Trust (YST) developing school sport, but I continued my education by undertaking a PGCE. This turned out to be a real stroke of fate. The great recession of the late 2000's loomed and I was made redundant. For a short time, this had a hugely negative impact on my personal project, and I began to question my ability to build the good life I had sought. However, out of this uncertainty I made two crucial decisions. Firstly, I enrolled in this EdD as I feared the

implications of my situation. By gaining a Doctorate I assumed I could develop a form of intellectual protection. The second decision I made was born out of fate - I quickly joined a variety of supply agencies and I soon began working at my current school. These two decisions helped redundancy turn into an episode that brought great opportunity.

1.3. My school context

The school is a specialist SEMH (Social, Emotional and Mental Health) provision for boys. All our pupils have an Educational Health Care Plan (EHCP) and have been referred to us by the Local Authority (LA). The school has under 100 pupils on roll and provides a curriculum that over the past 10 years has evolved away from standardisation, where each pupil receives the same content, towards a focus on personalisation, where we attempt to adapt the curriculum to suit the needs of the individual. Pupils have the opportunity to undertake various GCSE, BTEC, Functional Skill and Entry Level Certificates and are challenged to develop 'an increased awareness of life after school' and the ability to 'contribute fully to society' (School Website, 2018).

Throughout my time in school, I have worked under the leadership of four head teachers. Each has brought their own style and focus and each has followed a general trend from a control and conformist culture to one of increasing autonomy and personalisation. This trend has also coincided with a shift in understanding of our pupils' needs and our school's role in their development. Accordingly, our pupils and school have been re-designated numerous times from the original term EBD (Emotional and Behavioural Difficulties) to our current title of SEMH. This shift in term was introduced in the Special Educational Need and Disabilities (SEND) Code of Practice in 2014. This growing understanding both nationally and locally has followed a progressive trend in school of decreasing incidents and physical intervention.

I have taught Physical Education (PE) at the school since 2010 and I am currently an assistant head teacher. I am incredibly lucky in that I love my job. We have a saying in our school that we are 'living the dream' and it is often used in jest by staff in relation to the difficulties associated with teaching pupils with SEMH. However, I am

actually living my dream. As a teacher, my focus was on developing pupils' confidence and breaking down personal barriers. Now as a senior leader, my focus is on nurturing a positive climate for professional working and learning and my practice has a focus on relationality. This has been a positive shift that has developed in tandem with my research. However, this has not been without challenge.

Riley & MacBeath (1998) describe notions of leadership as 'profoundly value-laden' (p174). They add this relates to 'national purposes, local context, as well as the skills and attributes of individuals, and the demands and expectations of school communities'. The route to 'outstanding' seemed simple and direct before I began researching the issue. Education is an amazing opportunity to shape not just our pupils' lives for the better but also our own. In trying to create a better life for myself I have become involved in a much more complicated and connected journey of pupil progress and staff development. I have equally become more aware of the surrounding generative structures affecting such journeys.

As a teacher, my practice was built on effective relationships where my understanding of the term lacked any notions of contested meaning, and my knowledge of related social constructs was limited. Whilst positive relationships are important for all teachers, in an SEMH setting they are the bedrock of professional practice. This assumption is the basis for my frame of reference and helps to shape my related actions. Relationships have been central to the development of our school culture and are a source of our improving practices (i.e. use of physical restraint has reduced from 81 in 2012/13 to 4 in 2020/21). However, it is my understanding that the current educational climate, driven by successive government policies, is constraining the outcome that we all desire – higher standards. As my journey unfolds, this notion of system 'constraint' will develop, and I will discuss my experience of such system structures and their related philosophical positions. This discussion begins with a short critique of key leadership principles.

1.4. Leadership

Since the mid-1990's, leadership has developed into a key concept for those concerned with developing policy and practice in education systems (Bennett, et al.,

2003). Bennett et al. (ix) argue this development has raised three fundamental questions:

1. What is leadership for, how is it conceptualised and what is involved in exercising it?
2. How can leaders and leadership practice be developed?
3. How can we determine leadership to be good or bad and how do we determine whether a course of action in a particular setting is right or wrong?

In response to these complex questions the authors argue that leadership is another contested concept that continues to be defined in different ways. The implication of each of these definitions is that there are varying perceptions of what counts as 'good' leadership and what constitutes effective leadership development. This complexity presents a challenge to those who suggest that conventional wisdom (Smyth, 1989) is simply a process of taking heed of school effectiveness research. However, the desire to raise standards remains and the complications arising from complexity should not undermine attempts to better understand the influential role of leadership. In response, Bennet et al. (ibid) make two broad distinctions based on those who write about leaders and those who write about leadership.

Firstly, they argue that those who write about leaders make an assumption that leadership can rest within the competencies and characteristics of an individual. They argue that those who adopt this position make assumptions about the nature of power in organisations, namely that people follow leaders. They add that from this assumption analytical frameworks are developed that characterise the practice of leadership as one which rests upon the possession of particular skills and qualities, from which the leader has total control. As such, leadership is assumed to emanate from the individual rather than from any social setting.

The second distinction is the understanding that leadership is a fluid concept that can be exercised by a particular individual or provided by others who are appropriate to particular situations or issues. Leadership is therefore assumed to be an organisational characteristic or quality that rests upon different individuals at different times, just as much as it lies in an individuals formal position or organisational status. Whilst the former position provides the basis for a traditional hierarchical structure, the latter in contrast gives significance to social relations and the distribution of

resources. Clearly, even in this broad sense, the position an individual adopts has profound implications for how they understand good or effective leadership.

I have used the term good and more particularly effective throughout this introduction because I wish to present an argument that subjectivity and our positioning on educational concepts is an important but often overlooked issue. As Bennett et al. (2003) argue, we each have our own set of values that help us to define what is good and these in turn help us to shape our understanding of what we believe is effective. One of the difficulties in conceptualising these terms in such subjective ways lies in the practicalities of educational reform. For example, the language of school effectiveness continues to shape the thinking of policy makers; thinking which some claim (Riley & MacBeath, 1998, p174), is far too attuned to quick-fix solutions or conventional wisdom, regardless of context. However, if there is subjectivity surrounding the notions of leadership and effective practice how are leaders supposed to take heed of such solutions, if indeed any are there to be had?

Whilst it is beyond my scope to fully critique the varying approaches to these leadership issues, what is fundamental to this research is Niesche's (2012, p1) argument about the terrain of critical approaches to leadership. Firstly, he argues that little headway has been made in the broader field of educational leadership and actual leadership practices. Moreover, he relates this lack of progress to his second point – the impact of the 'performative turn' (p1) on what is deemed to count as research in the field of leadership. He describes this turn as the 'recent move to school rankings, high-stakes testing and new managerial and accountability regimes' in education which he argues are driving an increasing focus on research involving managing change and developing more efficient practices in answer to performativity pressures. He develops this argument to claim that critiques of these 'dominant discourses of best practice' (p2) are pushed to the periphery, whilst frameworks which re-inscribe ideals of individual leaders as having characteristics and capabilities of delivering educational reform have become central to this dominant discourse.

Niesche (p2) and other critics (Anderson, 2001; English, 2006) claim such discourses not only confuse and reinforce assumptions about individual leadership competencies but also 'encourage conformity as part of an uncontested knowledge base'. In essence, Niesche argues that performativity in education has become a

structure from which research and practice are compelled to serve and assume the demands of effectiveness discourse as conventional wisdom.

The contested nature of knowledge (or lack thereof) is a critical aspect of my research. As an emerging leader and inexperienced researcher in the early period of this research, the notion of the quick-fix seemed highly alluring and often within simple reach. However, over time my development brought forth the 'Socratic problem' identified by Grint (2003, p89): the more I learned, the more I realised how ignorant I was. Time has brought me experiences through which I have come to understand and apply the concepts of both leadership and effectiveness in context. I do not mean to state that I have found answers per sé, but I have found a way to tread the path between what I determine is right and what I am mandated to do.

Bennet et al. (2003) suggest that our values are often the basis for our actions and whilst sometimes they offer us a clear indication as to what is right, sometimes there may be more than one right course of action. In an SEMH setting in particular there is rarely one strict course of action in any particular situation. If a pupil breaks a window, should I insist on a strict application of the rules - i.e. apply a sanction - or should I show sympathy and support? The answer to this question depends on many contextual variables and in different situations both actions may be defensible. As a school, we have moved away from the fixed application of behavioural policies on the basis that each situation is different and those involved have different needs and viewpoints - the complexity of this position brings its own challenges. Staff regularly encounter such dilemmas but rather than manage behaviour we attempt to lead and teach behaviours that we value. Whilst this appears a subtle difference of terminology, the application of this position is distinct. The former relates to applying instrumentalities and managing systems whilst the latter is concerned with understanding values and developing culture.

At a conceptual level this argument relates to both Riley & MacBeath's (1998) contested notion of effectiveness as well as Niesche's (2012) argument about performativity pressures – both can be seen as a contest between system structures and individual interpretation. One way to critique this contest (and one which has become a significant influence upon my practice) is through Habermas' (1987) lifeworld – systemsworld analogy.

1.5. Constraining Issues: A systemsworld - lifeworld view

Sergiovanni (2000) argues successful school leadership relies upon getting the culture right and understanding how parents, teachers and pupils define and experience meaning. Whilst raising standards is an equally important issue, Sergiovanni argues this will fail to matter without the right culture and without meaningful interaction between schools and parents, teachers and pupils. He argues individual values and beliefs are central to culture which he views as the 'normative glue' (p16) that holds schools together. Sergiovanni stresses in order to build a successful culture leaders need to pay attention to an individual's understanding of school life in order to develop a sense of school purpose and enriched meaning. He argues that the best indicator of a good school may well reside in the extent to which the school reflects the needs and desires of its pupils, parents and teachers. Culture and meaning are part of what Habermas (1987) terms as the 'lifeworld' of the school. This is in contrast to the 'systemsworld', which he describes as representing a world of instrumentalities experienced in school as policies and structures (Niesche's performativity turn for example).

Sergiovanni suggests that when we talk of culture, values and sources of individual satisfaction in the form of significant meaning, we are discussing the lifeworld of school. We are discussing the personal experiences of pupils, parents and teachers. The systemsworld by contrast is a world of efficient systems, policies and procedures designed to meet pre-determined ends - e.g. school rankings. The former is a world of relationships and growth centred on the individual and the latter is a world of efficiency and system productivity. Sergiovanni (2000) argues these systems are supposed to work together in a symbiotic relationship to help schools effectively and efficiently meet their goals. He argues that mutuality is key to bringing these two worlds together and this mutuality depends on trust, respect and parity. The most critical aspect of this analogy is the understanding that mutuality can only be achieved when the lifeworld drives the systemsworld. Sergiovanni (p16) argues that when the systemsworld is the dominant force 'organisational character erodes' leading to 'many dysfunctions including disengagement and low performance'.

In an SEMH setting such dysfunctions are commonplace and whilst the root cause may be more complex than the lack of mutuality described here, the need to ensure

a balance between both worlds is nonetheless important. However, some argue that a lack of balance between these two worlds is a major problem facing schools.

For instance, Leat (2014) discusses the challenges facing educators who are embroiled in the pressures of this dysfunctional relationship. Like Niesche (2012), he describes the proliferation of league tables and the related objectification of examination data, with a particular focus on English and Mathematics, as the driver for these pressures. Leat argues that this 'performance culture', and specific accountability for pupil performance in public examinations, ensures teachers in England are some of the most accountable in the world.

This focus on pupil outcomes is an example of systemsworld structures acting as a dominant force. Sergiovanni (2003) argues that when school purposes such as these are created through decisions about means and policies (i.e. we are accountable for pupil outcomes so this will become our focus), rather than policies and structures deriving from purpose and values, the systemsworld is acting as the dominant driving force. Whilst English and Mathematics are clearly important, academic work is only part of education. To prioritise one aspect of the curriculum necessitates marginalising another area and this in turn can undermine the values and beliefs of pupils, parents and teachers. Concerning teachers in particular, Leat (p71) cites a teacher union survey which indicated that 'more than half of teachers [questioned] described their morale as low or very low' and 'more than 75% of those polled thought the current government will have a negative effect on education'.

It is important to engage in these discussions because appreciating schools have both a systemsworld and a lifeworld, and understanding that both need to be in balance to function effectively, emphasises the problems facing school leaders. As Robinson and Aronica (2015) argue, if the performance culture was working as intended and improving educational effectiveness, there would be nothing more to say - however, it isn't. We can see the results of Sergiovanni's (2000) organisational character erosion in the morale of teaching staff and the actions of schools. The Education Select Committee (2018) for instance, stress there has been a 40% increase in permanent exclusions, of which half are from those heading into their GCSE years. Habermas (1987, p173) refers to this dominance of systemsworld instrumentalities as the 'colonisation of the lifeworld by the systemsworld'.

Sergiovanni argues that when the systemsworld dominates, school purposes and

values are imposed on parents, pupils and teachers rather than being created by them.

Habermas (1987) distinguishes three dimensions of the lifeworld: culture, community and person. He argues that culture provides us with beliefs and social norms from which we derive significance. He also argues that community provides us with a connection and value to others and helps us to recognise our own personal value. Lastly, he argues the term 'person' refers to the development of our individual competencies and relates to our search for personal identity and meaning. What is important in relation to my position is where Habermas argues that colonization takes place when these three dimensions are eroded. For instance, as school culture fades, social norms are lost and parents, teachers and pupils are likely to experience indifference. As community wanes in school, feelings of belonging and connection to others are weakened. When culture and community are undermined pupils, parents and teachers become alienated and this is a point reflected in Leat's argument described earlier.

Thomson also discusses the impact of some of these challenges on head teachers. She highlights (2009, p70) that on average, head teachers frustratingly spend 39% of their time on management and administration and only 7% on strategic leadership. Thomson makes extensive use of head teachers' stories and suggests the role of leadership has become harder and more stressful in recent years. Interestingly, she also identifies the accountability pressures, discussed by Niesche and Leat, as a major disincentive to potential leadership applicants. As head teachers find their roles stressful, and given reported difficulties in attracting the 'right people with the right stuff' (Thomson, 2009, p11), education policy makers might consequently be asked what they consider important.

Regardless of anyone's position in this performativity argument, the need to raise standards in education continues. However, the constraining issue at the heart of this desire lies in the central position of systemsworld policies (Robinson, 2010) and this is the basis for Leat's, Niesche's and Thomson's criticisms. Policies built on accountability reinforce an attainment view of effectiveness, where the best performing schools are those with the highest attainment data. This is driving a system of reductive outcomes and standardised education (Robinson, 2015) and increasing the pressure on school leadership (Thomson, 2009).

Pupils, teachers and school leaders appear to be encountering an eroding lifeworld and whilst this is a challenge for all schools, it is particularly troublesome for those in SEMH provisions. Sergiovanni (1994) suggests the loss of school character leads to pupils developing cultures, communities and identity for themselves. For example, I am repeatedly instructing pupils to return to class in order to learn something they need in order to pass a test; a test score which is then often used to determine both the pupil's intellect and the quality of our school's provision. In my opinion, far too many of these pupils question the need to learn this content and this represents the disconnect between the needs of the system and the desires of our pupils.

Many of our pupils are already disaffected for a complex array of reasons and as such there is a fine balance to be had between pursuing mandatory national curriculum expectations and outcomes, and doing what is perceived to be right. As with the contested nature of the term effectiveness, what is right is an equally subjective term which brings another troublesome complexity to the discussion. However, what needs to be drawn from this complexity is not further accountability nor increased standardisation; it is the need to draw understanding from the personal meaning of those involved. If leaders are under 'un-manageable' pressure (Niesche, 2012, p1) and pupils are being increasingly excluded (438,265 fixed term exclusions in 2018/19 from Gov.uk, 2021) there is an argument to be made for the need for mutuality.

However, there are significant barriers to this balance. My experience of the conflict caused when sending pupils back to class to learn prescribed content is an example of this in practice. I perceive that many of my pupils are likely to have little use for some of this content and they display their knowledge of this disconnect through their challenging behaviours. My actions in returning pupils to class can be seen to be a factor of this constraining feature of systemworld policy. If we are to follow Sergiovanni's (2000) call for the lifeworld to take the centre ground, we need to understand the values, beliefs and desires which drive the hearts and minds of our pupils, teachers and school leaders. Policy is far removed from the experience of the pupils I am sending back to class, and this can be seen to undermine the values and desires that each of us hold.

If we want our school leaders to be the 'visionary custodians' Smyth (1989) alludes to, we need to support them in finding and utilising the space to study and develop

the unique systems which embody these values and beliefs. Creating mutuality can begin by helping schools and individuals understand and acknowledge the importance of their values as a driving lifeworld force. School leaders would play a critical part in this elaborative and transformational process, but they would need to be afforded the freedom to enact this role. However, such freedom is restricted by the central position of systemsworld policies that are driving this accountability agenda. In order to create space and afford leaders the tools to become visionary custodians, we need to understand the forces eliciting these challenges in further detail.

1.6. Critical approaches to leadership in education

Leadership in education is a crowded and busy terrain (Gunter, 2001). Gunter highlights four main positions taken by those who write and research about education as the critical, humanistic, instrumental and scientific. It is worth reflecting on these positions as they link at a conceptual level to Habermas' lifeworld and systemsworld theory and the performativity pressures highlighted by Niesche (2012) and Leat (2014). Firstly, Gunter (2001) describes the:

1. Instrumental position: which drives models of effective systems and cultures designed to enable site-based performance management to be operationalised (Grace, 1995); and the
2. Scientific position: that seeks to measure the causal impact of leaders' actions on behaviour, functions and outcomes to enable statistical evidence to be generated, linking policy to practice.

Gunter argues the instrumental and scientific models of leadership for schools reflect the preferred position of official UK policy. I see both of these as the underlying mechanisms that drive the current constraining systemsworld of education. For instance, the desire to measure performance data through the implementation of 'Progress 8' is an example of system constraint in practice. Introduced in 2016, Progress 8 is a secondary school accountability system designed to provide data to support 'conversation[s] about school performance and improvement' (Department

for Education, 2016). This data allows schools to be ranked in national league tables in order to provide information to prospective parents as to which school is 'most effective'.

Leat (2014, p70) refers to this as the 'commodification of education' and the end product of a free market philosophy specifically organised as a process for affording parents the information to choose their child's school. By operationalising this philosophy in light of a focus on 'raising standards', a term itself synonymous with examination performance, Leat argues policy makers are inducing accountability pressures. Focusing on outcome-based data in this manner goes hand in hand with school based systems and policies which reinforce the need for pupils and teachers to be accountable for these outcomes. As Leat alludes, this is likely to include a curriculum which delivers exam content. It is also the rationale behind timetable weightings in order to control what is being taught to whom, the use of bells to control movement, and the streamlining of pupils into ability groups. It is also why disaffected pupils are to be instructed back to class to learn exam content and why pupil and teacher autonomy, and thus motivation, is often undermined.

In contrast, Gunter (2001) describes two opposing positions. Firstly, the:

3. humanistic position: which gives precedence to people's narrative biographical account of experience (Ribbins 1997, Tomlinson et al. 1999); and secondly the:
4. critical position: which draws upon the social sciences to chart and consider the interplay between the agency of the individual and the mechanistic social structures within which they reside.

The overlap between humanistic and critical positions and Habermas' (1987) lifeworld lies in the focus given to individual experience and related social and structural interplay. For instance, the humanistic position draws on a narrative biographical epistemology through which individuals can offer insight into the realities of teaching and leading in education – as in the case of Thomson's book 'Heads on the Block?'. Gunter argues (p96) that this position is 'officially tolerated' because case studies can be cherry picked to validate official policy. However, she argues the

longitudinal, contextual and subjective nature of such personal experiences are generally seen as too unmeasurable to be of major use in the drive to raise standards. From a systemsworld: lifeworld perspective this can be viewed as an example of where the systemsworld desire for efficiency in meeting pre-determined ends (Habermas, 1987) is acting as a dominant constraining feature undermining individual experiences.

However, whilst the humanistic position is tolerated, Gunter argues the critical position is marginalised and often ridiculed. By drawing on the social sciences and focusing on the interplay between structure and agency, the critical position offers practitioners the opportunity to reflect and generate alternatives to prescribed ways of working. Given the preferred instrumental, scientific and systemsworld position of policy makers it is unsurprising an approach offering opportunities for emancipation and potential structural elaboration is given such negative coverage. As Robinson argues (2015, p48):

‘Governments everywhere are yanking firmly on the reigns of public education, telling schools what to teach, imposing systems of testing to hold them accountable, and levying penalties if they don’t make the grade’.

As Leat (2014) argues, teachers in the UK are the most accountable in the world and it is this accountability pressure which reinforces the perceived need to draw on instrumental and scientific measurements of effective practice. As Niesche (2017, p145) describes, it is understandable why school leaders want ‘straight forward answers and solutions to help make their jobs easier and their leadership more effective’. Indeed, as this thesis will demonstrate, this desire for simple solutions is reflective of my early leadership practice. It is also evident why the humanistic and critical approaches to leadership have been marginalised: as Niesche argues, they seemingly offer little to those seeking ‘best practice in [the] perceived reality of education’.

As with Gunter (2001), Niesche argues there is an underlying assumption in education that socially critical perspectives simply muddy the waters of ‘what works best’. However, as with the term ‘effectiveness’, an individual’s notion of ‘what works best’, is in itself a contested term which resides in muddy waters. Drawing on my own experiences, as well as Thomson’s (2009), one of the challenges facing educators is

finding the space and time to critically reflect and develop their understanding of these waters. As in my case, my understanding of what works best has evolved over time through a reflexive process drawn from the marginalised critical position. Prior to this space, I was immersed in the systemsworld and as Episode 2 will indicate, potentially predisposed to instrumental and scientific notions of effectiveness. The critical position has provided the opportunity to undertake this research and generate alternative ways of thinking and doing (Gunter, 2001).

One aspect of this development has been my growing understanding of the problems associated with the positioning of policy and the dominance of constraining structures on individual agency. It is my interpretation that schools have become instrumental tools for delivering policy rather than entities for authoring identity, communities and culture. I offer this as my interpretation and whilst I draw support from varied sources, each of us can only offer our opinion based on our frame of reference and understanding of the world.

Jerome Bruner (1990) discusses this process of sense-making and adds depth to the systemsworld-lifeworld, and performative policy versus personal subjectivity discourse, by describing a struggle between two opposing positions. He describes them as the logico-scientific and narrative modes of thought. The former seeks generalisable truth through formal processes of empirical discovery, reasoned hypothesis and systematic testing. At the centre of this mode, which resembles the instrumental and scientific positions of educational policy, is a drive towards universal truth and the need for accountability. The latter gains its authority from its acceptance and engagement with the particulars of the individual and bears resemblance to Gunter's humanistic and critical positions. It is concerned with narrative truth and its meaningfulness to others. Popkewitz (1999, p2-3) provides this useful metaphor to illustrate the ontological terrain of this discourse:

'At one end of the room are 'pragmatic-empiricists' who focus on '... the internal logic and order of things being discussed, or whether 'concepts' are clear and precise'. At the other end of the room knowledge workers are concerned with issues of power and they focus on how schools work by investigating '... problems of social inequity and injustice produced through the practices of schooling'.

Identifying a frame of reference, or the lens through which someone makes sense of the world is the basis from which they practise agency as an individual (Archer, 2003). Someone's positioning in Popkewitz' room, just like their interpretation of Habermas' theory and alignment to either side of Bruner's mode of thought, is a representation of a sense-making stance. It underpins someone's interpretation of the world around them and their understanding of knowledge. The following section explains my current ontological position and reviews the sub-theories from which I have drawn my leadership practice.

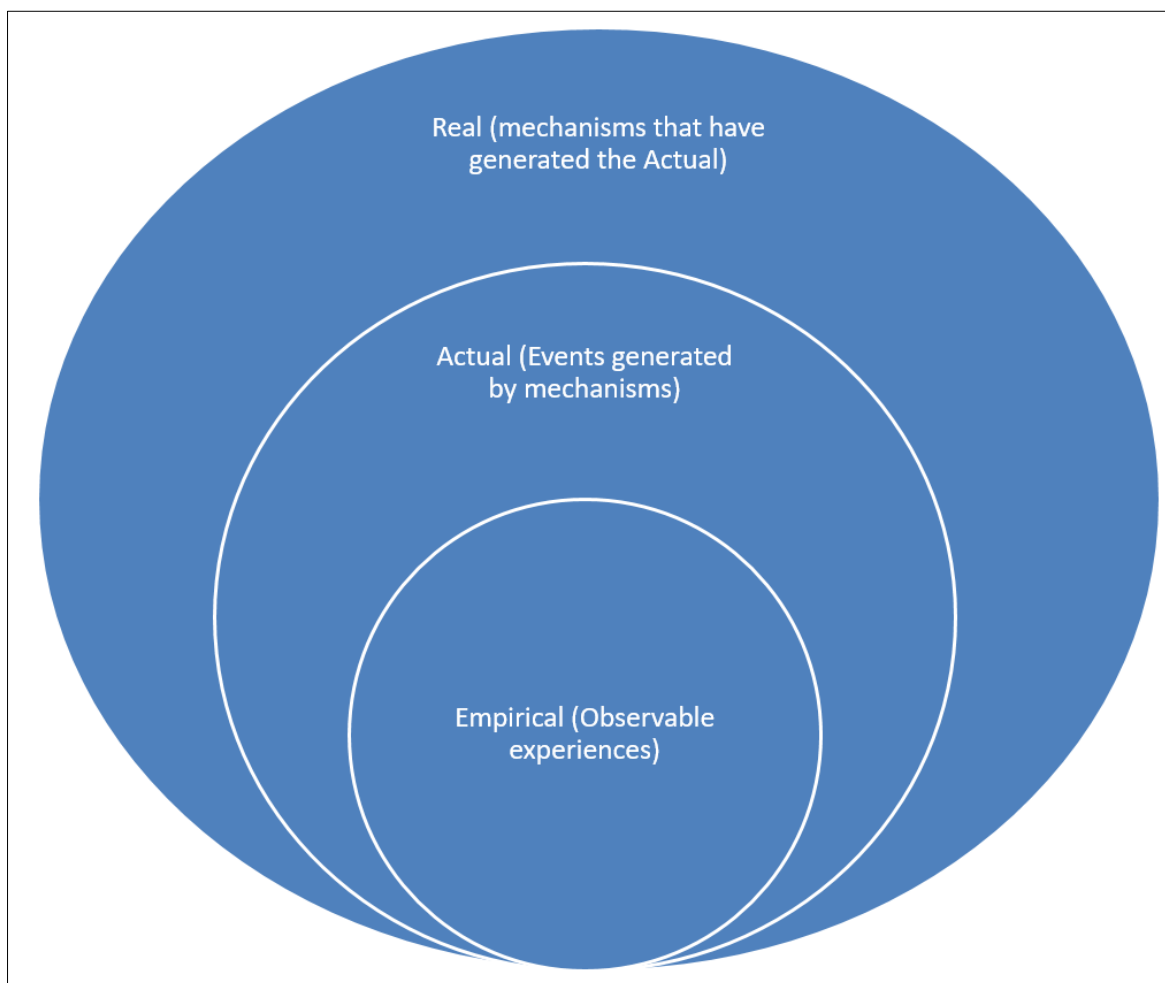
2. Critical Realism

It has taken many years for me to navigate Popkewitz' room and I have grown to understand both Habermas' worlds and Bruner's modes of thought through the lens of critical realism (Bhaskar, 1997). For Habermas (1987), mutuality is the key to creating the system-balance we need to improve standards. However, our room-positioning underpins how we interpret the conditions by which we create mutuality and in this regard critical realism is key for me. Whilst the preferred UK official policy positions are that of instrumental and scientific models of leadership for schools (Gunter, 2001), my experiences and reflexive action have taken me away from this side of the room and towards that of the critical realist.

Critical realism is a world view 'concerned with the nature of causation, agency, structure and relations' (Archer, et al., 2016) and looks in particular at the social location of knowledge (Bhaskar, 2001). For critical realists, ontology determines epistemology (McGrath, 2016), in contrast to modern philosophy, exemplified by the positivist tradition (Cruickshank, 2011). Bhaskar (1997) argues positivist research commits the epistemic fallacy of translating ontological questions about how the world is, into epistemological questions about how we gain knowledge of it.

Cruickshank (2011) describes critical realism as a form of post-positivism, whilst Morton (2006) argues the central concept of critical realism is this idea: the 'real' and 'social' world should be understood as an open system with stratified domains of objects with causal powers that interact in contingent ways. Cruickshank describes this open system ontology as a perspective where unobservable generative structures interact in ways to produce observable events. This reality is shown in Figure 1.

Figure 1: Basic Critical Realist Schematic of stratified reality (taken from Mingers & Willcocks, 2004)



The first stratum identifies the Empirical domain where observable experiences such as a teacher's practice occur. In the context of this research, this domain encompasses my experiences of education in my school. In this domain the structures of education, under some conditions, can be observed to shape the experience of the individual agent. This agential experience is generally referred to as being constrained or enabled and from a positivist perspective this is where the 'effect' may be observed. An example of this could be a teacher's interpretation of the National Curriculum and whether or not they feel these expectations meet the needs of their pupils based on their classroom interactions. As such, these interactions can be observed through an empirical methodology, but this knowledge would need to be interpreted in respect of its position in relation to wider causal mechanisms.

The second (wider), Actual domain is where this causation is actualised but not necessarily experienced i.e. the development of events which stem from overarching causal mechanisms. It is from this domain where the argument of reality as a

stratified open system draws its distinction from the positivist position. Thus, distinction is drawn here between the empirical domain of observable events and the wider domains of underlying causal mechanisms which are not directly observable (Cruickshank, 2011). An example of this could be an Ofsted inspection or the need to prepare pupils for exams. These pressures originate from wider mechanisms and they interact in contingent ways to sometimes produce changes in the observable world. I am sure all teachers can relate to the impact of Ofsted inspection pressures on their workload and capacity to teach effectively under external scrutiny.

The third overarching domain - the 'Real', contains objects such as educational policy and central philosophical positions. These act as generative mechanisms and are the source of causation for events in the Actual domain which in turn can shape the observable experiences of the individual agent. A basic example of this model in action could involve a view where the logico-scientific position acts as a causal mechanism in the Real domain. This could be viewed as a driver for the emergence of Ofsted policy and inspection events in the Actual domain, which in turn could be experienced by the teacher in the Empirical domain of their classroom. Each domain is inter-dependant and it is on this basis that ontology is described as an open system (Cruickshank, 2011).

Cruickshank (2011) argues positivists would reject this position on the basis that a domain of unobservable causal mechanisms would be metaphysical, not empirical, and thus meaningless. Jefferies (2011) is critical of this metaphysical, philosophical position and questions how knowledge of this domain can be representative of anything real when it cannot be experienced. From an empirical basis he asserts (p5) that critical realism 'provides no laws, no deductions, nor predictions. It creates an unreal, metaphysical, metaphorical world separate from and beyond reality'. The counter critical realist position is that methodologies which derive from a closed system ontology have incorrect assumptions about reality and thus cannot account for the condition of possibility. However, Bhaskar (1997) takes this ontological argument further by arguing that even theories based on correct assumptions of reality will always be a theoretical interpretation of how interconnected and unobservable mechanisms work because all knowledge is fallible and open to revision. On this basis, one can argue that the focus of critical realism is not to

predict and deduce laws but to provide an ontological position which situates knowledge as fallible and set within wider, unobservable mechanistic structures.

Cruickshank (2011) argues the role of theory in social science is to interpret phenomena and specifically to understand how unobservable processes interact in contingent ways in order to produce observable events. Bhaskar (1998) maintains that this task of understanding social context is to link structure and agency and this is the basis for his argument that social reality is an open stratified system. He argues social and cultural structures are held to have emergent properties that exist in interaction with individuals who are equally conditioned by said structures. Given these interactions are contingent, the social system must therefore be seen as open and representative of change. For instance, the logico-scientific position can be seen to influence both Ofsted events (instilling accountability and providing data) and observable agential experiences (a teacher's practice under accountability pressures), but equally these can also be held to influence both each other (through power, culture, policy and practice) and the wider philosophical position (continuity or change).

Scott (2007) argues that every social situation embodies assumptions about how individuals interpret and interact within the world in the context of structural elements (the timetable and curriculum), situational elements (the classroom and related tools) and others' interpretations (teacher's own and those of pupils). Bhaskar (1998) argues that knowledge to understand these assumptions, interpretations and interactions must therefore be approached from an open system ontology because each element has emergent properties. For instance, a teacher's practice can be influenced by the timetable and access to resources and thus these elements can be seen as having emergent properties. Given the multitude of realities influencing this, and the contingent manner of interactions, the adoption of a closed system methodology would therefore appear overly simplistic. However, Jefferies (2011) argues this is an evasion of the question. He argues (p6) that 'if knowledge is not founded upon reality, that is the actual reality as experienced by human beings... it is not knowledge at all'. As a counter, Archer (1995) argues that all cultural, structural and individual emergent properties are entangled in reality and therefore just because one may not be able to observe a reality it does not mean that it is not there.

Cruickshank is also supportive of Archer's argument, stating (p7) 'one may create an artificial closed system in a laboratory in order to observe cause and effect, [though] knowledge deduced from this positivist approach fails to reflect the interconnected reality of the world'. Bhaskar (1997) argues such approaches are based on a closed-system ontology which he defines as an understanding of reality based on fixed, unchangeable regularities. He asserts that while events can be explored and understood, the nature of an open system presents a reality of extensive interconnected knowledge which is fallible and open to reinterpretation. As Scott (2007, p15) writes:

'...complete explanations of social events and processes cannot be reduced to the intentions of agents without reference to structural properties or to structural forms. Methodologically, this implies that any investigation can only take place at the intersection or vortex of agential and structural objects, and thus indicators that researchers use, have to reflect this close relationship between the two.'

Scott's statement provides just such an intersection where my role as a school leader and educational researcher connect. My role to manage teachers to perform effectively is congruent with the need for me to understand educational structure as well as the ability to interpret and guide their related interactions. However, each has their own version of reality and each, through the exercising of their personal agency, interacts with the emergent properties of structures and cultures in their particular way.

A recent issue in school can be used to identify this intersection – a pupil smashed a window which led into a physical intervention. A simple view of this incident could be viewed as a matter of action (smashed window) and consequence (exclusion). However, the window was smashed, and a physical intervention ensued due to staff's interpretation of the school's expectations – the pupil wanted to leave the classroom, but the staff member felt pressured to keep them in class. These perceptions played a role in the manner in which the incident developed and thus it can be argued that school structures in this instance were acting in a constraining capacity. The difficulty in this position is creating a mutuality between the need for system structure to shape collective action and the need for pupils and staff to have

enough autonomy to ensure they do not feel constrained. Creating this mutuality in school continues to be a significant challenge for me as a leader and as such I have drawn upon two theories through which I have shaped my practice. The first of these is Self-Determination Theory (Deci & Ryan, 1985).

3. Self Determination Theory (SDT)

SDT is an approach to human motivation concerned with 'people's inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration' (Ryan & Deci, 2000, p68). From an SDT perspective motivation concerns 'energy, direction, persistence and equifinality' (p69). Motivation is a critical issue for organisations and employees (Van den Broeck, et al., 2016) and has been linked to increased employee productivity, organisation revenue, as well as improved employee wellbeing (Steers, et al., 2003). Van den Broek's (2016, p1196) review of SDT found 'general support for SDT's requirement that each need (competence, autonomy and relatedness) should independently predict indicators for psychological growth, internalisation, and well-being'.

My interest in SDT stems from the practical import Ryan and Deci's motivational theory offers individuals in leadership positions and is two fold. Firstly, our pupils have significant mental health issues which undermine their ability and willingness to engage in learning. Secondly, there is little doubt that teaching pupils with SEMH can be an onerous task (Malmqvist, 2016) and thus understanding the conditions for motivation is a powerful tool for any SEMH school leader. While each individual (pupil or staff) has their own story, Ryan and Deci (2000) suggest there is more than mere dispositional differences and biological endowments at play when people lose motivation. They argue social context plays a role in supporting conditions for motivation and personal growth and this has both theoretical import and practical significance. The importance of social context also has overlap with critical realism and the influence of wider structural mechanisms on agency.

Research shaped by SDT has an ongoing concern with unearthing the impact of social factors on motivation in order to provide knowledge to support the formal design of social environments that can optimise people's development, performance and overall well-being (Ryan, 1995). Such knowledge is key to shaping the cultural environment in schools that can support leaders in enabling motivated staff and engaged pupils. SDT identifies three needs that appear to be essential for facilitating optimal development, performance, and well-being:

1. competence (Harter, 1978);
2. relatedness (Baumeister & Leary, 1995) and;

3. autonomy (Deci, 1975).

The authors argue that contexts supportive of these three essential needs are found to foster greater internalised motivation and integration and assert these findings should prove significant to individuals who wish to motivate others in a way to promote high quality performance.

Within SDT, these needs are conceptualised as innate fundamental propensities that all individuals possess (Ryan & Deci, 2000), akin to physiological needs such as hunger and thirst (Hull, 1943). In this regard, SDT differs from other needs based theories such as acquired needs theory (McClelland, 1965) which argues the needs for power, achievement and affiliation are developed through lifelong learning and associated socialisation. McClelland's theory argues the level of need experienced by the individual differs on a personal basis. However, in SDT all are deemed present, and none is thought to be relatively more important than others. SDT argues further that all needs are essential and constraining one or more would cause disruptions to psychological growth, internalisation and well-being. By viewing needs as innate, SDT focuses on need satisfaction rather than need strength and as such all needs must be met.

SDT is further unusual amongst other motivation theories in that it differentiates 'needs' from what may be determined as 'desires'. An individual may desire power or achievement for example; but from an SDT perspective neither are classed as an inherent 'need'. Therefore, their presence may not contribute to intrinsic motivation, the internalisation of extrinsic motivation or the promotion of positive well-being (Deci & Ryan, 2000). Whilst all needs are deemed innate, SDT recognises the personal nature by which individuals may differ in their strength of desire. An individual may hold a weak desire for relatedness but will nevertheless benefit from this level of need being met. This understanding of personal need is crucial to the development of my climate shaping leadership approach that I will progressively discuss as this thesis unfolds.

Despite the comparisons stated here, Van den Broeck, et al., (2016) argue that there is a lack of research comparing basic psychological needs versus other possible need candidates nor against constructs from other motivational theories. This is an area of research that would benefit from further scrutiny in order to allow (in this

case) teachers and school leaders to more easily navigate and decipher routes of best fit between motivational theory and classroom practice. However, whilst Ryan and Deci (2000) argue the satisfaction of basic needs to be universally beneficial, this view has been challenged to a limited degree (Schwartz, 2000). From a relativist perspective, Oyserman, et al., (2002) argue that individuals benefit more from the satisfaction of those needs that are explicitly valued in their culture. For example, employees from countries and workplaces which embody a more collective culture may benefit more from the satisfaction of the need for relatedness than those who are employed in and through individualistic cultures. Whilst Van den Broeck, et al.'s, (2016) meta-analysis calls for further research into the testing of SDT in organisational settings, they assert (p1225) that SDT is 'certainly one of the more comprehensive theories of basic psychological needs'. The authors add the needs for 'autonomy, competence and relatedness mostly fit the criteria set out for what basic psychological needs represent'.

The practical significance of SDT for me as a leader is that our school roll includes many disaffected pupils and I work with a cohort of staff who are constantly in the process of change. The SEMH setting is a highly pressurised environment and thus providing conditions which support the meeting of personal need is paramount. The Department for Education recognises that the quality of teaching is the single biggest factor influencing our children's educational experience, but the Institute for Public Policy Research states the number of teaching vacancies in the special school and alternative provision sector has trebled since 2011 (Education Select Committee, 2018). This suggests potential teachers have concerns. Berridge states (in Education Committee Report, 2018, p28) that these children 'need the most skilled and the most dedicated teachers' but questions how we can 'create a system that incentivises the best teachers to go to the areas where they are needed?'. In replacing the term 'incentivise' with motivate, and asking how can we motivate the most skilled teachers to go where they are needed, SDT can be seen to have both theoretical import and practical significance.

In SDT, positive teaching quality refers to the behaviours of teachers which meet pupils' needs for autonomy, competence and relatedness (Deci & Ryan, 2017). Autonomy refers to the feeling of engaging in an activity for self-interest when free from external pressures (Wang & Eccles, 2013). Given the challenge of attainment

related accountability, this is an area where the needs of the system and the needs of the individual can become conflicted. Of the three basic psychological needs, autonomy is the most controversial. However, this is primarily due to the misunderstood nature of the need; autonomy does not imply independence (Van den Broeck, et al., 2016). Autonomy refers to an individual as being the source of their own behaviour (Deci & Ryan, 1985). Next, competence refers to pupils' belief that they can effectively and successfully engage in school activities (León, et al., 2017). Given the wide ranging social and emotional needs of SEMH pupils, this is where the skill of the SEMH teacher is critical in engaging the pupil. From personal experience, the lack of adequate training in this area is of significant concern. Finally, relatedness refers to the need to build and use meaningful relationships. When students feel they are special and important to their teachers, they feel closer and more related to them (Stroet, et al., 2013).

In my experience, system accountability pressures can often undermine the conditions needed to facilitate these climates. Consequently, I argue firstly that this is likely to undermine a pupil's ability to engage and secondly, undercut a prospective teacher's willingness to apply for such a role in the first place. SDT argues need satisfaction contributes autonomous motivation, improved well-being and positive academic functioning whilst need suppression leads to controlled motivation and negative outcomes (Ryan & Deci, 2017). As such, SDT has relevance to both teachers and leaders who need to provide a climate of motivation, high achievement and positive wellbeing.

Although motivation is often discussed as a singular construct, I would argue that people are moved to act by a variety of factors. I go to work because I love my job. However, paying the mortgage is also a critical aspect of going to work. I weight train because I have internalised the experience and benefits I gain. I am less positively motivated by other things in my life and I'm not sure I could state that all of our pupils come to school out of pure enjoyment. People are urged into action by an abiding interest, personal commitment to excel, bribery, external coercion, and even from fear of punishment (Ryan & Deci, 2000).

Most people are familiar with the experience of internal motivation and external pressure through their daily life experiences and thus this is a matter of significance

in every culture (Johnson, 1993). While some might claim that punishment (e.g. detention) has its place in school – as it may support understanding of consequences – such punishment is unlikely to motivate a pupil who lacks motivation in a particular subject or climate. However, such punishments happen in schools. Teachers are also exposed to negative consequences for their behaviour, which will affect their motivation too. As with the example I described earlier where a pupil smashed a window, structural systems and policy can act to constrain the actions of individuals. I have observed instances where pupils (who dislike PE) have been punished because they have ‘forgotten’ their PE kit. SDT provides a theory through which we can view this action and consequence from a motivational perspective in order to understand and better shape the actions of individuals involved.

The experience of the individual is affected by many external societal structures from the real domain. These could range from need to go to school to avoid a fine, to the need to understand algebra in order to pass an exam, and also the need to hold staff to account for pupil grades in order to improve league table data. Indeed, one of the challenges facing those who wish to implement SDT within education is the accountability culture (Ryan & Weinstein, 2009). Like Robinson (2010) and Leat (2014), Ryan and Weinstein argue ‘high stakes testing’ (HST) policies are at the core of this culture. They describe HST as representative of a motivational approach because ‘they not only put an emphasis on test scores (p225); they also implement strategies to enhance these outcomes through contingent rewards or sanctions’.

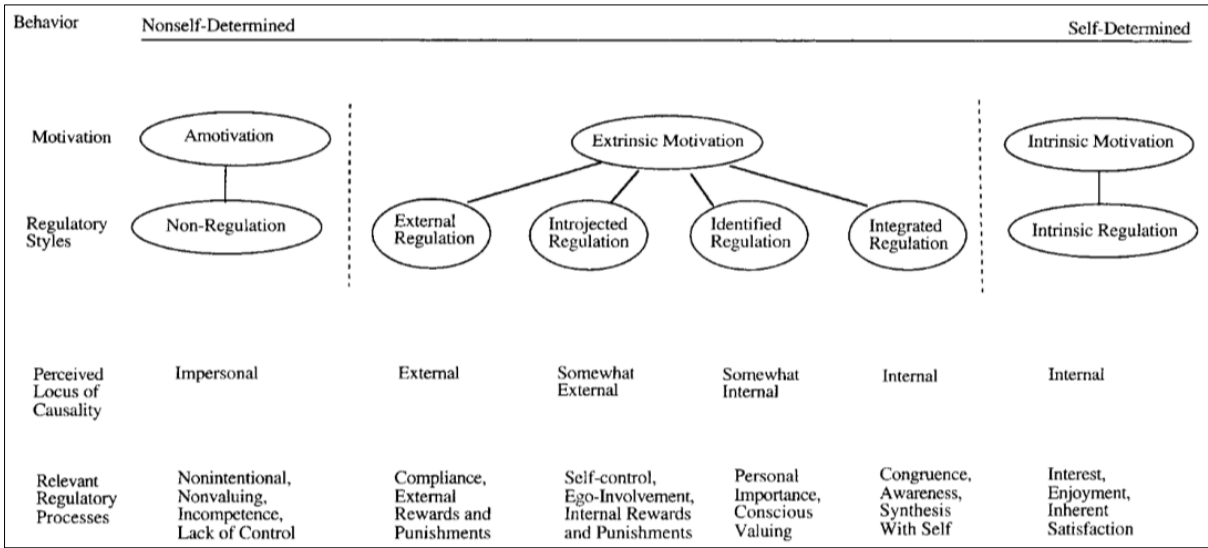
SDT by contrast offers a needs based approach to achievement and has long argued (Ryan and Weinstein, 2009, p225) that using ‘external controlling contingencies to change behaviours or enhance outcomes is typically ineffective over the long term, and yields many hidden costs’. The difficulty arising from implementing a needs based approach, is the dominant culture of HST and wider logico-scientific and systemsworld ideologies. An individual attempting to implement such an approach could find their needs for autonomy and relatedness curtailed by system pressures. Defenders of these ideologies and their HST features claim that these ‘carrot and stick’ policies represent an effective use of reinforcements drawn from behaviourist theories (Finn, 1991). However, Ryan & Brown (2005) argue behaviourist approaches, such as operant theory (Skinner, 1953), apply reinforcement

contingencies to targeted behaviours; in contrast, HST practices apply contingent consequences to outcomes.

Ryan & Brown (2005) suggest that one of the issues presented through this outcome-focus is the potential reinforcement of both desirable (e.g. changes to teaching practice) and undesirable (e.g. teaching to test) outcomes. Again, one of the challenges to implementing SDT according to Ryan & Brown, is policy makers’ lack of understanding of the limitations of this behaviourist approach. They argue (p226) such approaches ‘assume an absence of inner motivation in learners and teachers’ and too often this can ‘undermine or fail to nurture’ the conditions required for motivation. Leaders need to understand these structures and their enabling or constraining features in order to understand the generative conditions required to motivate people. As the episodes progress I develop an argument that SDT can be used by school leaders to help shape an individual’s climate so that they can navigate these features more effectively.

One area of knowledge which leaders may benefit from, is the understanding of motivation by type (see Figure 2). Ryan and Deci (2000, p71) argue these differences in motivation reflect ‘differing degrees to which the value and regulation of the requested behaviour have been internalised and integrated’.

Figure 2: The Self-Determination Taxonomy showing types of motivation with their regulatory styles, loci of causality and corresponding processes (Taken from Ryan & Deci, 2000)



Ryan and Deci’s (2000) motivation continuum illustrates the varied types of motivation with their regulatory styles, perceived locus of causality (PLOC) and

corresponding processes. From a teaching and leadership perspective, the terms intrinsic and extrinsic motivation, internalisation and integration are key:

- Intrinsic motivation - the doing of an activity for inherent satisfaction
- Extrinsic motivation - the performance of an activity in order to attain an external outcome
- Internalisation - a person taking in and absorbing a value or regulation
- Integration - the development of an internalised regulation so that it emanates from their sense of self (Ryan & Deci, 2000).

One of the difficulties in adopting SDT lies in this understanding of motivation as a continuum which develops through a process of internalisation. Each individual is inherently different and thus this process may look different for each – from a leadership perspective this can quickly become very complex and difficult to manage. However, Ryan and Deci argue that people who are driven by authentic motivation (internalised and self-authored) compared to externally controlled motivation (“you must do this because...”) typically have more interest, excitement and confidence and this is manifested as enhanced performance, self-esteem and general well-being.

One of the challenges facing pupils, teachers and school leaders is the impact Real domain mechanisms, such as logico-scientific driven policies, have on school leaders’ ability to develop systems which enable school communities to have firstly an effective degree of autonomy, and secondly the ability to relate to their work. As Ryan & Lynch (2003) argue, schools are not factories producing standardised products, they are contexts to foster human development. By understanding these structures in respect of their generative impact upon an individual’s motivation, I argue leaders are better equipped to manage staff and pupil performance. Consequently, SDT has considerable practical import for those like Sergiovanni, who call for lifeworld principles to be at the centre of school organisations. As Ryan and Weinstein (2009, p231) state, ‘instead of attempting to threaten or seduce schools to improve through external contingencies, an SDT approach would work with stake holders..... to actively empower and support change from within’.

Another such approach which focuses on lifeworld principles, and thus has become an integral part of my practice, is Biesta and Tedder's (2007) teacher agency.

4. Teacher Agency

The role of teacher agency in teacher development and school reform has gained significant attention in recent years (Imants & Van der Wal, 2020). Imants & Van der Wal identify three reasons for this growth:

- Increased awareness of the role of teachers as active agents within the school reform agenda;
- The action of agents is related to professional identity and the change capacity of schools and;
- The growing understanding of the impact teachers' work environment has on professional development and school reform.

Goller & Paloniemi (2017) argue two approaches to agency can be distinguished from the literature. Firstly, Bandura (2001, p1) defines agency as 'the capacity to exercise control over the nature and quality of one's life' and thus gives significance to the characteristics of the individual. Another approach to agency is related to the action of individuals or collectives. Eteläpelto, et al. (2013, p61) state 'professional agency is practised when teachers and/ or communities in school's influence, make choices, and take stances in ways that affect their work and their professional identity'. In both cases agency is associated with those who deliberately strive and function to reach an end goal. This in turn implies that agency is concerned with individuals who are interacting with, and within specific contexts.

Regarding education, Biesta, et al. (2015) describe teacher agency as teachers' 'active contribution to shaping their work and its conditions – for the overall quality of education' (p624). By 2017, I was using SDT as a framework in order to develop the performance management system we had in school away from an assessment *of* performance and towards an assessment *for* performance process. This notion of shaping the working conditions for staff was something which had clear practical import for me at the time. Biesta, et al. describe agency as 'not something that people can have', as in capacity or competence but as 'something that people can do' (p625) and as such align their conceptualisation with Eteläpelto, et al.'s (2013) description of agency as a process related to action. While it is clear that teachers do have capacity and competence, Biesta & Tedder (2007) argue that a teacher's ability to achieve agency and thus bring to bear their capacities is dependent on the

interaction of said capacities and their ecological conditions. In this approach there is significant overlap with both SDT and critical realism, both of which draw importance from the impact of related, social structures and an individual's interpretation and related action. Biesta and Tedder (p137) state:

‘[T]his concept of agency highlights that actors (teachers in this instance) always act by means of their environment rather than simply in their environment . . . the achievement of agency will always result in the interplay of individual efforts, available resources and contextual and structural factors as they come together in particular and, in a sense, always unique situations.’

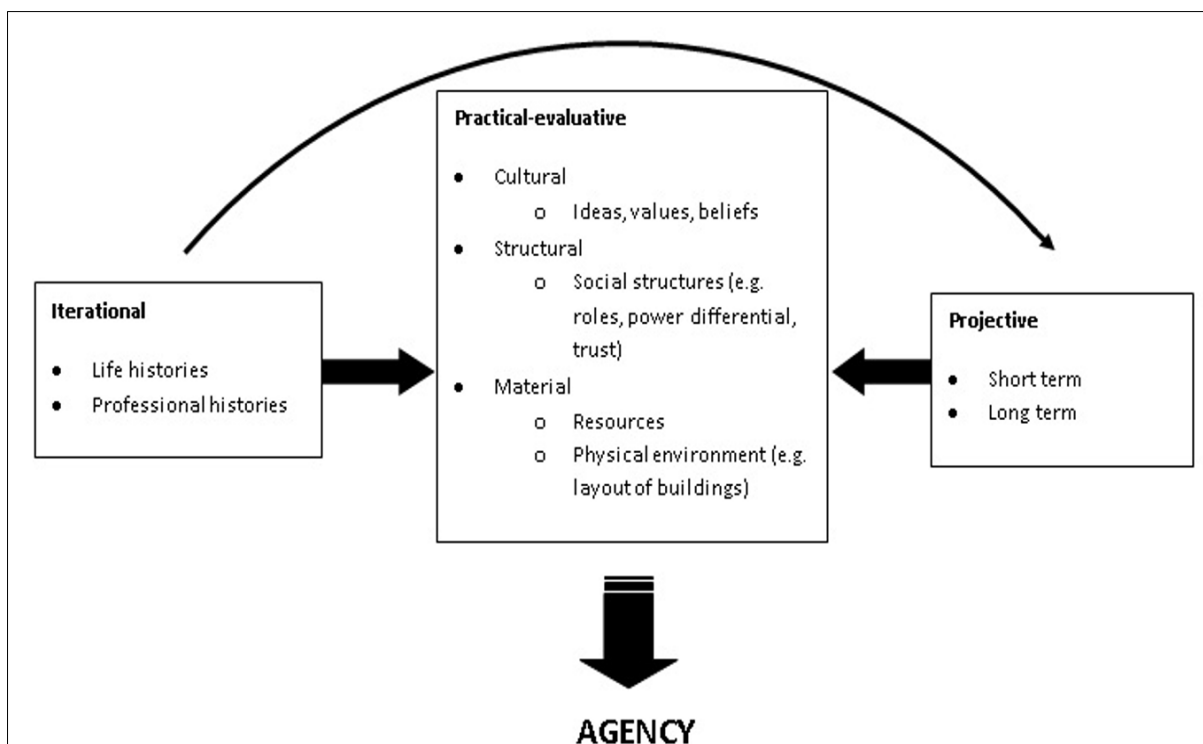
Whilst Biesta and Tedder rightly draw attention to structural factors at play, what is of particular interest is their indication of the importance of individuality to the development of agency. One other agency model which pertains to this discourse is Edwards' (2010) relational agency. Although much of my practice (as I will discuss) is drawn from Biesta & Tedder's (2007) teacher agency, relational agency is described as 'working alongside others towards negotiated outcomes' (p61). Relational agency involves being attuned to each others' purposes and ways of working as they purposefully work towards a goal. Although both have slightly different foci – teacher agency employing a more personal focus, whilst relational agency takes more account of the relationship between individuals (my practice) – both draw importance from the particular actions of agents in relation to what each person brings to the task. This is an important notion as the need for quick-fix solutions in the performativity culture of education (Riley & MacBeath, 1998), may mean that the particulars of personal expertise can be overlooked.

From a critical realist perspective, all situations are unique (Scott, 2007) and we each act in relation to our interpretation of the situation as we see it. Leaders have some oversight of this structure: agency interplay in respect to environment and as such can help to shape these unique situations for the individual. For example, professional development, school improvement and educational reform are key environments for leaders where this interaction is carried out. Professional development is concerned with enhancing the professional knowledge, skills and attitudes of teachers in order to improve students' learning (Guskey, 2002). School improvement focuses on improving instructional practices to improve educational

outcomes, whilst educational reform focuses on the wider drive to raise standards at scale (Borman, et al., 2003). Whilst each of these areas falls into the job role and description of those in leadership positions (my own for example), teachers also play a central role in each and as such agency can be seen as a factor requiring recognition. After all, without teachers, leaders have little to lead and students have no instructional practice.

One model where this interplay and recognition can be visualised is Biesta, et al.'s (2015) teacher agency model. Here, agency is 'positioned as a relational effect' (p196) to one's [the teacher's] environment which is also influenced by a configuration of influences from the past (Iterational), orientation towards the future (Projective) and engagement with the present (Practical-evaluative). This configuration is illustrated in Figure 3.

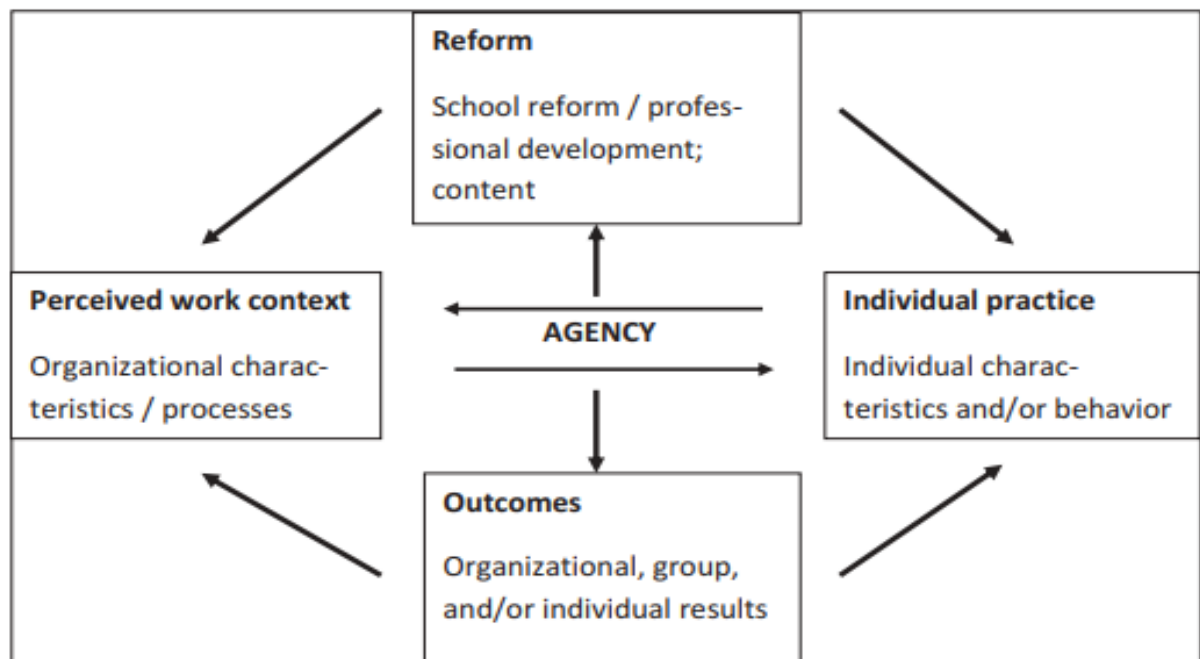
Figure 3: A model for understanding the achievement of agency (Taken from Biesta, et al., 2015)



This model positions the teacher at the centre of their personal growth and like SDT, offers an individualistic approach to the development of agency. By taking account of an individual's histories, their projective goals, and the context of their daily experiences this model can be used to provide an insight into a teacher's lifeworld. However, Imants & Van der Wal (2020) are critical of this type of approach, citing the

lack of reference to professional development, school improvement and educational reform as factors which limit the user's ability to grasp the 'complexity of the phenomenon' (p2). They argue such individualistic approaches can overestimate the opportunities for, and impact of agentic action. In response, they have developed their own agency model (Figure 4) which focuses on the interaction between individual teachers and their work environments, and the content of professional development and school reform.

Figure 4: Model of teacher agency in school reform and professional development



Imants & Van der Wal (2020) argue their model takes teacher's personal agency as the starting point. However, their model analyses agency at an abstract level and as such there are specific personal concepts which are not identified i.e. personal history, values, beliefs and also the impact of power relationships. Whilst each may stem from 'Individual practice' and 'Perceived work context', their absence presents a view that this is an approach which, contrary to Biesta et al.'s model, underestimates the action of teachers. Priestly et al. (2012) argue such methods represent a 'deterministic systems approach' to teacher agency that underscores the impact of personal meaning. Whilst each model can be argued to hold value in context, what is of interest in this comparison is the resurfacing of Habermas' lifeworld-systemsworld analogy. Biesta et al.'s model, through its individualistic focus can be seen to represent the lifeworld of education – its intent is to understand teacher agency from

a perspective of personal meaning. On the contrary, Imants & Van der Wal's model, through its wider focus on school reform and outcomes, arguably represents systemsworld instrumentalities. Its intent is to understand teaching practice in the context of systemsworld priorities.

My position has taken many years to develop but it has grown from my experiences as a teacher and my understanding of educational structures through my research. It is my experience that, as Sergiovanni (2000) argues, getting the culture right in schools is about paying attention to how parents, teachers and pupils define and experience meaning. In order to pay attention to an individual, it is necessary to adopt an individualistic position like that of Biesta et al.'s. teacher agency model.

Whilst this argument is in contrast to the preferred instrumental position of UK policy (Gunter, 2001), it is also in support of Sergiovanni's (2000) wider call to position the lifeworld as the driving force in education. Nonetheless, in adopting this approach, there is a critical balance to be made between focusing on individual agency and recognising the interdependence of generative structures. As Scott (2007, p15) argues, 'complete explanations of social events and processes cannot be reduced to the intentions of agents without reference to structural properties [and] structural forms' which frame the individual context. Therefore, whilst I am critical of Imants & Van der Wal's 'deterministic systems approach' their focus on professional development, school improvement and educational reform represent areas which need to be explored in order represent individual agency in light of Critical Realism's open system ontology. Methodologically, this implies that investigations should take place at the intersection of agential action and structural objects, thus allowing the researcher to reflect the close relationship between the two. In short, Biesta et al.'s model is a starting point that needs to be developed in order to better represent the interplay between structure and agency.

Whilst this model gives precedence to the complex relationship between policy and practice the equal weight given to reform agenda content and individual practice underplays the significant role of the teacher. Individual teachers not only interpret and enact policy but they should also play a central role in creating it. Sergiovanni (2000, p17) argues that when 'social organisations are functioning properly the lifeworld occupies the centre position' and it is this understanding which is missing

from the reform agenda and Imants & Van der Wal's (2020) argument. Whilst careful consideration must be given to the complex, dynamic relationship between the teacher, policy and social structures, a focus on the experience of the teacher offers a step towards the 'mutuality' that Sergiovanni (2000, p16) calls for.

5. Methodology: A developmental process

The methodology of this research is unconventional because it is linked to the long-term development of my ontological position. Developing this position has taken considerable time and is the result of some of the learning episodes discussed in this thesis. Whilst this development has gone hand in hand with my promotions in school, it has also led to three problematic methodological shifts in this research. Each of these shifts has been underpinned by a growth in my ontological understanding and thus my methodological approach has evolved over time. The latter of these shifts has supported the transition of this research into a process of reflexive action where I have become focused on understanding my development. This focus underpins the need to present this methodology as a discussion which describes each of the three approaches I have undertaken. All are inherently linked, and each represent milestones in the development of my ontological position.

The first approach undertaken is discussed in Episodes 1 and 2. This was a period in my development where I was a Physical Education teacher, had a limited understanding of educational structures and no discernible world view. It was this lack of knowledge which led to the first methodological approach of this research – the positivist PBL.

5.1. *First Method: The Positivist PBL*

Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects (Buck Institute for Education, 2021). PBL was an approach that I attempted to implement in school in order to address what I saw as our conformist teaching culture and related poor pupil engagement. I was intent on changing this culture, but I held a simplistic and naïve understanding of school improvement and assumptions of effectiveness - I wanted a quick-fix solution to this problem. This naivety was based on my lack of world view and when combined with the need to implement a research project for this thesis, led to the introduction of the PBL intervention. Figure 5 below illustrates the methodological framework for this research project:

Figure 5: PBL methodological framework

World View	Area of Focus	Theoretical Frameworks
<ul style="list-style-type: none"> • Lack of understanding • Desire for 'quick fix' • Positivist approach 	<ul style="list-style-type: none"> • School culture • Teaching and Learning • Pupil engagement 	<ul style="list-style-type: none"> • Project Based Learning • Constructivism

Cruickshank (2011) describes positivism as an approach concerned with the positive development and application of knowledge based on an empiricist vision of science. At the time I had a very limited understanding of ontology or epistemology but I held a view that teaching and learning was a science that could be understood by measuring cause and effect. With this understanding, I approached this research on the basis that PBL could be an effective approach that would address the curriculum needs of our school. I developed a research question which was: 'What is the impact of a PBL curriculum intervention on a class of Year 7 pupils with SEMH?'

This question then developed into a positivist based, mixed-methods research design which was drawn from a closed system ontological position. Two year 7 classes, one as a control group, were to be involved in a term-long PBL intervention planned and taught by the classroom teacher. Quantitative data taken from the school's behaviour system was to be used to assess pupil engagement, pre and post Strengths and Difficulties Questionnaires (Goodman, 1997) completed by the students and the teachers involved would provide some relatable SEMH data, and pre and post creativity and progress data was to be used to determine academic development. This data would then be compared across classes in order to infer the effectiveness of the intervention. Interviews with the class teacher, supported by a journal tracking our meetings and the teacher's reflections would then be used to provide insight into the teacher's understanding of pupil progress and engagement. In spite of some

initial ethical challenges surrounding the use of a control group, I sought and gained approval for this research to be carried out.

This research was carried out in 2015/16. The quantitative results indicated pupils were not statistically more engaged and neither did they make statistically more progress. However, my work with the classroom teacher was significant for the development of her agency as well as the development of my understanding of leadership. Our collaboration taught me that policy and practice can mutate as it migrates from one setting to the next - a process Supovitz (2008) terms iterative refraction. It also taught me that effectiveness is a subjective term and whilst there were numerous flaws in the design of this research, this experience was a critical learning episode for my ontological development. I became more critical of positivist-based research and more specifically, I developed my understanding of the term effectiveness. As a result of this growth, I developed an interest in the particulars of individual experience and this triggered a complex re-working of this thesis. I moved from the positivist PBL towards a focus on individual narrative and an interpretative phenomenological approach.

5.2. *Second Method: A narrative turn: The individualistic IPA*

I became aware of IPA by reading a number of articles in the Emotional and Behavioural Difficulties journal which our school subscribed to. Through our discussions I developed an understanding that the classroom teacher had an important story to tell; a story that could help me understand the impact that I had on her, and also the impact our collaboration had on her practice. By undertaking this collaboration I began developing and being seen as a leader. I wanted to make sense of this journey in order to critique who I was as a leader. The classroom teacher developed into a significant other for me and thus her experience of my journey provided a critical perspective. It was on this basis that my methodology shifted from an empirical approach towards a narrative account.

One of the challenges in this development was my limited experience of narrative methodologies and less experience of using IPA (this challenge is discussed in Episode 3). Whilst this thesis is now a process of reflexive action, I continue to draw upon the findings and excerpts taken through this IPA methodology because there is

an overlap in the intentions of this and my current approach. The detail involved in the following commentary reflects this overlap.

Smith, et al., (2009, p1) describes IPA as a 'qualitative research approach committed to the examination of how people make sense of their major life experiences'. I wanted to understand the classroom teacher's perspective of my leadership and thus IPA's focus on the significance of lived experience was something that appeared to reflect my research need at this time. In addition to the classroom teacher, I also wanted to gain a senior colleague's (another significant other who assisted my development) interpretation in order to provide a perspective of someone who had observed my development from a leadership position. On this basis I proposed to conduct semi-structured interviews with these two significant others and use IPA to discover the fullest possible understanding of their reality. I further proposed to support this analysis with personal reflections, contextual school documents and additional thematic analysis to provide broader depth to discussions. Although I still had concerns relating to my lack of narrative experience, I felt my somewhat lingering need for a positivist type triangulation was being met through this wider use of sources. Figure 6 below illustrates the methodological framework for this reformed research project:

Figure 6: Methodological framework - using IPA to understand my leadership development

World View	Area of Focus	Theoretical Frameworks
<ul style="list-style-type: none">• Understanding is developing• Interest in personal meaning• Interpretative approach	<ul style="list-style-type: none">• Educational systems• School culture• My leadership development	<ul style="list-style-type: none">• Education paradigm• Self Determination theory• Teacher Agency

I offer the following description of my IPA methodology which includes some critical realist commentary. This commentary reflects my current understanding of these decisions and processes.

5.2.1 IPA Methodology

The first part of this process involves sampling people to interview. Smith (2009, p48) argues samples should be 'selected purposely (rather than through probability methods) because they can offer a research project insight into a particular experience'. As identified, I selected two significant other colleagues. Firstly, the PBL classroom teacher who will be known forthwith as Mrs A and secondly, my senior colleague who will now be known as Mr B.

The next phase was to develop an interview guide by formulating questions. Smith et al. (2009, p47) state:

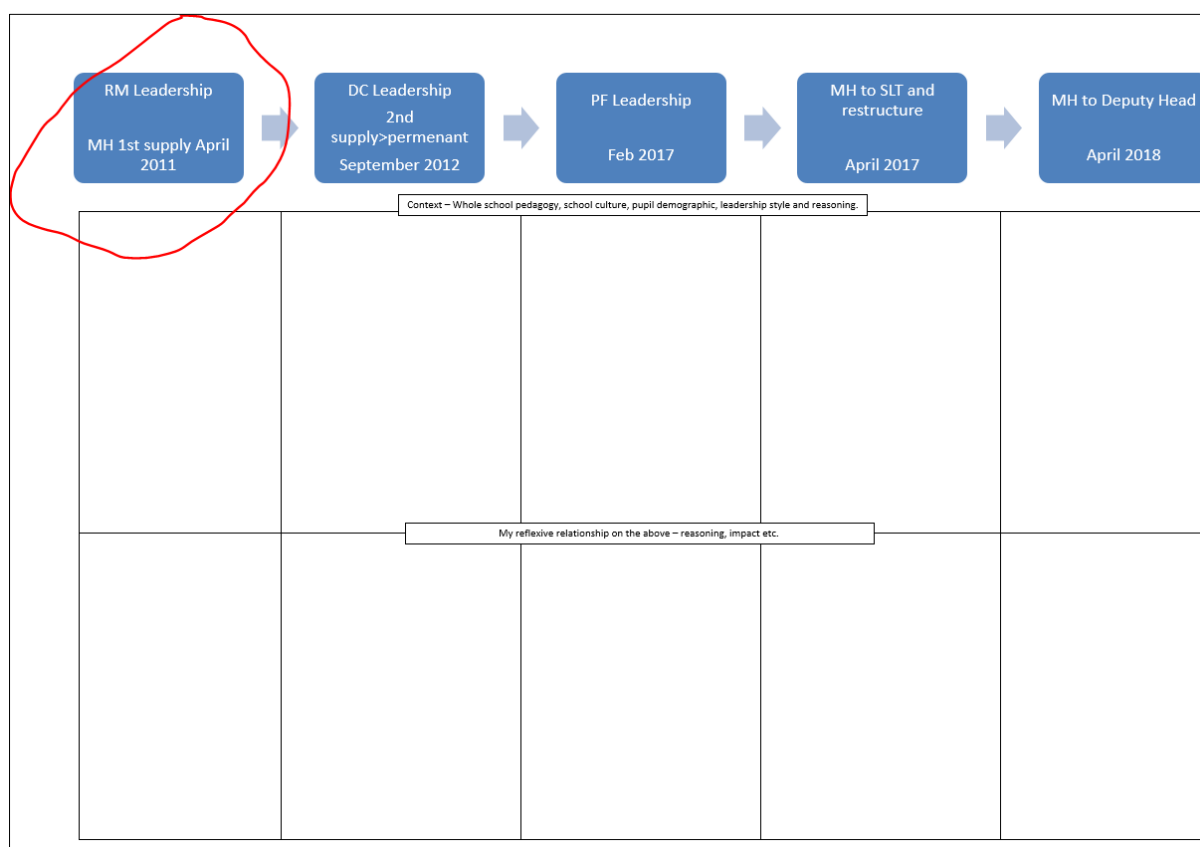
'Primary research questions in IPA are directed towards phenomenological material: they focus on people's understanding of their experiences'. Such questions should be 'open' not 'closed', and they should be exploratory not explanatory. They may well reflect process rather than outcome, and they will focus on the meaning, or rather the concrete causes or consequences, of events'.

On the basis of this advice I formulated a series of questions which aimed to: *investigate [their] experience of education, of school and of my development within our school throughout our time together.* I was keen to represent Smith's (2008, p57) advice that the interviews should essentially be 'a conversation with a purpose' and thus the structure of the interviews and primary questions were developed in conjunction with the participants.

A simple facilitative interview structure was developed for each interviewee (see Figures 7 & 8) and we also agreed a basic question format based around timeframes of the school's history. Each interviewee was given their own timeframe which framed the discussions around significant school periods (Head Teacher Leadership). This allowed the interviews to be structured to provide me with the best opportunity of

gaining the type of longitudinal data I required whilst also helping to provide a framework which minimised formality. Although we did not stick rigidly to the question format agreed, the participants found them to be useful in order to help them to feel prepared. We were used to discussing this type of content and I wanted to ensure that our recorded conversations could flow as freely as normal. The agreed frameworks were then shared with each interviewee and I started our conversations about each timeframe with a simple facilitative type question asking: *can you tell me your thoughts about the first time frame* (circled - see Figure 7 below) *in relation to how you view the school, the pupils, the leadership and me throughout this period?* I then facilitated each response with exploratory prompts.

Figure 7: Facilitative framework for interviews (Snr colleague interview)



Smith states (p57) that questions should focus on 'people's understanding of their experiences' and this is where there is a distinction between the rationale and interview focus for each participant.

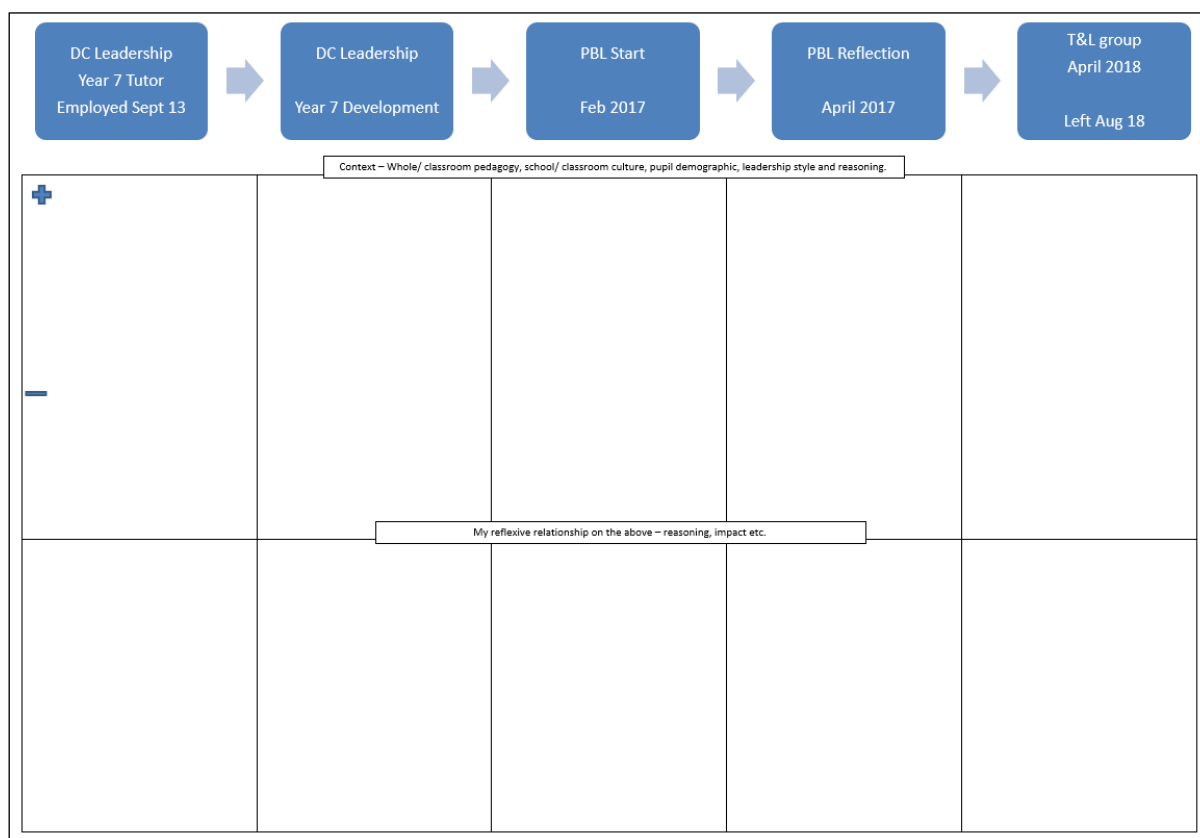
5.2.2 The Senior Colleague Interview

This interview explored the reflexive relationship between the school's long term development and the impact of my leadership development throughout this period. As such this interview is framed by a timeline which includes five key periods seen in Figure 6. Framing the interview using this format acts as a stimulated recall to the interviewee (we are discussing periods up to eight years prior) in order to help focus the interview around key periods in time. This is in line with Smith et al's (2009) recommendation that primary questions should relate to 'phenomenological material', in this case periods of leadership in school (previous headteachers and my own emergence). Smith et al. also stipulate that implicit in the formulation of a question should be an assumption about what the data discovered will tell us about the phenomenon so in this case questions relating to different leaders naturally led to comparisons over styles and the impact this had on culture. The format also distinguishes (for note taking purposes) between contextual data (school, pupils, culture, leadership approach – upper section) and my own development (lower section) as viewed by the interviewee in each of these periods.

5.2.3 The Classroom Teacher Interview

This interview explored the reflexive relationship between the teacher's development prior to, during and after the completion of the PBL and the impact of my leadership development throughout this period. As such this interview is framed by a timeline which includes five key periods that can be seen in Figure 8.

Figure 8: Format of stimulated recall and related notetaking in the Classroom Teacher interview



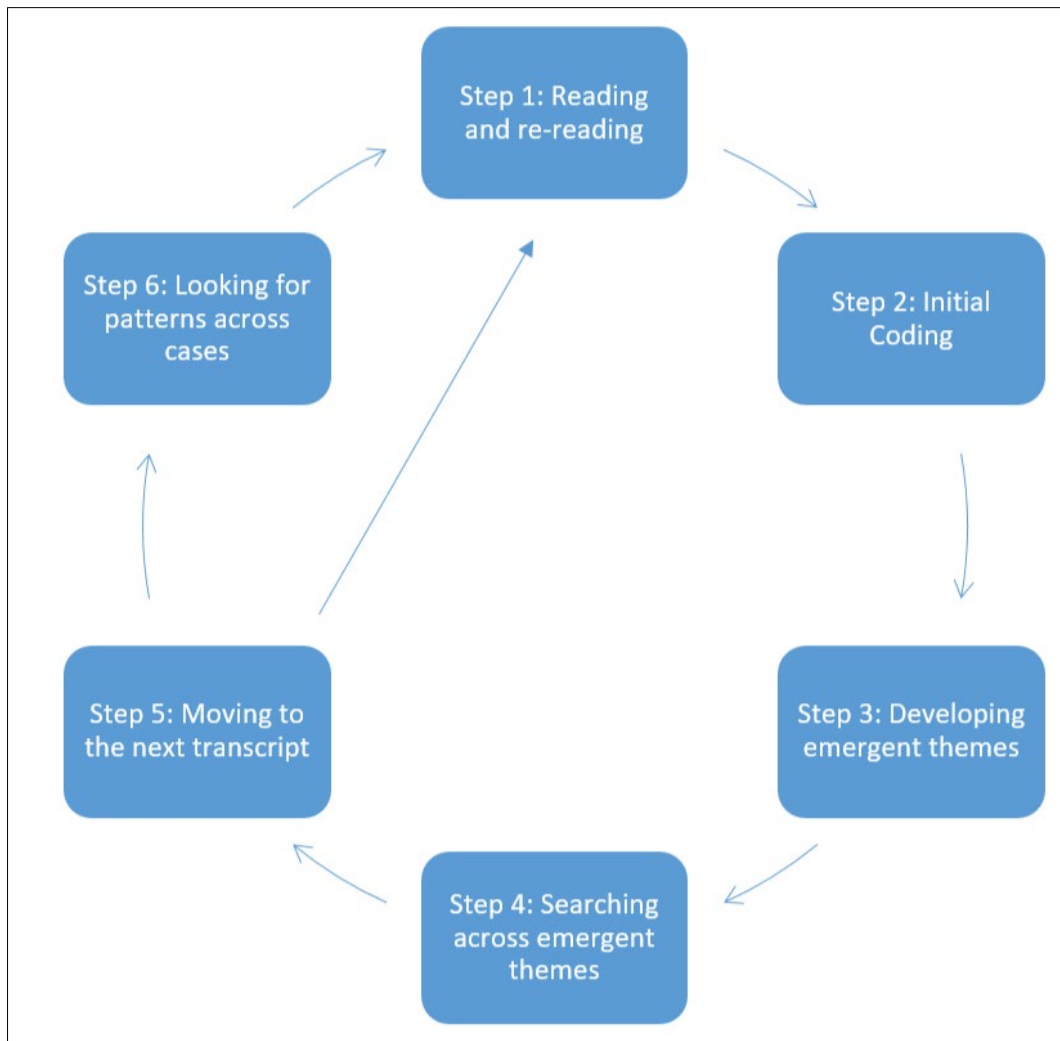
This format also has the addition of the positive and negative sections (how the teacher perceived aspects of that timeframe) which allowed my initial notes to be categorised. Smith et al. (2009) argue that interviews should allow the researcher and interviewee to engage in dialogue whereby initial questions can be modified allowing the investigator to enquire into interesting areas should they arise. By employing a more open-ended approach to my questioning I helped to facilitate this requirement whilst also allowing the interviewee to be at ease to tell her story. This in turn minimised my control over the interview and helped reduced the impact of my inherent bias. However, Smith et al. (2009) ask the question: 'If the aim of the interview is to enter the participant's lifeworld or allow the participant to recount their life experience, one may well ask the question, why do you need a schedule?' The answer to this in short is that in an ideal world I wouldn't have, but I did need a guide to help frame our conversations. I had limited experience of conducting interviews and thus I needed to balance this limitation with my close relationship with the participants and the need to gain data that was specific to the requirements of the research at this time. The guide and list of questions provided a framework and basis for the interviewee's to share their stories at ease.

The final point to emphasis is the balance of power which underpinned these interviews. Whilst the notion of power will be discussed in Episode 3, it is important to highlight here the importance of normative power as a key resource from my perspective. Bennett (2001) describes normative power as a resource which often lies within individuals and one where there is a shared commitment to a task. Our school, and this is also true of my experience of other SEMH provisions, runs on this resource. School can often be a challenging and difficult place to work. It is my experience that staff need a network of support in order to develop pupils' mental wellbeing, as well as manage their own. As Bennett (2001) identifies, this power can often exist in personal friendships and the broader reputations of individuals. As such, these qualities are often earned through shared experience, rather than residing in positions held. My relationship with both Mrs A and Mr B and the exchanges we had, from my perspective, were legitimised through our shared normative power.

5.3. *The IPA process*

Smith, et al., (2009, p79) state that the existing literature on IPA has 'not prescribed a single method for working with data' but acknowledges that the analytic attention towards our participants' attempts to make sense of their experiences results in IPA having a common set of processes. To that end, I followed the IPA process seen in Figure 9 below.

Figure 9: The IPA Analysis process (adapted from Smith et al., 2009)



5.3.1 Stage by stage

Following the completion of each interview the audio files were transcribed in accordance with Smith et al's (2009) process. Firstly, IPA requires a semantic record of the interview where all words spoken, which are to be used as part of the analysis process, are transcribed conventionally alongside non-verbal utterances. Transcripts were set-out with wide margins and space between conversations for ease of reading and coding. Following this transcription, the above six stage process was undertaken with each interview in turn and the product of this process can be seen in Appendices A, B and C.

5.3.2 Stage 1: Reading and re-reading

This process was undertaken in order to overcome what Smith et al., (2009) describe as our 'habitual propensity for quick and dirty reduction and synopsis' (p82). This first step involved immersing myself in the original data by repeatedly reading the text and related notes and listening to the audio files. This helped to ensure the participant's voice could be easily related to the transcribed text and context to the discussion could be provided. This also helped to ensure the participant was the sole focus of the analysis and the manner in which their discussions were delivered could be taken into account. This was particularly crucial given that my own narrative of the events being discussed was another aspect of the research. It was important to consider what I was reading and listening to, rather than re-assessing my own experiences (of the interview and related actual experience) and this aspect of the analysis was crucial in this regard. This re-reading process was also supported by the initial notes that were taken throughout each interview. Although I found these notes to be limited in value (due to my lack of experience) they did help to provide a backdrop to the transcript and helped to reduce any habitual propensity to summarise.

5.3.3 Stage 2: Initial coding

In this step I started to identify semantic content and language use in talk. I began to make notes on the transcript with the specific aim of beginning to 'produce a comprehensive and detailed set of notes and comments on the data' (Smith et al., 2009, p89). As I re-read each transcript, these notes became more detailed and this helped to negate my natural propensity for superficial reading and personal agenda driven commentary.

This exploratory process was approached as openly as possible given my position as the researcher and also in large part, the subject of research. However, as Heidegger, (1963/1927, p56) argues 'whenever something is interpreted as something, the interpretation will be founded essentially upon the... fore-conception. An interpretation is never a pre-suppositionless apprehending of something presented to us' and thus it was difficult not to bring my fore-conception to this encounter. However, whilst the primary concern is the lived experience of the interviewee and how they make sense of that lived experience, the end result is

inevitably an account of how I believed the participant is thinking. I recognise that the notes I was beginning to build from this step were tentative due to the subjective nature of the analysis and my own understanding of the experiences in question. Whilst my fore-conception was always likely to affect my interpretation it was equally true that through engaging with the participant's stories over time, I became more aware of what my preconceptions were (Smith, et al., 2009). At this time I was influenced by Robinson's (2010) education paradigm TED talk and thus the understanding of education as a standardised system, controlled by policy, was at the core of my fore-structure.

As my notes developed, I followed Smith et al.,' (2009) guidance that the following three discrete types of comment should be emerging from this step:

1. Descriptive comments: describing the content of what was said.
2. Linguistic comments: exploring the specific use of language used.
3. Conceptual comments: engaging with the text at a more conceptual level. This part of the process in particular was more about opening up possible meanings about what was said rather than simply finding direct answers and causal relationships.

Lastly, in an effort to monitor the quality of my analysis thus far, naked copies of one transcript were sent to my supervisors with one providing general initial coding comments and the other providing comments in relation to descriptive, linguistic and conceptual comments. All comments were then discussed and it was agreed that what was highlighted and commented upon appeared largely similar.

5.3.4 Stage 3: Developing emergent themes

By this stage the transcripts had grown substantially (see Appendix A and B) and it was this larger data set which was the focus for this next stage of the process. In looking for emergent themes this stage involved reducing the volume of detail whilst maintaining the complex nature by which my notes had become intertwined through stage two. This process involved a re-organisation of the data that turned the extensive notes I had developed into themes in an attempt to produce a concise statement of what I thought was important from these comments. Smith et al., (2009)

argue that at this juncture it is important to draw on the I and the P aspects of IPA; as while one is naturally drawn away from the participant the ‘resulting analysis will be a product of both of your collaborative efforts’ (p91). Again, this was particularly difficult given my relatedness (by this stage) to the wider theoretical frameworks of SDT and Teacher Agency as well as my structural understanding of Robinson’s standardisation argument.

At this stage of the process the following emergent themes (Table 1) had arisen from each transcript:

Table 1: Transcript emergent themes

Classroom Teacher Transcript Emergent Themes	Classroom Teacher Transcript Emergent Themes
School culture	School culture
Teaching practice	Pupil culture
Control	Staff culture
Desire for change	Home life
Change in teaching practice	Social life
Change in leadership	Social culture
Change in school culture	Control
Change in philosophy	Leadership control
Personal change	Change in teaching practice
Educational change	Change in leadership
Isolated practice	Change in school culture
Motivation	Change in curriculum
Relatedness	Challenge of change
Motivation related to CPD	Change in relationships
Collaboration	Change and agency
Collaboration related to leadership	Change and pupils
Collaboration and relatedness	Change in policy
Collaboration and CPD	Isolated practice
Relationships	Autonomy
	Collaboration
	Collaboration and leadership
	Collaboration and agency
	Relationships
	Relationships with me
	Relationships and leadership

I have highlighted aspects of Table 1 in order to draw attention to particular areas of interest in light of my fore-conception. First, the yellow highlights indicate a direct relationship between the participants’ comments, my interpretation and terminology

specific to SDT. One could deduce that despite my desire to minimise bias, this is an example of the imposition of my theoretical understanding. Second, green highlight indicates a similar direct link to terminology used in Teacher Agency. Third is content highlighted in blue and bold. At this time, I had not yet developed my understanding of critical realism nor the structure-agency interplay. However, content highlighted in blue indicates emergent themes which are then developed to produce the superordinate theme 'Culture and Structures'. One could also deduce that even through terminology alone, in a similar manner to emergent theme links to SDT and Teacher Agency, this is early evidence of the influence of Robinson and the importance I draw from the interplay between structure and agency. Moreover, the frequent use of the term 'change' in relation to numerous agential and structural contexts is also highlighted in bold. Again, I argue that this is also evidence of how this approach to understanding, combined with my fore-conception, has drawn attention to the links between structure and agency.

5.3.5 Stage 4: Searching for connections across emergent themes

This next phase of the process involved mapping out my interpretation of how I thought the emergent themes fitted together, in order to produce a structure of the analysis. This process involved grouping the emergent themes together to form a structure which resembled my interpretation of data discovered from the text. I also compiled a list of transcript extracts which exemplified each emergent theme which I found to be a useful way of identifying the relative broadness of each emerging theme. I also found tracking the frequency by which specific words (see Tables 2 & 3) were emerging from the text to be a useful tool offering some indication of possible importance.

Table 2: Frequency of specific terms in text of Classroom Teacher's transcript

Term	Frequency
Relate to/ Relationships	16
Motivation	16
Control	13
Confidence	8
Push / Move forward	10
Isolate(d)	8
Culture	5
Challenge	12
Discuss / talk / conversation / connect	46
Share	10

Table 3: Frequency of specific terms in text of Senior Colleague's transcript

Term	Frequency
Control / conform / regulate / restrict context	25
Flexibility	7
Relationships	3
Reference to move forward / travel / drive	20

Although this process of 'numeration' (Smith et al., 2009, p97) was only a small aspect of the process this helped me to build an understanding of how emerging themes linked together. Smith et al. describe this wider process as 'abstraction' (p96) which involved grouping similar themes and assigning an appropriate name to this cluster. Alongside 'numeration' and 'abstraction' at this initial stage, Smith describes 'contextualisation' (p97). This involved reflecting on temporal and cultural themes which provided context to the participant's narrative. I found this particularly useful as many emerging themes related to particular narrative moments within the participant's journey, many of which connected to my own narrative journey. Once I had reached the stage where I felt the outcomes of this process reflected my fullest understanding, I created a table of emergent and group themes (Table 4) to provide a graphic representation of the analysis. This was shared with my supervisors and we scrutinised each of the themes and justified their origins.

Table 4: Grouping themes together using numeration, abstraction and contextualisation (NB, this table represents themes from both interviews)

Group Theme	Emergent-Theme	Classroom Teacher	Senior Colleague	Totals	
Culture	School	7	1	8	14
	Pupils	0	3	3	
	Staff	0	1	1	
	Home life	0	1	1	
	Social	0	1	1	
Teaching Practice	Teaching Practice	2	0	2	2
Control	Control	4	2	6	8
	Leadership	0	2	2	
Change	Desire for	1	0	1	54
	Teaching practice	8	1	9	
	Leadership	2	9	11	
	School culture	5	8	13	
	Philosophy	1	0	1	
	Personal	1	0	1	
	Education	4	0	4	
	Curriculum	0	3	3	
	Challenge	0	2	2	
	Relationships	0	1	1	
	Agency	0	3	3	
	Pupils	0	2	2	
	Policy	0	3	3	
Isolated Practice	Isolated Practice	3	2	5	5
Motivation	Motivation	14	0	14	18
	Relatedness	2	0	2	
	Autonomy	0	1	1	
	CPD	1	0	1	
Collaboration	Collaboration	6	2	8	42

5.3.6 Stage 5: Moving to the next case

This step involved moving from the classroom teacher's account to my senior colleague's account. Inevitably a lot of the themes that were emerging from my own personal account and the classroom teacher's analysis were at the forefront of my consideration; in hermeneutic parlance my fore-structures had changed (Heidegger, 1963/1927). I found the rigour of systematically following the steps outlined by Smith et al., to be crucial to ensuring that new themes could emerge from the next transcript on their own merit.

5.3.7 Stage 6: Looking for patterns across cases

This process involved laying each table out side by side (contents of Table 5) and looking for connections across both cases. I found this to be the most creative aspect of the process as although each transcript provided its own unique account bringing them together at a 'super-ordinate' (Smith et al., 2009, p96) level allowed wider interpretive connections to be made. By the end of this stage stage I had collated, in a systematic way, a comprehensible overview of my interpretation of both participants' lived experience (See Appendix C).

Table 5: Super-ordinate table of themes drawn from both transcripts

Themes across transcripts						
Superordinate Theme	Group Theme	Emergent-Theme	Classroom Teacher	Senior Colleague	Total	
Culture and Structures	Culture	School	7	1	8	14
		Pupils	0	3	3	
		Staff	0	1	1	
		Home life	0	1	1	
		Social	0	1	1	
	Teaching Practice	Teaching Practice	2	0	2	2
	Control	Control	4	2	6	8
		Leadership	0	2	2	
Change	Change	Desire for	1	0	1	64
		Teaching practice	8	1	9	
		Leadership	2	9	11	
		School culture	5	8	13	
		Philosophy	1	0	1	
		Personal	1	0	1	
		Education	4	0	4	
		Curriculum	0	3	3	
		Challenge	0	2	2	
		Relationships	0	1	1	
		Agency	0	3	3	
		Pupils	0	2	2	
		Policy	0	3	3	
Agents	Isolated Practice	Isolated Practice	3	2	5	5
	Motivation	Motivation	14	0	14	18
		Relatedness	2	0	2	
		Autonomy	0	1	1	
		CPD	1	0	1	
	Collaboration	Collaboration	6	2	8	42

Seven group themes emerged from the IPA process which represented my interpretation of the underpinning themes from both interviews. These seven group themes were then conflated to three wider superordinate themes and this summary can be seen below in Table 6.

Table 6: Summary of Superordinate and Group Themes (numbers illustrate the frequency of theme arising from the analysis process)

Superordinate Theme	Group Theme
Culture and Structures (24)	Culture (14)
	Teaching Practice (2)
	Control (8)
Change (64)	Change (64)
Agents (65)	Isolated Practice (5)
	Motivation (18)
	Collaboration (42)

Table 6 summarises the findings of my IPA approach and represents my interpretation of my colleagues' stories as I understood them at the time. The rich and personal qualitative findings gained from this approach were in stark contrast to the original quantitative data gained from the positivist PBL (see Figure 21).

However, having discovered these findings, I then entered into another long period of ontological development which necessitated another shift in research design. This shift was brought about by my introduction to critical realism and in particular, to the work of Archer and her related social critical theory. Archer (1995) describes those who adopt individualist methodologies to understand the argument of agency (as I may have through IPA), as individual social theorists. In doing so, Archer (1995) argues that I was erroneously privileging and assuming unwarranted freedoms of the individual's reality. She adds that by over-focusing on individual experience I was downplaying the true impact of structural factors.

At this time, I had also developed a particular interest in SDT (Deci & Ryan, 1985) and teacher agency (Biesta & Tedder, 2007) and I was using these to help develop my leadership practice in school. However, in the context of my emerging understanding of Archer's criticism, my use of these theories intensified my critical awareness that I may have become overly individualistic in my research. Whilst I eventually challenge this criticism in context, this awareness underpinned the final

methodological shift where I sought to redress this balance. By this stage, I had become a senior leader in school and in light of various challenges I had encountered (methodological and school based) I became interested in understanding my own professional learning episodes. It was on this basis that I adopted a process of reflexive action as my methodology and I began to reflect on these episodes and re-evaluate my development in light of wider structures.

5.4. Current Method: The process of personal reflexive action

Understanding and being able to apply critical realism's open system ontology and more specifically Archer's understanding of the interplay between structure and agency, has taken a significant period of time. By implementing the positivist PBL I adopted a structural focus. This focus then shifted towards personal agency through the implementation of IPA. Critical realism provided a critical lens to my methodological understanding and guided me to find an approach through which I could understand my experience in light of the interplay between structure and agency. In short, in developing my world view I have finally been able to define and situate my research more clearly so that it is in congruence with my values as a researcher and a teacher. It is this particular development which is the golden thread that runs through this research and also underpins my confidence and guides my practise as a leader.

Wallace & Wray (2011) define reflexive action as a form of intellectual project where a practitioner attempts to develop and share their own practice knowledge from a constructively self-critical standpoint. I have come to employ this method in order to help me understand the impact of my experiences on my leadership development. As part of this method I want to pay attention to my development in situ of the structures of my school and wider education. Figure 7 below illustrates the methodological framework for this research project:

Table 7: Methodological framework: A process of reflexive action

World View	Area of Focus	Theoretical Frameworks
<ul style="list-style-type: none"> • Based on critical realism • Open system ontology • Narrative reflexive process 	<ul style="list-style-type: none"> • Educational structures • School structures • Personal agency • My leadership development 	<ul style="list-style-type: none"> • Structure - agency interplay • Self Determination theory • Teacher Agency

Having defined the intent of my research it became clear that a personal narrative method was the most obvious approach to employ – this was a personal experience and in order to understand it, I needed to share it. In an effort to support and justify this shift, time was needed to research into narrative and auto-biographical approaches.

5.5. *Justifying my approach*

The justification for this research is linked to West & Reid (2015), who argue narrative studies have blossomed in the field of education in recent years and this seems to be against the tide of the standards movement and related logico-scientific position. Although the autobiographic nature of this research reflects this blossoming, Damasio (2000) argues that in undertaking such an approach we are still in complex and contested ontological waters. However, West and Reid (2015, p1) assert, narratives 'are central to our ways of making sense of the world, of ourselves, and of the interactions between the two' and it is this sense-making process which forms the context of this thesis. At times I have found it challenging to establish my sense of self in the flotsam and jetsam of my personal experiences, the contending experiences of the wider world and the dialectic power structures of educational policy and school culture (West & Reid, 2015). However, there is a theme at the

centre of my struggle which I hope will encourage others to follow; a theme of possibility of understanding who we were, are and who we might become.

My gradual narrative turn, although contrary to the general 'trend towards evidence-based practice... [calling] for more scientific educational research' (West & Reid, 2015, p4), is not without support. In medicine, Greenhalgh & Hurwitz (1998) argue that truths established through empirical observations of populations cannot be applied, mechanistically, to individuals' specific contexts. The generalisations derived (as an example) from such mass trials, grounded in the reduction of individuals to parts of population wide patterns, are problematic because of the closed system ontology upon which they are based (Bhaskar, 1998). Each person has their own story and the particulars of such individuals cannot be reduced without losing the essence of what it is to be human. Reflexivity draws from the social constructionist position to place people within a context as 'active constructors of, and participants in, social and organisational realities' (Hibbert & Cunliffe, 2015, p179).

Viney (1993), in her work with the elderly, identified four crucial roles stories play in people's lives (adapted from West & Reid, 2015, p5):

1. helping to develop and maintain a sense of identity.
2. providing guidance in our lives by preparing for the future and dealing with the past.
3. providing an opportunity to impose some narrative order on chaotic events.
4. feeling empowered, when others listen to and value us.

Whilst context may differ, what Viney highlights has value in this situation. Holmes (1996) argues an individual's ability and willingness to compose their story is central to their psychological health. Given the SEMH context of this research this wider link to psychology is particularly apt, hence the importance of SDT to my practice. Holmes notes the term narrative derives from *gnathos* or knowing and the process of storytelling, and thus knowing ourselves, creates links between past, present and future. This temporal element is another important point to note as this will link in due course to my understanding and application of Biesta, Priestley, & Robinson's (2015) teacher agency model. Listening to an individual's story, or even spending time to

understand one's own story can thus be argued to be an appropriate method through which to engage with the teacher agency model.

In taking this research as an example, the story I tell and the methodological framework provided by this thesis, affords me the opportunity to help distill and impose some order on what was otherwise a chaotic period of my professional life. This has shaped, and continues to help shape my understanding of myself and leadership practice. Furthermore, Viney's fourth identified role links effectively to SDT. Relatedness is one of three basic psychological needs which must be met if an individual is to feel empowered (Deci & Ryan, 1985). When we listen to others and value their stories we build relatedness and provide some of the foundations required for motivation – in turn underpinning our ability to achieve agency. In short, adopting a narrative approach to this thesis is a valid method because firstly, it provides an effective means through which I can share and thus understand my story and secondly, it also relates to the values I hold as a leader (discussed in Episode 6) and this is reflected in my reliance on SDT and teacher agency.

6. Current Methodology

This research is centred on 6 episodes which represent significant periods of learning in my leadership development. Each of these episodes is narrated from personal experience. Episode 6 is discussed in real time and concludes with a birds-eye view of my development, whilst Episodes 1 through 5 are split into two parts. The first part is a reported recollection of what happened in this period that made it significant, and also an indication of what I was reading and experiencing at this time. The second part of these episodes reflects my current interpretation of that period i.e. what meaning I draw from that experience.

One of the main difficulties in this research has been the development of my ontological position and the challenge this has brought to my methodological approaches. In an ideal scenario I would have designed this research from the outset as a process of reflexive action and I would have maintained a journal of my experiences and collected a range of pre-determined evidence documents throughout. Unfortunately, this hasn't happened because my research has been a developmental process and this lack of forward planning is certainly a significant weakness. However, it is also a representation of the process of learning which is often unstructured and non-linear. It is also significant that my ontological development has itself become the aspect of my growth from which all other characteristics of my practice have grown. This has been real world research as described by Robson (2017, p3) as it is small in scale and related to change.

In an effort to support my narrative I have drawn on numerous school and personal documents of the time in order to provide some form of evidence upon which I can base my discussions. Given the evolution of this research and late change in methodology this has meant a lot of the evidence I would have liked to have used has simply not been available - at times this has made this task laborious. For instance, I would have liked to have used examples of my earlier Master's modules as reference points to discuss the developing relationship with my teaching practice. However, I no longer had access to these when I needed them. I would also have framed the interviews with my colleagues more towards the interplay between structure and agency and I would have liked to have conducted further interviews and gone deeper in my questioning. Another noteworthy issue I have had to

overcome was the loss of a significant amount of data due to a technical issue with a hard drive.

However, in some instances I have managed to locate evidence. For instance, I use physical intervention comparative data and this is helpful to discuss the context of my school's development. I have also located a photograph that offers an insight into the results of the PBL as well as a number of documents which relate to my promotions and leadership responsibilities. All told, this has meant I have had to rely more heavily on fallible personal recall and the accounts of my two significant other colleagues than I would have liked.

Whilst this is far from ideal, Bruner (1990) states that life at the very least is a 'selective achievement of memory recall' and 'recounting one's life is an interpretive feat' (p693) and herein lies the privileged but troubled narrative of recounting my lived experience: I am the narrator and the central character at the same time and this reflexive relationship causes a dilemma. I am the researcher interpreting my development, but I am also drawing upon data gained through two previous iterations that I have moved away from.

Clearly, the nature of this research is complex because of the process through which it has developed. Had my positivist or individualistic ontological position remained, the description of this methodology would have been a more straightforward concern. However, my understanding of the structure-agency relationship has developed and this has changed this research from a process of knowledge for action, where I was attempting to interpret my colleagues' reality in order to develop theoretical and research knowledge; into a process of reflexive action, where I am attempting to codify my own practice knowledge in an effort to improve that practice (Wallace & Wray, 2011). The difference between these two projects in terms of this analysis is the latter takes a constructively self-critical standpoint of this process, whilst the former focused on using this process to infer new knowledge. In short, both my PBL and IPA findings continue to provide a source from which I can develop and share my self-knowledge and thus these processes were described above. However, each of these now form part of my process of reflexive action.

Wallace & Wray (2011) describe the rationale for engaging in reflexive action as the desire to improve practice in accordance with ideology. Similarly, Mezirow (1997) describes the need to understand the meaning of our experience as a defining condition of being human. He states (p5) that in 'contemporary societies we must learn to make our own interpretations rather than act on the purposes, beliefs, judgements, and feelings of others' and in context of current educational structures this is an important notion upon which to reflect.

However, one of the major challenges for me in this process has been the time taken and experience needed to develop my ideology and world view from which I can interpret meaning. There is also the added complexity of my central position in this research. Willig (2013) describes reflexivity as the awareness of my role in constructing meaning and an 'acknowledgement of the impossibility of remaining outside of one's subject matter while conducting research' (p55). Willig (p56) argues there are two types of reflexivity:

- Personal reflexivity
- Epistemological reflexivity

Firstly, personal reflexivity involves an awareness of our own internal frame of reference and how this shapes our research. This is a critical because it represents the main thrust of this research - I am trying follow the development of my frame of reference throughout significant learning episodes. For example, my awareness and understanding of critical realism's open-system ontology and the interplay between structure and agency was key. The absence of this understanding can be seen in the limitations of the previous iterations of this research: The PBL had an overly structured focus and to the contrary the IPA had the potential to be overly individualised.

Secondly, epistemological reflexivity 'encourages us to reflect upon the assumptions that we have made in the course of [our] research, and it helps us to think about the implications of such assumptions for the research and its findings' (Willig, p56). In my case this approach would be better described as ontological reflexivity as it is my understanding of knowledge which has shaped my epistemological decisions. As I have developed my world view and re-shaped my ontological position, I have had to

reconcile with my former self and some of the decisions I made as that younger researcher.

6.1. Ethical Considerations: Origins and developments

Ethics has rightly provided a guiding hand throughout, but given the evolution of this research I will be precise but concise in discussion making only passing reference to areas which now only play a limited role.

The PBL intervention was the initial focus of this research and thus the original source of ethical approval. In the process of developing the PBL I gained ethical approval for data to be gained from interviews with the classroom teacher in relation to her PBL practice (see Appendix H). As the research developed into a process of IPA, the focus shifted to centre on my leadership development.

As part of this shift, I planned two amendments to the initial ethical approval. The first involved a change in the focus of the interview with the classroom teacher to centre on my leadership development. The second involved the addition of an interview with my senior colleague with the same focus. At this stage I sought advice from my supervisors who stated further ethical approval would not need to be sought. On this basis, I also sought and gained verbal consent from the classroom teacher to address the shift in focus and I also sought and gained verbal consent from my senior colleague to conduct a similar interview with the same focus. This consent has since been revisited and confirmed in writing (See Appendix D). In relation to the British Educational Research Association's (BERA) guidelines (2018, p9) stating that 'researchers should do everything they can to ensure that all potential participants understand, as well as they can, what is involved in a study', participants were informed that:

1. Participation involved the collection of data through semi-structured interviews.
2. The focus of my research was my leadership development.
3. Interviews would centre on their understanding of my leadership development in the context of school and wider education.
4. Interviews would include a range of questions relating to the timeframes identified in Figures 7 & 8. This included their right to withdraw or not answer

any question 'at any point without needing to provide an explanation' (BERA, p9).

5. That verbatim extracts would be included in the thesis and that any references to pupils, colleagues or themselves would be anonymised.
6. All topics would be discussed prior to any interview, including a list of likely questions. Participants were also shown the interviewers data recording sheet (Figures 7 & 8).
7. Consent was then orally revisited within the interview itself with particular reference to how to withdraw, halt and the complaints procedure. It was made explicitly clear that the right of withdrawal was available throughout.
8. Both participants were informed that all data collected would be handled confidentially, stored safely on an encrypted hard drive and any safeguarding or confidential issues that arose would be dealt with as dictated by school policy.

One consistent theme which ran through each research reform was the need to 'put participants at ease' and to 'avoid making excessive demands' (BERA, 2018, p19). Owing to the personal nature of the phenomena and the related context of our school, careful consideration was paid throughout to the potential harm that could be raised through the discussion of inter-related work-based lived experiences. Due to the evolving nature of school development this came to the fore twice, where the classroom teacher sought and gained different employment and the senior colleague, who was in an acting senior capacity at the time, similarly left their post.

In both cases, participants were reminded of their rights to withdraw at any stage and although this was not taken up by either participant, I made the decision to restrict the senior colleague's interview process due to the possible strain the aforementioned context may have caused him. This meant that we only covered about 80% of what I had planned and this has limited my ability to draw on his experiences. Although this was unfortunate from a research perspective the needs of my senior colleague were paramount. The BERA Guidelines (p8) state that 'researchers have a responsibility to consider how to balance maximising the benefits and minimising any risk or harm to participants'. In this case our personal and professional relationship played a key role in his participation and the upholding of this relationship continues to be my priority.

Following the shift in focus to a process of reflexive action I found the need to draw upon related school documents and knowledge in order to support my discussions. In these circumstances the BERA Guidelines (p14) state there is a 'need to consider how [research of this nature] implicates other people, and what the consequences may be for individuals who, although not directly involved in a study, may be identifiable through their relationship with the researcher or other participants'. In light of these guidelines, I made sure that all documents used did not breach any confidentiality agreements and where references to participants (or others) could be inferred I have anonymised any links. I have also discussed this new methodology with both participants and re-affirmed that this had no further implications for their involvement. There were no further issues.

6.2. *Methodology Summary*

This research sits in this contested space between the clashing of two master narratives and sense making modes: on the one hand the systemsworld and on the other, the lifeworld. In adopting a critical realist position, I am defining reality as an open system and my understanding of knowledge as fallible. It is the intent of this research, through a process of personal reflexive action, to better understand my ten-year leadership journey and answer the question: "What meaning can I draw from my leadership development that may offer others in leadership positions advice on how to walk the compromised path and help to elaborate these structures?". The process through which I have answered this question has involved the perpetual working and reworking of my identity and this ebb and flow is reflected in the format and flow of the text. Ideally, my learning would have followed a pre-determined 'flightpath' but learning is rarely so predictable as my development will demonstrate. I could have re-written this thesis as a 'line of best fit' but this would have been profoundly reductive.

Drawn from a narrative mode of thought, framed by critical realism, this is predominantly a narrative account but also draws on the views of two significant school colleagues in the form of semi-structured interviews. These were analysed using Interpretive Phenomenological Analysis (Smith, et al., 2009) and the findings of this analysis have been critically re-interpreted in light of my developing critical realist perspective. As this perspective grows, I draw further influence from Archer's (2003)

theory of the internal conversation and Morphogenetic model (to be discussed later). This influence is then used to provide a critical overlay throughout the episodes of this research. Relevant school and personal documents are also used as discussion points to evidence particular aspects of this journey.

The perspective taken is resolutely micro and the research presented makes no claims to be statistically significant nor is any generalisation implied. However, as Smith, et al. (2009) assert (p4 and p51), the reader may be able to assess and transfer content in relation to their own existing professional knowledge. For example, one of the aims of this research was to produce a road map of my journey to help others' visualise what a process of reflexive action could involve. This can be seen below in Figure 10. This road map is presented as an illustration of my progress as I understand it and is based around 6 critical episodes. These episodes are markers in my journey, and each is critically evaluated in turn. Table 8 below is a key for Figure 10 to assist the reader in understanding its features.

Table 8: Road map key



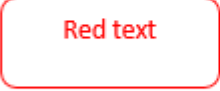
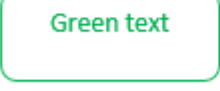
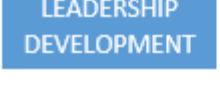



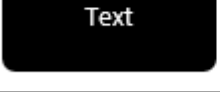

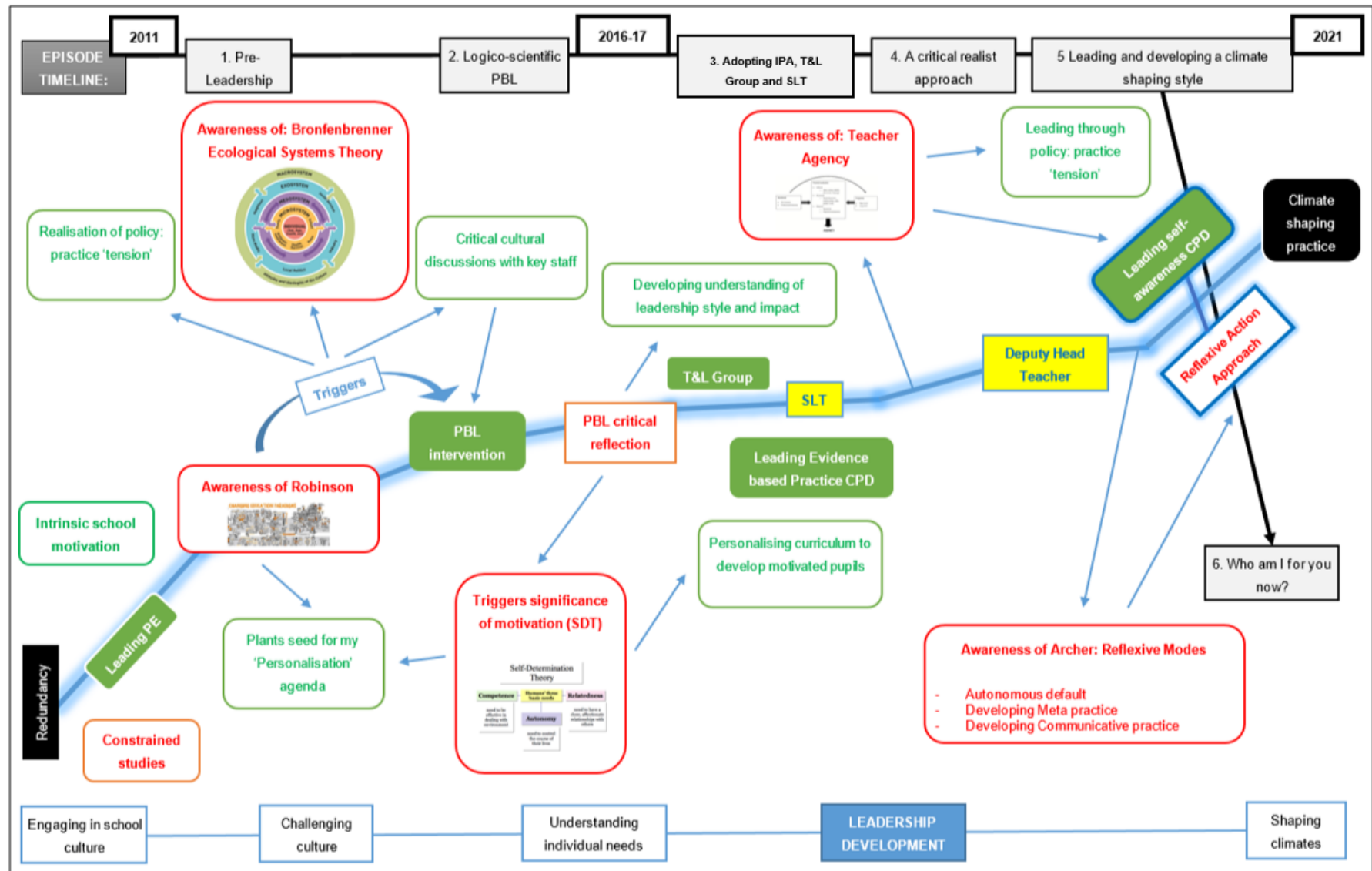
Illustration Feature	Description
	Sets out the six episodes from which the structure of my leadership evolution is discussed
	This line represents my developing agency.
	Represents theoretical learning and development.
	Represents my actions and developing understanding in a school context.
	This timeline summarises my leadership evolution.
	Indicates links between features.
	Represents my progress in school.
	Represents the roles I was conducting at the time.
	Represents start and end points.
	Represents flow of episodes.

Figure 10: The Road Map

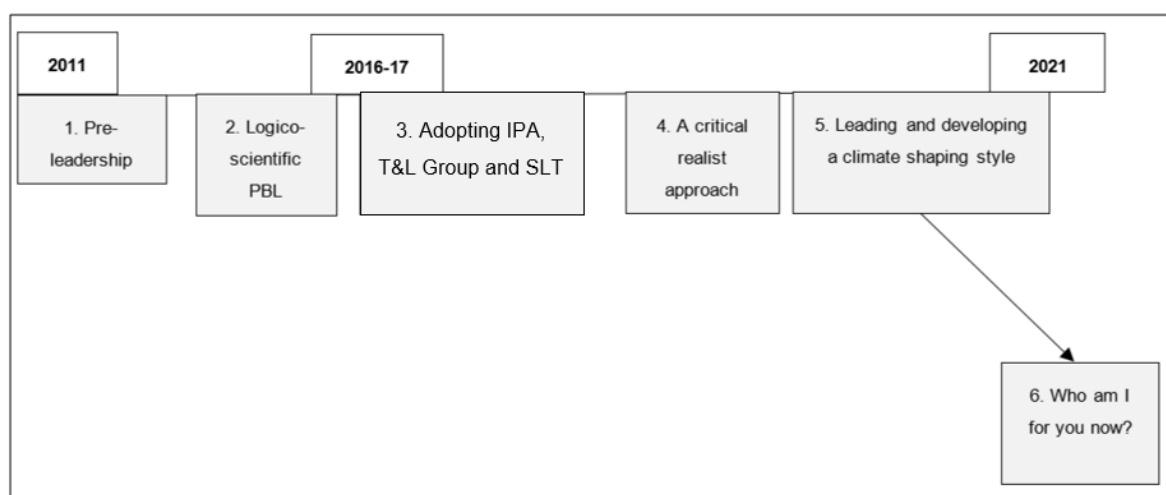
My Research Journey Road Map



7. The Episode Timeline: A Summary of the Six Critical Episodes

School communities are not static; they change in the light of the experiences of those participating within them and through internal and external events. The difficulty in this, in light of this thesis, is located in the pragmatic realities of practice. In other words, the constant changes brought about by new experiences, changes in thinking and being, and a lack of 'space' for reflection where one can take a snapshot of their understanding in a place and time from which they can draw their conclusions. Reflecting on my experience of doing, being told what to do, and knowing what I would like to do, has enabled me to link my experience with the generative structures of the social world as I see them. Reflecting upon the structural issues underpinning my professional practice has given me scope to shape my circumstance, understand the basis of my internal conversation, re-author my identity and generate alternatives to conditioned structural norms. This process of reflexive action has taken time, considerable effort and the changes involved have at times been challenging to manage. The following timeline (seen at the top of the 'Road Map' diagram in Figure 10) provides an overview of the 6 episodes which have been critical markers along this journey:

Figure 11: Timeline episodes



The following is a brief introduction to each episode: these introductions provide a summary of content that is discussed in each episode.

7.1. Episode 1: Pre-leadership

Episode 1 is set around 2011 where I am on supply at my current school and starting my doctoral studies. From the outset, there were significant differences in my motivation between the contexts of school and EdD studies. Conditions in school had enabled me to develop an effective level of agency. I had found teaching EBD pupils (Emotional and Behavioural Difficulties as it was then described) instinctive.

Unfortunately, university studies were more challenging. I was constrained by a lack of relatedness and competence. Whilst my regulatory style was integrated, I lacked the critical understanding to engage effectively. My lack of articulated world view also impeded my competence and restricted my ability to internalise my studies.

This first Episode is concerned with the conditions an individual requires to perform effectively and is set in the context of my early school career and studies. It is the starting point for my reflexive action. The episode also discusses my introduction to the work of a significant influence; Ken Robinson, through his 'Changing the Education paradigm' TED talk (Robinson, 2010). From this work my understanding of the structural challenges facing education emerged. It was also the starting point from which I began to develop my world view.

7.2. Episode 2: The logico-scientific PBL

As I moved forward into the research stage of the EdD the Robinson ping affected many of my decisions. I was still a teacher, but my developing understanding was giving me confidence to be more critical of educational policy and our school's culture. Most of my thinking at the time was filtered through the lens of Robinson's theory and having shared my thoughts with staff I found a like-minded teacher in Mrs A. We discussed Robinson's theory on standardisation, and we reflected on the conformist and controlling culture we observed in school.

I was intent on changing this culture and through Robinson's influence I began my drive towards personalisation. However, my intentions were constrained by my limited world view and this lack of understanding led to the design and implementation of a project based learning intervention (PBL) in collaboration with Mrs A. This PBL was the first version of this thesis.

Much of this Episode discusses the implementation of the PBL and the impact this collaboration had on my understanding of effectiveness as well as my ontological position. By the end of the PBL I had begun to emerge as a leader and develop as a researcher.

7.3. Episode 3: Adopting IPA, developing the Teaching and Learning Group and my promotion to SLT

My experiences in Episode 1 had helped me to become increasingly aware of the constraints of my limited world view. However, they also helped me to recognise the impact of our collaboration on Mrs A's development. This understanding paved the way for the first major methodological change in this research (discussed in the Methodology) which involved using IPA.

This episode discusses the formation of the Teaching and Learning group, my subsequent promotion to the senior leadership team (SLT) and my early attempts at implementing change.

7.4. Episode 4: A Critical Realist Approach

In this Episode I discuss how I encountered Bhaskar's (1998) Critical Realism and Archer's (2003) theory of the internal conversation and related reflexive modes. I discuss the impact this new understanding had on my ontological position, critically reflect on my use of IPA and identify the need to shift to a process of reflexive action. Moreover, I also begin to recognise my autonomous reflexive traits and I identify the impact this had on my previous actions. However, the most crucial aspect of this understanding is that I become aware of my personal challenges as a leader.

7.5. Episode 5: Leading and developing a climate shaping approach

In this Episode I am promoted to acting deputy head teacher and I discuss the challenges I experienced throughout this period as well as practical examples of my leadership approach in action. One of the difficulties I faced was trying to find mutuality between the need to 'drive' systemsworld agendas with my increasing

personal frame of reference and desire to cultivate a lifeworld culture. Having established my critical realist position, I had developed a deeper understanding of the constraining features of educational structures and at times this made developing mutuality difficult. I discuss my leadership approach in context of these constraining structures and conclude with personal reflections.

7.6. Episode 6: Who am I for you now?

As my leadership approach has developed, my understanding of research in practice has grown in parallel. Together they have provided a climate where I have developed a congruent world view and a deeper understanding of the interplay between structure and agency. This Episode discusses my climate shaping leadership approach through an adapted model of agency development. This model integrates my understanding and application of the various theories I have been exposed to throughout my journey and summarises my latest reflections. This Episode concludes with a birds-eye view of all of my experiences.

8. Episode 1: Pre-leadership

Signpost: *This episode discusses my early experiences in school and university including my introduction to Robinson's (2010) 'education paradigm'. This is the starting point of my journey and the point from which I explicitly begin to develop my ontological position. I become aware of the constraining features of educational structures, but I find it difficult to recognise my complicit actions.*

8.1. Narrative: Starting on Supply in 2011

On my first day on supply (2011) I wanted to make a positive impression, so I went onto the yard for break duty. A year 11 pupil came over and started sniffing me. Brushing off a hint of awkwardness I asked him if he was OK. He replied that he was just 'smelling the fresh meat....'. Having laughed this off he walked away, climbed up the basketball hoop and lit up a cigarette. After that, I knew I'd love this school.

One of the initial challenges I faced in school was changing the culture of Physical Education which my senior colleague described as being "*all about football*" (PF, 87) and "*all about managing the behaviours of kids*" (PF, 83). There was an expectation from pupils that PE meant playing 1v1 football in the sports hall and an assumption amongst staff that PE was about pupils letting off steam. I remember my first day teaching in detail: I asked my senior colleague what I would be doing that day and he replied that I was teaching PE, in the sports hall, in 10 minutes' time. After a deep intake of breath, I asked him what had been planned for the group and I remember his reply – 'same as always, football'. I recall a brief conversation about how he wanted this to change, how he hoped I could help him make this change and I remember his final words– 'good luck!'.

The lesson was really poor. I had a year 10 vocational class of six pupils and my acting teaching assistant was the plasterer instructor. He gave me a quick brief as to who the pupils were and then we spent 90 minutes managing intermittent games of 1v1 football and incidents of poor behaviour. A number of the pupils quickly became bored and then soon thereafter the pupils who had insisted on playing football became tired. They then began to filter out onto the side yard for what seemed like a routine cigarette break. I spent the whole lesson attempting to re-engage the pupils with limited success and being verbally abused by a tall, strapping young man who

seemed to have taken a dislike to me. The remainder of the day continued in much the same vein. At the end of the day the school staff came together for the usual whole school briefing. To my surprise the boy who had been abusing me for most of my first lesson had a particularly poor day of abuse, damage and lack of engagement with one exception – his PE lesson with me. I went home that night exhausted but somewhat pleased with my marginal gain. However, I knew that I had an enormous task on my hands changing the mind-set of the pupils and wider culture of PE, but I also knew that with the right planning and implementation I had the ability to make it happen.

Over the next half-term, I wrote the following three-year development plan of how I wanted to change the culture of PE:

Figure 12: PE three-year development plan from 2011/12

Year	Actions	Resources/ support	Outcomes
1	MH to introduce a range of sports/ activities to move pupils away from reliance on football	Kit check of SH cupboard. Support from TA's	Pupils to initially resist/ develop engagement
	MH to develop long and medium term plans.		More cohesive/ progressive curriculum
	Split lessons into 2 - MH sport / pupil sport (take turns). Allocate points for engagement		Improved engagement - win pupils over
2	Develop pupil voice and build curriculum around need/ desires	Financial support from HT	Improved engagement
	Embed assessment into lessons	Assessment board in SH	Track progress and improve motivation of pupils
	Develop curriculum to integrate with external competitions	WA	Improve engagement - assist planning
	Develop sports days each term	Support from staff and Year 11's	Help staff see PE to be more than letting off steam
	Take PE into community - develop gym and leisure centre links / beaches/ parks etc	Link through SSP	Develop active lifestyle hobbies
	Develop 7-11 progressive curriculum to develop active lifestyle hobbies	Develop links with other schools	Develop active lifestyle hobbies
3	Develop knowledge of support staff	MH to deliver before/ after school	Better support/ improved intervention
	Create club links - signpost pupils	MH to go through SSP network	Develop active lifestyle hobbies
	Introduce GCSE PE / ELC and sports leaders qualifications	Exams officer	Improve outcomes
	Develop OAA links - climbing/ MTB/ watersports	Financial support from HT	Improve motivation / engagement

I used this plan to help inform my actions throughout this early period. My aim was to develop and instil active lifestyle hobbies in our pupils and I planned to do this by engaging them in a range of opportunities and experiences through which they could develop a sense of enjoyment and success. Pupils had become reliant on playing football (or watching their peers play football) and I knew I needed to address this first. Having worked as a competitions manager for the Youth Sport Trust prior to my employment in school I had worked with a range of sporting National Governing Bodies (NGBs) and thus I had a range of contacts and materials that I could draw

upon. The medium-term plan below is an example from the time of how I planned to overcome this challenge.

Figure 13: KS3 medium term from 2011/12

KS3 Medium Term Plan: Paragames focus		
Week/ Lesson	Points	Activity
1	1	Tiggy add on warm up with goal ball
	2	Goal ball games
	3	Pupil 1 choice
2	1	Tiggy add on warm up with volleyball ball
	2	Seated volleyball games
	3	Pupil 2 choice
3	1	Blind tiggy
	2	Blind football games
	3	Pupil 3 choice
4	1	Target ball
	2	Boccia Tournament
	3	Pupil 4 choice
5	1	Silent tag
	2	Keeper of the keys
	3	Pupil 5 choice
6	1 and 2	Class round robin competition
	3	Pupil 6 choice

In this plan I decided to focus on the Para games which was receiving attention in the press at the time due to the forthcoming 2012 London games. Due to the EBD nature of the pupils this had the potential to become an emotive half-term topic. However, this focus provided a platform to address conceptions and also provided a medium through which I could enact my desire to introduce our pupils to a wide range of activities. Having undertaken a stock check of our school's equipment I found we had a reasonable supply of resources and what I couldn't find I borrowed through various NGB contacts.

Each lesson was 50 minutes long and PE was always a double lesson. In my opinion, 100 minute sports hall lessons were far too long for many pupils who had a range of complex conditions including ADHD, ODD, an underlying reliance on playing

football, a general lack of physical fitness and an insatiable addiction to cigarettes. However, we had a newly developed one badminton court sports hall and I felt there was a general expectation that the facility needed to be used to its maximum. Another challenge was that some of the lessons involved two or even three classes at once meaning that if all pupils were present, a maximum of 16 or even 24 pupils. On a one badminton court this was problematic for a number of reasons including:

- 10 players is the maximum for a game of 5-a-side in a hall this size
- How do you maintain the remaining 6-14 pupils on a relevant task?
- How do you engage those that lack motivation?
- The best way to keep activity levels high was to play competitive games but this raised the potential for conflict which was difficult to manage in our EBD setting
- The sports hall had three exit doors and many pupils were addicted to cigarettes and had a range of emotional and behavioural conditions.

Whilst this was a significant challenge and took time to address, one of the ways I attempted to manage this challenge was through the school's behaviour management system and this is evident in the 'Points' column in Figure 13. Whilst I become critical of this approach in time at this stage in my 'EBD career' I used it to my advantage. Each pupil had the opportunity to earn five points each lesson; two points in relation to their personal targets (following instructions for example) and three points for engagement in learning. I used these three points as a focus for each part of the lesson to help pupils to understand what was expected from them and when. Whilst there was a number of pupils who refused to engage in this system (making this ineffective) for the most part I found this strategy fairly successful. Pupils could accumulate these points throughout the week. At the end of the week pupils who achieved enough points were able to access a reward and those who did not received a sanction.

This rewards and sanctions system was the means through which school leaders managed the day to day running of the school throughout this period. Having come from a military background I integrated into this system with ease which Figure 13 demonstrates – I used it to inform my practice. I also fitted into the wider culture of the school quickly too which my senior colleague described as being *"purely based*

on discipline” (PF, 11). He stated (PF, 86-89): “*you came in and you were very enthusiastic and very knowledgeable... you wanted to diversify the curriculum... to try and engage the kids in other types of learning*”. Although I was yet to be introduced to the theories of SDT and teacher agency, the conditions I was afforded throughout this period helped me to develop a level of motivation and agency that is still present to this day. However, the conditions of my early doctoral studies were somewhat different as the following narrative describes.

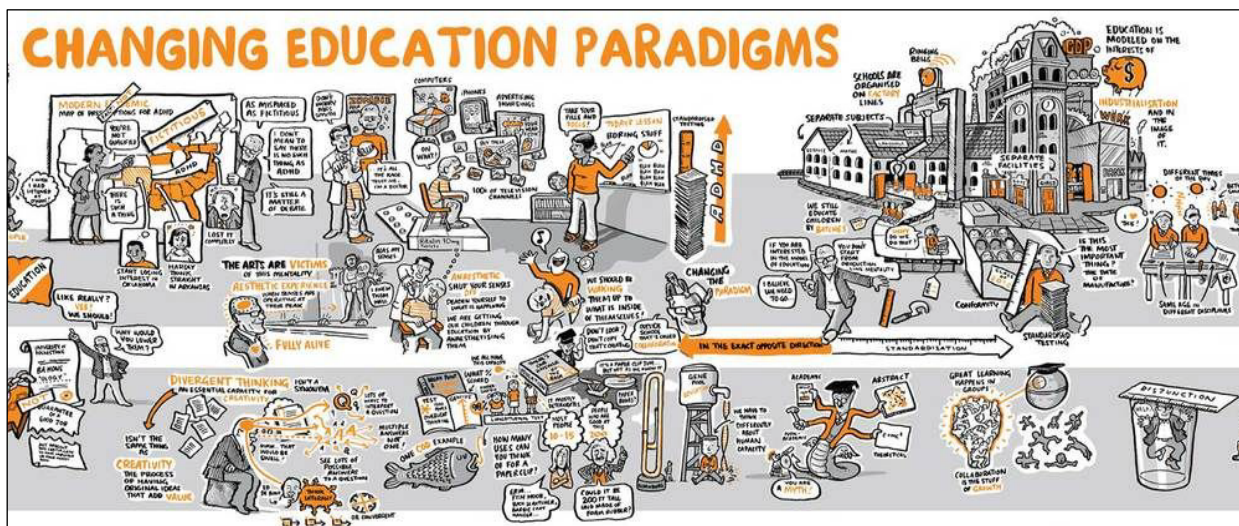
8.2. *Narrative: September 2011 Doctoral studies commence*

I began this Doctoral journey in 2011 because I wanted to become a headteacher. At the time this focus was driven by job security and financial gain. I had recently been made redundant and I viewed the title of ‘Doctor’ as a gold standard route to improving my career prospects. I viewed the investment as a way of securing the type of role that would enable my partner and I to have the type of family lifestyle we wanted. I had recently completed a one term supply contract at another local SEMH school and was due to return to my current school. I was growing in confidence and I was buoyed by the positive feedback I had received from both schools. However, the intermittent nature of supply was difficult to manage. Undertaking doctoral research was a long term investment out of this predicament.

Throughout the early years of my doctorate (2011-2015) I struggled to understand ontology and epistemology. I had never had to rationalise this understanding before, and I found it challenging. This necessity of understanding was not part of my rationale for undertaking doctoral research and in particular I avoided ‘qualitative-quantitative paradigm’ complexities wherever I could. I struggled to make sense of the perceived need to commit to one side of this paradigm, or how one ‘research method’ was supposed to offer a clear path towards the truth. This struggle is reflected in my feedback from a Research in Practice (EDU8995) module where I received only 56%. However, in other areas of my studies, where I could relate to my actions in school, I was flourishing. For example, in a curriculum development module (Innovation in Curriculum and Pedagogy through Action Enquiry – EDU8204) where I focused on the development of PE and the introduction of pupil voice, I received 86%.

One key aspect to this improved feedback related to my introduction to the work of Ken Robinson. The module tutor played Robinson's (2010) Education Paradigm TED [talk](#) (see Figure 14) and this experience proved to be a significant intervention that helped to shape my conceptualisation of education.

Figure 14: Robinson's Changing Education Paradigms TED talk (image taken from Maxresdefault, 2018)



In this talk Robinson (2010) discusses a global educational reform movement intent on raising standards. He argues this movement is based on two fundamental questions:

1. Economic – How do nations teach children how to take their place in the economies of the 21st Century? and,
2. Cultural – How can countries pass on a sense of cultural identity and genes of their nation whilst being part of the process of globalisation?

Robinson is critical of this movement stating:

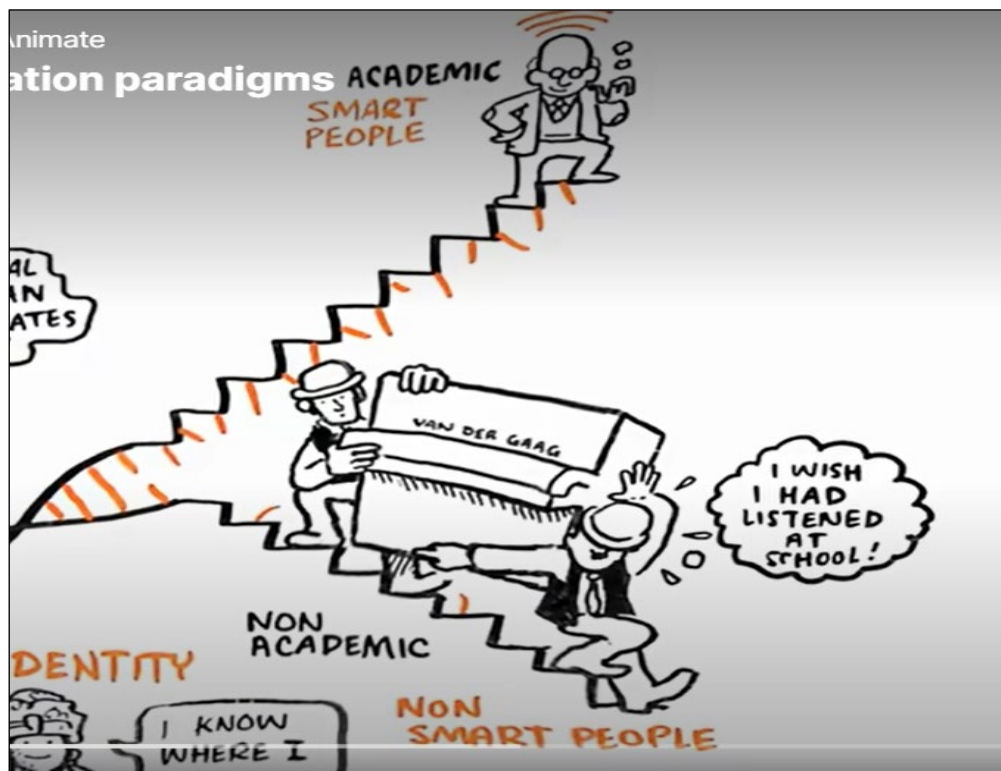
‘the problem with this [reform movement] is they’re [governments] trying to meet the future by doing what they did in the past and on the way they’re alienating millions of kids who don’t see any purpose in going to school’.

Robinson argues that this reform movement, whilst rightly intent on raising standards, is undermined because the route taken too often marginalises what many young people deem is important to them. Robinson develops this argument to talk about the

'standardised' nature of the current education system and how this is rooted in an outdated conceptualisation of education. Robinson is particularly critical of what he deems to be Governments' relentless focus on testing and the subsequent devaluing implications this has on the personal educational needs of children.

One aspect of Robinsons TED talk was particularly inspirational for my development and it is illustrated below in Figure 15.

Figure 15: Academic and non-academic people



I was inspired by this notion because I could relate it to many of our pupils in school. In my experience far too many of them had developed an impression of themselves that they were 'thick' because, in Robinson's terms, they didn't conform to the dominant intellectual view of the mind. Robinson argues this is based on a knowledge of the classics. In terms of our school if you were 'clever' at Maths or English you were 'academic' and if you weren't you were 'non-academic' or 'vocational'. In Figure 15 Robinson uses two men labouring a piano down a flight of stairs. In our school these 'non-academics' may have found Maths and English difficult (for many reasons) but they were building and plastering walls in construction with fluency – a skill that I don't possess.

As an SEMH teacher I could sympathise with these pupils who often find mainstream education and academic pressures too overwhelming and too pressurised. This is where Robinson's arguments were transformational for me because they began the process through which I developed my understanding of the constraining issues of education.

By this stage I had been in position at school for three years and although I continued enjoying my role I had become aware of a number of constraining factors relating to behaviour management, curriculum and assessment that were impeding my ability to develop my practice and the experiences of my pupils. For example, the assessment system in school became increasingly problematic for me because at the time I was attempting to diversify the curriculum. However, the 'assessing pupil progress' (APP) framework we used in this period restricted this intent because in order for pupils to demonstrate they were making progress I had to increasingly teach to the assessment criteria. This was a conflicting position to be in because I was given significant autonomy over curriculum development by my senior colleague, but I was held to account by a system that was not in congruence.

Robinson's 'standardisation' argument helped me to identify such generative links between philosophical positions, educational systems and the constraining structures I was experiencing in school. Once I became aware of this link I began to observe many of its features in action in our school. Pupils taught in year groups, the use of a bell to control movement, the separation of learning by faculty and the teaching of classical content (Shakespeare and algebra for example) in preparation for tests. Whilst much of this will be familiar to most teachers it was my opinion these features were indicative of a wider culture of control in our school. Although it took some time for me to become aware of this culture, once I did I began to think differently about our behavior management system.

Nonetheless, by 2015 I had completed all of the required taught modules and it was time to undertake my research project. The challenge for me at this time was that despite the emergence of Robinson's arguments I still had not formed a world view from which I could develop a congruent research project and methodology. All I knew was that I observed a number of challenges in school, and I wanted to address them for the benefit of my practice, the practice of others and the experiences of our

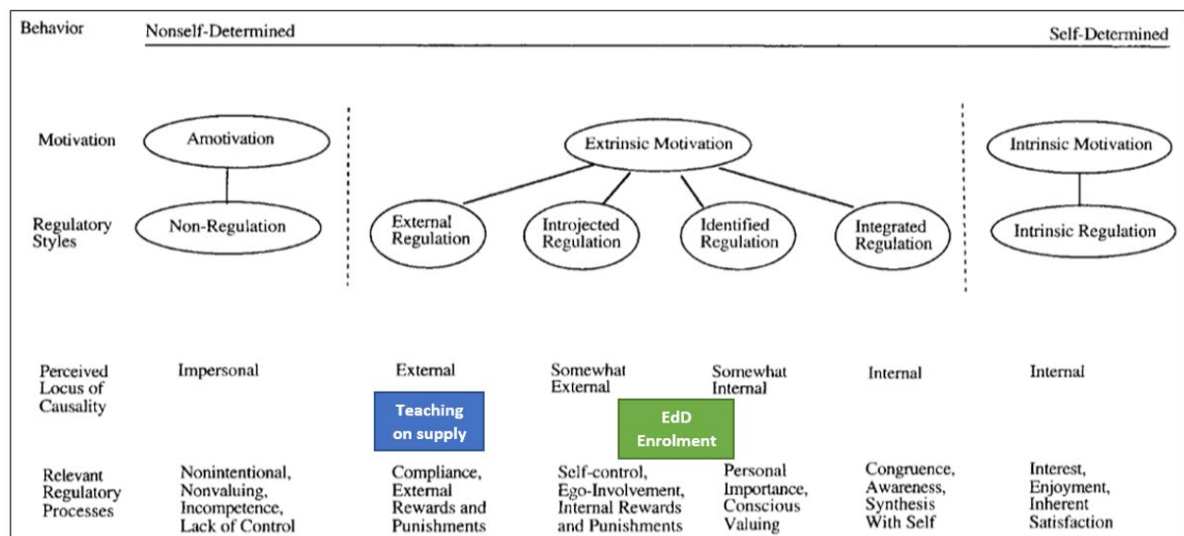
pupils. As such, I entered into this research phase pragmatically and attempted to develop a project around my practice in school. Although the pragmatist position (Peirce, 1878) allows one to separate beliefs from the adoption of methods, I was acting pragmatically rather than adopting the pragmatist position because I had no discernible beliefs to separate. The PBL research project arrived out of this pragmatic desire.

9. Episode 1 Conclusions: SDT and Robinson

The theories of SDT and teacher agency develop into important components of my leadership practice and although they are yet to emerge, this early Episode provides a context to highlight the applicability of both in education. Ryan and Deci (2000, p54) describe being motivated as being 'energized or activated toward an end'. SDT distinguishes motivation by type on the basis of the different reasoning and goals that give rise to an action (see Figure 2). This emergent phenomenon is an important starting point in the journey of understanding my leadership approach as the goal of undertaking doctoral research and entering the teaching profession were both largely extrinsically based. Whilst intrinsic motivation results in high quality learning and creativity, SDT proposes extrinsic motivation can also represent an essential strategy for successful teaching despite the traditional view of extrinsic motivation as 'impoverished' (Ryan and Deci, 2000, p55).

Within SDT a second subtheory entitled Organismic Integration Theory (OIT) distinguishes the different forms of extrinsic motivation and the contextual factors which impact upon the integration of the regulations of these behaviours. The taxonomy introduced in Figure 2 represents how OIT distinguishes between these different types of motivation and the extent to which the motivation for one's behaviour emanates from one's self. This taxonomy is elaborated in Figure 16 to illustrate where I perceive my motivational locus of causality to be in contexts of school and university at this time. It is important to highlight these two positions because they represent a baseline position from which I developed.

Figure 16: Supply teaching and EdD enrolment motivation using SDT continuum adapted from Ryan & Deci (2000)



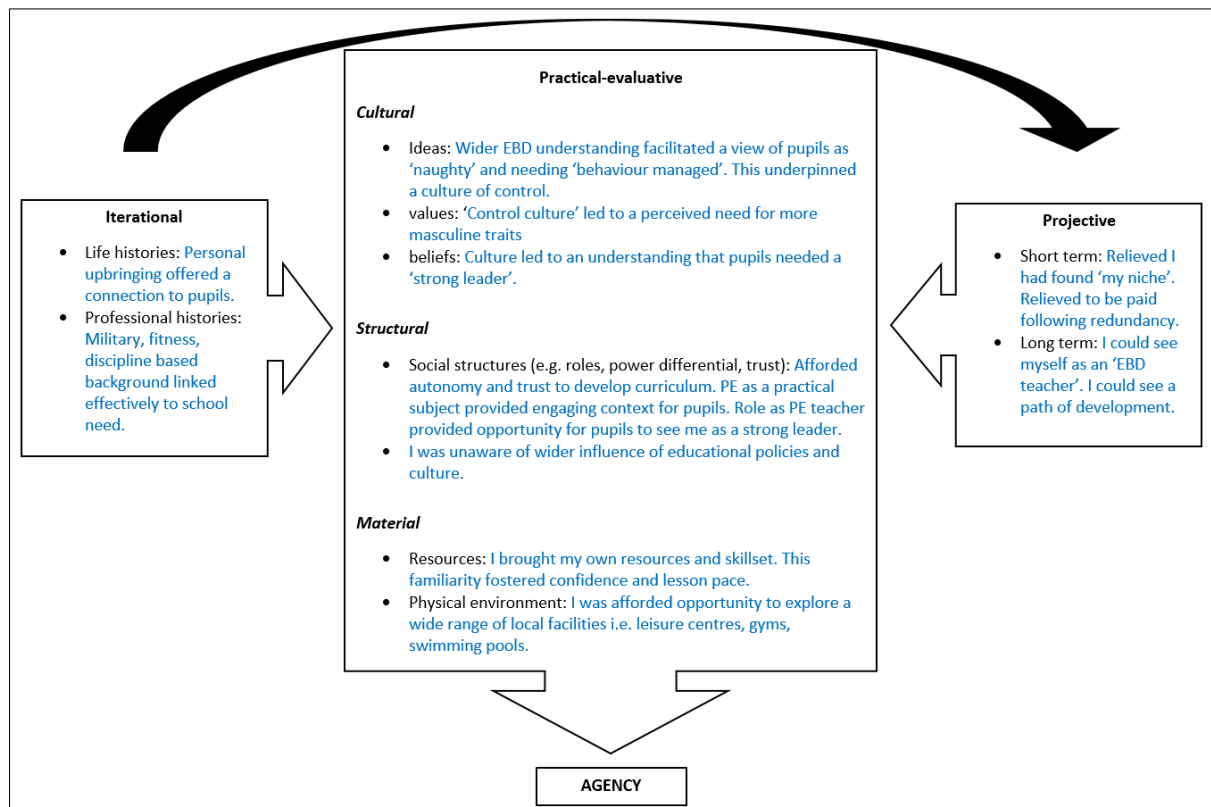
9.1. School context

Just as our pupils are expected to undertake national statutory education I was similarly driven into supply teaching because it is an expectation that adults work. In my particular case I had been made redundant and thus work became an immediate and stressful necessity. Going to work paid my mortgage and thus I was initially driven by social compliance and avoidance of external punishments. In an SDT sense I was externally regulated. From a critical realist perspective this is an example of the impact social structures and norms have on the actions and behaviours of individuals. However, despite this initial compliance base I quickly settled into school life and my motivation became increasingly internalised as I developed agency.

As Biesta & Tedder (2007) argue an individual's ability to develop agency is dependent on the relational effect of their environment and is subject to a configuration of influences from the past (Iterational), orientation towards the future (Projective) and engagement with the present (Practical-evaluative). During my early time in school these influences were congruent with my uncomplicated view of teaching and learning and limited understanding of education. The school was designated as EBD (emotional and behavioural difficulties) and the culture when I arrived had an undercurrent of control – as my senior colleague described it was about “*managing very difficult behaviours*”. At the time I thrived in this culture. My iterational skillset from my military background stood me in good stead; my projective desire for a career was being met and I was thriving in the challenging practical-

evaluative day to day experiences in school. My approach to teaching and learning was uncomplicated and my curriculum development project was scaled to the extent I was unaware of the wider generative and cultural structures. The conditions afforded me the ability to develop a degree of agency where I was in congruence with my environment. The configuration of this agency development is illustrated below in Figure 17:

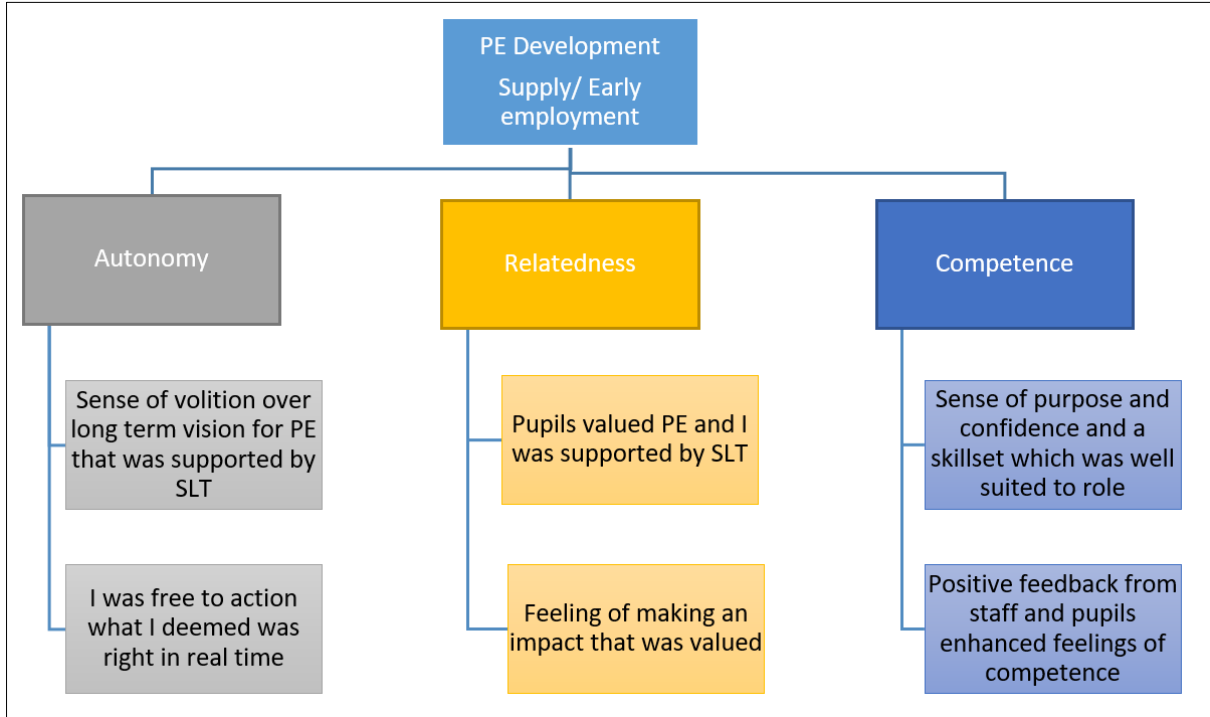
Figure 17: Agency development in early school career (model adapted from Biesta & Tedder, 2007)



Whilst Biesta and Tedder (2007) identify a configuration of influences (past, present and future) as key to an individual's ability to develop agency, there is considerable crossover in this area with Deci & Ryan's (1985) SDT. SDT identifies three needs that appear to be essential for facilitating optimal development, performance, and well-being – competence, relatedness and autonomy. In school, my personal and professional histories provided an effective link to context and I experienced a sense of competence quickly. Moreover, this feeling increased as I began to develop the school's PE curriculum through the autonomy I was afforded. Various comparisons between people who have self-authored (intrinsic) motivation and those who are regulated by external influences typically reveal that self-regulated, authentic motivation drives people to higher levels of interest and excitement and this in turn

improves performance (Deci & Ryan, 1991 & Sheldon & Kasser, 1998). This feeling of self-regulation was symptomatic of my teaching experiences at the time despite the underlying external monetary drive which necessitates work. Figure 18 below illustrates my understanding of how my three basic psychological needs were met at this time.

Figure 18: Personal perspective of how psychological needs were being met throughout early employment



I was afforded autonomy by a senior colleague (and significant other) and I thrived on that autonomy because of the relatable iterational competence I had. This configuration of influences provided me with the motivation and self-efficacy to engage in meaningful curriculum development. This inclination to take interest in novelty and apply our natural creative instinct is a significant feature of human nature that affects performance and well-being (Ryan & Deci, 2000). The positive feedback I was given by pupils, staff and in particular by my significant other, supported my feelings of competence throughout this period and this facilitated the internalisation of my PLOC.

9.2. *Study context*

My doctoral studies were also driven by redundancy. However, in this case this decision was based on the conscious value I attributed to the product. Gaining a Doctorate would significantly improve my competence (Ego-involvement), my employability, my career progression and ultimately my financial future. In this light my EdD enrolment can be seen as having a mixed external and internal PLOC. I was driven by the desire for external reward in the form of financial gain but equally my identification of this route demonstrates a form of conscious value in the process. Therefore, this is largely an example of introjected regulation. The aim of identifying the underlying attitudes and goals that gave rise to my actions at this time is to provide the basis from which we can reflect upon their future divergence. From a school context I was externally propelled into action; yet from a research perspective my path was self-endorsed and adopted with a sense of volition. This contrast is of interest because of the change that ensues. This change offers an opportunity to reflect upon generative conditions which can enable or constrain an individual's ability to develop their motivation. As such this continuum can also be used to discuss the impact of the education system on our pupils' motivation too.

9.3. *Motivation in education*

Accordingly, at the far left of Ryan and Deci's (2000) continuum is amotivation, which is defined as a state of lacking the intention to act. Amotivation results from not valuing an activity (Ryan, 1995), not feeling competent to do it (Deci, 1975), or not believing it will yield a desired outcome (Seligman, 1975). Unfortunately, my experience of amotivated and externally regulated pupils is too common. I am asked far too many times: "What is the point in this?". Are all of the teachers in our school unable to teach exciting, imaginative, relatable lessons? Or do pupils lack the competence and ability to relate to Shakespeare and Trigonometry to life? Or is our educational policy and national curriculum alienating our pupils as Robinson's (2010) standardisation argument indicates? These are complex questions which instigate a wide range of emotions and opinions. From my experience, once I became aware of Robinson's argument I started to become increasingly aware of the constraining features of my school.

Ryan and Deci argue that the understanding of motivational types is an important issue for educators because ‘many of the tasks that educators want their students to perform are not inherently interesting or enjoyable’ (p55). This challenge is magnified in our school as many of our pupils attend because for one reason or another mainstream education hasn’t worked for them. Unfortunately, this can mean that many lack the interest and enjoyment that underpin self-determined motivation. Whilst there are complex reasons behind this the following points taken from the Education Select Committee’s Forgotten Children report (2018) are telling:

- “[W]e heard worrying evidence that some schools may be deliberately failing to identify a child as having SEND. The National Education Union told us that excluding pupils can save schools thousands of pounds, while the Association of Youth Offending Team Managers suggested that schools could be deliberately not identifying pupils as having SEND, as it is more difficult to permanently exclude a pupil with SEND. We also heard that schools are justifying permanent exclusions of pupils with SEND, by claiming that they will get the support that they need in alternative provision, and exclusion will speed up the assessment process” (p10).
- “[T]he rise in so called ‘zero-tolerance’ behaviour policies is creating school environments where pupils are punished and ultimately excluded for incidents that could and should be managed within the mainstream school environment” (p11).
- “[O]ff-rolling— the process by which pupils are removed from the school’s register by moving them to alternative provision, to home education or other schools—was raised by many witnesses, and we were told that the accountability system and Progress 8 was a major factor... we were concerned to hear some head teachers..., tell us that new Progress 8 measures give an incentive for exclusion” (p12).
- “[W]e were told that a narrow curriculum can affect the engagement of some pupils with their education, and Progress 8 in particular can narrow the curriculum for some pupils” (p13).

At the time of this episode, Robinson’s (2010) education paradigm helped me to conceptualise education and I developed an interest in a lot of the issues highlighted above. I developed an awareness of the impact structural mechanisms can have on

individual agency and I began to relate this understanding to my experiences in school in simplistic terms i.e. developing notions of academic and non-academic. In short, a naïve understanding of Habermas' (1987) lifeworld–systemsworld analogy began to emerge. I developed an understanding of policy against practice; policy makers against teachers and big data against small subjectivity. Part of this development related to my critical awareness of what I deemed to be our punitive behaviour management system. I began to see this as a system which alienated too many of our pupils and restricted what I had increasingly seen as important – personalisation.

This issue came to the fore when I began to understand the link between autonomy, motivation and specifically Robinson's standardisation argument. Robinson & Aronica (2015, p88) state that education is 'both a global issue and a deeply personal one' and argue there are four key purposes:

1. Economic – enabling students to become economically responsible and independent;
2. Cultural – enabling students to understand and appreciate their own cultures and to respect the diversity of others;
3. Social - enabling young people to become active and compassionate citizens;
4. Personal – enabling young people to engage with the world within them.

They argue that none of the first three purposes can be met if we forget that education is about enriching the hearts and minds of people. They assert that all young people are individuals full of hope, talents and anxieties and engaging them as individuals is key to raising standards. However, the results of paying little attention to this inner world of the individual is seen in boredom, disengagement, exclusions and amotivation. The 40% increase in the number of exclusions identified earlier (Education Select Committee, 2018) seems to support this narrative. Robinson and Aronica (p89) describe these as 'human issues [that] call for human responses', and the issue that I had with our behaviour management system at this time was that I didn't see it as providing a human response. I felt the lifeworld principles I held as a teacher (desire to personalise education) were being constrained by systemsworld mechanisms.

For instance, I was trying to implement a PE curriculum which facilitated the development of pupils’ active lifestyle hobbies. I wanted pupils to leave my school able and motivated to stay fit and healthy – in short, I was trying to develop their sense of self-determination. The problem I had was that our system was based on external rewards and punishments, and it was generally pulling in the opposite direction. An updated overview of this system from 2018 can be seen in Figure 19 below:

Figure 19: Basic overview of the schools Extrinsic Rewards/ Sanctions system from School Policy document (2018)

REWARDS	SANCTIONS
<div>POINTS IN LESSON</div> <div>A pupil may earn a maximum of 15 points in each lesson (180 points per day), using the RACE system (Rules, Attitude, Commination and Effort).</div>	<div>MORNING BREAK DETENTION</div> <div>At break pupils meet in the dining hall. If their behaviour has not been acceptable for the first two lesson, or from the previous afternoon then the pupil is on detention.</div>
<div>FRIDAY REWARDS</div> <div></div>	<div>LUNCHTIME DETENTION</div> <div></div>
<div>MORNING BREAK</div> <div></div>	<div>AFTER SCHOOL DETENTION</div> <div></div>
<div>MERIT</div> <div></div>	<div>BULLYING SHEET</div> <div></div>

I used the term ‘generally’ because this is a complex issue and in this short section I am using generalisations in context due to the need to limit my experiences to meet the criteria of this research. As such, I am not stating that rewards and sanctions are worthless in education - I would not claim that detentions have no place, or that rewards should not form part of a system to drive the internalisation of our pupils’ motivation to engage in learning. However, the points based system we had, rating pupil performance throughout the week was used to determine whether or not a pupil achieved a Friday afternoon reward or a sanction. Rewards involved pupils choosing an activity of their choice from a pre-determined list and a sanction involved them sitting in a classroom completing worksheets. Whilst this system worked for some pupils it created a number of challenges for others and herein lies my criticism.

Many pupils were already amotivated: they had been excluded from mainstream and they often lacked the relatedness and competence to engage. Sanctioning amotivated pupils simply compounded their feelings of (in)competence and restricted their relatedness to our school. Next, for some pupils the rewards on offer were rarely a sufficient motivational target, because they lacked the internalised perceived locus of causality (PLOC) to engage consistently. Similarly the 'threat' of workgroups was ineffective. Where pupils lack motivation to engage in their curriculum, it is unlikely that making them complete worksheets will be an effective motivational tool.

SDT argues the internalisation of an individual's PLOC is key to the quality of their motivation (Ryan & Deci, 2000) and thus there needs to be a level of congruence between individual action and system policy. Furthermore, the SDT continuum suggests the threat of external punishments and/or rewards is also indicative of an external regulatory style and thus it can be argued that this rewards/sanctions approach lacked the capacity and understanding to promote the change I desired. I wanted our pupils to take responsibility – unfortunately I found our system to induce stress and cause conflict. The complex terrain of this discussion makes defining cause and effect highly subjective. However, it is telling that we have moved away from this system and our number of restraints has reduced from 81 in 2012/13 to 3 in 2020/21.

One area that is certainly linked to this reduction is our understanding of mental health. Our pupils were often referred to as 'naughty boys' and this reflected not just educational views of the time but also the wider societal perception of our pupils' behaviour outputs. In my opinion this certainly had a constraining effect on the emergence of more person-centred approaches throughout this period. More specifically however, it also reflected a general lack of understanding of mental health and child development in wider society, with this reflected in our school leadership and whole school culture.

My senior colleague described this culture at the time as "*enforced discipline*" (PF, 13) and this is how I remember the school to be in those early days when I joined. We had a sign over our breakfast bar that stated: "NO UNIFORM, NO BREAKFAST, NO EXCUSES". Whilst there are undoubtedly numerous elements to a debate about uniform, from an SDT perspective the implementation of a uniform policy is about

conformity and is an example of external regulation. In our school this conformist culture was deep in our gene pool and underpinned our notions of EBD and the implementation of our practices. To be honest with myself, I was initially supportive of this practice for the most part, but I was not then the professional I have since moved towards being. It is possible the system itself was also stuck and this did not begin to change until the introduction of external and internal drivers of change such as school redesignations and collaborations like that of Mrs A and my own.

However, whilst some progress has been made in the conceptual understanding of our pupils recently, Mrs A was accurate to identify that in this period she didn't "*know any different*" because she'd "*never been introduced to any other way of doing things...*" in relation to her teaching practice. It is certainly my experience that throughout this period there was a serious lack of professional development for those who worked in EBD, and it would be naïve to assume that this did not have an impact on some of the negative practices that I have discussed.

The next episode discusses the development of the PBL and my work with Mrs A.

10. Episode 2: The logico-scientific PBL

Signpost: *This episode focuses on the implementation of the PBL and the impact this had on my understanding of effectiveness and my ontological position. It is also the Episode in which I begin to emerge as a leader but there is a significant dissonance between my thoughts and actions because of my limited ontological understanding.*

As I entered into the research phase my actions continued to be influenced by two key points:

1. my understanding of Robinson's standardisation argument and,
2. my lack of world view and developing but still limited understanding of the term effectiveness.

The understanding I drew from Robinson influenced my perceptions of our school culture (conformist and controlling) and my desire for action (drive for personalisation). My lack of world view determined that these perceptions quickly became personal truths. I believed there was a number of issues with our curriculum and assessment, particularly the way in which our behaviour management system was based on external regulation. I believed we were controlling pupils through our policies and systems rather than providing conditions so they could become self-determined. I became focused on the need for change, but I held a simplistic cause and effect understanding of school improvement. In an effort to drive this change, I shared my thoughts with staff and found Mrs A to be a like-minded teacher through whom I could offload and plan. The following is an introduction to Mrs A with excerpts taken from her PBL journal.

10.1. *Introducing Mrs A*

Mrs A had taught at the school for five years having previously taught pupils with SEN for a number of years in mainstream settings and at a local PRU. She is primary trained with a specialism in ICT. She taught our Year 7 pupils a primary curriculum and spent the majority of her week in her classroom. She described herself as a teacher who “*cares massively*” for her pupils and one who gets a lot of “*emotional reward*” from her work. She stated that *she “has always been interested in*

developing [her] teaching practice". However, she found it difficult to move away from what she believed to be 'conventional' pedagogy (teacher dominated 'chalk and talk'). She believed she should be *"giving them [the pupils] a good education academically and socially"* so that they have a *"good journey here [with her]"*. She described herself as a *"teacher who tries to do these things but can see how she controls them by the way she teaches"*. It is clear that she found this notion as something that has happened for a while but that she has only just noticed. Mrs A states that: *"More recently I have considered project-based learning and although it is a new concept for me I am excited to develop my teaching practice and students' learning"*. She stated that she *"loves new challenges"* but finds it hard to give up control because *"I swear to God it's like a confidence thing"*.

10.2. Prelude to the PBL

From my perspective the basis for our initial discussions was my desire to implement change. I wanted to drive change and I needed to recruit staff to support my agenda. However, over time our discussions formed into a collaboration, Mrs A became a significant other and I began to understand the term effectiveness with an increasing complexity. At the start of our relationship Mrs A and I discussed Robinson's arguments of educational standardisation and in this we found some common ground. Over time, this conversation developed, and we began to reflect on the conformist and controlling culture we observed in school.

It was at this stage that I began to share my vision for our school which was centred on the drive towards personalisation, born from the influence I took from Robinson. I wanted our curriculum to offer more autonomy through curriculum choice at Key Stage 4, and I wanted our younger pupils in Key Stage 3 to have a more practical and active experience. I understood many of the problems underpinning our 'control and conformist' based curriculum to stem from our simplistic understanding of our pupils' needs. The conceptualisation of our pupils as having 'behavioural' issues, in my opinion, underpinned a curriculum, a pedagogical approach and a culture that was focused on controlling these issues. Through our discussion, I developed an opinion that in Mrs A I had found a colleague who could help implement the type of change I desired. However, one of the challenges I was yet to understand was that

my plans for change were going to be constrained by my simplistic and naïve understanding of school improvement.

Nevertheless, having connected with my colleague and established our common ground of discontent, our discussions developed a different focus. In a previous module (Teaching Thinking Skills – EDU8998), I had been introduced to Project Based Learning (PBL) and I had used this approach as a strategy to engage a particularly hard to reach Year 7 class (see Figure 20 below of a summary of this work). PBL is 'a teaching method in which students learn by actively engaging in real world and personally meaningful projects' (PBLworks, 2021).


Figure 20: Poster produced as discussion point for thinking skills PBL

Lessons Learned

- Create a consistent debriefing climate.
- Ensure tasks aren't too ambiguous with too much room for negotiation (at this stage).
- Recap and set the scene—create the climate.
- Keep it short and snappy leading to reward time.
- Open questions difficult—target them.
- Knowing when enough is enough!
- Remember the long term vision.
- Add a practical element.

Looking Forward

FOR, MEN AND THE CORN




- Gear learning in a 'project' manner towards half-termly OAA's where skills are applied.
- Link learning and work produced with other subjects.
- Develop a strategy and accompanying aid to visually represent pupils, pro-

THE VISION

"I teach PE and literacy to Year 7. From Year 9 the class follow a hobby based curriculum including BTEC PE, Gym Training & Climbing. For pupils to make full use of the curriculum and thus make targeted levels of progress they need to be able to apply Personal Learning and Thinking Skills."

TTS2: PE Cartoon Map from Memory

"Debriefing succeeds best where it relates to really thought provoking tasks without a self-evident or algorithmic solution" (Lofthouse & Leat, 2006). True but this needs contextualising!



Secondary School for Boys with SEBD

My school caters for students with Social, Emotional & Behavioural Difficulties (SEBD). All pupils have been referred to us due to their behaviour being so severe that mainstream schools are unable to cope.

Which Class?


"Year 7s are an increasingly engaged group and are developing well after a poor start. Group cohesion can be excellent but attention spans are extremely limited. Day-to-day dynamics can make planning difficult. Pupil-teacher relations are excellent."

Food for Thought!

- Traditional classroom structures & practices may lead to endemic behaviour problems with SEBD pupils (Epanchin et al., 1994).
- Pupils find group discussions scenarios very difficult. Previous teacher avoided such practices.
- Can be difficult to extract all of the learning (Lofthouse and Leat, 2006).
- Question technique can make or break efforts to develop learning (DfES, 2005)


Teaching Thinking Skills 1: Success?

What is success? Who will be the most successful? Why? What does he do that you don't? Why? Why don't you follow his example? Do you want to be successful? Why? Do something about it!




TTS Starter: Setting the Scene

- Derrens Plenary—identifying the transition/ reinforcing the reasoning for PLTS focus.
- Provided an 'ice-breaker' for discussions that future sessions would generate.



Selling Thinking Skills

- Derren Brown's 'Apocalypse' experiment set the scene, prepared & justified the reasoning behind this strategy.



In this PBL, I used Derren Brown's Apocalypse (2012) series to help this group engage in thinking skill strategies with some success. This included watching the series unfold, reflecting on their personal skills and discussing and planning ideas about how they would have acted in the events that they had just watched. In some lessons we acted out these scenarios through outdoor adventurous activities in the local woods - pupils would be split into teams and given tasks to accomplish. Out of this experience I developed an understanding that PBL could be used to transform our school's teaching and learning culture and at the same time 'solve my problem' of needing to implement a research project for this thesis.

Riley & MacBeath (1998, p174) describe the thinking of policy makers as 'far too receptive to quick-fix solutions' and as I began the PBL intervention I was equally guilty of this simplistic understanding. The challenges as I saw them in school regarding behaviour, lack of engagement, use of physical intervention (81 restraints is nearly three per week) and lack of motivation and progress, all emanated from the issue of standardisation and focus on behaviour management. Furthermore, having spoken to a number of colleagues it seemed I wasn't isolated in my opinion. For instance my senior colleague stated (PF, 7-8): *"learning wasn't really at the forefront. It was managing very difficult behaviours"* whilst Mrs A's interview was equally littered with similar comments including (CR, 28-29): *"There was no like talk about education and a lot of it was like... about kids, about behaviour about how bad it had been... nobody was... nobody had started looking at how maybe we could teach those kids in a different way"* and (CR, 61-62): *"controlling the lesson meant you had control over their behaviour"*.

What is interesting in Mrs A first excerpt, is her assumption that *"nobody had started looking at how maybe we could teach those kids in a different way"* because as it happens, I had.

10.3. Finding success through personalisation

As I alluded to earlier, I was thriving in my PE teaching practice because I had developed a level of agency that helped me be in congruence with my environment. I had received a lot of positive feedback from colleagues and pupils and I was afforded

a lot of autonomy by my senior colleague. In developing agency I had managed to put my three year development plan into practice. By this time I had:

- developed and embedded pupils' voice into the curriculum,
- pupils undertaking sports leadership qualifications and assisting in lessons,
- embedded outdoor adventurous activities into the curriculum through climbing, mountain biking and watersports,
- developed links with local gyms where I taught KS4 pupils strength training,
- begun using local leisure centres to develop club links and teach alternative sports such as squash and bowling, and finally
- developed a personalised GCSE PE pathway.

This latter point in particular is an example of Robinson's influence on my practice. In developing links with a local gym I had begun teaching a number of classes basic anatomy and physiology in order to help them understand the principles of strength training. In doing so, a group of pupils became interested in the theoretical aspects of PE. The difficulty I had at the time was that these pupils were spread across the five KS4 classes and this made it difficult to teach the content. I needed to bring these pupils together and working through my senior colleague we personalised the timetable (Figure 21 below - highlighted) for these pupils in order to make this happen.

Figure 21: Edited school timetable taken from 2014/15 showing personalised GCSE PE intervention

MONDAY											
Key Stage 3											
	30 08:30-09:00	20 09:00-09:20	50 09:20-10:00	50 10:00-10:50	20 10:50-11:10	50 11:10-12:00	30 12:00-12:30	35 12:30-13:10	45 13:10-14:00	20 14:00-14:10	45 14:10-15:00
Year 7a		TUTOR	LESSON 1 English	LESSON 2 Maths	BREAK	LESSON 3 French	LUNCH	Literacy	LESSON 5 Art	BREAK	LESSON 6 Science
Year 7b			English	Science		Maths	Lunch	Literacy	History		Art
Year 8			Maths	English		ICT	Lunch	Literacy	French		History
Year 9a			English	History		Art	Lunch	Food Technology	Food Technology		French
Year 9b			Art	French		History	Lunch	Literacy	English		ICT
Key Stage 4											
	30 08:30-09:00	20 09:00-09:20	50 09:20-10:00	50 10:00-10:50	20 10:50-11:10	50 11:10-12:00	30 12:00-12:30	35 12:30-13:10	45 13:10-14:00	20 14:00-14:10	45 14:10-15:00
Year 10		TUTOR	LESSON 1 Food Technology	LESSON 2 Food Technology	BREAK	LESSON 3 Science	Literacy	LUNCH	LESSON 5 Maths	BREAK	LESSON 6 English
Year 10 Voc			Construction	Construction		PE MH	PE MH	Lunch	MVM		MVM
Year 11a			PE MH	PE MH		ICT	Literacy	Lunch	Science		Maths
Year 11 Voc			MVM	MVM		PE MH	PE MH	Lunch	Construction		Construction
Year 11b			PE MH	PE MH		English	Literacy	Lunch	Maths		ICT
Free Staff											
Interventions									GCSE PE MH		GCSE PE MH

The pupils would leave their usual class on a Monday afternoon and I would teach them the AQA GCSE PE specification. Although this seems a little uninspiring now, at the time this was a real shift away from our school culture where all pupils followed a fairly standardised timetable. Indeed Mr B (PF, 1-4) described this culture as “*very rigid*” involving “*every kid in every classroom at every moment*” with “*no flexibility in the approach*”. However, the pupils engaged exceptionally well because they wanted to be there, they wanted to learn and there was also the likelihood they thought they were part of something new and thus were special. Whilst this is all anecdotal, within three years the intervention had not only helped to match the school’s best ever GCSE grade C, one pupil achieved a B and another, in year 10, achieved an A. Given that “*learning wasn’t really at the forefront*” (PF,7) in our wider school culture, these grades represented a real step change towards something new. Furthermore, in returning to Mrs A’s earlier comment, this intervention also represented that I was trying to “*teach [these] kids in a different way*”. However, the problem was, I was working in isolation. Nevertheless, it was on the back of this personalisation focus,

together with my discussions with Mrs A, that I attempted to address this problem. The following is a summary of this development with extracts taken from interview.

10.4. My relationship with Mrs A

Mrs A became a significant other for me throughout this period because of our shared understanding of our school and the related collaboration that ensued. However, before looking at this relationship (from which my emerging leadership practice developed) it is important to understand Mrs A's prior perceptions because they played a significant role in the formation of our relationship.

Following an initial settling in period in school Mrs A found herself becoming engrained in the school's culture (CR 10-13):

"Although you felt supported... everybody seemed to just be busy doing their own thing. Erm, there wasn't a lot of interaction erm... there was no... not that I can recall, discussions in terms of teaching, in terms of sharing ideas, in terms of sharing resources... erm it was quite isolating. I think that isolation grew... it didn't get any better..."

Thus far, I have used the terms conformist and controlling to describe our school's culture at this time, but in this excerpt Mrs A uses the term 'isolation'. This is an interesting term because although I felt I was making a difference in PE, Mrs A's unawareness of my progress would seem to indicate (as I suggested) that I too was working in isolation. However, whilst my practice was positively influenced by my agency, Mrs A appeared to find this isolating culture difficult (CR 18-20):

"... Erm I lost quite a bit of motivation erm, direction... in fact, I would even question how to sort of teach in a sense... although I could stand there and deliver.... I kind of lost all of that inspiration because there wasn't sort of any discussions or conversations [relating to teaching and learning] and it was just like kind of... looking after kids...."

Her comments in particular about losing motivation, direction, inspiration and even the questioning of her competence all draw towards an interpretation that she was feeling a sense of isolation. Her summary of her role as a teacher that was *"just kind*

of... looking after kids” is representative of a teacher who is lacking purpose or more specifically in the context of this research, leadership support.

It was around this time that Mrs A and I began to talk. I was yet to emerge as a leader but I was motivated by my understanding of Robinson’s theories, as well as the PE curriculum developments discussed. I was also quietly critical of our school’s practices, and I held a strong belief that our school could emerge from its challenges by adopting a personalisation agenda (the GCSE PE intervention had begun but outcomes were yet to emerge). I was keen to share my thoughts and I found a like-minded individual in Mrs A. Indeed, when interviewed and questioned about the basis of our relationship Mrs A recalled the following (CR, 83-87):

*“that kind of started from after talking to you really... I think it was just a random classroom chat thing really, we just got talking and you started on about that **TED bloke** and about all of the teaching stuff and how creativity is important and about how the education system is all about controlling kids and making them fit into schools so we can make them learn certain stuff that we have to teach them for exams and stuff... it was really interesting and got me thinking about what I was doing and how I was part of that too without really thinking about it much.... Well until then anyway....”*

This excerpt is important because it demonstrates a change over time in Mrs A’s perceptions where she shifts from losing *inspiration* because of the lack of *discussion* to having “*random classroom chats*” and becoming really interested in “*teaching stuff*”. What is also important in this excerpt is that Mrs A begins to recognise (“*I was part of that too*”) that aspects of her practice relate to Robinson’s standardisation argument i.e. she was teaching pupils content in order for them to pass a test and this was part of the standardisation of education. It was on this basis that Mrs A and I began our work on the PBL.

10.5. Collaboration through the PBL: Using Powerful Pedagogical Strategies

The purpose of the PBL in the short term was to enact small scale curriculum change in Mrs A’s classroom and in the long-term start the process of developing the quality

of teaching and learning across the school. At this time, I was introduced to the term Powerful Pedagogical Strategies (PPS) which Leat & Higgins (2002, p74) refer to as small scale, manageable interventions that are flexible and encourage 'feelings of control' (p74). PPS became an important tool for me at this time so I will discuss it briefly.

Leat & Higgins highlight two significant factors that need to be addressed if this type of classroom change is to be enacted:

1. There is no curriculum development without teacher development;
2. There has been a general failure to date to consider the importance of what teachers believe and how they think, plan and respond to their classroom experiences.

The authors argue consideration must be given to how the classroom teacher is engaged in order to understand their context and thus develop an intervention for change that is a 'practical and manageable step that can be undertaken... in the course of their work' (p72, 2002). As such, part of my initial work was to engage Mrs A in understanding her practice and this took the form of providing guided reading around wider educational structures (i.e. Robinson, 2010), PBL strategies and EBD practice. We then discussed the format of the PBL, what she wanted to develop and also what I needed in terms of evidence for my research. Following these discussions we agreed that the PBL would involve the design and development of educational resources that would be sent over to a school that we helped to support in a developing country.

Following this design phase we also thought it appropriate for Mrs A to undertake a number of practical courses in order for her to feel competent, motivated and ready for the 'tinkering' (Leat & Higgins, 2002, p79) that was to follow. These courses involved the practical application of core subjects and were designed to help Mrs A develop her resource bank. Mrs A appeared to find these courses helpful (CR, 89-90):

"when I was talking to you about education stuff and when I was going on those courses you sent me it was like a big confidence thing for me..."

The main point I extract from this statement is the feeling of “*confidence*” our discussions and related CPD instilled in Mrs A. Feeling competent to carry out an activity is a basic psychological need that requires meeting if an individual is to feel confident to carry out the task in hand (Deci & Ryan, 1985). Whilst this in itself is nothing new, what was important, was the feeling of relatedness this support brought. Indeed, Mrs A went on to add (CR, 67-72):

*“Especially with all of the course **stuff** and that... I went on a course and er... this woman she said this [teacher dominated learning] is the worst thing that you can do in terms of behaviour management because you’re controlling their behaviour and I just never, never knew that until we started doing our work and going on these courses. She was talking different **stuff** like having one of these big balls and having one of them sit on there to have them improve their writing and core work and that **stuff** is just the sort of thing where everybody gets more out of that **stuff**... like doing interesting CPD and talking about teaching **stuff**”*

Mrs A uses vernacular a lot throughout her interview and this excerpt is reflective of this. Here she uses the term “*stuff*” five times in short succession. She expresses excitement and I take from this that she also perhaps just has too much to say. She also makes a telling remark when stating the CPD opportunities I introduced her to were “*just the sort of thing where everybody gets more*”. When this is compared to her original pre-PBL comment that “*there wasn’t sort of any [teaching and learning] discussions*” it provides an insight into the level of transformation Mrs A was undergoing. I draw positive conclusions from this comparison and her use of vernacular and interpret that this is reflective of her general feelings of increased confidence.

Another interesting comment Mrs A makes is when she refers back to the course tutor and their reference to control in relation to behaviour management: “*you’re controlling their behaviour and I just never, never knew that until we started doing our work and going on these courses*”. Mrs A makes a connection between my intervention and her developed understanding of her practice. From a leadership

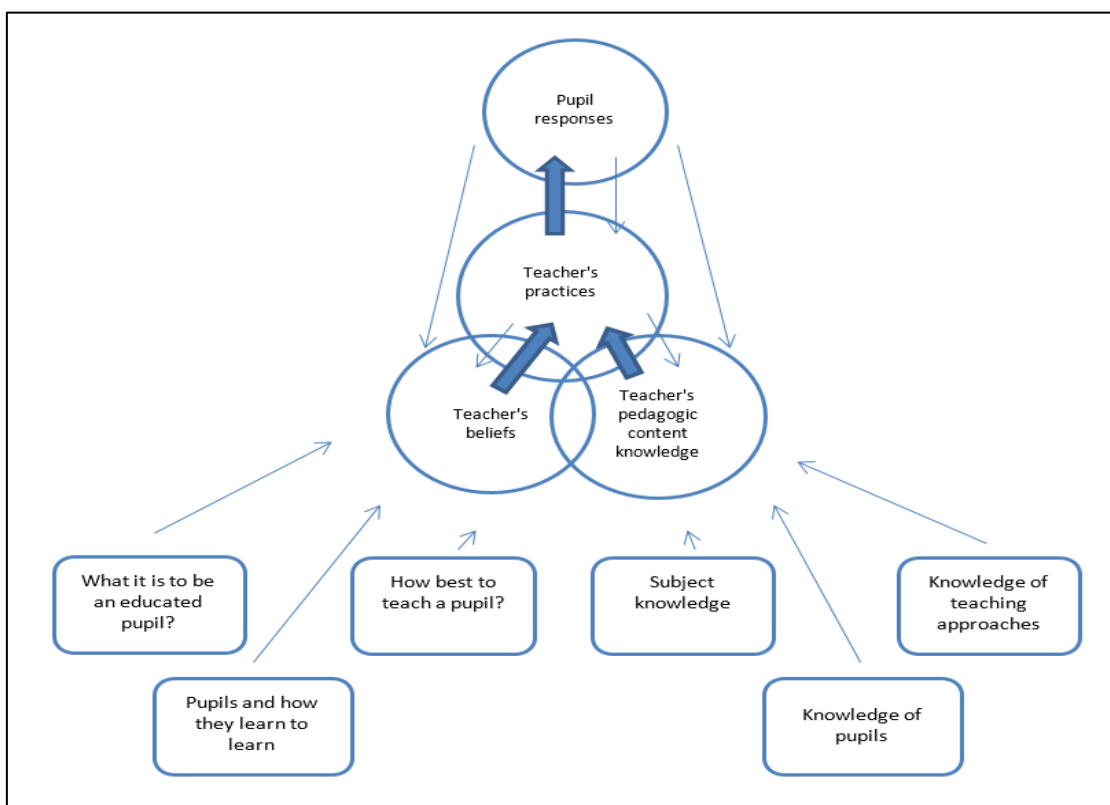
perspective this is telling because it is an indication of my impact upon her. Indeed, Mrs A progresses on to talk (CR, 282-283) about how:

“you [me] started to give me loads of like journals and articles and stuff and it all came together and I felt quite excited to get started. Nervous of change... but kind of excited if you know what I mean?”

Where she talks of being ‘*Nervous... but kind of excited*’ and of a process of learning ‘coming together’ I hear a colleague who has a feeling of increased competence. Supporting Mrs A with professional development, and more importantly through consensus seeking discussions, helped to ensure her feelings of competence were being met. I had never had a professional outlet like this before, someone with whom I could relate theory and classroom practice and Mrs A through the PBL, became this significant other.

We explored our work together through the use of PPS using a model of development (see Figure 22 below) presented in the Effective Teachers of Numeracy Report (Askew, et al., 1997). What is significant about the model in terms of this research is its implicitness in the connections between knowledge, practice, beliefs and agential engagement as this draws attention to the interplay between structure and agency that emerges in the following Episodes. One aspect of this model which highlights this interplay is the extent to which Mrs A has autonomy over the scale of engagement. It was key that Mrs A saw this as her PBL, and my role as that of a mentoring colleague rather than a deliverer of change. I took this understanding from my interpretation of Robinson’s standardisation argument – If I were to assume control, I would be undermining the aspect that I wanted to facilitate the most; self-determination. This model guided our discussions and helped us to put her understanding of her practice in situ with her understanding of our school and wider educational structures that she saw as being problematic.

Figure 22: The development of teacher's expertise (based on the model in Askew et al., 1997)



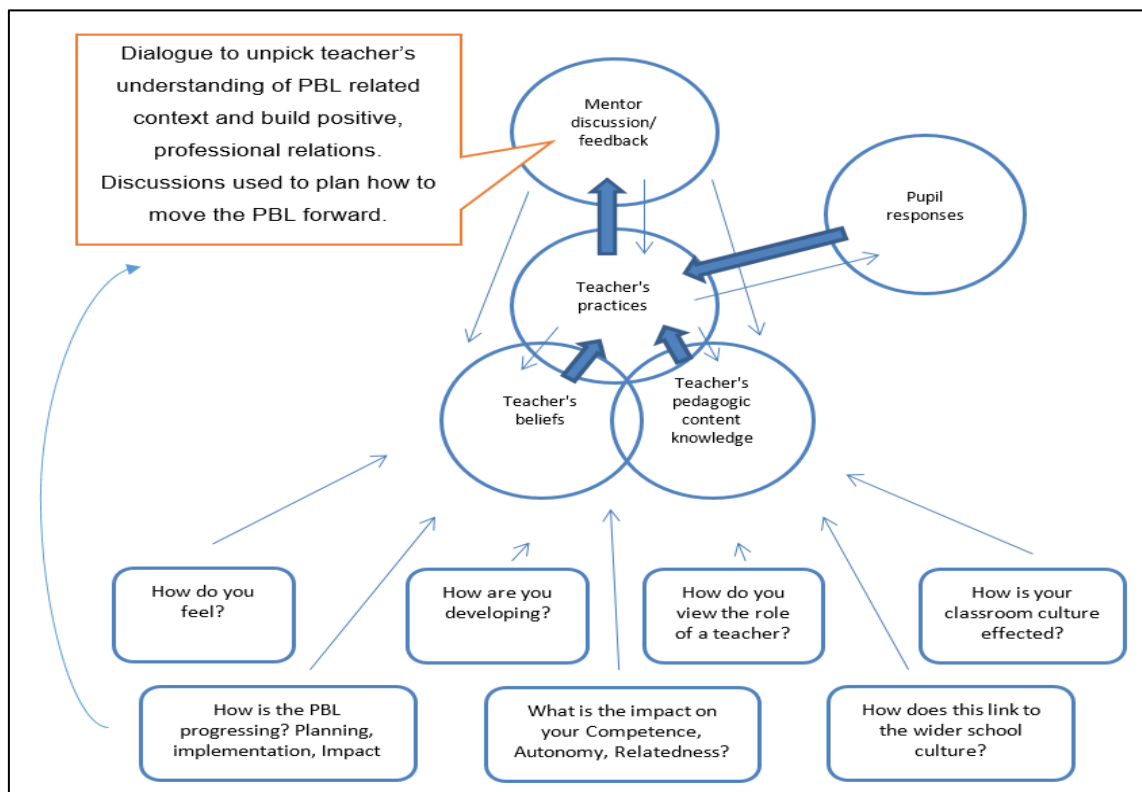
The model visualises how the interplay between pedagogical content knowledge, teacher beliefs, classroom practice and pupil response can account for the development of more effective pedagogy. In placing teachers at the centre of this model we were able to represent Mrs A as an important author of her own change and thus instill a sense of self-determination. I wanted her to be able to implement the PBL but also understand its intent and purpose in a critical manner.

10.6. *Tinkering with PPS*

Leat & Higgins (2002) discuss the term 'tinkering' to describe what it is that teachers do as they engage in constant cycles of experimentation to improve their teaching capacity. Hargreaves (1999) highlights the term in his advocacy for 'knowledge creating schools' as a process that should be managed in a more collective and systemic manner and this is something which describes the type of process the PBL discussions comprised. All curriculum changes can be viewed as an experiment and the process of this PBL, using the PPS as a guiding model, is a vehicle through

which the teacher can manipulate the ecology of their classroom. Figure 23 illustrates how this model was used by Mrs A and myself:

Figure 23: Adapted Teacher Expertise Development model (based on the model in Askew et al., 1997)



While the basic structure remains the same the content is amended to relate to the PBL. Change was initiated across multiple levels of the model but the most notable difference is the addition of the 'Mentor discussion/ feedback' circle and the position this takes relative to 'pupil responses'. Whilst pupil feedback provided an important communication loop to Mrs A, it took a smaller remit within this model to signify the importance of our discussions. I wanted to address Mrs A's feelings of isolation and thus our building of relatedness through collaboration, had to become more important than the feedback she was gaining from her classroom. Our discussions were about her making sense of this feedback and more importantly making sense of her inner conversation and then using this to inform her beliefs, knowledge and practice. I positioned myself as a critical friend and often acted as a validator of her feelings. I felt she wanted to develop a relatedness from these discussions in order to feel connected and less isolated, and I wanted to use these discussions in order to validate that the PBL could be a catalyst to change our isolating culture. As the

following excerpt shows, these discussions were a driver for her motivation (CR 178-184):

[My statement] *“So having that dialogue with someone you respect who has similar kind of...*

Yes! Just like the same ideas and vision... you started to talk about big picture education stuff and I liked it... Yeah, I would say that’s massive, like huge. Being related to something, like a person or a vision or.... Yeah, you’ve gotta have like.. it would have to be like... you would have to have something like education; yes you’re a teacher but you get all sort of types of teachers with all sorts of different ideas about what being a teacher is but it’s feeling like you’re valued and you can relate to who or what is going on around you as that’s what makes you feel kind of like special in a way... like connected.”

The key words in this excerpt from a motivational lens are ‘*relate*’, ‘*valued*’ and ‘*connected*’ which collectively display a sense of ‘relatedness’ to me; our work together and our vision of what education could be like. Mrs A emphasises her passion for this relatedness through the language she uses stating that it is “*massive, like huge*”. Moreover, identifying how this makes her “*feel kind of like special*” indicates that she feels this relatedness in our relationship. This ‘feeling’ of relatedness provided the right climate for her freedom of speech and honesty and this underpinned the theme of our PPS discussions. Our discussions helped both of us to feel as Mrs A describes that person whom we ‘*respect*’, ‘*relate*’ and hold in ‘*value*’ and this is a feeling that has helped to shape my practice as a leader. It appears she has found her ‘trusted other’ and in the process I had started to see the route to effectiveness to be more complex than I originally thought. The following section describes the findings of the PBL and explains why my understanding of effectiveness developed.

10.7. The PBL Findings

The PBL lasted for one term and following a complication with my hard drive the photograph in Figure 24 represents what remains of the findings.

Figure 24: Photograph illustrating remnants of PBL findings

IMPACT AS %	PBL CLASS %	CONTROL %	PBL:CONTROL DIFF %
SSDQ (DIFF)	17.7	9.8	7.9
EMOTIONAL (DIFF)	32.1	-33.3	65.5
CONDUCT (DIFF)	26.1	44.0	-17.9
HYPERACTIVITY (DIFF)	37.8	11.1	26.7
PEER (DIFF)	17.4	20.0	-2.6
PROSOCIAL (DIFF)	19.4	25.0	-5.6
TSDQ (DIFF)	9.9	22.3	-12.4
EMOTIONAL (DIFF)	0.0	52.9	-52.9
CONDUCT (DIFF)	9.1	23.8	-14.7
HYPERACTIVITY (DIFF)	34.4	6.9	27.5
PEER (DIFF)	14.3	50.0	-35.7
PROSOCIAL (DIFF)	9.7	5.0	4.7
CREATIVITY	87.9	25	62.9

AVG DAILY PTS	175.7	174.1	174.1	173.9	174.1	174.3
PBL DAY AVERAGE	176.2	174.9	173.1	174.0	176.4	175.3
DIFF	0.4	0.8	-1.1	0.1	2.3	1.1
% POINTS DIFF	0.26	0.47	-0.61	0.05	1.32	0.61

The top section of this photograph refers to a comparison of pre and post PBL SDQ scores between Mrs A's pupils and the control group. SSDQ refers to scores from self-assessments and TSDQ refers to score from teacher assessments. The bottom row 'CREATIVITY' refers to a percentage increase in the class average pre and post PBL scores on a standardised divergent thinking test that each group undertook. The lower section of the photograph refers to a comparison between Mrs A's average daily class point scores compared to their average daily scores when conducting the PBL. Finally, sections in green highlight improvements in scores and those in red indicate decreases.

The loss of PBL data made answering my initial research question: *'What is the impact of a PBL curriculum intervention on a class of Year 7 pupils with SEMH?'* quite difficult. Nevertheless, the basic answer was pupils were not statistically more engaged and neither did they make statistically more progress. However, the more complex and insightful answer to the question is that the methodology I employed, regardless of the loss of data, was never in a position to offer any valid and robust statistical data.

This point represents an important early milestone in the golden thread of this research because the problem with this methodology lay in my lack of world view and related simplistic understanding of effectiveness. Whilst it was regrettable that I had to undertake this action in order to arrive at this conclusion, there were two positives to take from this experience. Firstly, in undertaking the PBL I had developed a deep and insightful relationship with Mrs A and secondly, this relationship helped me to develop my ontological position as well as my understanding of the term effectiveness. Mrs A's development had become the element of the PBL which was significant and the emergence of this understanding offered me a deeper insight into my desire for personalisation.

This understanding helped to develop a new critical awareness of my practice and I began to see the contradictory nature of my actions. For instance, I was attempting to implement a personalisation agenda in school but in conducting the PBL I had missed the one person who I was asking to change. I had assumed a 'collectivist' approach and thus neglected the importance of individual agency (Archer, 1995) because I lacked the foresight to see the complexity that would unfold from this work. Elmore (2016, p531) states that when we ask teachers to implement something 'we are asking them to learn, think, and form their identities in different ways. We are, in short, asking them to be different people'. My understanding of this notion emerged through this collaboration with significant ramifications. I entered into the PBL focused on driving cultural change by implementing a quick fix solution. Although I wasn't fully aware of the epistemic fallacy (Bhaskar, 1998) I had committed, I had become aware of the limitations of my decisions and in particular my ignorance of identity challenge to Mrs A.

Whilst this was a positive lesson in my wider development it caused a significant methodological challenge for me at the time. The positivist methodology I had undertaken was based on a closed system ontology and neglected to account for Mrs A's experiences. I needed to address this weakness and my experience of Mrs A's development guided me towards a more interpretative approach.

11. Episode 2 Conclusions: Understanding my emerging leadership practice

My agency and motivation are important features in my development because the successes I achieved through my PE curriculum developments set the foundations from which I began to develop my leadership practice with Mrs A.

The teacher agency (Biesta & Tedder, 2007) model I draw from throughout this period focuses on personal agency in much the same manner in which SDT provides an individualistic focus on motivation. As I alluded earlier, it is no coincidence that I develop this position at this time because the PBL experience became transformational for my ontological understanding. As I set out on the PBL I had a fixed, yet naïve understanding of effectiveness and I employed an approach which focused on changing structure. However, as our PPS collaboration unfolded, I developed a much deeper understanding of Mrs A's experience. By the time the PBL concluded I found myself in the midst of three thought processes that were driving me towards individualism. I realised:

1. the personalised PE curriculum development I had implemented was achieving success,
2. the quantitative PBL results and methodology I employed were ineffective as they missed the richness of the experience, and
3. the impact the PBL collaboration had on Mrs A appeared to be transformational.

What is of significance in relation to these thought processes was that despite my ontological development I was still impeded by a lack of clarity over my world view. In effect, all I was about to do was shift from one side of the structure-agency argument, to the other. What I was yet to realise was that my simplistic understanding of effectiveness was in fact part of a larger misunderstanding of the interplay between structure and agency. Unfortunately, this misunderstanding was about to lead me into another methodological approach that would require a further transformation in the design of this research. Nonetheless, I was unaware of these misconceptions at this time, and I proceeded down an individualistic route that led me towards SDT, teacher agency and more specifically IPA.

Whilst I can now present a more critical perspective to this development, at the time I was thriving. I felt a sense of volition about my work and this enhanced my motivation for action. Indeed, it was at around this Episode where I began to see the positive impact of my PE curriculum development, and I became consciously aware of how emotionally important my job had become for me.

Cognitive Evaluation Theory (CET), is a sub-theory of SDT which 'specifies factors in social contexts that produce variability in intrinsic motivation' (Ryan and Deci, 2000, p58). From a CET perspective, the authors argue that feelings of competence enhance intrinsic motivation and such feelings can be conducted through interpersonal events and structures such as communications and rewards. The following positive feedback excerpts I received from my senior colleague (PF, 205-206) and Mrs A (CR, 328-330, although retrospective, are an example of many of the positive communications I received at the time which served to enhance my intrinsic motivation:

"the kids were engaged and you started to expect standards, and the progress of the kids was paramount to you"

and:

"I think the kids see you as quite inspiring to them... I think they see you as being a grown-up version of them (laughter)... and they think you know what I can be someone as well.... He's a good bloke and I can be like that as well".

CET further specifies that feelings of competence will only enhance intrinsic motivation if they are accompanied by a sense of autonomy. From this perspective, the leadership from my significant other at the time can be seen as crucial. Not only did I perceive my competence as causally efficacious, I also believed my ability to act was self-determined. The phenomenon of intrinsic motivation was first acknowledged by White (1959) who discovered many organisms engage in playful behaviours in the absence of reinforcement or reward. Ryan and Deci (2000, p56) define intrinsic motivation as the 'doing of an activity for its inherent satisfaction' adding intrinsically motivated individuals are 'moved to act for fun or challenge rather than because of external prods, pressures or rewards'. I felt challenged in my role, particularly

concerning curriculum development and many of my interactions with our school community were certainly full of curiosity and fun. CET argues that intrinsic motivation will only occur for activities that hold intrinsic interest for an individual. In this respect, the social conditions of school and the structures of EBD education enabled this feeling of interest because I could relate to them due to my iterational histories.

However, whilst I was thriving in my role it was clear Mrs A was feeling isolated. What is interesting in relation to our future collaboration was Mr B was of the opinion that my curriculum developments seemed to be *“having an impact on other staff because they were picking up positives from [my] teaching...”*. Yet, in contrast Mrs A stated that she felt that *“everybody seemed to just be busy doing their own thing”* and *“nobody had started looking at how maybe we could teach those kids in a different way”*. Despite the methodological weaknesses it is clear that in undertaking the PBL, we did address Mrs A’s concerns. From a leadership perspective, one way in which these concerns were addressed can be understood is through the theory of change agents.

Beckhard (1969, p101) describes change agents as ‘people, either inside or outside the organisation, who are providing technical, specialist or consulting assistance in the management of a change effort’. Although this theory takes a minor role in relation to the focus that is drawn from SDT and teacher agency it is certainly representative of the early leadership role I undertook with Mrs A. The PBL was conceived because I was focused on the change of the social behaviours of our school community, which I deemed to be rooted in a culture of control and conformity. Havelock & Havelock (1973) argue the actions of the change agent can be defined by undertaking one or more of four roles (p60):

1. The Catalyst
2. The Solution giver
3. The Process helper
4. The Resource linker

In the first instance, my interactions in recruiting Mrs A are an example of me working in a catalyst capacity. Havelock & Havelock argue that people do not normally want change (she was an exception in this case) and catalysts act by sharing their

dissatisfaction with the status quo and get the process of change started. These discussions became a shared critical dialogue and this dialogue set the foundations for our relationship. We discussed Robinson's arguments of education standardisation and we reflected on the conformist and controlling culture we observed in school. Havelock and Havelock state (p62) 'people who want to bring about change have definite ideas about what the change should be' and in this context my vision for change was for a drive for personalisation, born from the influence of Robinson. Kahn (1974, p496) states 'to change an organisation means changing the pattern of recurring behaviour'. Rather than changing our school organisation (this was not a focus at this time although this position changed) what I was interested in was changing our professional practice and our related behaviours and understanding.

As I described earlier, I was intent on changing this culture but my attempts would be undermined because of my simplistic and naïve understanding of effectiveness. Nonetheless, having connected with my colleague and established our common ground of discontent our discussions developed a different focus. I presented my ideas for change and as such I began to embody the role of the 'solution giver'. From Havelock and Havelock's perspective (p62), I had solutions that I wanted others to adopt and in this instance it was the PBL intervention. The PBL as I saw it, was going to transform our school's teaching and learning culture and this is an example of my naïve cause and effect understanding in action. From a change agent perspective, I was at this stage focusing on the process of change through a task. This is an important marker because as I have already stated I move from this position to towards individualism.

As the PBL progressed, I developed my role to that of a 'resource linker'. Havelock and Havelock define this role as an individual who 'helps clients find and make the best use of resources inside and outside their own system' (1973, p62). In this case, this is where I arranged for Mrs A to attend a number of courses which she stated were a *"big confidence thing"*. I also provided her with a range of research and journal articles through which she could better understand the nature of Robinson's standardisation argument, as well as relevant EBD and PBL practices. The product of this collaboration was that Mrs A grew in confidence and as I will discuss in Episode 3, she also began to act in a change agent capacity herself.

12. Episode 3: Adopting IPA, developing the Teaching and Learning Group and my promotion to SLT

***Signpost:** This episode discusses the formation of the Teaching and Learning group, my subsequent promotion to the senior leadership team (SLT), and my early attempts at implementing change. The switch from positivism to interpretivism also signifies a growing congruence between my thoughts and actions. However, I continue to be undermined by my lack of understanding of the interplay between structure and agency.*

In undertaking the PBL, my journey for 'identity and meaning' as Formenti (2015, p11) alludes, had taken a significant turn. In the process, Mrs A and I had answered her questions of: 'Who am I for you?' and 'Who are you for me?' She became a significant other for me, and I began to develop into a leader for her.

By this stage I was also aware that she had a significant story to tell in relation to our collaboration and both of our developments. Around this time, I became aware of IPA as a research method by reading a volume of the Emotional and Behavioural Difficulties journal that my school subscribes to. Having undergone a transformative ontological experience through the PBL, I developed an understanding that IPA could be used as an approach to help me understand this shared journey. What is of interest in this development, is the shift from a systemsworld focus through the PBL, to a personal lifeworld focus through the use of IPA. Given the influence I drew from Robinson and my desire to implement a personalisation agenda in school, it is perhaps unsurprising that such an individualistic methodological approach would become so appealing. It was also around this time that I was introduced to the theories of SDT (Deci & Ryan, 1985) and teacher agency (Biesta & Tedder, 2007). Again, the individualistic focus of both of these theories is representative of my desire for personalisation.

In adopting IPA as a methodology and undertaking interviews with my two significant others, I opened a door through which I hoped I could better understand their experiences. One experience which came to the fore as being transformational for Mrs A, was the development of the Teaching and Learning Group.

12.1. *The Teaching and Learning Group (TLG)*

Priestley, et al. (2015) describe teachers' classrooms as cages that trap thinking, rather than a source of experience through which to enrich the school community. It was this type of understanding which underpinned the emergence of the TLG. Mrs A stated that our work on the PBL was *"one of the best times I had"* (CR, 131) and we wanted to share this passion and the change that we had created in ourselves. We wanted to cultivate an environment where we could help others develop their own agency and develop a sense of self-determination. Mrs A described the impact of the process as follows (CR, 219-221):

"I would say it [our PBL and related PPS] challenged me as a teacher but also made me think a bit about me as a person too. Erm... as a teacher that things can be done differently and that children they can learn in a different way..."

I find it symbolic that Mrs A refers to her development both in a professional context: *"it challenged my role as a teacher"*; and from a personal perspective: *"made me think about me as a person too"*. This duality of emergence, mirrors the type of development that I felt that I had undergone as well. I interpret this duality as another indicator of the importance of relatedness and effective relationships. Indeed, Mrs A states that relationships have to have *"that personal element"* (CR, 206) and by personal she means *"trust and that bit of transparency"* (CR, 207). What also appears to be important to Mrs A in relationships is conversation as the following excerpt exemplifies (CR, 240-244):

"me and you had a conversation and you mentioned about a teaching and learning...you talked about setting up a group to help move the school forward and I thought that was good... It was just spot on. Everything about it; people were bringing things to the table, sharing ideas, everybody was just pushing forward for the same thing and it wasn't where it was like right you need to go and do this now, it was just like let's all just talk about education, let's just talk about what is out there"

As Mrs A describes here, the TLG was very informal. We used to meet each Tuesday after school for an hour in the ICT room. There was no formal agenda - Mrs A would discuss her experiences and I would bring a range of supporting research articles. For obvious reasons, our first few meetings introduced Robinson's ideas and the concept of PBL. There was a general open door policy and after a few weeks we found a small group of 6-8 support staff and teachers who would regularly attend.

Although Mrs A stated that I started the group she also played an important role in its development. She states she developed (CR, 262-263):

“quite a bit of respect in the school [through the PBL intervention] so I think I was kind of able to go like “oh just come along” [to the T&L group] to some in the school who weren’t quite so sure and this was great and they did”

The “respect” she feels she developed and subsequent ability to invite others is a good indicator of her sense of agency and confidence at this time. When compared to her pre PBL comments where she (CR, 19) “*would question how to sort of teach*” it certainly indicates a significant shift in her motivation. From a change agent perspective this is an important development for Mrs A as she is adopting the role of ‘resource linker’ by being that individual who ‘helps bring people together’ (Havelock & Havelock, 1973, p62). By bringing colleagues to the teaching and learning group she is taking on change roles which I have previously undertaken and thus we can assume that this is an indication that Mrs A may be becoming a change agent herself. We can look directly at Mrs A’s perceptions of her development in this passage (CR, 250-259):

[My question:] How did the teaching and learning group impact on your motivation?

“I felt more motivated. In terms of, there was more people to share. It was all about discussions for me. It was all about talking about it. It was about getting excited about things that you could try out and get thinking about... its exciting and I liked that. It motivated me. I felt related to you and some of the other staff who came to be involved afterwards. We were part of something to move the school forward and

it was exciting again. It was kind of like getting back to learning again and you were being inspired if you know what I mean?"

Mrs A begins with *"I felt more motivated"* and the collaborative language she uses throughout (*people, share, discussions, talking, related, part of something*) gives another indication that relatedness (particularly through conversation which she references twice) is key to her motivation. Indeed, she explicitly states *"I felt related to you"* and when taken in the context of motivation this could be used as evidence to argue that SDT offers an approach through which leaders may better understand the impact of their practice. It is also interesting that she uses the terms *"mov[ing] the school forward"* and *"being inspired"* in answer to this question too as both are also relatable to the practice of leadership.

The TLG developed over the coming months and the small group of staff who came built a relatedness between one another and what we were trying to achieve as Mrs A describes here:

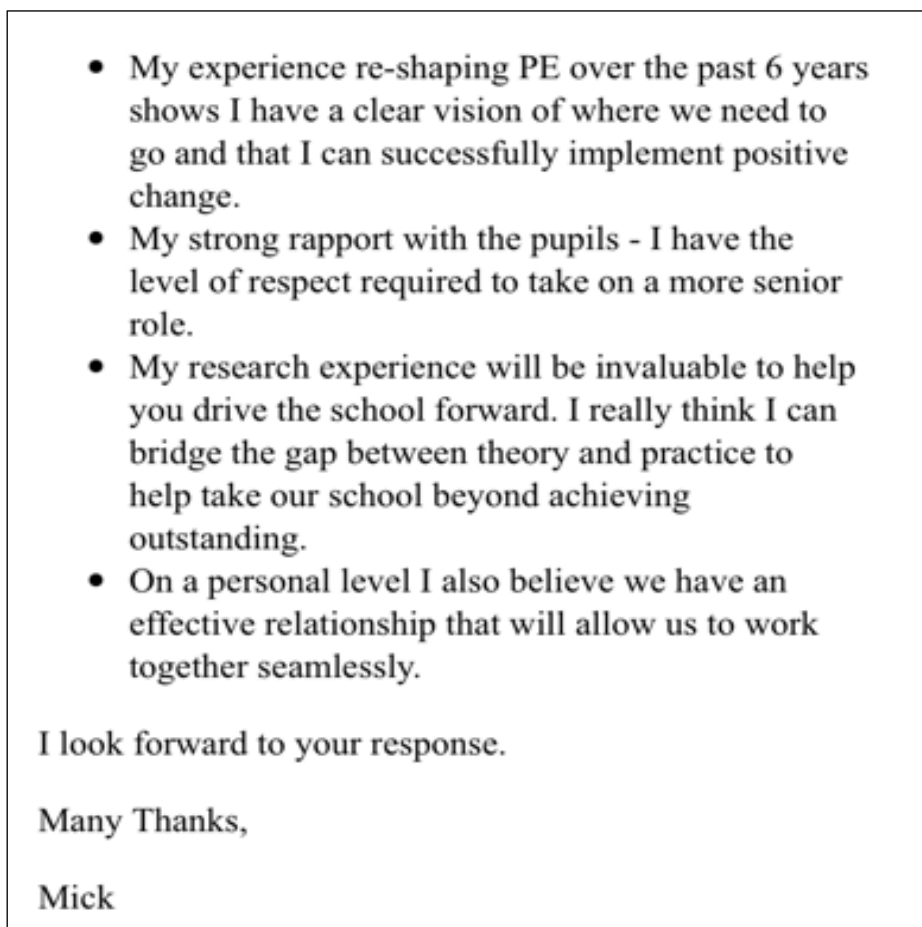
"I think they probably had more confidence in what we were talking about. Especially some of the more inexperienced ones, as they were a bit like what I was [when we first started] and it [teaching in a different way] just sort of grabbed them before they became caught up in the control kind of culture we had."

It was around this time (2017) that a vacancy on the senior leadership team became advertised and I was presented with an opportunity to put these changes into effect.

12.2. Promotion to the Senior Leadership Team (SLT)

By this stage I had been in post for six years and I felt I was ready for a more senior position. Although there was no formal job description, I wanted to continue to develop my leadership practice in the field of teaching and learning. Figure 25 offers an insight into why I thought I was ready for the promotion (n.b. my formal application was lost in the previously mentioned hard drive issue).

Figure 25: Photograph of draft SLT letter from 2017



I got the job and through discussions with my senior colleague it was decided that I would begin to lead on teaching and learning across the school. I was excited to have this platform, as moving beyond the teaching and learning group, I felt I needed a position of power through which I could implement whole school change. Interestingly, in the following excerpt Mrs A appears to suggest that I had already started regardless of my promotion (CR, 126-130):

“Well you took over, well it felt you just started to with the teaching and learning... we started working on the PBL not long after we started to chat quite a bit... maybe a few months and I think you got promoted to the senior leadership team around about then too”

Although the timeline as she describes is slightly unclear, what is clear is that Mrs A had the impression that I had already “took over” in relation to teaching and learning. Her impression was likely to be a product of our close collaboration on the PBL as well as the development of the TLG. I would surmise that other staff who had not had

this close contact may see this situation differently. Regardless, I felt my promotion would provide the platform from which I could share my experiences and in effect replicate and scale-up the type of support that I provided for Mrs A. Whilst this naively appeared a simple enough task at the time, Mrs A had her reservations (CR 245-247):

[my question:] *“Do you think everyone shared the same values and what was the dynamic of the [T&L] group?”*

“Yes, I think for that group it was [about shared values and improving culture] and I think this is the question that was sort of mentioned a few times. How you roll that out to others who aren’t interested in change, how you get someone to get to come to meetings or groups like this when they’re not interested, to work that out and solve it I’d give them next month’s wages (laughter).”

With Mrs A’s comments here we are entering into complex and subjective terrain. Mrs A and I had formed an opinion that we needed to change the culture of our school. From my perspective this change centred on collaborative working and the personalisation of the curriculum. From Mrs A’s perspective she wanted *“to be a part of something that [was] going to make a difference [and] part of something that [she] believe in, with other people who believe in it too”*. Through the TLG we had developed a small group of colleagues who appeared to be of a similar disposition. Although I’m sure we all had our own interpretations and motivations for being part of the group, our presence indicated that we all wanted to be a part of something different. However, it seems likely other staff may have wanted change of some sort too, whilst others may have wanted a continuation of the status quo. This critical discussion is only intent on exploring my interpretations and those of my significant others from a leadership perspective.

12.3. *Introducing Mr B*

Mr B and I had always had a positive relationship but in my promotion to SLT he became a ‘significant other’ for me by providing an opportunity to put into practice

what I was learning. The following is a short introductory statement about Mr B which he has approved.

Mr B had taught at the school since September 2002 shortly after the school's transition from a previous site. Mr B had taught in a mainstream setting but the bulk of his experience lies in the special education sector and in particular SEMH. Mr B was promoted to a senior teacher role and then became a Deputy Head Teacher around 2010. He then became Acting Head Teacher around 2018 but no longer works at the school.

In my opinion Mr B was the leader of the school who held us together through some very challenging episodes. In Mr B, I saw a person who was, in his own words in need of somewhere "to go" and I found myself growing into a person who might give him that place to go as I develop from a teacher who "just took over" into a member of the leadership team. Mr B and I formed a partnership where he had a lot of knowledge and experience with which to manage the challenging situations we were still experiencing and I hoped I could contribute helpful knowledge in the form of research and critical thought. I felt he opened up that leadership pathway from which my career developed, and he gave me a platform from which I could begin to enact change to our culture and structures more systemically.

As I identified earlier the need for change can be a subjective notion in much the same manner as the term effectiveness. However, Mr B had been at the school for a number of years, and he also thought the isolated practice that Mrs A perceived was long engrained in the culture of the school. In this excerpt, he is referring to the leadership practice in a time prior to my employment (PF, 119-121):

[My question:] *How did that leadership style make them feel?*

Dis.... Fractional [dysfunctional]. I don't think it was a good feeling. It was very; I'm here for myself and as long as I'm ok in my little unit or area then I'm ok... It's just I come in and do this and move on..."

Mr B progressed to discuss a more recent period in the school's history where he continued to feel that he (PF182-183) "never had anywhere as a deputy head to go to... to pass on or receive any support....". The ten years these comments cover

indicates that the general feeling of isolation was deep in the school's genes. Something interesting about these excerpts is that the first relates to a period where Mr B was a teacher, and the second to when he was in a senior leadership capacity under the direction of another head teacher. In both periods, Mr B gives a sense of frustration, appearing to direct this towards the head teacher at the time: *"it doesn't really matter what the boss thinks"* (first head teacher) and *"[I] never really had anywhere to go as a deputy head"* (new head teacher) perhaps suggesting there was either a strain in these relationships or a clash of leadership styles.

12.4. *Trying to implement change*

Despite Mrs A's earlier concerns and Mr B's here, I entered into my leadership position with a sense of confidence and optimism. I believed I could scale up the developments I had already embedded and improve the quality of teaching and learning. However, in order to do this, I needed to understand what was happening behind the closed doors of our classrooms. As such, I held discrete conversations with teaching staff and explained how I had worked with Mrs A and how I wanted to collaborate with them in a similar way. I discussed how I wanted to develop coaching instead of formal observation, and I wanted to develop an 'open door' culture where we were all free to learn from each other.

From these discussions, I received a number of positive replies from members of the TLG but unfortunately, very little else. As a newly promoted member of SLT, and one who was intent on driving change, this was quite a difficult obstacle to overcome. Part of my job role involved performance managing a number of these teaching staff and at the time this involved traditional termly lesson observations. It had been my experience to that point that these observations had little to do with improving the quality of teaching, and a lot more to do with system accountability. I wanted to move away from this accountability regime and move towards a culture of coaching. An example of the proforma that we used originally can be seen in Figure 26.

Figure 26: Standard performance management proforma used to manage teaching staff performance

PERFORMANCE MANAGEMENT PLANNING AND REVIEW STATEMENT			
ACADEMIC YEAR 2017-18			
CONFIDENTIAL			
Reviewee's Name		Reviewer's Name	M. Hutchison
EVALUATION OF PERFORMANCE ON PREVIOUS CYCLE			
PERFORMANCE MANAGEMENT PLANNING FOR THE NEXT NEW CYCLE			
Objectives for the next cycle. (For teachers including an objective linked to whole school focus.)			
Extent, pattern and focus of planned lesson observations.			
Term 1 Observation:			
Term 2 Observation:			
Term 3 Observation:			
Other evidence to be used.			
Support to be provided.			
Timescales for completion.			

My experience of working with Mrs A and my understanding of SDT had taught me that developing relatedness was a key part of fostering the conditions conducive for internalising an individual's PLOC. It was my understanding that the more motivated staff were, the more likely they were to contribute to a more positive school culture. However, it was quite difficult to initiate change and develop this relatedness without the willingness of staff to engage. As Nelson, et al. (2009) argue, most school systems are imbued with an institutional inertia which undermines change. Equally for some, I imagine that the implications of my changes may also have been an unnerving experience. I was someone who was implementing change in school, and I had been promoted on this basis – it was likely that I could be perceived as a threat.

As Cook, et al. (2012) describe, change is difficult and many teachers and schools appear to develop mechanisms that protect the status quo. The difficulty I had was that I didn't believe that maintaining the status quo was good enough, but I equally believed that imposing change upon staff (as opposed to building a consensus) was not the way forward either. From my perspective, the lesson observations were too far apart to be a part of any developmental process and the fact that they were mandatory, curtailed any sense of autonomy over their content. The problem that I had was that in order to grow the culture I wanted, I needed staff to want to be a part of it. Having found this difficult, I was left with the question: do I continue with the status quo which I didn't want, or (and I didn't want this either) do I implement my vision regardless? The problem with this dilemma was that both options undermined what I wanted the most – autonomy for staff.

In the end, I opted for both methods. Firstly, I began to work with a small number of willing staff on various projects with the view that the results could be shared in an attempt to develop relatedness amongst others. Alongside these projects and in the absence of the right conditions and willingness to engage, I continued the termly observations with other staff and put my desire to develop a culture of teacher led coaching to one side. Although I was disappointed with this outcome, I gained valuable experience and in time I realised the naivety of my scaling-up assumptions.

13. Episode 3 Conclusions: Adopting IPA, developing the Teaching and Learning Group and my promotion to SLT

In many regards the key notion at play in Episode 3 is power and it is worth reflecting on this key leadership ingredient. At the time, my focus was on building follower recruitment in order to enact change as I saw it. Bennett (2001, p53) describes the acting out of such relationships within organisations as an 'endless sequence of exchanges between parties'. He describes each individual as having 'resources to exchange' which have different values that are determined by, and arise from, the culture and structure within which they reside. What each individual can draw upon in these exchanges causes some to seem more powerful than others and in this way power can also be seen as a resource. Hales (1993) identifies the following four kinds of power resource:

1. Physical resource power: the individual's coercive power - something symptomatic of our school's EBD culture: pupils are naughty and need to be taught right from wrong. It may be equally true that some staff who were reluctant to engage in my coaching intervention experienced my approach as laden with physical power.
2. Economic resource power: the ability to provide or withhold resources of need such as the manner in which Mr B gave me autonomy over curriculum development in PE.
3. Knowledge power, taking two forms: administrative knowledge - the operation of the school and technical knowledge - the core work of the organisation. In this respect I can be seen to hold knowledge power in that I set the daily timetable and I have developed teaching and learning knowledge by undertaking this EdD.
4. Normative power: access to scarce values, desired ideas, often resting upon personal relationships and broader reputation. The relatedness between Mrs A and me is an example. Normative power can be seen to reside in individuals more than positions of power.

The understanding of each of these power resources helps one understand and use such power in a legitimate manner. Bennet explains that:

- normative power is largely seen as legitimate, resulting in a relatedness to the associated act;
- physical power as non-legitimate leading to ‘alienative compliance’ and a search for a retaliation; and
- economic and knowledge power results in a more calculated response.

Bennet describes power as a frequently ignored aspect of the school effectiveness debate. Moreover, he adds that not only is the type of power significant, the manner in which it is deployed also carries significant import for its legitimacy. He argues that power can be overtly or covertly deployed, with the latter further separated into direct (immediate action) or provisional (threat or promise). For leaders like myself, power can thus be seen as an important and highly complex aspect of the process of leadership.

One area where this notion of power can be discussed is in our school’s early EBD culture. The language of ‘behavioural difficulties’ resonates with Mr B’s description (PF, 5-13) that this culture involved “*managing very difficult behaviours*” of “*Kids [who] were very, very, errr aggressive [and] strong willed*” through “*enforced discipline*”. It was my experience that physical power, together with an overly simplistic understanding of our pupils’ needs (knowledge power); and an extrinsically based behaviour system that undermined motivation, played a large role in the high number of restraints recorded in 2012/13. As Bennet argues, overtly employed physical power is likely to lead to alienative compliance and this is representative of the type of behaviours I saw from our pupils during a Friday afternoon sanction. However, this is highly complex and emotive territory that will invoke a range of opinions requiring further investigation beyond the scope of this research.

Another relatable variable to discuss is Bennet’s notion of structures being dynamic entities with causal powers. For example, the physical structure of schools separated into faculty classrooms, deliberately constructs the way pupils and teachers work in isolation. Using this as an example, structures can also be seen to exert some degree of autonomy which Bennet refers to as ‘discretion’. For instance, the discretion for teachers who are positioned in their classrooms, isolated from their communities, to close their doors. In this example, the physical structure of the building affords the teacher a higher degree of discretion and thus power. After all, if

we wanted our staff to be collaborative, why position them in separate rooms and why have doors? Bennet identifies that how an individual uses this power depends on their interpretation of the situation. This is an interesting point in relation to our school culture because Mrs A was feeling isolated in her classroom and wanted to be a part of a more collaborative structure, whilst it is possible other staff were content with the status quo. As such, power can be thought of as highly subjective and in need of personal consideration.

Another related area of note in relation to power, is the PBL. The relationship between Mrs A and me lacked any performativity pressure that a senior position may have brought, and these conditions underpinned a different dynamic to our exchanges. Priestley, et al. (2015) claim performativity pressures have the potential to diminish the agency we were trying to foster. Put simply, we were like minded individuals who had shared values and a common desire to move our school forward. Mrs A reflects this when she said:

“It was like what my idea is [her educational philosophy], what my vision is, is the same as somebody else’s [me] and that’s quite reassuring... especially when you’re working in isolation.... I kind of felt we had a connection on stuff and kind of related in our thinking if that makes sense?”

Relatedness, as a basic psychological need (Deci & Ryan, 1985), was the bedrock of what we did together. It provided a connection that helped us talk openly and work effectively together. Mrs A talks of having a “reassuring” feeling through our shared vision and this need for relatedness can be seen to be fulfilled through her feeling that “we had a connection on stuff”. In this instance, the meeting of this need for relatedness can be seen as an underlying basis for normative power and legitimacy. Bennett describes normative power as resting in individuals and representative of the feeling of shared values and ideas bearing resemblance to Habermas’ lifeworld focus. He adds that it can be observed when colleagues are able to persuade their peers ‘to do something as a personal favour’. Whilst favours were not necessarily part of our everyday actions our discussions did help both of us to feel, as Mrs A describes, as a person whom we ‘respect’, ‘relate’ and hold in ‘value’ - this is a notion that has helped shape my practice as a leader.

Personal values are important to me and as Sergiovanni (2000) describes, they are an integral part of the lifeworld of schools. Bennet describes normative power resources as 'legitimate' leading to value-based commitment to tasks; i.e. staff carry them out because they have a cognitive or emotional attachment to the task. Mrs A and I built a lot of normative power in our work together because of our emotional attachment to our collaboration and this can be observed in the shift she makes from feeling isolated to feeling connected.

What was of equal importance in our relationship was the parity of power. Bennett (2001) argues that where disparity is great there is a substantial threat of creating compliance rather than self-determined action. However, the process of our collaboration and my mentoring role, was designed to create equality not disparity, and the product of this process can be seen in her talk of relatedness. Moreover, it was this type of experience which eventually underpinned my desire for individualism and created the shift in my ontological understanding as I moved from empiricism to Interpretivism. Our discussions gave me a personal insight into Mrs A's development, and this started my desire to focus on leadership as a process of personal development through the use of SDT and teacher agency.

As my power developed through promotion this presented a challenge to my desire to implement change. One of the major difficulties I was finding was building the opportunity and creating the right climate to enter other teachers' classrooms. Whilst Mrs A was supportive of the opportunity, it appeared my offer was received differently by other staff. These receptions likely stemmed from various personal and structural issues. Although I sought not to overly dwell on my feelings of being rebuffed, I became conscious that my leadership position may have brought forth a constraining power influence. As Bennett argues (2001, p57), power is 'a crucial variable which needs to be incorporated into our analysis of [the] structures and cultures' of an organisation. The further removed I became from the classroom, the more difficult it became to develop a link between my leadership desires and the practicalities of classroom teachers.

Whilst change is an important aspect of school development, Bennett (p46) argues that schools 'need to be kept in a reasonably stable condition' and asserts part of the role of leadership is to 'reduce the impact of turbulence'. In many ways, it could be

argued that through my approach to change (i.e. my attempt to develop coaching), I was acting to increase internal 'turbulence' for some, rather than creating a stable but dynamic environment.

However, my intent was to develop the type of normative power and legitimate exchanges that Mrs A and I had created. I wanted colleagues to relate to my use of power as legitimate, but whilst Bennett argues that this legitimisation is likely to produce positive forms of compliance, I didn't want compliance. I wanted colleagues to internalise their PLOC and develop a sense of self-determination.

In this case, I think there is argument over terminology that is significant on the basis compliance underpins an externalised regulatory style (Ryan & Deci, 2000). I was trying to move our school away from a structure of compliance epitomised by termly observations. I wanted staff to feel supported in their position because they were self-determined and they could relate to the type of culture I was trying to create. However, the problem I encountered was that I had not accounted for the potential conflict or lack of engagement that could be caused through teachers using their agency and motivation to disagree with me and make different choices to the ones I valued. Again, this is an example of my naivety and lack of experience. It seems paradoxical now that I was trying to develop self-determined staff, build relatedness and foster a climate of autonomy, but I had neglected to account for the multitude of opinions and actions this would evoke.

At the time I lacked the knowledge to be able to evaluate these differences and I lacked the experience through which I could still create a collective approach. As I enter Episode 4, I develop an awareness of critical realism and the fallible nature of knowledge which helps bring clarity to my understanding.

14. Episode 4: A Critical Realist Approach

Signpost: *This episode discusses my introduction to Bhaskar's (1998) critical realism, Archer's (2003) theory of the internal conversation and related reflexive modes and the impact this has on my research and self-awareness. My exposure to these ideas provides the most defining influence through which I develop the current congruence I have between my ontological position, research and leadership practice.*

Episode 3 involved a number of positive developments for my career. I developed the TLG and I secured a position on SLT with a mandate to improve the quality of teaching and learning. From a research perspective, I had interviewed my two colleagues and I had analysed their transcripts using IPA. I then started on the process of creating another draft of this thesis based on this approach.

As I described in Episode 3, one of the difficulties I was beginning to encounter was developing a collective efficacy in relation to the changes I wanted to grow. I had developed a lot of normative power through my work with Mrs A and the TLG, but I was finding it difficult to scale up these practices. It was at this juncture that I was introduced to Bhaskar's critical realism through the reading of a thesis given to me by my supervisor. I was finding it difficult to rethink my thesis because I had never used an interpretive methodologies before. However, as I read through their literature review I became intrigued by their description of critical realism. Although I had shifted to IPA in the recent past, I still found discussing my ontological rationale behind this choice problematic, because I didn't have a clear world view. This reading then led onto further research which drew me towards Archer's related social critical theory (2003). Although this understanding took time to distill (around two years), it had a profound impact on my actions from this point forward because these ideas triggered a significant leap in my ontological development. This impact centred on my awareness of three key issues:

1. My actions thus far had been shaped by what Archer (2003) determines as my reflexive mode,
2. I had adopted what Archer refers to as an overly 'individualist' (Archer, 1995) position in my use of IPA, and

3. My limited understanding of effectiveness and methodological 'mistakes' was related to a wider lack of world view.

14.1. *My Reflexive Mode*

Having spent considerable time researching into critical realism I began to put my reading in context of my experience. These experiences were telling me that personal meaning was an important factor in my leadership practice and this focus brought my attention to Archer's 2003 book: *Structure, Agency and the Internal Conversation*.

What drew my initial attention was Archer's comment that as individuals we deliberate our lives through our 'internal conversation'. Although this seems remarkably simple and obvious, it was not something that I had reflected on much until this point. Archer argues that through this conversation, individuals reflect upon their social situation in light of their concerns and projects and formulate actions in respect of their orientation. What I found particularly interesting was that Archer identifies the following four types of reflexive mode which she argues represent an individual's basic orientation towards society:

- Communicative reflexives – share their thoughts with others and seek validation,
- Autonomous reflexives – have a lone internal dialogue from which they act,
- Meta-reflexives – are values driven, think about their thinking and are drawn into self-interrogation, and
- Fractured reflexive – create disorientation through thinking leading to inaction.

Whilst I found her theory quite difficult to read at times, I found myself drawn to her four modes and how remarkably reflective they were of the characteristics of some of my colleagues and myself. Archer states that practitioners of each of these modes adopt generically different stances towards society and its constraints and enablements which represent their 'overall pattern of response to the totality of structural powers' (p343). She adds that the ability to produce a stance is symptomatic of being an 'active agent' whilst conversely, the process of becoming an

active agent is the result of an individual's internal conversation and subsequent exercising of personal powers.

As I read, I began to reflect on my own actions and how they stemmed from the internal conversations that I had. I was also clear in that I recognised a lot of my actions stemmed from my autonomous reflexive mode. She states that one's reflexive mode is the default position through which they 'align their personal concerns with [their] context' (p349). She also argues this alignment varies directly with a person's reflexive mode and the conclusions they draw in relation to their life projects and their orientation towards their encounters with enabling and constraining factors. She adds that it is the combination of these 'two deliberative outcomes, which represents acquiring a stance towards society' (p349).

I took some time to deliberate my autonomous reflexive mode and how this had shaped my orientations towards educational systems and actions in school. Archer (2003, p252) describes autonomous reflexives as individuals who 'know what they want in society and formulate clear projects to achieve it, they are responsible for activating the causal powers of constraints and enablements'. Autonomous reflexives are driven by outcomes, and I became aware that this was an underpinning factor in many of my decisions and conclusions to date (see Table 9 below).

Table 9: My autonomous reflexive characteristics in context

Autonomous reflexives characteristics	How I enact characteristics	Origin
Centred on performative achievement	Exemplified more widely by undertaking this EdD and my desire to become a Head Teacher. However, in this early context this desire for achievement is driving my impatience for change and desire for a quick fix solution.	I have always performed and competed. Throughout my school years I thrived on representing and winning in sport at all levels.
Concerned with intrinsic satisfaction	As a teacher I have actively sought and found a school that meets this need. Moreover, there is also the inclusion of SDT in this research which has direct links to intrinsic motivation.	I have always been very single minded and I have tried to build my life around activities that I enjoy. In my youth this was sport. I find it particularly difficult to engage in activities that have limited meaning for me.
Increasingly knowledgeable about themselves in relation to society	Although this wasn't applicable at the time of this episode the development of this research is a good example of this in practice. I also refer to the focus on agency, SDT and more specifically my growing reliance on social critical theory and agency as examples of this self-knowledge generation.	Stemming from my competitive nature and focus on achievement I want to understand how I can use my abilities to best enact my goals.
Increasingly knowledgeable about society in relation to themselves	The inclusion of Archer's social critical theory in order to understand the process of agency development is a long term example. My use of SDT in relation to performance management target setting for staff (discussed in episode 5) is another good example of this in practice.	I've always had a clear vision of what I want to achieve and in order to achieve that I've found it important to understand how resources, people and cultures affect me. I am very particular about how and who I exchange with.
Focused on adopting a strategic stance to their projects	Undertaking the EdD in order to further my career is a large part of my personal project.	My desire to enact my inner project has been a constant throughout my life. My project changes but my desire to enact it does not. I am a very focused on long term achievements.

What interested me at the time was that this awareness brought a recognition that many of my early actions were drawn from the logico-scientific mode of thought (Bruner, 1990): i.e. my desire for the quick fix leading to the PBL, and my desire to 'implement' or 'drive' change. My use of terminology is key here because it represents my fractured world view at the time. I wanted to develop a culture of coaching and build normative power through what I deemed to be a lifeworld approach. However, from the outset I neglected to take account of the personal desires of staff involved because I was focused on 'implementing' and 'driving' systems, rather than listening and creating mutuality. This was an important development in my understanding as it helped me to recognise that despite my lifeworld intentions, my actions were not always in congruence. From a leadership perspective, I knew this was something that I needed to address.

Despite this acknowledgement, being an autonomous reflective had served me well in some instances - particularly where I have been driven by an outcome i.e. developing the PE curriculum. However, the innate process of lone-dialogue leading to action generated many challenges as well. One of these challenges was that I observed a problem and then sought an evidence based solution to fix it. I required no confirmatory conversations with others because autonomous reflexives think and act for themselves (Archer, 2003). Whilst this process can lead to decisive decision making, without a bank of critical theory or meta-reflexive process to draw upon this can also lead to challenges to professional codes and ethical practices (Goodman, 2016). For instance, I became aware that my conclusions the PBL could be used as a whole school approach to address the cultural issues I saw in school, was an example of this flaw in action.

Understanding my reflexive mode helped me to develop an awareness of three areas I needed to focus on:

1. I needed to develop a well-rounded bank of critical theory,
2. We each have our own reflexive mode and understanding the mode of others would help me to develop and awareness of how to lead them, and
3. As an autonomous reflexive I needed to develop my meta-reflexive and communicative practice in my evolution as a leader.

14.2. *Becoming critical of IPA*

Having critiqued critical realism on pages 32-37 I will be concise in my description in this section. In developing an awareness of critical realism and Archer's social critical theory, I began to fill a significant gap in my understanding. This gap related to the interplay between structure and agency and this lack of understanding led to the methodological mistakes I made in developing the PBL, as well as the misapprehensions I held in my attempts to engage staff in culture change. This gap also underpinned my simplistic understanding of the term effectiveness.

I entered into this research with a logico-scientific mode of thought because I made the assumption that the practice of teaching was a science that held implicit conditions for success i.e. the PBL would lead to a quantifiable outcome. Through my work with Mrs A I shifted towards interpretivism because I began to see teaching as more of an art and thus more related to social science and Bruner's (2004) narrative mode of thought. At the time this shift, although problematic, felt to be in congruence with my experiences.

However, the issue that was beyond my understanding at this time was Cruickshank's (2011, p8) argument that the:

‘ontological assumptions in the social sciences pertain to the structure–agency problem, i.e. the problem of defining social reality in terms of structures, agents or some form of structure–agency interplay’.

Becoming aware of critical realism first of all helped me to become aware of this interplay at an ontological level and secondly, helped me to understand my actions more critically. For instance, Bhaskar (1998) is critical of my original structuralist position because of the deterministic assumptions I made (i.e. I assumed the PBL would produce a determined outcome); and Bhaskar is equally critical of the following individualist IPA methodology I employ because as he argues it fails to account for social context (i.e. teachers are interconnected with the structures of their environment and this must be taken into account). Consequently, and this is the main aspect of my learning within this episode, Bhaskar argues that the task for research

is to link structure and agency and this is where he argues his stratified open system takes effect (see Figure 1).

The difficulty this now presented me with was that in becoming critical of IPA, I was faced with another potential methodological shift - having undertaken months of analysis this was a difficult proposition. However, on a positive note, I had found 'EDU8995 Research in Practice' a problematic module in 2014, and I felt that developing my awareness of critical realism had finally helped me begin the process of piecing my experiences together. I took a number of months off to reflect on my position.

14.3. Finding a narrative way forward

Having had time to reflect I made the decision to move forward with a narrative methodology based on two thought processes.

Firstly, I took time to reflect on Bhaskar's (1998) and Archer's (1995) criticisms of individualist methodologies, and I re-read the transcripts and my related group findings. From these findings I found that whilst I mostly agree with their criticisms (i.e. there is an opportunity to neglect the impact of structure), the generative structural and agential superordinate themes I developed suggest their argument is not absolute (see repeated Table 6 below). When undertaking IPA I was unaware of this potential flaw but regardless, I had developed superordinate themes that indicate that culture and structure, as well as agency, were key themes that I interpreted were important aspects of my participants' stories. Given that I had not designed these interviews to pertain to the structure-agency argument, and yet they emerged, suggests there is an argument that such methodologies may offer a route to understand this interplay.

Table 6: Summary of Superordinate and Group Themes (numbers illustrate the frequency of theme arising from the analysis process)

Superordinate Theme	Group Theme
Culture and Structures (24)	Culture (14)
	Teaching Practice (2)
	Control (8)
Change (64)	Change (64)
Agents (65)	Isolated Practice (5)
	Motivation (18)
	Collaboration (42)

The second thought process related to my personal development. The original shift from PBL to IPA pertained to the development of Mrs A. She seemed to have undergone a transformation and with my link to this in a leadership capacity there appeared to be an important story to tell. Having taken some time out to consider my position, I equally became aware that I had also undergone a significant personal transformation. I had developed an understanding of my reflexive mode and more importantly an awareness of my development as a leader and the challenges that I still needed to overcome. As an autonomous reflexive I knew I was driven by two challenges in particular:

1. I still had a passion to improve the culture of our school by developing personalisation and creating a mutuality between our lifeworld and systemsworld, and
2. I was conscious that one of my traits as a leader was my dominant internal conversation. I often think and act in isolation. I knew I needed to develop my communicative and meta-reflective practice if I was to be successful in my first challenge.

In answer to these two challenges this research was re-focused into the project of reflexive action that it is now. Whilst I continue to draw from my colleagues' stories, it is my voice that has become the dominant discourse because it is my story that I

want to communicate and reflect upon (as I have thus far) in order to develop my leadership practice.

15. Episode 4 Conclusion: The impact of Critical Realism

My introduction to critical realism was the most significant episode in my journey to date, putting the foundations in place for the emergence of my current understanding of leadership. However, as is often the case with learning, this re-authoring process was far from linear.

Prior to my promotion to SLT, I was sure that changing the culture in our school could be achieved through a systemsworld process and this was the basis for the PBL. However, in this collaboration I uncovered the complexity of Mrs A's experience and the fallibility of this understanding. From a research perspective, this led to the first re-authoring of this thesis as I sought to interpret our experience and develop some knowledge for action (Wallace & Wray, 2011). Despite this shift in research focus, it took some time for this experience to shape my actions as a leader, and as an autonomous reflexive I continued to pursue a systemsworld approach. For instance, having experienced the impact of my agency and also having helped Mrs A to achieve her agency; it continued to seem plausible that this process could be scaled up. However, despite my seemingly well-founded efforts, I found this process difficult. Whilst this brought challenge, my awareness of critical realism together with the space and time I took, gave me the opportunity to absorb the notion of complexity and personal agency. In doing so, I realised the path to the effective school had seemed so simple before I tried to realise it.

The introduction of critical realism helped to bring some understanding of causative interplay to this experience and this was crucial for my development. Although this process took some time, I began to think more coherently about my leadership approach and through Archer's social critical theory (1995), I began to recognise the constraining impact my reflexive mode and incoherent world view had on my earlier actions. From a research perspective, this understanding brought another re-structure. However, in assuming critical realism as the basis of my world view, I had seemed to have found a position which offered a better reflection of my understanding of knowledge. For instance, I could reflect on my experience with Mrs A and recognise that this had taught me the importance of understanding the reality of the individual. I also began to recognise Mrs A's communicative reflexive traits. I was starting to understand that she, as Archer (2003) alludes, was in need of a place to discuss and have her opinions and thoughts for action validated. Evidence for this

trait can be seen in Table 2 (repeated below) where in her interview she makes reference to ‘relatedness/ relationships’ on 16 occasions and ‘discuss/ talk/ conversation/ connect’ on 46 occasions.

Table 2: Frequency of specific terms in text of Classroom Teacher's transcript

Term	Frequency
Relate to/ Relationships	16
Motivation	16
Control	13
Confidence	8
Push / Move forward	10
Isolate(d)	8
Culture	5
Challenge	12
Discuss / talk / conversation / connect	46
Share	10

Through developing my awareness of reflexive modes, I have developed a deeper understanding of Mrs A’s needs, and this has helped me shape my interactions with her. For example, because I know she has a desire for relatedness and to “*share and be more conversational*” (CR, 371) I try to ensure our work together (i.e. CPD) is in small groups and there are opportunities for her to talk.

However, whilst my awareness of reflexive modes has brought a helpful realisation to my relationship with Mrs A, it has also deepened my understanding of the complexities involved in dealing with others. We each have our own reality (Larkin, et al., 2006) and understanding each of these in a school community is complex. Each internal conversation can be related to an action through a reflexive mode and each of these needs to be understood in the context of others, as well as how they are constrained or enabled by the generative structures of school, wider education and over-arching philosophies.

However, the most critical learning arising from this world view continues to be the importance I attach to the process of reflexive action. By taking time and space to reflect upon and better understand myself and the relationships I have developed

with my colleagues in the context of wider structures, I have created the opportunity from which I have construct my world view and begun to develop and share my practice knowledge. West & Reid (2015, p5) argue the creation of such space is not just important for the development of narrative competence but also for the 'health and dynamism of all people in whole cultures'. From my perspective, the multiple changes to this research have been both complex and at times tiring to implement. However, by creating the space to reflect I have developed a deeper understanding of my journey which has helped to bring meaning to my leadership.

The acknowledgment of these features, has driven me to continue to deliberate upon what I have learned, and continue to learn, in order to use this knowledge to develop my leadership approach. Episode 5 narrates my promotion to the Acting Deputy Head Teacher and the challenges that ensued.

16. Episode 5: Leading and developing a climate shaping approach

Signpost: *In this episode I am promoted to Acting Deputy Head Teacher. I discuss my leadership practice through a range of examples in context of my awareness of structure: agency interplay.*

By this stage Mr B had been promoted to Acting Head Teacher and the opportunity arose to become the Acting Deputy Head Teacher. I applied for the role (see Appendix E) and was successful.

Through my emerging awareness of critical realism, I had developed a more nuanced approach to my leadership practice. I was developing a deeper understanding of the interplay between structure and agency, but I continued to draw heavily on the individualistic theories of SDT and teacher agency. I did this because my experiences of working with staff, both where I achieved success (with Mrs A) and where I found challenge (entering the classroom of others), had taught me that the key to developing mutuality between the lifeworld and systemsworld of our school, was about creating the right individual climate for each person to feel supported and self-determined in their actions. For Mrs A, this was about developing relatedness and providing opportunities for her to engage in what I deemed as her dominant communicative reflexive mode – for others, this looked different.

However, the individuality of this approach created complexity, and this brought an obvious challenge to creating mutuality – we all have our own values and interpretations and in order for an individual to feel self-determined they must feel their need for autonomy is being met (Deci & Ryan, 2000). However, one of the challenges I faced in relation to this mutuality, particularly in light of my new position, was the pressure induced by a looming Ofsted inspection.

At the time I saw Ofsted as a bi-product of what I understood to be the constraining structural property of education's logico-scientific basis. From a lifeworld-systemsworld perspective I saw them as a significant constraining feature that was impeding my desire to develop mutuality and place values and personal experience at the heart of our school's culture. In a practical sense, I was grappling with the system's desire for control and my own desire for personal meaning. Having

emerged from two ontological repositionings I was confident this time that my desire for mutuality was underpinned by a more cohesive world view. However, I was finding this conceptualisation difficult to implement and expand because of this type of structural pressure.

Nonetheless, the following excerpt (Figure 27) from my application (see Appendix E) gives a good indication of what I was striving to put into place in school:

Figure 27: Excerpt from Acting Deputy Head Teacher application

Effective working relationships – A central task of school leadership is to improve staff performance. I believe my experience and knowledge in 3 key areas are paramount to making this happen:

1. **Building and sharing a vision** – I am a huge believer in **personalising education** and although we have made a lot of progress in this area over recent years we still have a lot of work to do. My recent intervention work is a good example of me being able to **motivate** staff around a **shared vision**. I also believe we have an effective working relationship built around a lot of **shared values** and this will be a key feature for driving our school forward.
2. **Understanding and developing people** – Integrating the functional aspects of school with staff's **personal goals** are fundamental to maintaining an effective team. I believe my performance management of staff including observations and high quality feedback as well as a lot of the less formal but more effective 'targeted staffroom chat' I engage in position me in an excellent position to influence staff.
3. **Managing teaching and learning** – Classroom teaching is the number 1 positive influence on pupil learning and it's an area we have made good strides in over recent years. My academic knowledge and ability to lead by example put me in a strong position to **influence** the changes that need to continue to happen to drive this area forward. Curriculum development, the **building of collaborative cultures**, the monitoring of teaching and learning and providing teaching **support** are areas where I can make large developments. I have already made small curriculum changes to develop pilot interventions; I have begun to develop a **collaborative culture** in English and Literacy amongst staff; I have **supported staff** through numerous intervention and PM driven observations and I have provided **personalised support** to staff to **afford them the environment** required to succeed.

I have highlighted areas in bold and orange to draw attention to two particular areas which reflect my desire to foster a lifeworld approach.

Firstly, highlighted in bold are key terms which represent my desire to develop a collective culture around the beliefs and values of staff. These include - sharing, shared, personalised, building, collaborative, support, understanding and influence.

Secondly, highlighted in orange are sections where I am presenting my ideas for change. The first of these involves '*building a shared vision*' which reflects my desire to develop collective efficacy, build relatedness and thus '*motivate staff*'. The use of motivation in this context also offers an indication of the influence I draw from SDT. The second section involves '*understanding and developing people*' and this offers another indication of my desire to work closely with individuals in order to understand their experiences so that I can help develop their practice. However, through some of

the language used in this section, particularly *'my performance management of staff including observation'*, it is clear that I have not yet found a way to embed the coaching culture that I was keen to grow.

It was on this basis that I began to integrate the theories of SDT and teacher agency into staff performance management in a more collective way in an effort to develop a dialogue from which I could build relatedness. On reflection, this is probably where I begin in earnest to put my personal 'climate shaping' leadership practice into action for staff outside of my work with Mrs A and the teaching and learning team through whom I had undertaken small scale interventions. I adapted our standard performance management document (see Appendix F) and I asked staff to complete sections in relation to their needs for competence, relatedness and autonomy. We then discussed these in light of their professional and in some cases personal histories. An example of this can be seen below in Figure 28.

Figure 28: Excerpt from adapted performance management document

Performance Management	Proforma Planning & Review Statement 2018-19
Support to be provided.	
Autonomy: <i>What kind and level of support/ direction/ freedom do you need to be effective in your role(s)?</i>	
Competence: <i>Have you got the right level of knowledge/ training/ ability to carry out your role(s)? What support do you need in these areas?</i>	
Relatedness: <i>Do you feel a sense of purpose in your role that links to the wider picture in school? Do feel you and your work is a valued and integral part of school?</i>	
Timescales for completion.	
Reviewee comments.	

As part of these discussions, I also drew from my knowledge of Biesta & Tedder's (2007) teacher agency model and framed our dialogue so we could develop a collective understanding of their practical-evaluative experiences and personal projective goals, as well as my vision for school development. Through this process I was attempting to build an understanding of each staff member's world, develop their relatedness to me as a leader, and also increase our normative power to form a basis for future exchanges. I also wanted to use their understanding to help shape my own vision because I was aware of the pitfalls of my reflexive mode. For the most part, staff appeared to engage in these discussions positively and I began to gain a more critical understanding of each individual's needs, which in turn helped me to re-evaluate my vision.

For example, in a conversation with one member of staff it was highlighted that whilst curriculum personalisation seemed to be progressing well in a teaching and learning context, why had this not been developed to include the social, emotional and mental health needs of our pupils? Following this conversation, an intervention was put in place to assess and track pupils' mental health through Strength and Difficulties Questionnaire (Goodman, 1997) screening. Having used SDQ's as part of the PBL I thought they would help provide the type of normative data that could give us a better understanding of our pupils needs. Staff would score pupils and thus we could determine which pupils needed more support and in what areas (see Figure 29 below).

Figure 29: Excerpt from my 2017/18 teaching and learning report (see Appendix G)

6. Develop pastoral support

Current: We have made significant progress since the introduction of the new SLT. The timetable has been revised and seven 1:1/ small group interventions are now running targeting pupils most in need as determined by (1) staff in daily briefings; (2) occurrences of bullying/ incidents/ restraints/ returns to school following absenteeism; and (3) SDQ scores. One member of staff [REDACTED] has undertaken a lead role to effectively manage and monitor pastoral intervention work carried out by staff. Pupils are assessed through SDQ's and this data is used to monitor pupil's SEMH. All work is reported via SIMS. We also have

Although this was fairly rudimentary, as a school we had never collected and analysed such data in this way before and it helped us target our interventions in a more bespoke way. As with the personalisation of the curriculum, the rationale was

that by improving our knowledge of each individual we could provide more nuanced interventions through which we could better meet need.

I was also keen to implement this personalisation agenda with staff too. As part of this I ran a number of whole-school CPD sessions which involved looking at the effective traits of teachers. The intention of this CPD was to revolutionise the way in which we assessed the quality of teaching and personalise the way in which we supported staff through CPD. I wanted to involve staff in this development in order to build their relatedness to the process of assessment and performance management. In short, this was the first phase through which I planned to change from a culture of performance management observation and towards a culture of personalised coaching. As part of this CPD and in conjunction with all teaching staff, we developed the 'Effective Trait descriptors' for assessing and developing the quality of staff's performance. Figure 30 below illustrates a caption of this developed grade descriptor.

Figure 30: Caption showing a section of the school's 'Effective Trait Grade Descriptors'

EFFECTIVE TRAIT GRADE DESCRIPTORS				
	1-2	3-5	6-8	9-10
Relationships	<p>Inconsistent relations with pupils.</p> <p>Consistent lack of relatedness from pupils.</p> <p>Regular challenges from a wide range of pupils.</p> <p>No pupils view you as their 'go to' person.</p> <p>Involved in regular negative 'incidents' with pupils.</p>	<p>Positive relations with a small number of pupils but inconsistent relations elsewhere.</p> <p>Relatedness with only limited pupils.</p> <p>Find de-escalating challenging behaviours difficult on a consistent basis.</p> <p>Rarely, if ever used by pupils as a 'go to' person.</p>	<p>Strong relationships with the majority of pupils.</p> <p>Strong ability to de-escalate challenging behaviours on a regular basis.</p> <p>A significant number of pupils relate to you and seek you out to self-regulate/ confide/ chat with.</p> <p>Pupils and staff view you as a positive role model and an effective leader.</p> <p>You have strong classroom presence and behaviour support skills.</p>	<p>You are consistently used across the school to mediate, de-escalate and discuss.</p> <p>You use your positive relations to improve the practice of others.</p> <p>You have the ability to bring a feeling of safety and calmness to almost all situations.</p> <p>You have a well-established and effective de-escalation practice (i.e. Gottman).</p> <p>Your behaviour support skills are excellent and you can manage challenging situations calmly and consistently.</p>
Learning Environment	<p>Your learning environment requires constant repair.</p> <p>Support for learning is limited or isolated.</p> <p>There is limited or no space for pupils to feel safe.</p> <p>There is little or no space which provides an opportunity to build relationships.</p>	<p>Your learning environment supports feelings of safety.</p> <p>Pupils generally take care of your learning environment.</p> <p>It is adapted to meet the needs of the class.</p> <p>It is generally welcoming.</p>	<p>Pupils feel comfortable in your class.</p> <p>It supports pupils to relate to you, your teaching, your subject and their learning.</p> <p>Provides opportunities for pupils to learn independently.</p> <p>Provides a sense of safety and comfort.</p> <p>It is adapted to meet the needs of the individual.</p> <p>Is well respected by pupils.</p>	<p>Your environment welcomes all pupils and inspires them to engage.</p> <p>It supports pupils to relate to you, your teaching, your subject and their learning.</p> <p>Provides opportunities for pupils to learn independently.</p> <p>Provides a sense of safety and comfort.</p> <p>It encourages pupils to: self-manage, be creative, develop cultural awareness, be team players and develop as an individual.</p> <p>Is maintained to the highest standard and is well respected by pupils.</p>
Feedback/ Marking	<p>No evidence of feedback or infrequent use of basic and generic statements of limited challenge and worth.</p> <p>Reliance on post-work feedback.</p> <p>Lacking personal understanding.</p>	<p>Reliance on generic statements of observation which offer some challenge.</p> <p>Limited use of live/ verbal feedback.</p>	<p>Consistent use of personalised feedback that is appropriately challenging.</p> <p>Well established opportunities to engage in reflection and application.</p>	<p>High quality, established use of personalised feedback that is ambitious and challenging.</p> <p>Well established opportunities to engage in reflection and application which link to long term personal targets.</p>

Staff were then split into small groups and tasked over two 90 minute sessions to begin developing four stage progressive descriptions for each these traits (i.e. what would a 9-10 score look like for relationships). Another senior leader and I then compiled these descriptors into a framework and this was then critiqued by teachers before a final version (Figure 30) was agreed. Teaching staff were then asked to use this framework to self-assess their ability so that we as leaders could gain a better understanding of their personal need. This information would then be used to develop a personalised CPD package. An example of the self-assessment document staff completed is shown in Figure 31.

Figure 31: Teacher Trait Self-Assessment document

Teacher Development Document:				
Trait	Score	Strengths	Challenges	Targets & Actions
Relationships		•	•	•
Learning Environment		•	•	•
Feedback/ Marking		•	•	•
Assessment		•	•	•
Planning		•	•	•
Impact		•	•	•
Professional development		•	•	•
Total				

I then compiled this data into a spreadsheet to provide teaching and learning leaders with an overview of staff need. This was then used to develop more targeted whole school, group and individual CPD which had the wider intent of developing our whole school culture. For example, 'planning' emerged as a whole school area of need, so the leadership team delivered a series of related workshops. 'Professional development' also emerged as an area of need for individual staff and personalised support was put in place to develop this area too.

An important aspect of the teacher self-assessment process and related individualised CPD was to invalidate the process of isolation by opening individual teachers up to their need for support. Of course, individuals were expected as a

professional duty to take part, and thus autonomy is restricted, but individuals were equally free to be as honest (or not as the case may be) as they deem appropriate.

In order to provide an external critique of these self-assessments scores, senior staff also complete similar assessments of staff in order to provide a base for comparison. These comparisons were then used to help senior staff build an understanding of the individual teacher's self-perception and more importantly provide an insight into how well we believe we understand our teachers. For example, there were occasions where teachers had scored themselves highly in relation to their professional development in contrast to my opinion. The questions in these instances were - does the individual have an inflated understanding of their ability? Or, did I have a limited understanding of the teacher? Or, was this simply a reflection of individual difference? In some cases, I wondered whether my lower score may have arisen because I had not afforded the teacher the right conditions in order for them to bring their competence to bear.

An important aspect of these self-assessments and related comparisons is the opportunity they provide for critical discussion about the key aspects of teaching. For example, professional development is a trait which is highly personal and one through which a teacher's need for autonomy can be met (i.e. choosing CPD which meets personal desires and values), and relatedness can be developed (i.e. the leader can help to provide or support these opportunities in the context of school development). Moreover, what is of particular interest in relation to this research is that these discussions can also provide staff with a little space and time from which they can develop their reflexive practice. For instance, iterational histories (Biesta & Tedder, 2007) can be discussed and these can often provide an insight into how individuals interpret events and construct meaning. This understanding can then be used to help an individual develop their awareness of their reflexive mode and how this shapes their internal conversation and actions. From a leadership perspective this understanding can also be used to inform practice so that an environment conducive to agency and self-determination can be developed.

Prior to this collaborative process, performance management was always something that happened to someone rather than something that they were a part of. The intent of this work was to change that, so staff could feel part of a process that they could

relate to, and leaders could develop a better understanding of staff need from which they could climate shape.

17. Episode 5 Conclusions: My climate shaping leadership approach

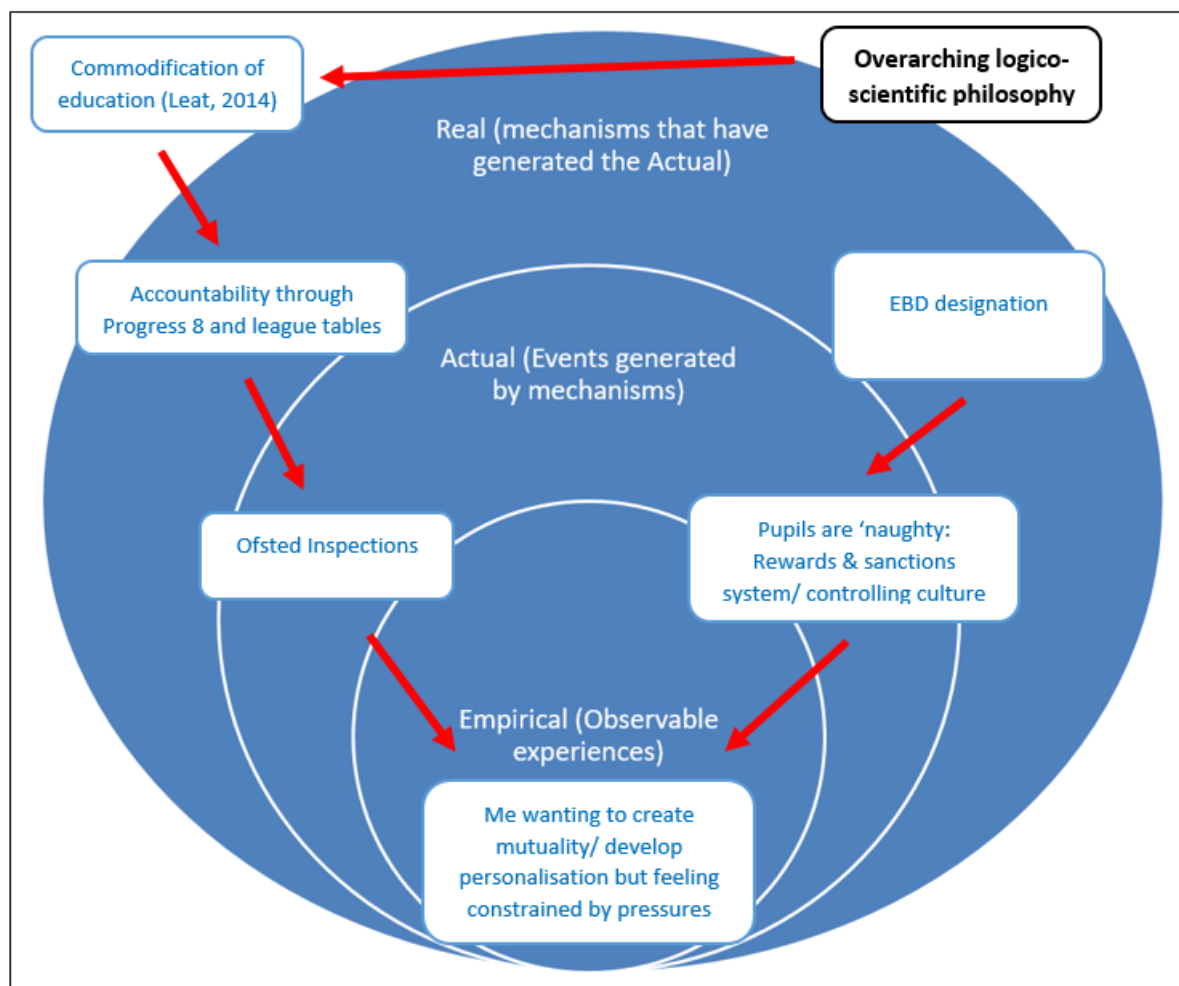
We used to have a saying in our school that: “every action has a consequence” and this depicted our early controlling EBD culture and related rewards and sanctions behaviour system. By this stage we had gradually moved away from that ‘one-size fits all’ approach and we were heading towards a culture of personalisation. My experience of this journey had taught me that this saying should be more like: “every action should be framed within its emergent context and the consequences of that action should reflect this emergence”. It is worth reflecting on this developing understanding because it reflects my growth as a leader.

The understanding of consequence relating to coexisting factors parallels the developing understanding of contingency leadership theory in the 1980’s. Contingency theories assume the effects of one variable on leadership are contingent on other variables (Horner, 1997). Through this understanding leadership began to be viewed less about traits and more about the possibility of leadership being dependant on context (Saal & Knight, 1988). This is an interesting point because it echoes my desire to draw our school practices from personal values. Conceptualising leadership in this way attaches an importance to the individual’s reality and highlights a key value that underpins my leadership practice: context matters. However, there are many challenges that flow from taking this stance with the main being that it can be an easy assumption to hide behind.

From my stance, this is where critical realism is key. Critical realism describes reality as a stratified open system where unobservable generative structures interact in contingent ways to produce observable events (Bhaskar, 1997). Bhaskar adds that the nature of an open system presents a reality of vast interconnected knowledge which is fallible and open to reinterpretation. Thus, it can be argued that reality is so complex that knowledge is bound up in context. As West and Reid (2015) describe, changes in structures of the brain in relation to the teaching of phonics to children may be considered as evidence of cause and effect but they may equally be due to the complex reactions of the teacher and their relationship with their pupils. Gronn (2003) argues a similar point in the context of leadership suggesting the complex nature of schools makes identifying causative factors particularly difficult.

Unfortunately, the thrust of education is driving schools towards standardisation (Robinson, 2010), the commodification of education (Leat, 2014) and increased performativity pressures (Niesche, 2012). These pressures can be seen from the perspective of my leadership in Figure 32 below.

Figure 32: Adapted critical realist stratified reality schematic showing my leadership experience in context of educational mechanisms



The main point of Figure 32 is to represent my experiences and desires in what I deem to be the constraining generative influence of unobservable structures that I discussed throughout the introduction. In referring back to the discussion about Ofsted, there were times where I wanted to develop further personalisation and reform but I was wary of a pending inspection and the implications this may have for my development. For example, I wanted to develop our whole school points behaviour system for a personalised rewards system that mirrored the traits of an effective teacher approach in Figures 30 & 31. Pupils would work towards their own

targets and would be supported weekly through personalised interventions, instead of being rewarded or sanctioned. At the time I felt constrained from developing this concept because of a looming Ofsted – I knew it would take time to develop and an external snapshot' in an early phase could prove problematic. This is an example in practice of why context matters.

In my example here, Ofsted was a constraining feature because I perceived their agenda was in conflict with my own - this impeded my autonomy and changed my actions. How many other teachers feel similarly constrained and how are these experiences being taken into account and used? As Robinson (2010) argues in his TED talk, there is an obvious 'need to raise standards' but not 'if the route to it marginalises what you think is important'. Much of this discourse can be related to Archer's (1995) morphogenetic/ morphostatic model which is shown below in Figure 33.

Figure 33: Archer's Morphogenetic model



This model provides the temporal context through which individuals shape and are shaped by the structures of the open-system within which they reside. For example Ofsted is an educational structure in place that 'inspects and regulates services that care for children and young people' (GOV.UK, 2021). Over time, teachers like myself become conditioned to the structures of education, including the Ofsted framework. Through a process of interaction, we develop awareness and experience of these features and in time these structures (i.e. frameworks) are said to be reproduced or elaborated, depending on prior interactions. Although I would prefer more radical reform which would see Ofsted become a supportive structure rather than an inspectorate (elaboration), we can see this process play out through framework revisions (i.e. reproduction through the latest Education Inspection Framework of 2019).

From the perspective of this research, Archer's model is important because it is my belief that the purpose of research is to bring about worthwhile educational change (Elliot, 1990). Part of this research should include the experiences of teachers (like my research here) because we are implicit in realising educational change. Whilst it may be true that my experience here is particular and may not necessarily generalise to the profession as a whole, it may also be suggested that current educational structures and underlying philosophical positions may be to the contrary, too cumbersome and restraining to allow such individual stories to signify. If knowledge is complex and fallible as Bhaskar (1998) describes, surely this presents an argument that such critical and humanistic approaches to understanding should be welcomed rather than 'tolerated', 'marginalised' or 'cherry picked' as Hunter (2001) describes.

To that end, Reid and West (2011) argue that the need to interpret the social location of our experiences and our individual interpretation of these experiences (as is the case here), is becoming increasingly important. More specifically and highly relevant to this research, they (p175) describe the need for interpretive approaches which are 'a reflexive project of self – a perpetual working and reworking of identity' and argue such work is gathering influence in a number of professional communities including psychotherapy, education and health care. They add (p182), such narrative approaches can be seen as 'part of a wider epistemological and methodological movement that, genuinely, seeks to value people and their stories as well as the importance of dialogue in professional interactions'.

I have come to understand that this is particularly important in education, because as my story shows, teachers and schools as 'communities of practice' are never static (Drath and Palus, 1994) and school leaders are under pressure to manage constant educational policy reforms (Niesche, 2012). Drath and Palus (p4) define communities of practice as 'people united in a common enterprise who share a history and thus certain values, beliefs, ways of talking, and ways of doing things'. In many ways this reflects Habermas' lifeworld and thus also reflects my desires for our school culture. However, the problem with this pursuit lies in the constraining performativity culture in education. As described earlier, Niesche (2012) argues this has become a structure from which research and practice are compelled to serve and assume the demands

of effectiveness discourse. Again, the issue with this discourse is that the notion of effectiveness is often taken for granted. From my critical realist perspective, this is particularly problematic because I see knowledge as fallible, bound to unobservables and open to reinterpretation. This challenges the ideal of such agendas which seek to reduce complex interactions to generalisable laws of effect. It is on this basis that my leadership seeks to understand personal context and shape conditions in a personalised way in order to develop staff agency.

However, how can a leader develop commonality of process from such fallible and complex personal experience? Horner (1997) offers a possible answer (p278):

‘In constructing views of the world people working together in an organisation need to develop socially understood interpretations, so they can be effective as a group. This is the foundation from which people interpret, anticipate, and plan’

Firstly, Horner’s use of interpretive terminology implies a need to draw understanding from the narrative mode of thought, and secondly; the need to develop socially understood interpretations, posits the role of a leader as a coordinator and constructor of social unity. Whilst Niesche (2014) and Thomson (2009) have called for an increase in such personal, interpretative research in the context of school leadership, what is of further interest in the context of this research is the contrast between Horner’s interpretative position and the previous leadership structures of my school.

Mr B (PF, 1) described that early style as being “*very rigid... and very strongly led*” alluding to what Horner (1997, p274) describes as transactional leadership. Horner describes this as stemming from the traditional view of workers and organisations and ‘involves the position power of the leader to use followers for task completion’. As Mr B describes the leadership of this time was that you needed to ‘*come in and do your job*’ (PF, 114) and that was it.

Alongside our numerous re-designations, changes in philosophies and wider development of mental health knowledge, our school and leadership practice has steadily moved away from this culture. Some of this development can be discussed through the lens of critical realism and in particular the transient nature of knowledge. For instance, I recall one head teacher in particular summarising our provision as “a

school not a youth club” to later reframe that statement to say: “actually we’re more like a hospital”. This anecdote provides an example of where we can start to reflect on the particulars of individual stories through time, in light of the wider social structures within which they reside. For example, EBD was such a sweeping label that generated images of ‘naughty boys’ that needed correcting. It could be argued that this simplistic understanding of pupils as having behavioural difficulties, was part of the reasoning behind the transactional leadership of the time. However, as our understanding of mental health has grown to be much more complex and nuanced in recent years, the leadership of our school has also developed too. It would be overly simplistic to say there is a direct correlation between these developments but equally it would be naïve to assume there is none.

In recent years it is my experience that the growth in mental health awareness has necessitated a deeper understanding of personal need, and this has required a more insightful and nuanced approach to leadership. Whilst this is a complex terrain, Horner (1997) states (p279) that the key to such organisational development ‘lies in the evolution of the role of leadership’. Given the nature of our school’s development and the evolution of our school leadership, led by four head teachers, one approach which is of some relevance to this journey is transformational leadership. Bass (1985) describes this as an approach where leaders search for ways to help motivate followers by satisfying needs and enabling followers to better engage in their process of work. Horner (1997, p274) describes transformational leaders as individuals who can ‘initiate and cope with change’ and ‘create something new out of [something] old’. She adds these leaders ‘personally evolve’, ‘build strong relationships with others while supporting and encouraging each individual’s development’ and in the process ‘help followers and organisations evolve’.

Whilst I wouldn’t necessarily describe myself as a transformational leader per sé – I have made the argument that leadership is highly complex and subjective and thus to characterise myself as one type of leader, or indeed argue that there is a ‘type’ of leader, would be paradoxical. However, Bass’s description contains a number of elements which pertain to my development. As a leader who manages teaching and learning, particularly throughout a period of change, I feel the accountability pressures this post brings. Teaching needs to be engaging and learning needs to be progressive if I am to be successful in my role. I have lived that experience, as

described earlier by Niesche (2017), of a school leader desiring straight forward answers to address the effectiveness challenge. However, I have grown to see the fourteen teaching staff I support as inherently individual, each with their own experiences, styles of teaching and interpretations of what 'effective teaching' is.

Consequently, this evolution of understanding has shaped my approach to leadership. Whilst some of this can be related to a transformational approach, Manz & Sims' (1991) term 'Super Leadership' provides a perspective which better reflects my ambition. They argue (p18) 'the most appropriate leader is one who can lead others to lead themselves'. Through this view, leadership can be seen as a process through which individuals unlock the potential of others. This notion of leadership being a process targeted on improving the leadership capacities of others certainly reflects the values from which I act.

In the strictest sense, leadership as a process is an approach not defined by the characteristics of the leader, but as the actions of individuals who coordinate efforts to move the community towards a common goal (Drath & Palus, 1994). Whilst I have a number of concerns about this approach in its entirety, what is of significant interest in the context of this research is Drath & Palus' use of the work of Bruner (whose work has been influential in my development) to develop their definition. Bruner (2004) looks at how people make sense of the world, construct views and work together to construct socially understood interpretations through which communities develop. In the SEMH context it is my experience that this sense making process is as crucial as it is troubling. Our pupils are incredibly complex, and each member of staff has their own interpretation too - this makes the notion of effective, quick-fix solutions impractical. It is incredibly difficult to develop and apply generalisable, supportive strategies (and sometimes nor would I want to) as each pupil is different and the manner in which they present can change each day too. The same can be said of staff – each possesses their own unique set of skills, qualities and experiences from which they draw meaning and action.

Drath and Palus (1994) argue that by the nature of this definition leadership requires participation from all members so that all are involved in creating meaning and acting upon this meaning. I refer back to the collaborative manner in which staff developed

the school's performance management system (see Figures 30 & 31) as an example of this in practice. However, whilst I agree with the leadership as process assertion that all members should play an active role in leadership, it has been my experience that a leader or leaders, need to take an active role in coordinating these efforts.

Again, my position is not one that is defined by personal leadership characteristics per sé, but I would describe it as a process through which I lead and develop members so that they can lead themselves. Drath and Palus (1994) argue that in these efforts people do not need to be motivated – to the contrary, it is my experience that they do; or at least to the extent that I see it as my role to develop supportive conditions through which members may begin to lead themselves. Similarly, Horner (1997) identifies personal motivation as a vital ingredient for leaders and suggests leadership is less about behaviours and more about creating an environment where individuals are motivated to produce, and this brings us to the basis of my leadership practice. I try to cultivate a climate of motivation based on personal need held within the context of emergent structures. To understand the development of this position is to re-focus on the golden thread of this research –the origin of my mode of reflexivity and the orientation of my stance towards educational structures.

17.1. My latest reflections

Archer (2003) argues the internal conversation, through which the deliberations of life occur, is a relatively unknown reality despite the associated experience we all have. I have drawn on these deliberations throughout this thesis in order to surface this reality and this process has helped me make sense of my experiences. This in turn has helped me to develop my meta-reflexive practice as well as improving my understanding of my leadership capabilities

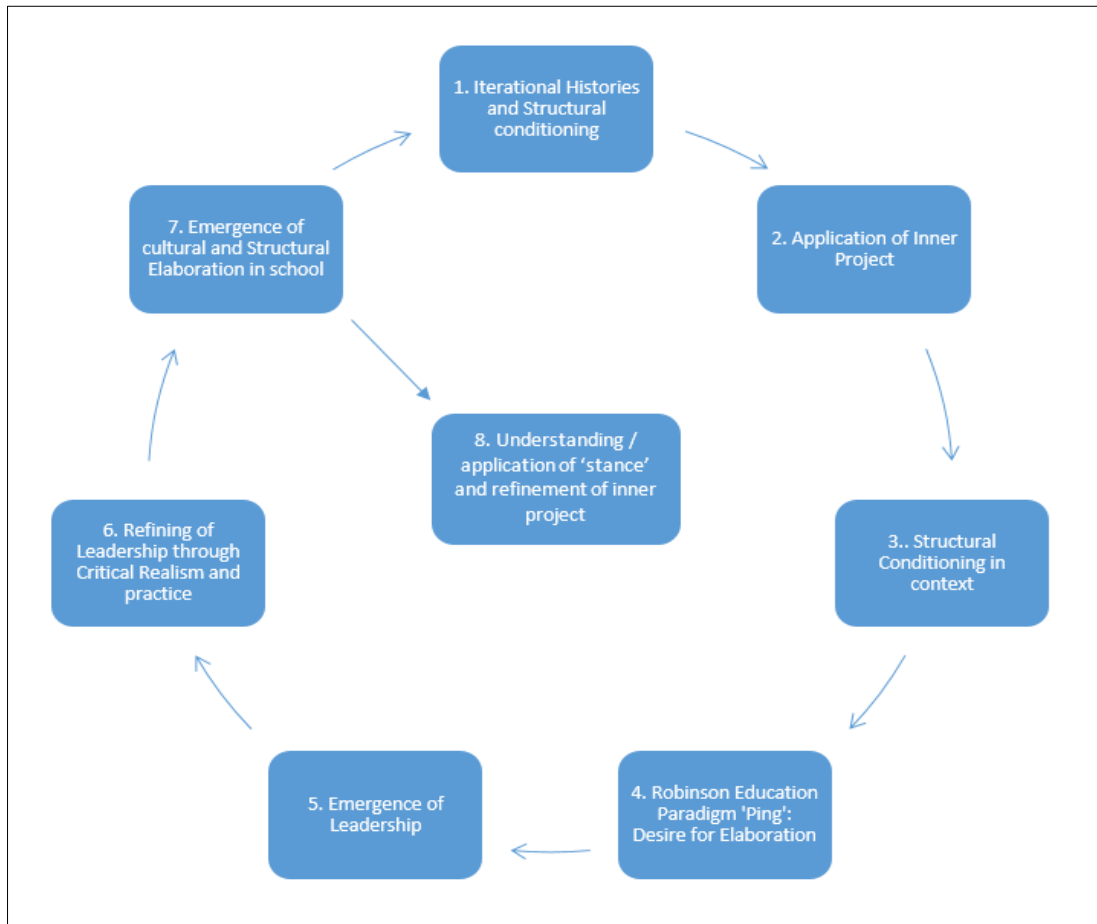
I became an SEMH teacher as a result of the refinement of my wider personal project and over the last ten years I have become attuned to my stance as a 'autonomous reflexive' (Archer, 2003). My reflexive mode has emerged from the dialectical interplay between contextual structures of school and wider society and my inner conversation relating to how this affects my personal project. This project is about being able to provide a life for my family that builds upon the upbringing that I was

afforded and thus in my circumstance, my autonomous reflexive mode can be seen here to have a role in the dynamics of social mobility. The emergence of someone's reflexive mode is therefore a means through which they build their life project and in this there is crossover with the emergence of structural elaboration. Both can be seen to originate from the actions of agents. When Mrs A stated that I "*have a vision and nothing is going to shift it*" (CR, 325) she was evidencing an autonomous reflexive mode in practice. The emergence of this understanding has helped me to identify the origins of my behaviours and this awareness has contributed to my understanding of my capabilities as a leader.

Much of my internal conversation, presented throughout this research is centred on outcome related actions. These have included my desire to become a head teacher and my desire to develop a lifeworld culture in school. The acknowledgement of this ambition has only come through the process of engaging in this type of reflexive deliberation and I have brought this understanding into my leadership practice. In conducting this research, I have opened up my inner conversations through my research and reached the realisation that this is who I am. This is a summary of my professional educational history, and this has drawn, and continues to draw, feelings of 'uncomfortable repositioning'. Some of this has challenged the methodological aspects of this research and as such I have had to re-frame and re-write large sections of my original submission. Whilst this change gives me some cause for concern (i.e. I rely a lot on post-hoc analysis) critical realism has helped me to understand this process from the perspective of emergence.

This understanding has almost become self-fulfilling in that the more I learn, the more this shapes my understanding and the more this evolves my aspirations and orientation towards educational structures. Despite the uncomfortable repositioning this has entailed, the process has fuelled my desire to become increasingly knowledgeable about my place in society and we can explore this process through the developmental cycle in Figure 34.

Figure 34: Developmental Learning Cycle of my inner project



The cycle identifies my interpretation of how I have come to understand my development. Whilst one can see that this has overlap with the episode-based structure of this research, it also shows that this has been refined through terminology, to reflect my increasing application of the teacher agency (Biesta & Tedder, 2007), SDT (Deci & Ryan, 1985) and morphogenetic (Archer, 2003) theories.

One of the key triggers for this cycle was the unsettling experience of redundancy. Archer (2003) believes social acts are not equally fettered by the system and in turn they do not have the same degree of effect on the cultural and structural systems within which they are deployed. My redundancy played a significant role in my motivation and the actions by which I became employed at school and also undertook this research. Through redundancy, the acknowledgement of my inner project emerged - I wanted to build a better life for my family and this motivated me into the actions of joining my school and writing this thesis. Archer (2003, p6) describes our 'inner project' as 'an end that is desired' and a process where the individual plots a 'course of action through which to accomplish it'. Redundancy

motivated me to develop my personal powers in order to (p355) 'achieve significant governance over [my] short [life]'. Despite this transformative experience, it has taken a number of years for this understanding to emerge and for me to retrospectively apply this to my research.

Part of this process has necessitated the development of my meta-reflexive practice. Archer describes meta-reflexives as individuals who propose an 'orthogonal ideal, in which social integration and systemic development are reciprocally related rather than mutually compromised' (p360). Whilst I question the totality of this statement – reciprocal relatedness and mutual compromise can surely be resulting products of the same relationship - this notion of social and system, or rather structure and agency as an interconnected phenomenon has emerged from this practice. However, despite this approach and despite my desire for structural elaboration, meta-reflexivity is not my natural operating stance. I am an autonomous reflexive by nature and this understanding has brought challenge to my leadership practice.

One area of this challenge lies in my inherent desire to focus on my inner project. As Archer (2003) argues, my stance is the modality through which I understand my position in relation to my project and that orients my schemes for future action. For example, through our PPS I became fundamentally concerned with providing the conditions for Mrs A's development. However, this process was ultimately a subordinate theme that I undertook in order drive my inner project. I wanted to support Mrs A and help improve our school culture in order to serve my inner project. This is a difficult inner conversation to share but it is through this type of personal truth that we can develop the normative power through which we can lead legitimately. In this case, such characteristics would seem to go against the traditional, perceived expectation that leaders are those who possess almost heroic personal traits. Archer's description of communicative reflexives as having concerns of 'family and friends' (p352) which are inseparable from their social contexts certainly portrays the type of image of a leader who is 'for the many and not the few' to use a recent socialist term. However, I am not that person, and I am not that type of leader. This reflexive process has helped me to understand:

- my actions are inherently and autonomously linked to my reflexive mode;

- my mode often leads to decisive action but the effectiveness of this action can depend on my 'bank of critical theory'; and
- despite my love for our school and my passion for education my inner project comes first.

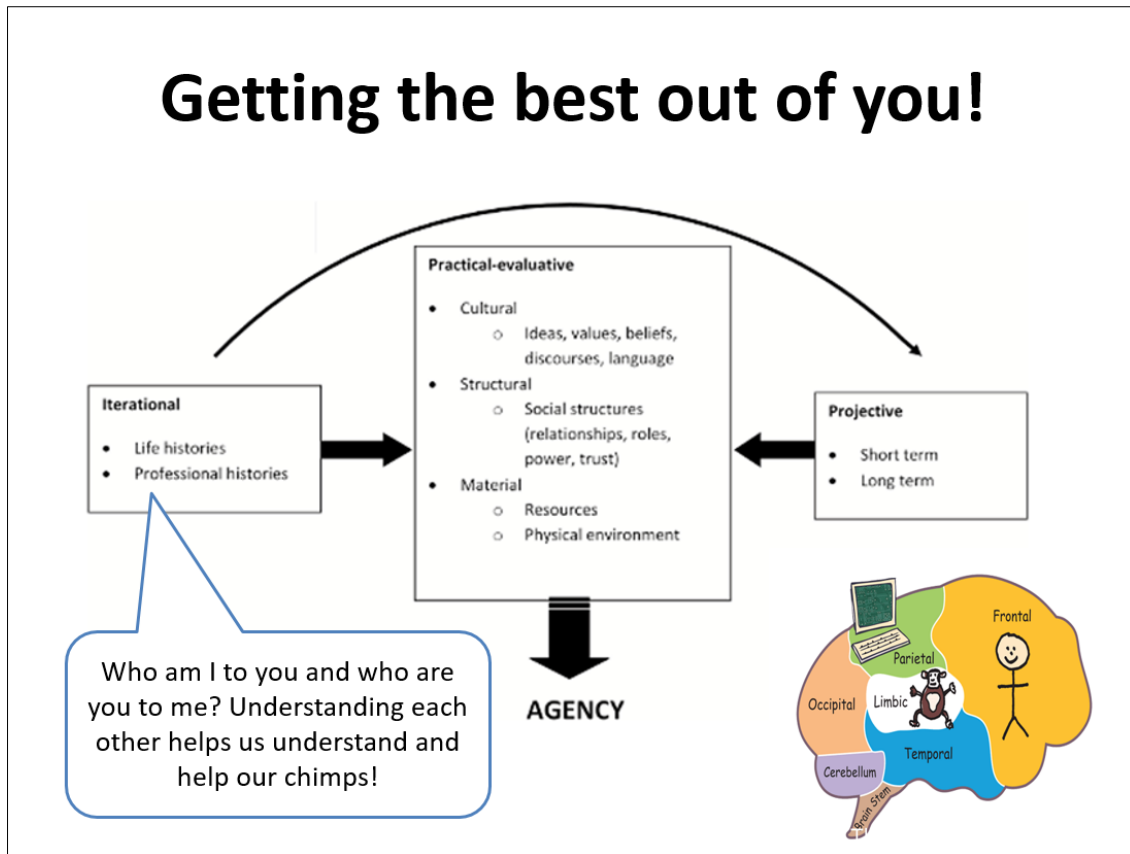
As Archer states (p352), to autonomous reflexives 'it is a subsidiary matter which context provides the social framework compatible with the realisation of [my] ultimate concerns'. In writing this, I do not remove myself from the trust we developed nor the agency that Mrs A gained. I also still have love for our school, but this research has brought the realisation that context for me is a social contract that enables the realisation of my wider personal project. Whilst I have identified the uncomfortable repositioning this has generated, I am increasingly also drawing the conclusion that holding this strategic stance is a trait which far from being uncomfortable to admit, is a quality which has served our school well. When Mrs A (CR, 331-334) states that I will:

"mould into this person who does all of these things [be approachable, knowledgeable, considerate and have an unshakeable vision] without having all of the feelings you've had in the past... I think you will mould yourself into like; I'll do this because, I want that and this needs doing too. Its accountability really isn't it..."

...I interpret that this is what she is referring to. Archer believes it is the individual who deliberately determines how much of themselves they invest in social order and the manner of my interactions with staff is one method through which I apply this theory. In these social interactions I try to remove the strategic, process driven stance that underpins my autonomous reflexivity as I perceive this is a potential block to developing personal relatedness with staff and the important resource of normative power. For example, following incidents in school my internal conversation invariably produces an outcome that I want to implement. However, I have worked hard to develop my communicative practice and open my inner thoughts to my colleagues in order to develop relatedness, refine my actions and build normative power. Relatedness is key to developing both motivation and agency, but I have found normative power, particularly in our SEMH context, is the basis for legitimate exchanges and collaboration. I have delivered a number of CPD sessions with staff

around Agency, our histories and more specifically Peters' 'Chimp Paradox' (2012). An excerpt of a slide from these sessions can be seen in Figure 35.

Figure 35: CPD slide displaying integration of Biesta & Tedder's (2007) Teacher Agency model with the Chimp Paradox (Peters, 2012)



Peters' theory is based on understanding our mind in order to take control over our actions and I draw influence from this approach in my teaching and leadership practice. Archer argues the private life of the social subject can be seen to 'hold the key to resolving the problem of structure and agency' (p52). As in the case here, I often make a point of drawing upon my personal and professional histories, particularly as part of my role in delivering CPD. In sharing my iterational histories, I am opening myself up so that people can understand who I am for them and in the process build relatedness. As Formenti (2015, p11) asserts, the answers to the questions: "*Who am I for you and who are you for me?*" foster true, authentic and evolving relationships which I found to be the basis for effective practice in the SEMH setting.

Archer refers to the process through which these social interactions and relationships are guided as the 'ethics of fairness' (p359). In context, this is the manner in which I

support staff and deliver CPD in relation to my wider project. In practice, this often means my support (as I described earlier) is generally orientated towards assisting the individual in the development of their autonomy. The intention of this process is to assist staff in becoming self-determined and self-sufficient so that I can refocus on my wider project. Whilst this appears procedural and somewhat emotionless in writing, Mrs A's comments that I am "*considerate*" (CR, 330) and "*a good role model*" (CR, 228) may provide a grounded understanding of how this is experienced by others. However, Archer's comment (p359) that one 'effect of the life with an autonomous reflective is to throw them [individuals I am working with] back upon their own resources' is certainly applicable to my leadership approach.

18. Episode 6: Who am I for you now?

Signpost: *This episode discusses my climate shaping leadership practice through an adapted model of agency development. This model integrates my understanding of the various theories I have been exposed to throughout my journey and represents my current leadership approach. I also summarise the impact of my journey.*

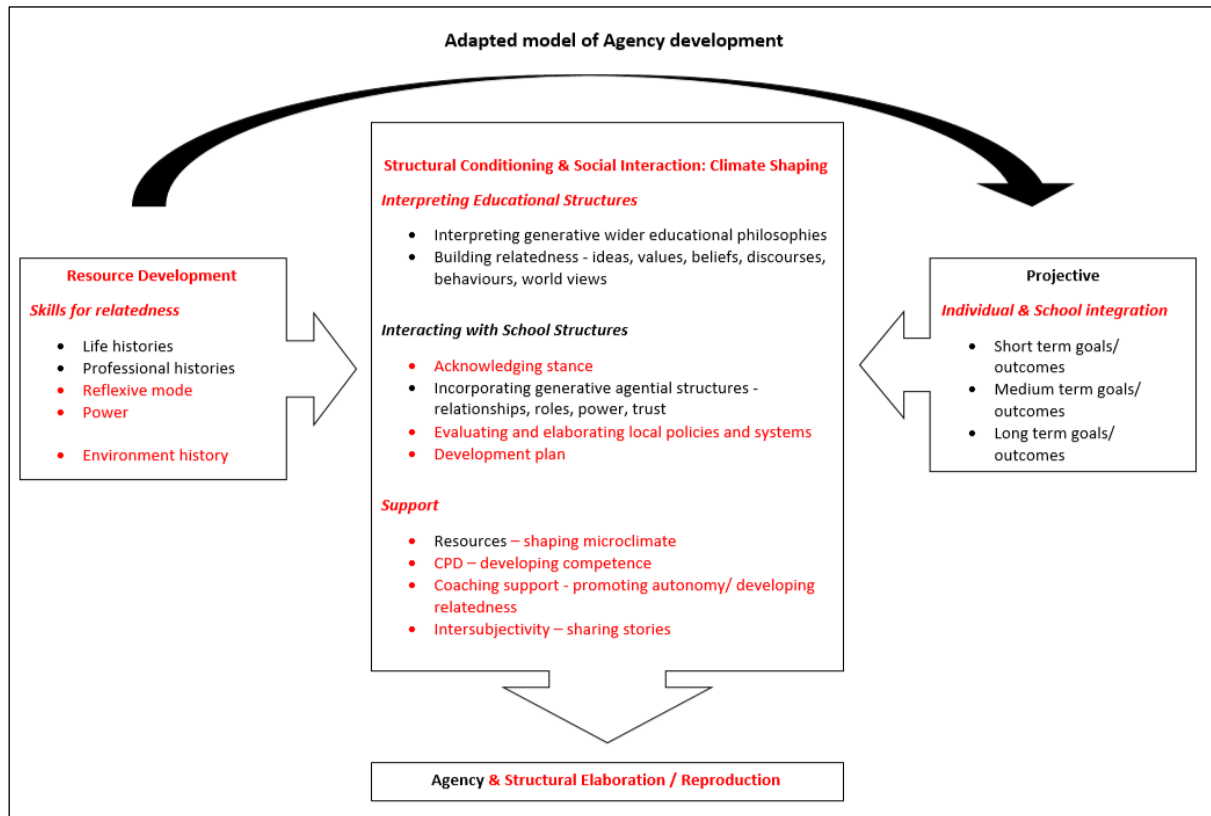
Sergiovanni (2000, p17) argues that when 'social organisations are functioning properly the lifeworld occupies the centre position' and it is this notion of schools as social organisations which still summarises my thinking at this time. I have developed a leadership approach based on understanding the world of the individual and supporting their conditions for motivation and agency in light of the generative structures. This is a complex, social realist approach (Archer, 1995), embedded in personal context and self-narrative. Key to this approach is understanding my experiences and how these shape my reflexive mode and related actions. By giving an individual a space to give voice to their experiences Formenti (2015) argues we can offer an 'antidote to mainstream research' and in doing so build resistance to the dominant discourse of the logico-scientific mode of thought. Through listening to my colleagues' stories I have begun to understand our school from multiple perspectives. I believe that this approach places leaders, regardless of our mode of reflexivity and understanding of educational policy, in a position of normative power where we climate shape, rather than climate control. Our stories help us describe what and who we are and who we'd like to become. However, as Formenti argues (p14), stories:

'...are not only descriptions: they are prescriptions. As such they can prescribe one outcome or multiple outcomes; they can build a closed map or transform the map. In education, this makes a difference'.

I argue that a 'climate shaping' leadership approach, which provides a space for individual narrative to become a prominent discourse, is one way in which this 'difference' can be achieved. Like Riley & MacBeath (1998) I hold leadership to be bound by context which does not lend itself to 'recipe-swapping' (p184). However, by focusing on the conditions for agency and motivation, in context of the properties of generative structures, common components can be established. In this respect I have drawn on my experience of leadership in context of Mrs A and others since, and have adapted Biesta and Tedder's (2007) ecological model of agency development

in light of this work. My adapted model (Figure 36) has also integrated my understanding and application of SDT as well as elements of Archer's (2003) morphogenetic model.

Figure 36: Adapted model of Agency and SDT development (changes indicated in red)



To the left of the model, I have replaced the term 'Iteration' with 'Resource Development' to represent the temporal process through which individuals develop their personal resources (including power) and reflexive mode through which they deliberate their experience. I see these resources as being the basis through which an individual can connect to their environment and build a sense of common purpose. In addition to individual histories, I have added 'environment history' to acknowledge the importance of established cultures and structures which possess the potential to exercise their generative powers upon the individual (i.e. the impact of our culture of control on Mrs A's practice). In my case, this process of resource development was key to the building of relatedness to school, subsequent agency development and equally to the opposing challenges I faced in early research. For example, my military experiences provided me with the right type of resources through which I could connect to the early EBD culture of school and pupils.

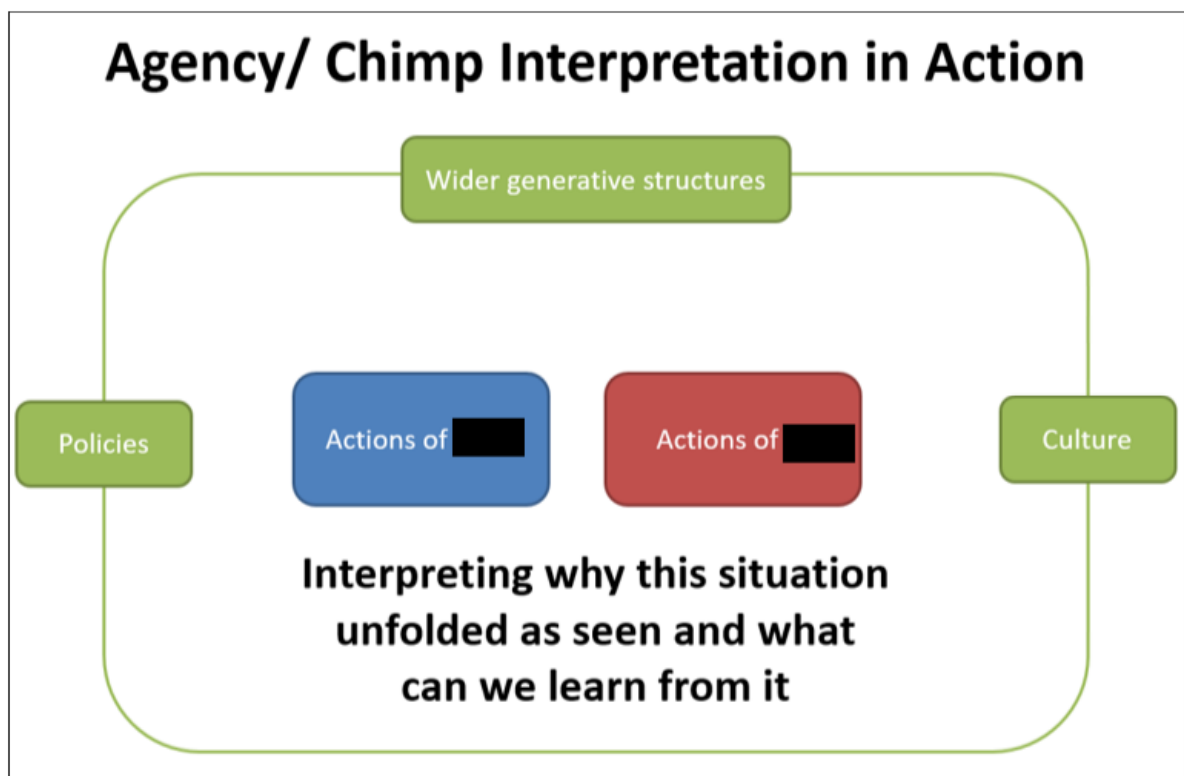
Whilst much of this resource development section relates to pre-existing resources, the understanding and enhancing of these resources should be seen as a combined effort between the individual and the leader. In this respect, Bennet's (2001) notion of legitimacy is key. The understanding and generation of normative and knowledge power comes through a process of discussion and acknowledgment of our individual histories. In my experience of these discussions, respect and relatedness was gained and this was fundamental to the legitimacy of future exchanges undertaken.

To the right of the model the original section 'Projective' remains with the addition of 'Individual & School Integration'. This is a reference to ensure the framing of individual project goals is set alongside or within the context of environmental goals. As an example, some of my performance management targets throughout my leadership development have integrated the application of this research with targets in the school development plan; e.g. to lead the development of teachers' pedagogical understanding. I have found the integration of these personal and professional targets with those of the school development plan, to provide a basis for increased relatedness and thus a more internalised PLOC (Ryan & Deci, 2000). The integration of targets in this manner is now part of our performance management process, allowing a degree of autonomy for the individual. Whilst some staff have aspirations of leadership and have relatable targets, others have targets and CPD based on their perceived challenges and barriers to their personal projects. This is an example of where the 'Teacher Trait Self-Assessment' process (Figures 30 and 31) is key because each staff members' strengths and needs can be identified, and thus personalised leadership support can be provided in coordination with the school development plan.

In the centre of the model, I have re-framed the 'Practical-Evaluative' term to 'Structural Conditioning & Social Interaction: Climate Shaping', to represent the duality of this interaction. Archer (2003) argues the conceptualisation of conditioning must deal with the interplay between the two powers of structure and agents. The leader and the individual need to understand how structural and cultural powers impinge upon the individual's ability to be active and equally how the individual uses their personal resources to act. Archer argues that for an individual to be constrained, they have to have something to constrain. They must have a project they are trying to act out in order for the features of society, through culture and structure, to apply

their generative powers. In this respect, one's personal resources and the leader's understanding of them is key. I have found that by increasing my understanding of a colleague's need and the lens or mode through which they make sense of their experiences, I am better positioned to identify what it is that is being constrained and thus better able to shape the climate in order to help them to develop. Figure 37 below illustrates an example of this in practice.

Figure 37: PowerPoint slide from CPD relating to the development of staff understanding of their actions in context of structure



A member of staff, who had a target of developing their leadership skills, was presented with a challenging incident. Having gained permission from those involved and ensured GDPR regulations were met, we used related CCTV footage to interpret their actions and understand them in relation to our school's wider generative structures. As well as wanting to develop the practice of the individual I was also keen to understand what cultural, and thus potential leadership actions influenced the incident. The staff member felt constrained in their ability to choose a response because of perceived cultural norms. We then used the CCTV of this event, together with my adapted model of agency development (Figure 36), to develop related whole school practice knowledge.

This type of CPD is becoming an increasing part of my practice and this has considerable potential for informing and elaborating our school policies and social norms. Through this action, we can draw attention to the importance of understanding the individual's projective goals, in context of the school's development plan. Having a course of action allows the leader and individual to identify and understand the enabling or constraining feature, and thus gives access to development. Such understanding is crucial to the emergence of personalised and relatable CPD and one way in which this can be realised is through the 'Effective Traits' teacher development framework we have introduced in school.

The final aspect of the adapted model which underpins much of what has been identified thus far, is the element of social interaction and the legitimising of leader - individual exchanges. Archer (2003) argues that in order for agents and structure to exercise their powers, agents not only have to develop a relationship with their projects (they have to be driven to enact them), but they also need to respond to influences as they arise. Key to this argument is individuals' understanding of their reflexive mode and their use of this as a filtering lens through which they deliberate and plot their course of action. This latter point returns us to SDT theory and specifically from my perspective, the leader's ability to 'climate shape' in order to meet the psychological needs for competence, autonomy and relatedness. It has been my experience that by adopting a personalised approach to leadership through my adapted teacher agency model, I am able to understand my colleagues' capacity to act in relation to their personal projects and the structures of our context. In doing so we are then better placed to support their basic psychological needs in relation to wider school development and this is the basis for a climate shaping leadership approach.

19. A final birds-eye view of my journey

This process of reflexive action has changed who I am and how I interpret the world. I approached this research with naïve ideas that I acted upon, and the experience gained from these actions led to reflections that developed new ways of thinking, acting and leading. Whilst these episodes aren't as neat as represented here, the process of conducting this research, and connecting my actions to my development through reflection, has crystallised a set of values that have become integral to my practice as a leader. These values have become a locus of causality that helps to orientate my internal conversation and thus influence my action. Therefore, reflexive action can be seen in this context, to be an important driver for the development of my reflexive mode.

19.1. My three leadership values

The first of these values, drawn from SDT (Deci & Ryan, 1985) and Robinson (2010), is individuality. From a leadership perspective, this relates to my desire to place personalisation at the centre of school culture. Schools are highly complex communities and the conformist and accountability systems they face (Ryan & Weinstein, 2009) cause 'human issues' that call for 'human responses' (Robinson & Aronica, 2015, p89). All school communities are comprised of individual pupils, parents and staff and all are unique. Each has their own needs and aspirations and the role of leadership is to create systems 'that are sensitive to these needs' as part of a wider culture that is committed to common ideas and values (Sergiovanni, 2000, viii). Implementing a climate shaping approach is based on the Sergiovanni's argument, that the systemsworld policies and practices that underpin the culture of schools, should be built around the lifeworld needs and desires of their pupils, parents and staff.

The second of these values is honesty. Honesty relates to my awareness of the fragility of personal narratives, the complexity of individual experience and the subjective and contested nature of meaning. Sergiovanni (2000, p1) argues culture provides the 'normative glue that governs the way people interact with each other' and the 'framework for what does or does not make sense'. In order to build a

successful culture, Sergiovanni argues pupils, parents and staff need answers to questions such as: 'What is this school about? What is important here? 'Why do we function this way? and What do we believe in? Placing honesty at the heart of leadership involves answering these questions and creating a community where the need for personal relatedness (Deci & Ryan, 1985) is met. This means creating a culture in school where staff feel valued and they are provided with the right conditions to talk and help shape the development of the school's lifeworld and systemsworld.

The final value is the need to act with integrity. Integrity is the practice of being honest and demonstrating consistency and truthfulness in one's actions (Cambridge Dictionary, 2022). Sergiovanni (2000, p35) argues that education should be concerned with 'making a public commitment to serve ideas and people' and 'caring is the cornerstone of this commitment'. Engaging in reflexive action offers one way in which the commitment to serve and care can be realised. For example, a self-reflexive leader is an individual 'who is capable of relating to others' (Garrerty, 2008) and someone who is able to be critical of their practices and examine alternatives. Indeed, Gunia, et al., (2012) found that slowing the pace of decision making and allowing for contemplation and conversation, resulted in more responsible decisions that were less self-interested and more ethical. Self-reflexivity involves engaging in the world around us, unearthing uncomfortable realisations and recognising that feelings of such discomfort offer opportunities to reveal new understanding and shifts in our thinking (Hilbert & Cunliffe, 2015).

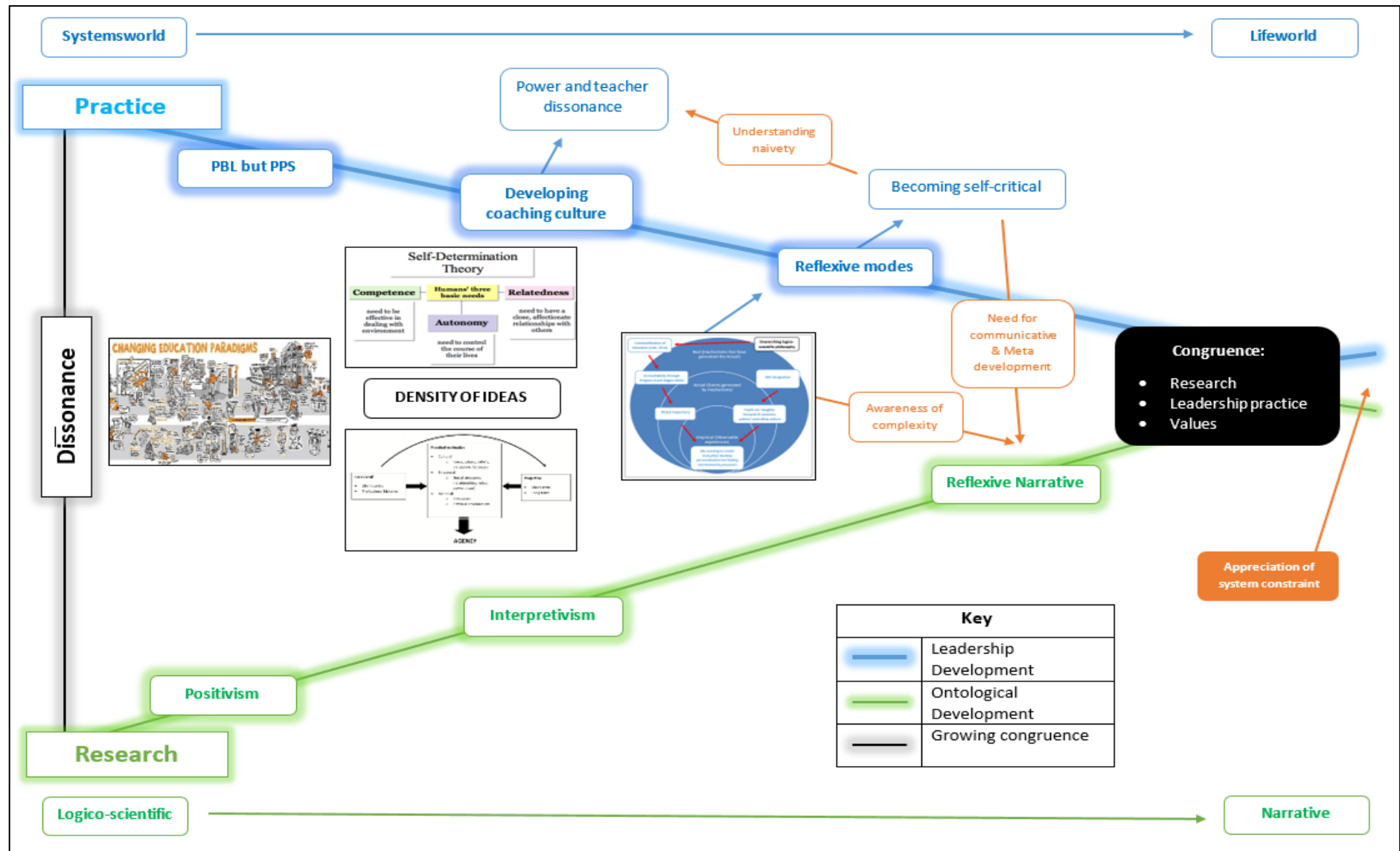
Leaders who adopt such approaches can develop relatedness with their peers as they provide an insight into our inner world and present an understanding that our lives are shaped collectively. It is therefore important that as leaders we are attuned to, and critically examine these relationships as part of our reflexive practice, because we cannot detach ourselves from the context within which we act. Acting with integrity involves using individual narrative to understand each other's inner worlds in order to question and elaborate the social structures, organisational policies and procedures that shape our practice.

Whilst my journey is far from complete, these values have emerged out of my reflexive action and the congruence that has developed between my research and

leadership practice. Osiemo (2012) argues that as responsible educators we need to emulate the values we espouse and the most prominent of these is integrity and the need to practice what I preach. However, I am not oblivious to counter arguments which may make some unwilling to engage in such revealing experiences. As I discussed in Episode 5, reflexive action can be a difficult process and as Hilbert & Cunliffe (2015) highlight, one which runs the risk of turning confident individuals into the 'fractured reflexive' described by Archer (2003). There are also the additional structural, accountability pressures (Niesche, 2012) which may lead some to prefer more straightforward approaches which 'get the job done' (Hilbert & Cunliffe, 2015, p186), regardless of how contested their effectiveness is, or should be.

However, for those who feel compromised between the pressures of system and the values that they desire to emulate, reflexive practice offers an approach that 'breaks frames' and presents 'new and contingent directions, rather than [the] inch wise progress in familiar terrain' (p186). As Hilbert & Cunliffe argue, a 'failure to practice what we preach is likely to exacerbate resistance to the emotional struggle reflexive practice can entail'. Thus, the 'process of learning which is intrinsic to the development of reflexive practice and the exploration of new ideas' is one which needs to be modelled and not simply encouraged. This process in respect of my journey is illustrated below in Figure 38. The Figure is orientated as a timeline, moving from left (past) to right (present) and has two lines (research and practice) which represent a developing congruence which I move on to discuss.

Figure 38: Process of developing congruence



19.2. *Developing Congruence*

To the left of the Figure (Episode 1) there is a significant gap between my research and practice and this represents the dissonance between what I understood to be effective and what I was implementing in practice at the time. The first example of this relates to my exposure to Robinson's Education Paradigm (2010). Robinson presented an alternative to the norms I understood, and his ideas helped me to look differently at the purpose of education and the intent of our school's curriculum. It was from this experience that I began my personalisation agenda and the first step in this journey was the PBL discussed in Episode 2. This is an important marker in the development of my congruence because it is the point at which my desires, understanding and actions were at their most dissonant.

Robinson presented an accessible and emotive narrative at a time in my development where I was easily swayed. I was becoming critical of some of our school's practices and Robinson's ideas, concerned with the constraining impact of educational systems, provided a stimulus for growth. Over time I began to integrate Robinson's ideas into my own and I began to internalise the value of personal meaning and this became the basis of my personalisation agenda. However, throughout the timeframe of Episode 1, I was undermined by my dominant autonomous reflexive mode and underdeveloped critical awareness.

I became consumed by Robinson's ideas because I lacked the bank of critical theory necessary to understand the complexity of my experiences (Goodman, 2016). This deficiency undermined my ability to connect my desires to my actions and this led to the dissonance that was evident throughout the PBL. This disparity is best exemplified between the positivist research methodology I employed and the contradictory use of the interpretive PPS dialogue with Mrs A. On the one hand my methodology and reliance on quantitative data indicated a seeking for universal truth. This can be seen in my focus on implementing, rather than nurturing curriculum change. On the other hand, my work with Mrs A was personal and supportive and this indicates an awareness of the important role personal meaning needed to play in creating this change.

The disparity between these two positions was a result of my ontological naivety, underdeveloped awareness of critical educational approaches (Gunter, 2001) and

dominant but underdeveloped reflexive mode. Nonetheless, it was through this dialogue and the failure of the PBL to elicit the outcomes I had assumed, that the gap between what I thought and how I acted began to narrow.

The reasoning behind this narrowing was two-fold. Firstly, I began to be exposed to different ideas and influences such as teacher agency (Biesta & Tedder, 2007) and SDT (Deci & Ryan, 1985). This increased the bank of theory I could draw from and this in turn helped to open up new ways of thinking and acting. The second reason was that I had begun to develop my understanding of epistemology. The shift from the positivist methodology of the PBL to the interpretive phenomenological approach I adopted was a significant marker in my development. However, the speed of this shift is another indicator that despite this development I continued to be readily susceptible to influence. This vulnerability, underdeveloped bank of critical theory and lack of ontological position continued to cause dissonance.

A good example of this was discussed in Episode 3 where I attempted to implement a teacher coaching system. Still focused on system based, top-down change, I wanted to scale up what I had learned through the PBL and implement what I understood of teacher agency and SDT. The terms 'implement' and 'scale up' are key in this instance because through my reading of Elmore at this time (2016, p530-531) I was becoming aware that the process of 'implementing... best practices at scale', 'embodied deep and profound misconceptions about how human beings learn, develop, adapt, and change'. However, my desires to build a better teaching and learning culture and bring my readings to realisation continued to be constrained by the limitations of my ontological awareness.

I attempted to change our performance management policy and move away from a system that relied primarily on trading rewards for the achievement of generic targets and towards more of a moral agreement that sought to connect staff to a commitment to what was right for school culture. Sergiovanni (2000, p66) argues that when moral connections are in place, 'students and teachers are compelled to act by obligations [that] embody shared commitments and values'.

However, in my naivety I hadn't accounted for 'institutional inertia' (Nelson, et al., 2009), nor the desire for staff to use their agency to disagree with me. My intent was

much as it is now - to develop moral agreements and build a community based on lifeworld values. However, my actions at this time were concerned with constructing relationships and re-codifying a system of hierarchies, roles and expectations based on MY perceptions of what was right for school. As Elmore (2016, p531) argues 'implementation is something you do when you already know what to do'. As was the case here, when leaders ask teachers to 'do things they don't know how to do, we are not asking them to implement something, we are asking them to learn, think and form their identities in different ways'.

For some staff, it was likely that my actions (regardless of intent), created too much instability and it was also likely that our relationship lacked the necessary trust to bring this change to life (Hargreaves, 2002). Moreover, it is easy to recognise that whilst my desires were rooted in my emerging values, my awareness and ability to implement congruent actions was limited because I lacked the necessary understanding to build a collective approach. The influence I drew from Robinson, SDT and teacher agency guided me towards a personal, interpretive position (as can be seen in my switch to IPA) but I remained unable to link this cohesively to my actions. I was still intent on implementing MY understanding of change when I should have been creating a forum for deep engagement with the values, beliefs and assumptions of all involved (Benade, 2015).

Despite this challenge, I was beginning to develop more coherence in some areas of my practice – one of which was the TLG. Mrs A and I had demonstrated to each other the value of coaching and more specifically the importance of dialogue and relatedness in providing the conditions for change. This work lay the foundations for the emergence of the TLG which became an extension of this practice. The group engaged with different ideas, and we used these as discussion points to elaborate school culture. Whilst there were many who did not engage, it is significant that the staff who did, were willing to embrace the coaching-performance management change I then attempted to implement. In some respects, this was exactly the type of bottom-up approach to change that Benade (2015) called for.

What can be drawn from this period is that whilst the coherence between what I thought and how I acted continued to be wide in many areas, the scope for creating dissonance had narrowed because of my exposure to different ideas and

experiences that altered my thinking. These ideas were shaping my emerging values and these experiences were helping me to become increasingly critical of my desire for quick-fix solutions. Part of this development can be related to my awareness of two key principles:

1. Creating and understanding meaning was important to me, and
2. I had been ignorant of the complexity of personal experience.

These principles set the foundations for the golden thread that runs through my development – establishing my ontological position. Ontology, as was my experience of the time, is unlikely to feature high on many school-improvement agendas. The pressures to raise standards compels educators to serve dominant accountability structures and this constrains the capacity to undertake ontological journeys such as mine. Educators like myself are in a constant state of compromise – should we serve the structures that constrain us, or should we walk an alternative, risky path that we feel is right for ourselves and our students?

My introduction to Bhaskar's critical realism (1997) and Archer's reflexive modes (2003) was crucial because they provided a theoretical framework through which I could make sense of my experiences. I developed the capacity to position Robinson's argument as part of wider, real domain generative mechanism and I began to connect my experiences and readings as part of an inter-play between such structures and my own agency. Through time, they have helped me to understand the nature of being compromised as an active agent and I have thus been better placed to navigate a path that I feel is right.

In an Aristotelian sense, my journey has evolved to focus on my 'awareness of the inherent tension between the inner "I" and the outer world' (Hall, 2010, p9). I have become immersed in this inter-play and this has drawn a number of meaningful contributions to my 'phronesis' (Aristotle, 1941). Aristotle identifies phronesis as one of three forms of knowledge (Janfada & Beckett, 2019):

1. 'Techne' defined as craft knowledge which is context dependant and pragmatic. Techne knowledge is concerned with training in order to improve performance.

2. 'Episteme' which is defined as scientific, universal and context-independent. It is concerned with purposefully seeking to know something.
3. Phronesis which is defined as practical wisdom and is concerned with a 'reasoned and true state of capacity to act with regards to human goods' (Aristotle, 1941, p1140).

All three forms are important to understand in the context of leadership because they reflect different educational positions and their related pursuits. For example, Janfada & Beckett (2019, p336) state:

'In leadership studies, a substantive body of scholarship targets techne and episteme. Good leaders can be up-skilled, re-skilled and generally trained (techne). While techne is criticised as a reduction to merely instrumental knowledge for leaders and episteme (the acquisition of 'head' knowledge) is criticised for not taking into account the knowledge or ignorance of followers, phronesis is acknowledged by scholars to be essential for a proper leadership'.

All three similarly represent pursuits undertaken through this research: i.e. the purpose of the PBL was to develop a universal truth in school – I wanted to know if PBL could be used to transform our curriculum and thus I was focused on episteme. Furthermore, in the application of the PBL intervention I was specifically concerned with upskilling Mrs A and thus the focus here was on techne. However, as the research developed this knowledge focus shifted to phronesis. I became bound up in the lived experience of Mrs A and then myself, as I began to link my 'inner self' with the 'outer world' through the pursuit of my goals (Janfada & Beckett, 2019). As discussed in Episodes 4 and 5, becoming aware of my autonomous reflexive mode highlighted key flaws in my leadership practice that were a constant cause of dissonance. It was on this basis that I began to develop my communicative and meta-reflexive practice in order to become a better leader.

A critical aspect of this pursuit was increasing my exposure to different ideas. These ideas helped to shape my thinking, re-inform my actions and in the process I began to develop what Janfada & Beckett (2019, p336) refer to as praxis – 'the combination of theory and practice which is deemed fundamental for the formation of true

wisdom'. Whilst achieving 'true wisdom' would be an overly indulgent declaration, it is of interest that others (Branson, 2009; Branson, et al., 2016; Janfada & Beckett, 2019), emphasise the need to reconceptualise leadership 'as wisdom so that wisdom guides the actions of those who lead' (Janfada & Beckett 2019, p337). In this journey, the development of my praxis has brought forth the importance of my three internalised values. Whilst clearly not 'true wisdom', these values act similarly to orientate my inner conversation and guide my actions. They provide the basis for the congruence that has developed between how I think, feel and interpret and therefore how I choose to act.

The difficulty in this position is my understanding of the tension between my inner 'I' and 'outer world' has increased my awareness of my compromised state. Very few leadership courses list 'wisdom' or 'values' as pre-defined 'subject outcomes' because, like research and school leaders, they have become entities that are compelled to serve performativity structures. I feel compromised because in finding my values, I encounter the difficult proposition of being able to walk a path between what I feel is right and what I am mandated to do. The following section identifies four conclusions that help me walk this path.

20. Personal conclusions and possible professional implications

Regardless of varying individual views on education and its purpose, it is safe to say the need to raise standards will continue to be a priority in many conceptualisations. Although there may be varying underlying factors inhibiting this standards drive, Carnine (1997) suggests a primary reason may be the gap between research and practice. The purpose of this research was to help fill this gap by providing a personal account of my leadership development in order to draw meaning that may offer others in leadership positions ideas about how to walk the compromised path and help to elaborate these structures'. Having undertaken this journey, I have four realisations to share which have been critical in my development.

20.1. Sharing

The first of these is the importance of sharing our personal stories. Cook et al. (2012) argue that teachers are heavily influenced by their peers, by school leadership and by wider politically driven ideologies and policies. As one of those peers, a school leader and a researcher, I am in a unique and influential position. Whilst some may argue that my story may be too specific for others to learn or benefit from, I draw from Niesche (2012, p2) who argues that what is needed 'in the field of educational leadership [is] more nuanced and diverse accounts [of leaders'] everyday work and lives'. Moreover, Nelson et al. (2009) argue that stories from educators, rather than traditional research, may hold sway with teachers. Of course, we continue to travel in contested waters because as Cook et al. (2012) assert: 'teacher narratives can promote any practice, including ineffective ones'. However, as Riley & MacBeath (1998) argue, effectiveness is a highly contested term and one where the devil is in the detail (Miller, et al., 2010).

Ultimately I have come to understand that our teaching practices, the methods we employ and our understanding of their effectiveness are matters for each individual. However, some of us are fortunate in that we work in cultures where such autonomy is enabled; whilst there are likely to be others who may feel their values and thus practices are constrained by structural mechanisms. Nonetheless, what I have found key to my development was finding the space and time to narrate my journey. As

Niesche (2009, p2) argues, if 'there is one thing that is glaringly apparent when talking to heads, it is their desire for more time to think and reflect on their work practices to better serve their school'. In making this time, I have been able to understand my actions in new ways and this has helped shape my thinking and create different ways of working. I have developed from a naïve autonomous reflexive who wanted to change culture through a systemsworld approach, into a leader who is concerned with putting the lifeworld at the centre of our school. I have developed a leadership approach based on personal values because I have had the opportunity to reflect on my actions and better understand how effective my practice has been. I argue that finding such space and time to narrate and reflect may have similar worth to others.

20.2. Reflexivity

Reflexivity is the second finding which has been key to my development and in this there are two areas to reflect. Firstly, by engaging in the process of reflexive action I have been able to focus on my iterational experiences and this has had a significant impact on my self-awareness. As Biesta, et al., (2015, p627) argue 'the achievement of agency is informed by past experience, including personal and professional biographies'. I have found by reflecting upon these I have created a way to better understand myself and in particular my strengths and challenges. Through this self-knowledge I have improved my awareness of the conditions I need to create for myself in order to develop my agency and this has had a significant impact on the development of my leadership approach. On this basis I argue that it may be beneficial for those who undertake reflexive action to focus on their personal and professional histories in order to improve their self-awareness and thus be more aware of the conditions they need to develop agency.

In addition, through the process of reflexive action I have developed my awareness of Archer's (2003) internal conversation and more specifically her theory of reflexive modes. Becoming aware of my reflexive mode has helped me to understand my capabilities as a leader. For instance, as an autonomous reflexive I am acutely aware that my desire for action has the potential to underplay the complex nature of reality and in particular the interplay between structure and agency. However, in developing

awareness of my flaws I have uncovered the need to work hard on my meta and communicative reflexive practice. In doing so, I am becoming a more thoughtful practitioner and a leader who is less susceptible to quick-fix solutions and more considerate of personal lifeworld values. I continue to work hard to develop a mutuality between the systemsworld and lifeworld of my school because I believe personal values should be at the centre of educational culture. As part of this mutuality I have personalised the curriculum for our pupils and have developed a desire to lead by shaping the climate for staff to achieve agency. In a system where several decades of policies have contrived to de-professionalise teachers through prescriptive curricula and oppressive accountability systems (Biesta, 2010), I have found that by developing my meta-reflexive practice new ways of thinking and acting have emerged. Whilst these may be contrary to dominant systemsworld instrumentalities (Sergiovanni, 2000) others may find that by focusing on the process of reflexive action and developing an awareness of reflexive modes they may be better positioned to climate shape rather than climate control.

20.3. Ontology

The third finding to draw attention to is the need to develop ontological understanding. At the start of my journey ontology had little to do with the practical realities of teaching and this naivety limited my capacity to act critically. Through finding critical realism I was then able to link my actions and desires as a teacher to the surrounding structures within which they were generated. I have developed an awareness of the constraining and enabling influence of policy and culture and with this understanding I can act more reflexively as a leader. Developing ontological understanding offers teachers and school leaders the opportunity to create a critical awareness of educational structures and teacher agency and with this awareness new ways of thinking and acting may emerge. Such awareness may offer school leaders an opportunity to contest the knowledge base of the performativity culture in education (Niesche, 2012) and encourage diversity rather than conformity.

20.4. *Ideas*

The final finding to highlight is the overall value of being exposed to a density of ideas. When combined with ontological understanding and the time and space to act in a reflexive way, research can provide teachers and school leaders with the opportunity to develop new ways to become more effective. It has been my experience that the combination of being informed by a range of research based ideas and the general process of reflexive action can hold real value in the evolution of a leader. By being exposed to theory and wider debate I have had the opportunity to explore research ideas in practice. This has provided the conditions through which I have developed a critical awareness of the link between the systemsworld of educational structures and the practical reality of my school's lifeworld. This research has provided the space for me to think and the chance to narrate my journey in a way that is not normally afforded to leaders who follow normative systemsworld induction and training. When Niesche (2012, p3) argues for 'nuanced, theoretically informed and rich accounts of what it is like' for leaders doing their jobs, I have found that creating the space and time to research and develop reflexive practice to be key. I understand my strengths and challenges as well as their origins, and this continues to help inform my actions in a more nuanced way that befits the complex interplay between educational structures and agential action. Whilst we are all different, if policy makers wish to make school leaders the visionary custodians that Smyth (1989) asserts, providing the opportunity for leaders to undertake and be exposed to a rich density of ideas may prove useful.

Finally, I have made significant progress in developing my reflexive practice but it wouldn't be appropriate to conclude without acknowledging the need and desire to continue my evolution. For example, one area which is missing from this research and in particular my adapted model of agency and SDT development (Figure 36) is the notion of trust. As Costa et al. (2001, p225) state 'trust is important for the functioning of organisations' and is 'positively related with perceived task performance, team satisfaction, and relationship commitment'. Costa et al. argue that where trust is absent 'no one will risk moving' resulting in decreased effectiveness. However, the difficulty in developing trust in education, as is the case with developing agency and self-determined motivation, is the central position of the systemsworld. Costa et al. (p224) argue that 'where individuals feel tense, unsatisfied and less

committed [they] might become extremely unproductive'. Given the increasing number of exclusions (Education Select Committee, 2018) and low morale of teachers (Leat, 2014, p71) trust can thus be seen as an important aspect of raising educational standards that warrents further investigation.

Another related area I am currently studying is Edwards' relational agency (2010) which pertains to the moral lead that some individuals can provide where they are trusted and respected and where their actions are in congruence with the values and motivation of others. Relational agency (p61) 'involves being attuned to each other's purposes and ways of working' and thus is highly relatable to my application of SDT in terms of building relatedness, as well as teacher agency in terms of developing awareness of personal and professional histories. I hope through time I can use relational agency to modify my leadership practice, streamline my adapted model of Agency and SDT development (Figure 36) and in doing so continue my leadership evolution. However, I am acutely aware that in pursuing this agential leadership approach I remain in conflict with the dominant discourse of systemsworld agendas. Although this position brings unease, I nonetheless continue to be able to tread the path between what I determine is right and what I am mandated to do.

I started this journey as a naïve practitioner but in undertaking this research I have developed a critical awareness of the complex educational landscape that continues to shape my actions. Whilst at times this has been challenging, it has also been deeply rewarding. This research has provided the opportunity to explore and share my journey and this has been the most critical aspect in my development. As Shermer (2007, p45) argues, 'we are storytellers' and I hope in reading my story you have gained an understanding of my experiences, an awareness of the important role research can have on the development of leadership practice but most importantly the need to provide leaders with the space and time to reflect and narrate.

21. Appendix A: Mrs A's Interview

Linguistic		Emergent Themes
	MH: Interview with Mick Hutchison and CR the date is 18/12/18. Just talking through your relationship with me in school and from when you first came in September 2013. So you came in as a...	
	CR: Year 7 tutor...	1
	MH: So do you want to talk about yourself at that time... how you felt coming into school, your prior experience... what your first thoughts were coming into school any positives or issues you had and if I came into any of your thoughts at this stage at all...	
What is normal – especially in SEMH	CR: Erm, I think I just had the normal apprehension that you would have coming into school and starting a new job... obviously meeting you people... erm slightly more concerned about the kids (laughter from both) because they're new and given why they're there they could kind of pose a huge challenge. I'd come from a job at the PRU where I had a fantastic TA that I worked with and erm.... So I had to leave her and wasn't sure what I'd get at AHS. When I started I erm, there was like no planning but I think it had just been kind of set up on my appointment so I was able to just use the planning, the ideas of what I'd had previously which I felt benefited me in terms of it just let me find my feet and let me settle in (hmm, yeah) and the kids bought into it luckily and really quickly. I worked with a really good TA and we worked well together. I felt that other staff.... Although you felt supported... weren't... everybody seemed to just be busy doing their own thing. Erm, there wasn't a lot of interaction erm... there was no... not that I can recall discussions in terms of teaching, in terms of sharing ideas, in terms of sharing resources... erm it was quite isolating. I think that isolation grew... it didn't get any better...	5
Interesting comparison in TA quality		9
Kids buying in – indicates power is with them – they are the customer...		School culture
		Isolated practice
	MH: Was that something you picked up on coming into school... like at what point did you become aware of feeling isolated?	14
Interesting metaphor – does she relate to their care need or the fact that they needed everything done for them and it was a paid role rather than anything maternally linked.	CR: I didn't feel isolated myself coming in but by about Christmas I could see people working in isolation ... I was working in isolation... but it was just the culture of the school. So, it was something that was new to me but.... I kind of didn't question it because I was just like this is how this school works. Erm, then that continues... erm for quite a long time to the point where it kind of started to feel like babysitting in a sense... Erm I lost quite a bit of motivation erm, direction.. infact I would even question how to sort of teach in a sense... although I could stand there and deliver.... I kind of lost all of that inspiration because there wasn't sort of in any discussions or conversations and it was just like kind of... looking after kids.... Hang on a second I feel like ive jumped quite a bit ahead here but that was generally how it went (laughter). Hang on we'll go back a bit...	Isolated practice
		School culture
		Motivation
		20
	MH: Because you were talking there about how it was when you first came in under DC's leadership and all of this was still happening so your talking about prior to...	
	CR: Yeah, so obviously when you're starting a new job so for the first year, second year and I would say up until the third year I was there ... it was kind of new it was exiting... I was getting to know the kids... I had built really good relations with the kids which kept me sort of going. Erm, but I think at the same time what I didn't see was that it was going down hill at the same time	Relationships
		26

Commented [M1]: anxiety

Commented [M2]: Seemed nervous/ concerned – interview based or reflective of uncertainty at the time?

Commented [M3]: How did she know this at the time? or is she reflecting back on what she found? Questioning ability?

Commented [M4]: Reflective of challenge

Commented [M5]: Sense she was underprepared for challenge/ thrown in and left to it

Commented [M6]: Early relationships mainly built with pupils?

Commented [M7]: Importance of talk and sharing

Commented [M8]: Quite a negative comment.... Reflects her mood relating to lack of support. Isolation is an interesting word that comes up twice

Commented [M9R8]:

Commented [M10]: Loss of sense of self?

Commented [M11]: Isolation comes up three more times. Stating she didn't feel isolated but was working in isolation.... Previously she stated "It was quite isolating" Maybe she feels negative now and this is a cause?

Commented [M12]: Acceptance of status quo?

Commented [M13]: More negatives

Commented [M14]: Links to baby sitting comments, feeling isolated. Seems to link to previous comments regarding "no planning". Does she feel like she was just left? Loss of sense of self?

Commented [M15]: Realisation of something

Commented [M16]: Seems to indicate she wanted to get the previous comments off her chest? Sense that she is demotivated. And this has been developing for a while...

Commented [M17]: Generally more upbeat now. This is also reflective of her conversation and body language.

Commented [M18]: Relationship development with kids only? Relates to isolation – being left...

Commented [M19]: More reflective now in this comment.

Environment - the surroundings or conditions in which a person, animal, or plant lives or operates.	MH: What, the school or you or?				Commented [M20]: Doesn't want to assign blame – this is a leadership issue though
	CR: Me, in terms of the environment that I was working in... and that's getting back to that... people were just doing there own thing and then going home. There was no like <i>talk</i> about education and a lot of it was like... about kids, about behaviour about how bad it had been... nobody was... nobody had started looking at how maybe we could teach those kids in a different way or <i>share</i> something that would work really well and I think that at the time would have helped massively. <i>To have like a... busier school in terms of staff you know like... much more happening for people to be saying like eee I've done this and.. or I was reading about that and er...you know..</i> Because I think at the same time when you're working in special education and special needs its absolutely the most interesting area and most bizarre are that you could ever work in... there's so much to <i>talk</i> about yet... there's so much not realised if that sort of makes sense?	30	School culture		Commented [M21]: Retrospective vision
	MH: Yeah, yeah, what would be your reasoning for.. because you're saying at the time that you could see that there wasn't any kind of joint up thinking/ working together... talk to me about why you think that happened? Why didn't people come together as a group to talk about these interesting things?	35			Commented [M22]: Becoming passionate - reflects negativity surrounding feeling undervalued/ underused
	CR: Erm, I think it wasn't identified as a need by anybody really... myself included...and like I said earlier I think it was just the fact that ... I thought that this was just how it was... how the school was but I think erm... for want of a better word I think the school was embedded in old school wrote type of learning... that's the kind of impressions I got and I think people just picked that up and went with it...	39	School culture		Commented [M23]: Generally sensing that she feels undervalued and under-developed. Links to previous comments of isolation and sense of being left to get in with it...
	MH: Including you?				Commented [M24]: Genuine question or seeking confirmation/ approval of comments?
Slipped and slipping – to slide unintentionally... did she/ they have no choice?	CR: Well yeah, probably... I probably...slipped into the norm of the school....		School culture		Commented [M25]: Interesting as she stated earlier that she felt quite isolated. Surely you would recognise that talking/ sharing with others would alleviate this? Maybe she felt unable at the time – she was new
	MH: You mentioned before about standing and delivering as that something you would describe as what happened in school in terms of teaching and learning and in your own practise?	45			Commented [M26]: Directly links herself
	CR: Yeah, I would do that... I mean I came into school and I would do 3 part lesson... erm keep it as close to mainstream as I could and that would be my teaching..		Teaching practice		Commented [M27]: Personal reflection but collective association
	MH: Why would you do that?				Commented [M28]: Again, personal reflection but associates comments collectively. Does she view others as responsible? For me this is a leadership issue.
	CR: (Laughter) because you kind of like hold mainstream education in, I don't know, a bit more higher regard and this comes back to the issue about special needs and not <i>challenging</i> them and not having the expectations. So if I taught the way that I would teaching in mainstream with probably the same topics and themes then my expectations wouldn't be <i>slipping</i> for those kids. I think that, that was what that was about. Plus I didn't know any different. That was all I knew. I'd taught in mainstream and then worked in a PRU and then id came to AH. Id never been introduced to any other way of doing things...	50	Teaching practice		Commented [M29]: A lot of pausing and thinking..... she doesn't appear to feel uncomfortable. Does she recognise that she could have acted or feel that others should have?
					Commented [M30R29]:
					Commented [M31]: Difficult and personal question to answer on reflectiOn and clearly I was picking up on the individual/ collective reflection/ responsibility... Does she ...
					Commented [M32]: Another short answer... possibly ...
					Commented [M33]: Tried to break the ice with body ...
					Commented [M34]: Associating this to me or just figure ...
					Commented [M35]: Unsure or just unwilling to be ...
					Commented [M36]: A lot more assertive now and ...
					Commented [M37]: Internal ignorance
					Commented [M38]: Seems to be more comfortable now ...
					Commented [M39]: Sense of being under developed by ...

A lot of repetitive "Control" – "of them" by "me/my" but more by "you". She is talking collectively and more generally about a culture and then about herself in a particular scenario.	MH: So keeping on the 'standing and delivering' how did you feel that effected the kids in your classroom and your teaching culture? What did it do for that?	55	
	CR: Kept control for a start, for me (laughter). Erm... it made my job a lot easier. In terms of assessment as well because you could see what they were doing... because you didn't have to look any further than what they were writing down... You didn't have to kind of watch them and try and judge whether they were problem solving ... you could just see what they were doing... you could just err... you know you could ask them questions and that like you know and there just be an answer so you know ... it made your job a lot easier... but I think with kids like that it was a huge control strategy.... You controlling the lesson meant you had control over their behaviour... they were just like sitting down and it was just like great, sit down and ill bring you your pencil.... (laughter) ill bring your book... don't move now just sit there and listen and watch me at the board and it'll be easy.... (laughter)	60	Control
	MH: And, was that good? Good for teaching and learning and good for the kids?	65	
	CR: Then, then.... I thought that was great as I was in control but now... no (laughter) and that's the difference now since we did our work together with the teaching and learning group and the PBL stuff . Especially with all of the course stuff and that... I went on a course and er... this women she said this is the worst thing that you can do in terms of behaviour management because you're controlling their behaviour and I just never, never knew that until we started doing our work and going on these courses. She was talking different stuff like having one of these big balls and having one of them sit on there to have them improve their writing and core work and that stuff is just sort of thing where everybody gets more out of that stuff ... like doing interesting cpd and talking about teaching stuff rather than like right; you sit there and ill control everything....	69	Collaboration Control Collaboration - CPD
Vernacular - Here she talks a lot about "stuff" – what does "stuff" mean? Does she know or is she generalising?	MH: It's interesting that you talk about control of your classroom as you said you thought that was great...		
	CR: This was for the first few years and I thought this was great... and er I was doing alright, kids were on task and it was calm and I was ok...	74	Control
Lots of "chance" references/ elements here	MH: So at what point did you make that shift from "this is great, everything controlled"..... going to something different...		
	CR: Well I think I had a conversation with you just by a complete accident to be honest as we'd never really talked much before and then we started talking about pedagogy and er... about special needs and about different things like that and then you passed me an erm... a couple of courses and both of those I have taken something away and one of those was about letting them move and if they don't move.... It impacts on their behaviour and I think it was then that maybe I started to think hang on a second maybe I need to change a little bit, maybe I need to look at other things as because... ideally.... It wasn't very creative what I was doing in my classroom and I would prefer to do something a little more out of the box and a little bit more creative and so.... Erm so that kind of started from after talking to you really... I think it was just a random classroom chat thing really, we just got talking and you started on about that TED bloke and about all of the teaching stuff and how creativity is important and	81	Collaboration - leadership, Collaboration - cpd Change - desire
Vernacular again - Reference to Sir KR			

- Commented [M40]:** Continuing to be a lot more assured.
- Commented [M41]:** Reverting back to a lot of associated comments. Is this reflective of a whole culture i.e. everyone's responsibility or is she meaning you as in me? We have spoken about this a lot is she reflecting our/ my discussions back to me?
- Commented [M42]:** A lot of pauses, laughter and looking for connection to me. Does she believe this or is she checking that I recognise what she is saying based on our previous discussions or checking that I agree/ approve?
- Commented [M43]:** Feeling related to something/ someone seems to be a positive for her
- Commented [M44]:** Is she relating her development to this relatedness. Feeling connected linking to competence? This is in stark contrast to previous feelings of isolation....
- Commented [M45]:** Threshold concept – ping moment
- Commented [M46]:** Desire for relatedness?
- Commented [M47]:** Definite sense of a threshold concept – did she relate this to our relationship? Think this as our connector.
- Commented [M48]:** You don't know what you don't know!
- Commented [M49]:** Linking to initial feelings of isolation – seems to dismiss them here. "this was great" – was she content to work in isolation originally or does this indicate that she maybe didn't recognise that she was or recognise the negative side of it until later?
- Commented [M50]:** Interesting that she takes ownership over this – "I had" not we had.
- Commented [M51]:** Does chance seem to play a big role for her?
- Commented [M52]:** Strange that we hadn't given we're such a small school. Reflective of wider culture? Probably.
- Commented [M53]:** Associating me in a relatedness/ competence and leadership capacity...
- Commented [M54]:** Collective ownership over conversations now

Physical metaphor	about how the education system is all about <i>controlling</i> kids and making them fit into schools so we can make them learn certain stuff that we have to teach them for exams and stuff... it was really interesting and got me thinking about what I was doing and how I was part of that too without really thinking about it much.... Well until then anyway....	85	Collaboration - Leadership,	Commented [M55]: Catalyst for thinking differently – was this her threshold concept like it was for me?
	MH: How did that make you want to change your practice and what kind of impact did that have on you and your motivation levels?			
	CR: I think what it was was erm... I do kind of think the right things like when I was <i>talking</i> to you about education stuff and when I was going on those courses you sent me it was like a big <i>confidence</i> thing for me... It was like what my idea is, what my vision is, is the same as somebody else's and that's quite reassuring... especially when you're working in <i>isolation</i> I kind of felt we had a <i>connection</i> on stuff and kind of <i>related</i> in our thinking if that makes sense?	90	Collaboration - leadership	Commented [M56]: Indicates now that she recognises that she was working in isolation and it appears to be a negative connection
	MH: Yeah, definitely, just thinking about this though because you said you were keeping control of the classroom and doing well and so how would you describe your motivation levels in those first couple of years?			Commented [M57]: Interesting here that she is bringing up confidence being brought about by CPD and feeling a sense of "connection on stuff" and "kind of related in our thinking". Seems relatedness and competence are linked together for her. Isolation comes up again – she doesn't sue this term in relation to autonomy and this makes me think relatedness is her main driver....
	CR: It was, they were good... but I think that was based on... erm that was driven by having a new job... it wouldn't have mattered where I had gone it was exciting and it was something new. I had been working supply before and I had managed to get a full time job. There was a lot of personal things... issues that it had taken away like I was getting a regular income so I think that... I was just happy (laughter) so I think that was what was <i>driving me</i> along...	95	Motivation	Commented [M58]: Reasoning for previous comments that she appeared to be content working in isolation. Maybe she did realise it but was content because her needs were being met – personal/ financial...
	MH: So what about when you realised things were going downhill and people weren't talking together and then me and you have started talking and you realised that what we had as a culture wasn't right?	100		Commented [M59]: Possibly led her into this use of term from pervious question...
	CR: Yeah , I think... looking sort of outside of the classroom a lot of staff were... it was becoming obvious that there was a <i>lack of motivation</i> and people's attitudes and some of the <i>comments</i> that staff would make... it was hard... it was hard to <i>challenge</i> someone who you work with everyday... about their attitude towards learning and their attitudes towards teaching... you know why bother teaching anything really good as they're not going to get anything... that's where I just started to go... eh... this doesn't fit with me...	105	Motivation	Commented [M60]: Not really wanting to assign blame here – drawing collective responsibility but generally holding herself outside. Again, this is a leadership responsibility... She must feel unable to go deeper as if she was able she would go into further specifics. This theme has emerged a number of times and in each she is descriptive but unwilling to assign blame. Does this link to her relationship with SLT, me?
Is that significant – did she feel that isolated that it was akin to a fight to change or to not fall in line with the culture?	MH: And this is when in relation to our chats?			Commented [M61]: Sense of genuine frustration. However, if she was working in isolation would she not be free from a lot of the related issues this brings? (She was a classroom teacher).
	CR: This bit is after... we started <i>talking</i> and I went and started learning loads on courses ... I think as well and I'm going to be honest when you're not getting any support and you feel like no one's listening to you further up... what are you going to do... you <i>cannot fight everything by yourself</i> ... You cannot change people's perceptions of teaching on your own..		Collaboration - leadership Motivation	Commented [M62]: Boom – directing responsibility toward SLT.
	MH: And that's how you felt?	110		Commented [M63]: More frustration

<p>Literally pick up? – similar physical theme to push and fight</p> <p>Driven by freedom? Relatedness?</p> <p>Lots of laughter and general sense of feeling at ease. She is talking about a period where she was free from general teaching constraints (on the PBL)</p>	CR: Yeah, so its like what else are you going to do? So I might as well just join them as well... what's the point? And that's where... I think that was a big part of where I ended up... that just became erm... more embedded in my practice as I was just like let's just go in the ICT room as its easier and I can control things easier from in here.... You know.... It was a cultural thing and I think a little bit of it was like nobody cares... but it wasn't like I didn't care... I did and I wanted to but it was like what difference would me caring make to anything in there in terms of their teaching.... I was in isolation... you know at that time...	Motivation 113 Motivation Isolated practice	<p>Commented [M64]: More frustration</p> <p>Commented [M65]: Sense of taking responsibility for her part</p> <p>Commented [M66]: Disassociating herself with culture – lack of relatedness, lack of leadership or taking the path of least resistance?</p>
	MH: Would you link that to people not working together in groups?		
	CR: Aye, because people weren't working together and I'll be honest and as much as people didn't like the person.... There used to be an English meeting regularly and that was a little bit motivating because I would go... I better get my books sorted and it would make me think about what I was doing and whilst some people always had something to say he was always very positive with me and that really helped motivate me as well. Erm, kind of like when we talked too about the PBL... But once it got embedded about not really caring and stuff.. that just kept going and I found it very difficult to keep on going and being motivated in that kind of climate..	Motivation 119 Motivation	<p>Commented [M67]: Second time she has stated this – why?</p> <p>Commented [M68]: 2nd motivation comment</p> <p>Commented [M69]: A desire for a sense of accountability? Leadership craving?</p> <p>Commented [M70]: Appears again - motivation</p> <p>Commented [M71]: Forth time - motivation</p>
	MH: You were saying we started talking so at what point did you realise you wanted to change from... this mindset... what prompted it?		
	CR: Well you took over, well it felt you just started too with the teaching and learning and then we started working on the PBL not long after we started to chat quite a bit... maybe a few months and I think you got promoted to the senior leadership team around about then too.... And then it become erm.... things started to pick up then because we started to talk a lot.. about school, education and then onto the PBL and it just got a lot more exciting again because it was like right im going to do this and then this... and I don't really know what I was doing if I'm honest (laughter)...I didn't have a clue as I was well out of my comfort zone and depth I felt like but you know what lets just give it a go... but you know what it was one of the best times I had... with the kids.. the things that we did and the creative stuff that those kids came out with... well when I was still there I could still see it...	125 Collaboration – leadership 130 Motivation	<p>Commented [M72]: Seeing me as a leader</p> <p>Commented [M73]: Interesting sentence – stark contrast to previous answers of isolation. Further sensing relatedness is key to her.</p> <p>Commented [M74]: A lot of relatedness and connectivity in this answer – we, you and I. She appeared relaxed and positive of her memories.</p>
	MH: This is interesting how positive you are because you were saying your classroom was built on control and conformity before and then this was....		
	CR: It was.... I took a picture and sent it to your door (Laughter) as the plan that I had was that the lads were going to build a skate park so I had got all of those shoe boxes off you and I had literally just went right you're going to be building this... there some boxes, there's some straws, cello tape and scissors just crack on and you couldn't see the floor for everything that was all over like paper and stuff.... (laughter) honestly I didn't even look like my classroom (laughter)... honestly ive never seen anything like it in my life... it was great...	135 Change – to practice	<p>Commented [M75]: Genuine feeling of positivity and willingness to "give it a go"</p>
	MH: How was that shift a challenge for you as a teacher?	141	

<p>Scared - fearful or frightened of the unknown....but still willing. Interesting that she describes what she knows (current practice) as "with my eyes closed"</p> <p>Certainx3 – truth!</p>	<p>CR: Aaa you know what it just looked like and felt like just how kids should be and when you kind of just watch them... that was really interesting as well. How they all assumed a leader who was the actual one in the class who would kind of boss people around. He just automatically...he's just in charge... they would ask him what to do some of the time and just sort of how they all slotted together and they were all so proud of what they were making, it was really good.</p>				
	<p>MH: How did your role as a teacher change in that period and how did that effect your motivation?</p>	145	Motivation		<p>Commented [M76]: First time she has analysed and talked about the pupils in relation to learning as oppose making cultural statement about them i.e. babysitting...</p> <p>Commented [M77]: She appears positive and upbeat in conversation but refers to the experience as "really good" and "interesting"...</p> <p>Commented [M78]: 5th time</p>
	<p>CR: I was more <i>motivated</i>, definitely. I didn't feel like a teacher (laughter) if that makes sense? I felt more like... I dunno... a bit of an observer and a bit of an assessor and bit more like of an understanding them and their thinking you know and erm you know what kind of drives them as people. Like where they were in the group and as a person themselves... like they were free to be themselves and learn and be creative and stuff without any pressure you know what I mean?</p>	Change – to practice			<p>Commented [M79]: Compared to what you had been doing – "babysitting" or compared to what you have done in the past or compared to what you think a teacher should be doing?</p> <p>Commented [M80]: Change of identity? Relates to ping moment?</p> <p>Commented [M81]: Questioning the role of the teacher?</p> <p>Commented [M82]: "Out of comfort zone" – comment again. To where else?</p> <p>Commented [M83]: Connects back to challenging the role of the teacher in her eyes</p>
	<p>MH: Would you say that was a positive shift from where you were in your classroom? From control to something different?</p> <p>CR: Looking at it I would say yes...moving away from what you know though... (laughter) is a bit... different... how do you measure that? I was well but of my comfort zone... and it's like I can't really measure it but... its alright. But before I was like but look at all of those ticks in his book... look at was he's been learning (laughter). It definitely <i>challenged</i> what I knew or what I thought I knew to be a teacher... I mean you're talking like 15 years plus like 3 years of training being directed in a certain way to do certain things at certain times within a certain period of time or within a lesson... to undo all of that... is like, its like scary! Its not like obvious where you like think... can I? no, I cant... Then its like just try it! As in like can I actually do it myself, like can I do it? Can I think of the ideas and can I do it right? That was the other thing, was with the other thing (normal teaching) I <i>could do that with my eyes closed</i> and like that wasn't going to go wrong but with this I was like what am I gonna do if it goes wrong? (laughter) And I still have that worry now!</p>	150	Change – to practice	156	
	<p>MH: What... and you find that more motivating now? Like the lack of control, lack of certainty?</p> <p>CR: Yeah, because it was something different to what everyone else wasn't doing if that makes sense? It was new and I'd never tried anything like that before and that was what was a little interesting because at the same time I think I had gone to do a transition not long before that at the PRU coming in and they were <i>talking</i> about doing PBL and that was what they do so I was kind of asking them and I was thinking hell... how do you do that?! So it was kind of like interesting to know that I was doing something that other people do but I was just thinking how the hell do you do it though? And I still wouldn't be like a 100% <i>confident</i> doing it now but I think it's probably... the kids are much more relaxed to ideas and <i>sharing</i> and taking on other people's ideas... I definitely think it's much more of a group thing like learning to be part of a team and <i>communicating</i> more effectively and that...</p>	160	Change – to practice	165	<p>Commented [M84]: Does this signify her growth/ development? She seems willing set to question herself/ be reflective about her experience to date. All of this is a challenge her to her competence and autonomy as a teacher.</p> <p>Commented [M85]: Willing to challenge her sense of competence brought her motivation.... Or was it that we were working together and the relatedness that this brought impacted upon her motivation?</p> <p>Commented [M86]: Just a "little interesting" interesting that she uses this lighter descriptive tone.</p> <p>Commented [M87]: Links back to the need for relatedness again</p> <p>Commented [M88]: This section is full of self-reflective perspective. She consistently seems to be more upbeat in her tone and more willing to speak when she is discussing herself and her thoughts. She appears to question herself far less.</p>
	<p>MH: Yeah.... Defo... How did our relationship grow throughout this period? You aid earlier on that I was probably the prompt for you thinking differently..</p>	170			

<p>Seems to be key for her motivation</p> <p>"something" = relatedness?</p> <p>Is this the culture we have in AHS/ Education?</p> <p>Emphasis</p>	CR: I think it became then... a little bit more personal and that added another dimension to our <i>relationship</i> ... cause I could then... I could remember saying to you ill just write down what I was thinking because I didnt want to be picking out what I thought you wanted... so that.. I was kind of like opening up to you my madness if you like! So it was just like a bit more on a personal level.	Collaboration		Commented [M89]: Interesting comment as she often answers questions with questions appearing to be looking for confirmation off me
	MH: Why did you do that? Because its always hard to let someone in isn't it?	175		Commented [M90]: Quite a playful use of the term – indicating trust and relatedness? Maybe referring to the need to be a bit mad to teach in this environment? Playful indicates confidence and familiarity to share?
	CR: I think probably because I knew that we had the same vision and the same commitment to education and the same commitment to learning.. you know... it all... you realise its all genuine. So when I go like... I haven't got a fucking clue what im doing; you don't go arrr don't be stupid because you will because you know and you get it you know what I mean? Its like when we started <i>talking</i> about.. well you to start with, really started <i>talking</i> about why are we doing this and like you know <i>challenging school</i> about you know why we did things and what was.. you know the point or what was the evidence for doing it that way I knew we would get on because that's kind of what I started to think to but id never really put my finger on it you know what I mean?	Collaboration – leadership	Change – school culture	Commented [M91]: She mentions personal x2 and relationship in this answer and came across as sincere. Making reference to a particular conversation we had together supports this theory.
		177		Commented [M92]: Interesting use of "think probably" – indecision?
	MH: So having that dialogue with someone you respect who has similar kind of...			Commented [M93]: Repeated use of "same" support a connection/ relatedness in our relationship. Also related use of "genuine".
	CR: Yes! Just like the same ideas and vision and I don't really think about a particular subject.. I just think about education and you started to <i>talk</i> about big picture education stuff and I liked it, you know what I mean. Yeah, I would say that's massive, like huge. <i>Being related to something, like a person or a vision or.... Yeah, you've gotta have like..</i> It would have to be like... you would have to have something like education; yes you're a teacher but you get all sort of types of teachers with all sorts of different ideas about what being a teacher is but its feeling like you're valued and you can <i>relate</i> to who or what is going on around you as that what makes you feel kind of like special in a way... like <i>connected</i> .	180	Collaboration – relatedness	Commented [M94]: Her use of language emphasises her level of comfort but also exercises her challenge in confronting change!
	MH: Its funny that though because you said you were feeling more related to what we were doing and how you saw us moving forward but there was a lot of challenge to your competence though wasn't there because you were trying to do something different from the past 15 years' experience...	185	Motivation	Commented [M95]: Key point – this appears to be the focus for her reflections across the interview – by school does she mean SLT or teachers, pupils, everyone? Interest
	CR: Yeah, yeah... it was new and it was different so I was feeling <i>motivated</i> to change and kind of empowered to change and I think when you talk about... when you lose <i>motivation</i> when you're doing the same thing.. <i>when something new comes along</i> and someone erm wants to work with you and do something and has that <i>relatedness</i> if you like then you're prepared to take them risks.. you know what I mean? I suppose because you know that the other person (you) is not going to go.. well CR that's not good or you know.. you're just prepared to do it because <i>you're not frightened</i> of then going; I'm struggling, help me a bit please... or have you got any ideas about this its... its... much more transparent...	193	Collaboration – relatedness	Commented [M96]: Questioning again?
	MH: So, the PBL was going good but im kind of sensing there's more to talk with the reflection work?		Collaboration – relatedness	Commented [M97]: Shared understanding – permission to challenge?
				Commented [M98]: Language over-emphasising need for relatedness to people.
				Commented [M99]: Driver for motivation increase?
				Commented [M100]: Interesting comment in relation to her previous challenge over what the role of a teacher is. S
				Commented [M101]: Feeling SPECIAL: "feeling valued", "relate to" "feel... special" and "connected" are all key wor
				Commented [M102]: Another example of temporal growth – previously she stated she "might as well just join
				Commented [M103]: Seeking approval or trying to connect to me?
				Commented [M104]: Seems to reflect her longing to relate to someone/ something. She appears to want to be

	<p>CR: Yeah, yeah, definitely. More the <i>chats</i> we did and its like that's what confirms to you that that yeah, you're getting it and you're developing.. I mean you can <i>talk</i> to someone else but at least we've got the same kind of ideas and investment in change and that's <i>massive</i>, well it is to me like.. Its like say if I went for a job and you were the head and I said something and in your head you thought yeah, I think the same then aye, I would probably get the job and I'd be in the right school... does that make sense?</p>	197	<p>Commented [M105]: Unambiguous clarity. Quite rare in the interview. Talking, sharing, reflection and feeling connected appear to be her triggers for growth.</p>
	<p>MH: Yeah, yeah, so you're saying then that what is key to this?</p> <p>CR: <i>Relationships</i>. Absolutely for me.</p>	200	<p>Commented [M106]: Exaggerated use of term for emphasis</p> <p>Commented [M107]: Does this example reflect her view of me as a leader?</p>
	<p>MH: What to? To...</p> <p>CR: To all of it. To the kids... primarily.... It all filters down to them...</p>	Relationships	<p>Commented [M108]: Again, unambiguous clarity.</p>
	<p>MH: So is that important then in leadership to have that? Yeah you have professional relationships but to have...</p> <p>CR: For me its gotta have that personal element. Not full on like (Laughter) you know like seeing everyone as you're besties and all of that but its gotta have that personal element and that trust and a bit of transparency where someone's like well I know you might mess it all up and I know you might get it all wrong... but that's alright because we can just go back and try it again in a different way... you know but you've got to be able to trust..</p>	205 Collaboration – relatedness	<p>Commented [M109]: “personal, trust, transparency” have emerged several times. Fundamental for her relatedness?</p>
	<p>MH: Yeah, agreed... so we've done the PBL and we've talked quite a bit and built a lot more of a positive relationship how has that affected you as a teacher in your classroom, post PBL?</p>	210	<p>Commented [M110]: Other send of spectrum compared to the culture she originally described in school</p>
	<p>CR: Erm, definitely not as <i>controlling</i>! Erm, maybe I did go back to teaching some lessons the way that I had. However, what I would say about that is that I had... I did quite a bit of that PBL with a lot of thinking and I didn't really understand the full picture so to kind of plan it right through was another big challenge so I kind of just used to go right this is what we're going to do and then we'll do that.. so I would have to plan for a long term as I need that like full year. I think at this point I wasn't connecting things together and that was hard as I had definitely changed and it made a big difference to me as a teacher but I was still connecting a lot of the learning if you know what I mean so I could bring it all together and I think that just took time...</p>	Change – teaching practice	<p>Commented [M111]: Interesting comment as she generally reflects negatively on previous culture and practice...</p> <p>Commented [M112]: Maybe she is not fully 'sold' on the concept of PBL or maybe she wasn't supported adequately enough by me to be 'sold' it? This may indicate that it was more the process of reflection/ discussions with me which were the catalyst for change/ growth in herself rather than the PBL directly.</p>
	<p>MH: Did it change you as a teacher?</p> <p>CR: I would say it <i>challenged</i> me as a teacher but also made me think a bit about me as a person too. Erm... as a teacher that things can be done differently and that children they can learn in a different way and its like what I said you're trained in a particular way.. its like.. in you...</p>	Change – teaching practice	<p>Commented [M113]: Signifies reflection of personal growth</p> <p>Commented [M114]: State of pre-liminality</p>
	<p>MH: Interesting.... What about you as a person then? What changed?</p>	221 Change – philosophy	<p>Commented [M115]: Interesting answer. If she thought it had she could have answered that question quickly and easily – yes/ no. The depth of the answer indicates that maybe she grew as a practitioner. It's quite a short answer that could easily have been developed further... the fact it is short makes me think she is unsure.</p>

<p>Interesting use of the word "push". Does she feel this is what the school needs – to be pushed from the back/ bottom rather than driven from the front as in SLT?</p>	<p>CR: Its hard to put your finger on it really. I just felt different. I was a lot more confident, definitely. But, I suppose it just made me think about how important it is to talk and stay connected as this affects how motivated you feel. If you're working by yourself, you don't really see how your work... is like... you know, like the same as or different to other people... You're kind of just left and isolated I suppose and this is a hard place to get motivated from and to become better and like.. you know... challenge yourself, start something knew and get excited...</p>	Motivation – relatedness 226	<p>Commented [M116]: Unambiguous, direct answer.</p> <p>Commented [M117]: Maybe she is unsure or maybe she hasn't really given the idea much thought...</p> <p>Commented [M118]: Feels like a reflective comment like she is still trying to work this out for herself. Interesting that she brings up "stay connected" and "motivated" in the same answer...</p>
	<p>Hmmm, yeah so how did you feel about wider school in relation to your progress whilst all of this was going on?</p> <p>CR: There was still all the control going on but I felt like I was doing something now which was motivating me. I didn't expect it was something that would continue though and this was disappointing as it wasn't going to happen in year 8 and it kind of got like... and when I thought about it, it kind of got a little bit frustrating because it was like, look im changing things and im completely out of my comfort zone; really trying to do things for the better, just for it all to not be continued and this was hard to take... so that was a bit of a bitter pill to swallow as it was like ok just do it for now but it was a shame but..... It was when that teaching and learning group was set up that then gave me, I don't know about other people because obviously it was new to them as well; that gave to me more hope. That they could be things done different. And you know what sometimes its just nice when you've felt like... on the bottom, do you know what I mean, and then there's people there who'll be like ill help you, do you know what I mean? Just to be a little bit better than you're perceived or how you perceive yourself to be for such a long time.</p>	<p>Motivation School culture 230</p> <p>Motivation 235</p>	<p>Commented [M119]: Still a feeling of working in isolation. Sense of frustration with KS3 colleagues – relates back to this being a leadership and culture issue</p> <p>Commented [M120]: Interesting comment. The PBL seemed to develop her motivation to buck the cultural trend but she still felt in isolation. The group offered her "hope". Strikes me that maybe the group was more important than the PBL itself. Is this more evidence of her reliance on relatedness?</p>
	<p>MH: What was the start of this? Like, how did the teaching and learning group come about?</p> <p>CR: I think, I was talking about leaving and me and you had a conversation and you mentioned about a teaching and learning...you talked about setting up a group to help move the school forward and I thought that was good. And that was really like, that was like dynamic that group. It was just spot on. Everything about it; people were bringing things to the table, sharing ideas, everybody was just pushing forward for the same thing and it wasn't where it was like right you need to go and do this now, it was just like let's all just talk about education, let's just talk about what is out there.</p>	<p>239 Collaboration – change</p>	<p>Commented [M121]: Sense of relatedness returning</p> <p>Commented [M122]: Relates to her competence. Interesting that she opens with how "you're perceived" – does she feel that other staff don't rate her as a teacher</p> <p>Commented [M123]: Does this indicate that she questions her ability or has done for a long time? What does she mean by a long time? Confidence issue – is this underlying or brought on by working in isolation</p>
	<p>MH: Do you think everyone shared the same values and what was the dynamic of the group?</p> <p>CR: Yes, I think for that group it was and I think this is the question that was sort of mentioned a few times. How you roll that out to others who aren't interested in change, how you get someone to get to come to meetings or groups like this when they're not interested, to work that out and solve it I'd give them next months wages (laughter). If they could tell us how to do that, I mean there's obstacles but how you solve that is difficult. Honestly, how do you er, get there?</p>	<p>245 Collaboration – change</p>	<p>Commented [M124]: I recollect this was a conversation that happened after the T&L group started. She clearly felt very isolated/ under-challenged/ unable to develop for her to want to leave;</p> <p>Commented [M125]: Seeing me as a leader</p>
	<p>MH: (laughter) How did the teaching and learning group impact on your motivation? Especially compared to previous..</p>	<p>Motivation. Collaboration 252</p>	<p>Commented [M126]: Interesting that this group appeared to bring together a lot of what she desired; she sounds content.</p> <p>Commented [M127]: Frustration at colleagues/culture returns</p> <p>Commented [M128]: Who is she referring to by "them" and "they"? SLT (I was part of this by then; colleagues who she is referring too as needing to change, Governors?</p> <p>Commented [M129]: Unsurmountable object? Reason for wanting to leave?</p>

	<p>CR: I felt more <i>motivated</i>. In terms of, there was more people to <i>share</i>. It was all about <i>discussions</i> for me. It was all about <i>talking about it</i>. It was about getting excited about things that you could try out and get thinking about... and I wasn't really thinking much about the learning I was mainly thinking about how much the kids will enjoy it because I think part of the problem with that kind of work is that you just cant predict the outcome. You can maybe get an idea of that the way I was teaching before (the PBL) but with this type of teaching (the PBL) you cannot. But <i>its exciting and I liked that. It motivated me</i>. I felt <i>related</i> to you and some of the other staff who came to be involved afterwards. We were part of something to <i>move the school forward</i> and it was exciting again. It was kind of like getting back to learning again and you were being inspired if you know what I mean?</p> <p>MH: So, this excitement that it brought out in you how did this effect the group and you, what did you bring to the group with this?</p> <p>CR: Er,, I think... <i>hmmm this is a bit awkward like bigging yourself up but erm...</i></p> <p>MH: Do it... (laughter)</p> <p>CR: <i>I think I had quite a bit of respect in the school</i> so I think I was kind of able to go like "oh just come along" to some in the school who weren't quite so sure and this was great and they did and I think this helped the group. I think the group was good. Erm...</p> <p>MH: Do you think people saw you differently? Like with some of the contributions you made?</p> <p>CR: I think <i>they probably had more confidence in what we were talking about</i>. Especially some of the more inexperienced one's, as they were a bit like what I was and it just sort of grabbed them before they became caught up in the <i>control kind of culture we had</i>. I explained what the PBL was about for example and it made them inspired, like me, to <i>talk</i> and try different things. <i>The penny sort of dropped quite quickly rather than how long it took for me and I think if I'd still been there I would have really, really worked well with some of these teachers and we would have pushed PBL forward because I now had the confidence to do this kind of thing if you know what I mean. I had loads of ideas about pushing things forward, sharing stuff and coming up with ideas and really just pushing stuff forward...</i></p> <p>MH: A lot of really positive stuff about moving the school forward there and about how you seem more confident... Where would you say the driver for that was? The first few years when you came in you said you were motivated because you were in a new job and it was exciting would you have done this then?</p> <p>CR: <i>No, definitely not...</i></p> <p>MH: So what was the prompt to start wanting to join things together?</p>	<p>Motivation – relatedness</p> <p>258</p> <p>260</p> <p>Collaboration – leadership</p> <p>Collaboration – leadership School culture</p> <p>268</p> <p>Change - personal</p> <p>271</p> <p>275</p>	<p>Commented [M130]: Motivation arising again.</p> <p>Commented [M131]: Reasoning for improved motivation – relatedness?</p> <p>Commented [M132]: Issue with PBL – maybe the reason why she hasn't fully developed it into her practice? Lack of control over it. Interesting that control was something she believes we need to move away from...</p> <p>Commented [M133]: Motivation arising again.</p> <p>Commented [M134]: Relatedness plain and simple.</p> <p>Commented [M135]: Relates to previous comment where she appears to question her ability.... Does this reflect her growth in confidence/ motivation</p> <p>Commented [M136]: You wouldn't state this comment if you didn't believe it.</p> <p>Commented [M137]: Strength in solidarity.... Wonder who she is referring to when she says "they" – colleagues, SLT T&L group?</p> <p>Commented [M138]: Recognising the need for change. Interesting that she is taking on responsibility for developing the group "oh just come along" as I was the leader of the group. She clearly felt confident in our relationship and in herself/ in her own ability to do this.</p> <p>Commented [M139]: Interesting metaphor – appears to be similar to a threshold concept ping moment.</p> <p>Commented [M140]: Good indicator of personal growth</p> <p>Commented [M141]: Emphatic no</p>
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CR: I think <i>taking</i> to you and erm about what we said really. Not about PBL at the start but <i>talking</i> about education... just about our own views of education and what was current at the time in education... this made me think that we were quite similar and I could <i>relate</i> to you... but I also..... when you also put me on those courses because id never gone on any courses, like in terms of special needs. Those 2 were very <i>motivating</i> as well. Erm, for very different reasons and they kind of made me buy-in. Then from there, that's were it... you mentioned doing the PBL and I was just like yeah. Because we <i>talked</i> and <i>shared</i> similar kind of values it built trust so I was like yeah ok then, lets do it. Then you started to give me loads of like journals and articles and stuff and it all came together and I felt quite excited to get started. Nervous of change..... but kind of excited if you know what I mean?	Collaboration – relatedness, Motivation CPD 281	Commented [M142]: More relatedness information Commented [M143]: Developing competence and feeling wanted/ involved and valued Commented [M144]: Commented [M145R144]: Trust built on relatedness Commented [M146]: Developing confidence through learning/ reading – competence? Commented [M147]: Looking for confirmation or a sign that we are on the same 'page' and she feels confident in this
MH: Yeah, yeah.... These kind of discussions that we were having, and the ones in the teaching and learning group – how do you think they could or did impact on the school?	285	
CR: I think it would lift the school and the kids and it had already started to do that. My opinion is that it would just take us to a more relaxed place and that's not just the kids, that's the staff too.	Change – school culture	
MH: Why do you think that would happen?	290	
CR: Because you can take a risk and get it all wrong and someone might do something right and say look just try it like this because I got it like that the other week and I was rubbish. You can, its.... there's not set, no ones thinking what's going to come out of this at the end. Its just a way of just keep on <i>pushing forward, pushing boundaries</i> to be better and having that <i>culture</i> is really positive. But you're not thinking that was terrible, you're looking to make things better for the kids and the staff but its hard to know what that is because its all new... Do you see what I mean? Those kids don't know what its going to look like in the end neither do they?	Change – school culture 295	Commented [M148]: Willingness to step out of comfort zone – sign of growth? Commented [M149]: Desire to work together seems to be her driver Commented [M150]: Lots of p's – very positive and driven statement
MH: So what are you saying is key to moving the school forward then?		
CR: Just <i>being open and working together and being honest and willing to try things and that comes from talking together and being... er like having trust and common ground on education and having positive relationships where you can relate to people and what you're doing together it think... The thing is though, you'd have to get every single member of staff coming from the same angle. Are you going to be able to achieve that? Because then if that person talks to that person and that persons not as open things could easily fall apart... do you know what I mean.....?</i>	Collaboration Relationships 299 Change - school culture	Commented [M151]: Checking again. Definitely sense she feels we are on the same 'wavelength' on educational conversations like this. Especially relating to the need for school culture to develop – definite sign of trust. Commented [M152]: Key components for her motivation Commented [M153]: Key components for her motivation again Commented [M154]: Reverts back to the blocker again – very positive and then block – the reason for her leaving? Again this is an SLT issue. We have good rapport so she clearly doesn't assign this to me....
MH: So, what do you think is the most important part of getting everything on board together..... kids, staff, leadership, everything?		
CR: <i>Relationships. Transparency, being open..... and in terms of leadership it needs to be..... role models. Putting your money where you're mouth is. You have to be able to show people that you can do it too or at least be open to recognise your weaknesses and be prepared to develop them as that what you're asking everyone else to do. But I think relationships are</i>	Change - School culture 306	Commented [M155]: A sign of a breakdown with members of SLT – if these are what are key and she is stating that she wanted to leave at the time; probably relates to the block she raises frequently. Commented [M156]: Issues with Leadership from her perspective – clearly she doesn't rate some members in terms of their practice.

<p>totally number 1 and you have to be able to <i>motivate</i> people too. Get them on board to move things forward and get excited again.</p> <p>MH: So, what would you say is your biggest motivational factors... what motivates you to drive these type of things forward? What would you need in your workplace to want to come there everyday and really enjoy what you do? And work there feeling really happy and fulfilled?</p> <p>CR: I think er, <i>relationships</i> are key like I said. Kids that want to learn (laughter). That'll take the stress off... I'm not doing this for nothing!! (Laughter) Erm, I think and I don't know if this is right or wrong but just a positive working environment where you're around good people who have the same work ethic and who have views that are willing to <i>share, discuss</i> and be willing to be open about. Not all of the time but just when you're in the staffroom and classroom and that just be willing to <i>share, chat</i> and <i>talk</i> about what their thoughts are. All like being <i>related</i> and being together....</p> <p>MH: Ha, ha. Thing is for me one of the things I thrive on is being by myself and just getting on with a role. Are you like this at all or are you at the other end where you need to work tightly together?</p> <p>CR: I think it depends as since I've become more <i>confident</i> and since I've come here I do all of the deadline stuff.... But I kind of like <i>control</i> too. But I like to be part of something.... I want to be a part of something that's going to make a difference, part of something that I believe in, with other people who believe in it too. I like all of that joined-up responsibility and being <i>related</i> to something....</p> <p>MH: Ok, here's a good one for you... (laughter) how would you describe me as a leader and my impact on you and school more widely?</p> <p>CR: Hmmm (laughter) what was the first bit again... are yeah, I would say approachable..... knowledgeable and I think you're quite erm, what's the word... I think you have a vision and nothing is going to shift it! (Laughter) Which is fine when you're where you are as you need that and you can see that a lot... its like... this is what I (MH) see, this is where we are going and I don't know how long it'll take us to get there but we're going (laughter)... This isn't a bad thing though.. I think you're like not only a good role model for the staff.. I think the kids see you as quite inspiring to them... I think they see you as being a grown up version of them (laughter)... and they think you know what I can be someone as well.... He's a good bloke and I can be like that as well. I think you're considerate too, of like staff especially. I think you try to please a lot of people and I think you do well but whether that's sustainable or not I don't know. I'll take my hat off to you if you can.... You never know... I think you'll mould into this person who does all of these things without having all of the feelings you've had in the past, like arrr god or whatever, but I think you will mould yourself into like; I'll do this because, I want that and this needs doing too. Its accountability really isn't it....</p> <p>MH: We have fairly similar view on education and stuff... how do you view, or what are your views in terms of what we are trying to do in education in general? Like in terms of policy and Ofsted and the impact that has on the classroom and stuff?</p>	<p>310</p> <p>Relationships Collaboration – relatedness</p> <p>315</p> <p>Change – personal Control Collaboration – relatedness</p> <p>322</p> <p>325</p> <p>Change – Leadership</p> <p>330</p> <p>Change – leadership</p> <p>335</p>		<p>Commented [M157]: Relationships and relatedness arising again.</p> <p>Commented [M158]: RELATIONSHIPS again</p> <p>Commented [M159]: Interesting – makes me think that she didn't believe some people were.</p> <p>Commented [M160]: Clearly she felt this was lacking for a long time – I agree. The T&L group/ PBL was clearly too late despite her positive comments.</p> <p>Commented [M161]: Evidence of growth</p> <p>Commented [M162]: Interesting that she reverts back to this yet consistently relates to a negative control culture.</p> <p>Commented [M163]: RELATEDNESS</p> <p>Commented [M164]: Approachable – easy to relate too? Knowledgeable – competent? Un-shifting vision – something to relate to if you agree with it...</p> <p>Commented [M165]: As in relatable too?</p> <p>Commented [M166]: Interesting that she sees relationships as key but makes reference to my desire to "please a lot of people". Think she maybe questions the ability of some staff and whether or not they can be developed into the staff the school needs to move forward? Or is this my thoughts?</p> <p>Commented [M167]: Supports the comment above – does she think staff need to be held more to account? Maybe that I need to change in order to make that happen?</p>
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<p>CR: I think in terms of SEN and what we need and what they need.... I think its back in the dark ages. I think there's not enough research. [There's not enough specialist good teachers to work with erm... the type of kids we work with. And I think that's a massive challenge] Mental health is really complex and you've not got like the right type of person trying to teach these kids that's gonna impact even further on their mental health and I think it <i>needs to move forward</i> a bit quicker. In terms of research... but I think what is good in terms of SEN is when they've got rid of this erm... life without levels... erm I think that has worked out in their (SEN) favour... because they are not kind of like meant to be somewhere, they just kind of go along whatever that's schools path is and that's much better.... Erm in terms of Ofsted, ill be honest, I think, I'm just one of those people where they've just got this stigma so whenever they are about.. I'm like oh my god (laughter).... So there's definitely far too much pressure but I think they're there for all the right reasons like... and I think without them it would be worse. I don't think they are as accurate as they can be in some places and I think they are too harsh in some other places... erm but I think erm. I think they should be there..... In terms of policy stuff and reform stuff I think we're quite stagnant at the moment. There doesn't seem to be much in terms of changes and it doesn't seem to be obvious in terms of <i>where its moving forward</i> yet you hear about how so many more schools are better not but I don't really see that at all to be honest. They've brought in, like apprenticeship and stuff but it doesn't feel like there's that much different. However, I think working in special needs.. you become immersed in special needs and you don't really see much of the real world. You kind of gain a lot of what the kids have if you know what I mean (laughter) you kind of morph into them....</p> <p>MH: Ok then, research, how has this impacted on you?</p> <p>CR: Yeah, not necessarily academic research but and ill mention again like going on course and that led to me doing that certificate in special needs so I suppose in that sense that's a lot of research in that area. I doubt I would have went on to do that without doing the PBL and other stuff with you... It was all about <i>challenge</i> really... At the time I wasn't feeling <i>challenged</i> and then we started to work and that <i>challenge</i> was there and that led onto other <i>challenges</i> and becoming better really... that impacted on my <i>motivation</i> and it made me more interested and wondering what's out there. It has made me think differently and has made me go and look for new ideas and stuff as before I wouldn't have at all really.. Like sometimes I used to just good PBL stuff and this led me onto <i>related</i> stuff and I found schools who were using PBL and it helped me <i>connect</i> things and made me... well I suppose what im saying is that its out there if people want it...</p> <p>MH: Ok, hmm, what....thinking back all the way to the start... are you a different person now to where you were then?</p> <p>CR: Hmm, definitely. Definitely more <i>confident</i>. Definitely able to er, recognise my strengths. Braver... and I think that's quite important in this kind of work.. just like... more laid back and more <i>competent</i> and more in <i>control</i>... kind of like a master (laughter) well you know that's me... and its just like what I say to the kids when they make mistakes as we do to.... So why then do we make classrooms that when people come to look and made you feel like you are going to get slaughtered if you do something wrong... its completely sending mixed messages all of the time and I think that very old school as well... This is what, in the PBL and the teaching and learning group we managed to get around so we don't have that kind of <i>culture</i> and that all come through <i>talking, sharing</i> and being open.... This kind of represents the shift in me as I would never... I would never have said that at the beginning ever.... That people should just come in and look at your lesson and share and be more conversational</p>	339	Change – educational	<p>Commented [M168]: Would she make this comment if she knew lots from work?</p> <p>Commented [M169]: Interesting that she approaches this comment from "you've not got" as if she is talking about her current/ past experience – relates to comment above</p>
	345		<p>Commented [M170]: She introduces a sentence again with "I'll be honest" – wouldn't she be otherwise or is she trying to emphasise her comments?</p> <p>Commented [M171]: Interesting balance of personal negative with collective responsibility.</p>
	350		<p>Commented [M172]: Feels like a sweeping comment. Maybe I am looking at this through my own eyes where I could go into real depth. Maybe she doesn't feel that the reforms are having any impact on her/ her experience in her role?</p> <p>Commented [M173]: Again, feels like a comment that maybe justifies why she doesn't expand further? Or is it just me expecting her too as this is my agenda?</p>
	357	Collaboration – Leadership	
		Change – teaching practice	<p>Commented [M174]: Desire to be challenged – to be linked to something/ someone and this developed her motivation</p> <p>Commented [M175]: The need for relatedness emerging again.</p>
	361		
		Change – personal.	Commented [M176]: First time she has mentioned this directly.
		Change – educational	Commented [M177]: Good indicator of her growth compared to initial feeling of being isolated. Take into account also that she has left her role by this stage.
	367	Collaboration	Commented [M178]: More of a conceptual statement – interesting that she uses "we"

	and not just come in and go that was a good or that was crap... you need to change that... It needs to be a lot more open and equal and people learning together and that changed I suppose my knowing of the role of a teacher I suppose... there's more elements to the role of a teacher... its not just where you'd stand up and deliver and then assess and mark... although I think the system sometimes pushes you to feel like that though because that is what you kind of get drawn back into as its like look.... Here's a book scrutiny and this and that...	Change – practice, Change - educational
	MH: So where do you think that pressure comes from?	375
	CR: I would say senior leader and then Ofsted and then government ultimately but I don't know what for though. You know what though and this is probably got nothing to do with it, whats the book for? Like the maths or English book you give them, what it for? Is it for them to practice doing something, like a skill or is it for them I'm really good at doing something and have a look at how good I am? Like what is it for? What is the purpose of an exercise book. It's like you've got to write.... Because I would give a kid a book and say look this is the maths that you've got to do... to me you're going to practice the skill in that book but then you're pressured to make sure that its wrote neatly and its in columns and do this and do that and I don't understand what the purpose of it is. If I knew that then I'd probably be able to play the game... Its madness, the whole thing is madness, they absolutely hate it the kids, because basically they're being asked to conform and they cannot. It like sit there and complete these and youll get a treat when you do and it's a way of keeping control I think... took some kids to a gaming shack kind of thing today and you wouldn't know that they went to a school like this, they were impeccable... yet when they're here they're completely different and like booting doors in and its quite distressful at times isn't it?	Change - educational 380
	MH: Yeah absolutely...	385
	CR: That's the problem though, we're still accountable for getting these kids certain grades and they couldn't give a shit about them. Why would they be? That's it, still on review papers for kids though its just like are they making academic progress and that's the be all and end all of almost everything... does it matter, does it really matter? All the pressure for getting kids grades is put on staff not on kids and that's totally wrong.... Its absolutely ridiculous... Even in places like ours you've still gotta do the same kind of things but it's just dulled down quite a bit... In fact though, we do this option choice on a Wednesday afternoon and that has worked well where kids can chose their lessons and we always put on a pastoral option that is there for kids who just aren't in the mood and have an issue and that has been working really well for us... I heard that you have started something similar too?.....	390
		395

Commented [M179]: Representing/ reflecting on her development

Commented [M180]: As in me specifically – across the school?

Commented [M181]: Another more conceptual statement that relates to the pressures of the system and how this impacts on the teacher/ classroom

Commented [M182]: Really short reply – maybe she doesn't know/ hasn't reflected much on it? Quickly jumps to another point...

Commented [M183]: Big conceptual statement being made on purpose of education/ role of the teacher

Commented [M184]: Second swear word – I feel she uses these when she is confident and making a passionate statement.

Commented [M185]: Another conceptual discussion point – control and conformity culture of education.

Relate to/ Relationships	16	Motivation	16	Control	13	Confidence	8	Push/ move forward	6 / 4
Isolate(d)	8	Culture	5	Challenge	12	Discuss/ talk/ conversation/ connect	46	Share	10

22. Appendix B: Mr B's Interview

Linguistic		Emergent Themes	
	MH: Interview with Mick Hutchison and PF the date is 25/1/19. so, if you take me through, as a starter, 8,9,10 years.. erm looking at school... what did school look like then?		
Quite a powerful statement – strong, force, aggressive, confrontation, violent.	PF: We had a cohort of around 40 kids. It was very <i>rigid</i> in its approach to those kids. Erm, it was very strongly led by Mr McGlashan who wanted every kid in every classroom at every moment. There was <i>no movement</i> ... whether those kids had to be <i>forced</i> into those rooms that would be the case.... Autocratic... erm strong willed... to a point where it was relatively aggressive because we had to <i>enforce</i> certain parts of the curriculum on people and there was <i>no flexibility</i> in the approach; really none and there was too much, in my view of the confrontation of between staff and kids. <i>However, we went through...</i> at the start in er 2002-3 ish the kids were very, very errr aggressive. Very violent as well and erm strong willed, no order, they had no care for anything or anyone. <i>So it was a very difficult period for... and er learning wasn't really at the forefront. It was managing the very difficult behaviours.</i>	1	
Very, very, very – emphasising each point		Control - Leadership 5	
	MH: What do you think the driver for that was? You talk about a rigid approach, forcing, autocratic... What do you think was the driver of THAT culture was?	Culture - Pupils	
Continuing the emphasis on short, factual, point making sentences. "Why can you only see" – lack of relatedness to HT?	PF: I can only see the answer was discipline. Purely based on discipline. Because the fact was you have to do what we're saying, because we're staff and this is what is expected of you. You must go and do this because that's the timetable and that is what needs to be done. <i>So enforced discipline.</i>	10	
	MH: Do you think the kids in anyway forced that hand... or were they just part of it and succumbed to that.	Control	
Who wouldn't fight against restriction? Sadly – indicating regret Staff clashing/ confrontation – sense of a charged atmosphere	PF: Erm well I think they <i>forced</i> it because there was <i>no flexibility</i> room for anything else really. <i>They were very strong willed and they just wanted to fight against everything that was academic as such.</i> Erm, <i>sadly I think there was a little bit and this might come out in the later years as well... a lot of as well was that there was a lot of confrontation between some staff as well about what their expectations were of the kids and er some of the inconsistencies that came about by staffing.... Staff clashing in a sense.....</i>	15 Control	
	MH: Erm, ok. Talk about the kids being aggressive, violent, strong willed errrr where do you think that come from? Why were those kids in that previous time... why were they like that?	Culture – pupils	
Family backgrounds but no mention of parents... Vernacular familiarity to context of statement	PF: (sigh) <i>Family backgrounds from South Northeast Northumberland... errr pit villages... they were sort of like first of the grandparent generation perhaps and no aspirations at all....</i>	Culture - staff	
	MH: When you came into the school... did you come into this already or did this kind of culture grow over the time you were here?	20	
		Culture – home life	
		25	

- Commented [M186]:** Whole school culture
- Commented [M187]:** Strong Leadership determined by HT
- Commented [M188]:** Control of school more important than need of the child. Policy and culture ahead of personalisation. Mirrors current educational culture from a different rationale
- Commented [M189]:** Style of leadership
- Commented [M190]:** Confrontation driven by culture. Were all staff on board with this style bearing in mind previous autocratic comment?
- Commented [M191]:** Rationale – did the regime suite the pupils? If it did would there have been confrontation – wa...
- Commented [M192]:** Indicates he was at odds with this culture?
- Commented [M193]:** Philosophy of school/ education for EBD?
- Commented [M194]:** Control and conformity driven by desire for discipline ... Is this what they needed – to be ...
- Commented [M195]:** SO, driven by policy which create conditions for pupils to be aggressive?
- Commented [M196]:** Have pupils changed since then? Are they not equally strong willed now?
- Commented [M197]:** We do have a lot more 'academic pupils' now who have more ambition – is this driven by ...
- Commented [M198]:** Indicates that other staff were at odds with this culture/ leadership style?
- Commented [M199]:** Indicates he was at odds with culture – "some staff".
- Commented [M200]:** Social deprivation a driver for poor behaviour???
- Commented [M201]:** Thatcher era backlash? Area if very Labour/ union dominated. School is part of the old pit villa...
- Commented [M202]:** What does this mean – brought up by grandparents? Why? Inadequate parents?
- Commented [M203]:** Why? Lack of parenting? Poor role models i.e. lack of working parents?

<p>Picked up - indicating a physical task</p> <p>Quagmire – soft and boggy that give way – interesting description of new coming together.</p>	<p>PF: the school opened up in 2000 and I came in 2003... 2002-3, September 2002 think I came in and erm it was erm still in a transition from the previous school because this school was er a new build as such from Gallowhill (previous school) and this was sort of... this had picked up a little bit of that school... brought into here so there was a quagmire of things coming together with staff from gallowhill, new staff and a new head and a range of new stuff coming together really.</p> <p>MH: So a lot of change then....</p> <p>PF: A huge amount of change...</p> <p>MH: How would you describe the needs of the kids back then? You say a lot of behavioural issues but what were there needs?</p>	<p>Culture - School</p>	<p>Commented [M204]: Coming up to 17 years in school – longevity...</p> <p>Commented [M205]: Wonder why the new build was built if it catered for the same pupils?</p> <p>Commented [M206]: Doesn't sound like it was the good aspects...</p> <p>Commented [M207]: A lot of change to manage at once – reason for autocratic approach?</p>
<p>A lot of talk of "stuff" indicating that maybe there is too much to say or a lack of clarity?</p>	<p>PF: The needs of them were certainly not academic... it was social interaction erm... very strong staff based relationships to even get them to even.... Engage in any kind of incline of academic learning stuff... erm... relationships with them was paramount.....</p>	<p>Relationships</p>	<p>Commented [M208]: Was this driven by the culture – of school/ of local area/ background. Surely some of these pupils had ability....</p> <p>Commented [M209]: Interesting as designation was for EBD – social won't come into designation for some time yet..</p> <p>Commented [M210]: Relationships being key – little has changed with this</p>
<p>Polarised terms used here: relationships; clashing; flexibility; inconsistencies... indicates friction.</p>	<p>MH: How did we go about meeting those needs? Just through relationships and.... Or did we not?</p> <p>PF: Well, there was a few successful staff meeting the needs through those relationships and the flexibility. However, because of the coming together of the two groups that's where the inconsistencies of the staffing appeared. Because there was an old style staff and a new style staff and it was er... staff in a sense were clashing as well whilst managing the difficult behaviours of the kids.</p>	<p>Change - culture</p>	<p>Commented [M211]: Indicated before that there was no flexibility... were some staff bucking the trend? This would certainly contribute to a fractious staff cohort.</p> <p>Commented [M212]: Different mind-sets – needed to be a strong leader to unite this...</p>
<p>Watering down, walking down, sink, struggle terms used – links to quagmire description above. Representing difficulty and physical challenge a drain?</p>	<p>MH: Er... Was there any kind of.. and I think you've kind of eluded to some of them already.. was there any kind of stand-out areas at that time where you thought those are areas we need to develop, or make better; or that's and issue we need to address and like-wise was there any kind of areas where you thought ooo that's really positive throughout the school?</p> <p>PF: The biggest change that I think needed to occur at that time was er watering down the curriculum... we had groups walking down into a so called French lesson in 2003 with a range of kids who just had no ability to interact whatsoever never mind discuss any French (Laughter)... so it was trying to get the mind-set of the older teaching staff to understand that this wasn't or shouldn't be part of the curriculum and it took a long while to get that to sink in. It was more like; we must follow the national curriculum, we must do all of these bits and pieces erm and it was a bit of a struggle.</p>	<p>45</p> <p>Change - curriculum</p>	<p>Commented [M213]: Indicates the staffroom would have been fractious.</p> <p>Commented [M214]: A divided staff is the last thing they would need. Consistency?!</p> <p>Commented [M215]: Derogatory feeling?</p> <p>Commented [M216]: Interesting that their need wasn't academic and they would fight against this yet French was on the curriculum?!</p>
<p>"straightjacket" links to general feeling of</p>	<p>MH: SO just jumping on that national curriculum comment.. did you see that as an erm constraining factor for what you had to do in school or was it a choice to follow that or...</p> <p>PF: It was a choice by the head teacher to follow the national curriculum but however... well I was quite lucky.... I was quite flexible enough in my approach. I've never seen a national curriculum as a straightjacket, I've just seen it as a way to use</p>	<p>50</p>	<p>Commented [M217]: Indicating the 'forceful' culture was driven by these staff?</p> <p>Commented [M218]: Driven by HT? Intersting that the (</p> <p>Commented [M219]: Was he helping to drive this (</p> <p>Commented [M220]: Just "a bit" of a struggle – (</p> <p>Commented [M221]: Surely this would have been (</p> <p>Commented [M222]: I'm not sure how being flexible is (</p> <p>Commented [M223]: The NC would have been a lot mo (</p>

control, conformity? Seems to be a culture...	certain bits of it to try and guide my kids through a particular process... and even dropping in and dropping out of completely depending on the nature of the kids. But it was definitely forced by the Head that it was this, this, this and nothing else other than....	Control 55	Commented [M224]: I sense that maybe you were given some freedom to adapt your curriculum – was this the luck you described?
	MH: So... Leadership was instrumental in driving that culture in school? PF: Yeah, definitely.	Control - leadership	Commented [M225]: This wouldn't be lucky or easy if this was enforced onto you.... Does this support my thinking that you were given freedom and this gave you the space to develop agency?
"Bits and pieces" and "key note" – reflecting a general lack of connectivity? Older generations indicating lack of understanding/ willingness to move with the times?	MH: So what about things like external pressures at the time? Ofsted? Erm, government policy, educational policy was there any kind of impact from that at that time if you can recollect? PF: There was lots at the time when I came in here... there was lots of acronyms going round about gifted and talented pupils and you know all the different bits and pieces... it was very key note things that we were supposed to be addressing. And I can remember the head trying to get into some of the teaching and learning stuff but he didn't really have the ability to move that part of the school forward.. He didn't really have the knowledge base. He was one of the older generations and I don't mean to be unprofessional when I say this but he was relatively autistic in his way and how he went about and how he approached things and er everything was black and white and maybe touched on grey a little bit but generally it was back and white and that was what had to be done and that what would happen.	60 Change - challenge 65 Control	Commented [M226]: Interesting that leadership drove control culture but appears to be also lacking in control over staff consistency... Commented [M227]: Personal vernacular Commented [M228]: "supposed to be" – indicates going against the grain of educational policy Commented [M229]: Quite vague in depth of answer – indicates lack of clarity on understanding/ hadn't reflected much on this topic at this juncture of school
	MH: Did that have any benefits anywhere...? PF: It did on the consistency of stuff for particular things erm but in terms of moving the school forward it took him a number of years to... for people to work with him and for him to see role models of different types and styles of teaching for him to think well... I'm maybeI'm getting a bit beyond this now and maybe I need to start thinking....	Change - culture 70	Commented [M230]: Was this underpinning how pupils didn't have much "academic ability"? It wasn't driven from leadership? Seems to contradict the NC comments or was this just for structure/ control/ conformity? Commented [M231]: Interesting metaphor for him
Awful : blessing indicative of climate? Exactly x2 = truth?	MH: ok then... Errrr... I came to school.. on supply April 2011. I'd just been made redundant and I can remember signing for PK and within a few days I think I got a phone call and got asked to come in on supply for a half day and erm... what was the background of that? What was going on there without getting into too much of Dan... (Previous DH and PE teacher who has recently passed away) PF: Erm... we had a PE teacher who was actually at the time I think he was a senior leader as well.. erm who was struggling a bit with his own mental health and erm... he was in and out of school and awful lot and I think he was taking a long period of time off so I think that's probably where... how you came in as the PE teacher.. which was a bit of a blessing to be honest..	75 Relationships - MH	Commented [M232]: Indicates lack of flexibility in his approach yet you seemed to find the freedom for your own agency – ref "luck" comment. Autistic and black and white comments reflect control, conformity, uniformity? Commented [M233]: Interesting comment – lack of flexibility, lack of consistency from staff in relation to ... Commented [M234]: Indicating need for flexibility to ... Commented [M235]: New staff coming in - was I one of ... Commented [M236]: Indicates this was a period of ... Commented [M237R236]: Commented [M238]: Seems you were ready for him to ... Commented [M239]: Evidence of a fractious SLT
	MH: So what was your thoughts on erm me coming in first days, first weeks... what was your reaction to me... that? PF: I could see... exactly what and where you were trying to go and things because I was trying to do exactly that previously in my subject area and it was nice to see what you were trying to go with... but more importantly to try and move away from	Change - curriculum	Commented [M240]: A lot of uncertainty in leadership ... Commented [M241]: Positive comment regarding my ... Commented [M242]: Relatedness here in relation to ...

"jump into" – indicates ease of access	what the previous, well current PE teacher was doing erm because it was too rigid... there was no like development in the kids other than they can play football for 30 minutes, then they can play football for 35 minutes then ooo they can play football for 40 minutes and (laughter)... it was not, in terms of any PE based activity it was all about managing the behaviours of kids through a particular topic which the kids just jump into.	81	Control	Commented [M243]: Trying to implement change in culture in PE
	MH: So how would you describe me then as a teacher first coming into school?	85		Commented [M244]: Previous culture of PE – control, conformity, lack of challenge and variety. This was a difficult culture to change.
Enthusiastic, knowledgeable, diversify: mono, rigid – shift in culture	PF: you came in and you were very enthusiastic and very knowledgeable... you wanted to diversify the curriculum away from mono stuff...as I say it was all about football and maybe on the odd occasion it might be like right we're out on the bus to go down to the beach to go and play... football. You know, that what it was all based around so when you came in at was... you wanted to do a particular subject areas.. you wanted to do a 3, 4 or 6 week block of whatever to try and engage the kids in other types of learning...		Change - curriculum	Commented [M245]: I was given a lot of autonomy by you to change the culture.
		90		Commented [M246]: competence
Nature, cycle – naturalistic terminology reflecting the type of shift?	MH: Yeah, and what do you think the impact of that was? Kids, especially?			Commented [M247]: Shifting from the previous culture
	PF: Erm, I think it was definitely hard work when you sort of had that cycle of kids of this nature working with a member of staff who was pretty much of the same ilk (laughter) so trying to break that cycle of friendships and respect and erm... trying to break that as a newcomer coming in and sort of say if you do this you'll engage more and if you do this you'll enjoy it more and so on and so forth. It is a hard task to do.. It's a discipline route that you have to go through in order to keep persevering in order to work with them and get them to understand that this is for the benefit of you..	95	Change - relationships	Commented [M248]: Trying to implement change
Referring to them as "kids" – does this reflect his view of the role of a teacher/ education? i.e. treat them as your own?	MH: So what would you describe as being the key skillset I suppose for a teacher coming in? What kind of key ingredients coming in do you think and person needs to be able to survive?			Commented [M249]: Good summary of the challenge of change in this context. Trying to break those relationships... that relatedness was difficult. It was well engrained.
	PF: I've been asked this question tonnes of times and I just keep referring back to when I did a seminar in Durham university... god in must have been 2008 and basically I turned around to 100 lecturers and just held up a mirror and said look at yourself because it is you that makes the difference and when you break it down into the qualities its erm enthusiastic, empathetic, understanding, flexible, you've got to be the mother, the father, the social worker the doctor.. every part of it really. You've got to have something you can give to those kids.... Erm you just can't hold onto any baggage. You've just got to appreciate the kids for what they are and try and work with every aspect of what they are..	100	Relationships	Commented [M250]: The pupils didn't have the competence to manage the change which made it difficult. They wanted to play football as that was where their competence and familiarity/ relatedness to Dan lay.
A lot of "think" "thought" and "recall" – reflects uncertainty and maybe frustration over inability to control?	MH: So, saying that I wanted to come in and change things.. how did that fit into the leadership structure under Richard at the time? That kind of culture?	105		Commented [M251]: Seems to be a threshold concept ping moment for him
	PF: At the time I don't think it did.. I don't think there was any... don't think it would have had any impact on Richard at the time.. it think it was just someone fitting into a position... I wouldn't have thought.. at the time I can't recall any of it or that he had any aspirations or anything of moving any of it forward... I think was a case of you're were in doing a job and you were doing it and he didn't get any hassle so it became an easy move for him....	110	Change - Leadership	Commented [M252]: Interesting given how you described working in a culture that restricted this for some (not yourself)....
				Commented [M253]: Interesting that academic qualities don't appear in here. Was that not a priority for you?
				Commented [M254]: Interesting that you said for "what" they are rather than "who"
				Commented [M255]: Having worked there for 17 years you must enjoy it
				Commented [M256]: I was given a lot of autonomy in PE but I needed to prove myself before this could be considered for wider impact in school. I doubt this would have happened under RM's autocratic style. I wouldn't have been ready at this stage and nor did I have any real aspirations (initially) for whole school/ leadership development. I was trying to survive from 1 day to the next and try and link learning together.
				Commented [M257]: Was this underlying the culture – an "easy", settled, managed, controlled school... is that defined by easy?

<p>Fractional, area, unit – interesting use of mathematical terms – does this reflect the culture of the school – control, conformity?</p> <p>Blow trumpet links to unity, stamp, backing off and battle – all militant terms indicating conflict</p> <p>Moves to –</p> <p>Hid, stepping stone, talk, language, rhetoric – indicates huge change in character and maybe lack of ability to respect after a battle?</p>	MH: Erm.. anything else you want to add on that side of it? Richard, school, kids.... Because we're heading toward Derek coming in now...				Commented [M258]: Highlights the importance for competence
	PF: The only thing I can add to it is that as a leader himself with him being the way he was... he was never in a position to develop staff. His expectations for staff were: come in, do a job but it had no parameters.... It was come in, do a job.. as long as I get no hassle...but even if he did he could never manage them. He never had it about him to say right this is what you need to be doing to engage the kids, to do the teaching and learning part of it and get the kids to progress, to get the kids to respect you and you to respect the kids. He never had any of that man-management...	Collaboration - Leadership	115		Commented [M259]: Underpinning culture Commented [M260]: Reasoning for closed, control based culture? Commented [M261]: Importance of having a vision and a clear ethos from which to build a positive culture Commented [M262]: Competence issue
	MH: How do you think that panned out with staff on the shop floor? How did that leadership style make them feel?				Commented [M263]: CONCEPTUAL understanding of what leadership takes?
	PF: Dis.... fractional. I don't think it was a good feeling. It was very; I'm here for myself and as long as I'm ok in my little unit or area then I'm ok. It doesn't really matter what the boss thinks as he's never really going to confront me with it.... It's just I come in and do this and move on...	Isolated practice	121		Commented [M264]: Isolated culture.... Commented [M265]: Was this across all staff or just you? Links to competency and leadership. This would certainly filter down to staff in terms of accountability...
	MH: Was that a good place to work?				Commented [M266]: Certainly going to add to a split staff mentality and lack of consistency.
	PF: It wasn't. Not at all. I can remember doing training days and trying to inspire the staff and that but then you've got someone who's of that opinion not backing you up and supporting you it became very difficult....	Collaboration - Leadership			Commented [M267]: Damning comment
	MH: Mmmm, so, Derek came in 2012. Do you want to talk to me about that and how that impacted on you, staff, kids, school culture in general?		125		Commented [M268]: At least you are trying to make use of the agency you had developed through your teaching. Maybe you didn't have the room to replicate this at a leadership level...
	PF: Errrr, I don't mean to be so of big headed or blow my own trumpet but I'd got, and I can't remember when I'd got deputy head but on the latter years of Richard I'd started to put my stamp down about how the school was and how we needed to move and the implications and the staffing. I think the staffing had started to gain a bit more unity about things and Richard was just sort of backing off and I was sort of running the show so to speak. Erm... I enjoyed it... I had a right battle on my hands as there was sort of 2 deputy heads at the time and I had a real battle with the other deputy head because he wasn't of a moving forward culture. He was of the old; I'm an EBD bloke, these are EBD kids so ill play EBD (laughter) and er.. there was a real battle with him to try and get him to understand you know..... Then sadly he was no longer part of it and then there was just myself and Richard and we er.. well I started to move things around a little bit and then Cogle (Derek) comes in and erm... I think he sensed that and he had no real understanding of SEMH kids or EBD at the time and he er.. he was er... I was gonna say he was a leader... He wasn't he was a person who came in and hid away. He had no understanding of the kids and I don't think he really wanted to be here. I thinking it was a stepping stone job if not a job that filled in a few years for him... erm ... very, very good at the talk, had the language and rhetoric behind him but couldn't do it. Just couldn't do it...	Change - agency	130		Commented [M269]: Maybe you found a way of developing agency at a leadership level. Sense that you grasped the space from the lack of accountability from RM.... Commented [M270]: Space for agency development.
		Change - challenge			Commented [M271]: Needs are being met
			135		Commented [M272]: Dan the PE teacher who I had been covering for Commented [M273]: Difficulty in enacting on agency and implementing change.
					Commented [M274]: In essence acting as the HT by this point as I recall Commented [M275]: Need for competence and ability to relate to this was lacking
					Commented [M276]: Wonder if your leadership
					Commented [M277]: "It"? Maybe Lead? Did you find it

Sandals reflect laissez-faire approach?	MH: How would you describe leadership then, throughout that period when he arrived and through to the middle stages of his time.... What or how would you describe that collectively across school?	140		Commented [M278]: Indicating he has a lot to say on the subject...
	PF: Well, to start with... him... there was no leadership from him whatsoever... erm... his idea of a training day was come and have a cup of coffee with his sandals on (laughter) and have the rest of the day to yourself... so there was no leadership... it was more like right just come in and yeah... happy days. However, because I'd been trying to step up a little bit if not a lot.. I was trying to take control of things and trying to step things up and trying to use other staff to get them to set things up and sort of try and distribute the leadership type thing... so that it came to be an ownership across the board rather than just from an individual..... so we had quite an interesting time with Mr Cogle.. (laughter)	Collaboration - agency 145		Commented [M279]: Straight to the point; no ambiguity. Commented [M280]: Clearly he didn't rate him at all as a leader – quite mocking in terms of statement too indicating that maybe he saw him as lacking in 'character' to run the school Commented [M281]: Fairly adamant repeated statement – making a point
Standards, manage consequences x2 – reflects the culture you wanted to embed?	MH: How did the kids... did the kids change under his leadership?		Change - leadership	Commented [M282]: Was this because you were given freedom, took freedom or there was a void where you utilised your agency?
	PF: The kids were very er... they played him off against the standards I was trying to put in place. They would go to him when... and because he couldn't manage things he would just say yes to anything they wanted without thinking of the bigger consequences of school and the x amounts of pupils we had in... It was a very selfish way that he was... he wanted to be a nice person and didn't think of the consequences that had on other staff.	150		Commented [M283]: Was this you developing your style of leadership? Commented [M284]: Seems like you continued in the same vein as with the end of RM's leadership.
"coming through" – from where? Indicates we were separate as a school and they came from the outside?	MH: Do you think the demographic of the kids changed over that period?		Change - pupils	Commented [M285]: We as in the school?
	PF: I think it began to change a little bit before that... I think we had gone from the big, hard rough kids and we had started to see a lot of more of the MLD kids, autistic kids coming through as oppose to the really serious SEMH type kids.. so it was more of the learning difficulties coming through... with the SEMH or behaviour linked to it... that was definitely more apparent.	155		Commented [M286]: Why say "interesting"? Indicates that maybe there was more than just lack of leadership? Commented [M287]: Leadership conflict?
Latchkey – lack of parental supervision "stuff" – too much to say on the matter?	MH: What do you think the driver of that was?			Commented [M288]: More conflict....
	PF: Social circumstances... I can't put it down to anything else. I'm not sort of like trained enough to sort of look at the social aspects of it outside of school but...		Culture - social	Commented [M289]: Were you trying to maintain control?
	MH: What do you mean by social aspects?			Commented [M290]: Quite a personal reflection
	PF: Just the home life.. maybe it was coming into the 3 rd generation of kids who were latchkey kids like and you know this new technology move and isolated learning they were doing or isolated behaviours they were having at home instead of being out on the streets playing and stuff. You know like x-box and stuff, IT, phones all that type of stuff.....	160		Commented [M291]: Interesting that you were working against the previous HT's order and conformity but this statement makes me think that you were trying to maintain order/ control yourself and DC was more laissez-faire Commented [M292]: Change in demographic of pupils. (...)
	MH: Did you see any.. was there any shift or change in policies and stuff, from like government, education, Ofsted or National Curriculum type changes... those structural type changes from above... did any of those, if any have any kind of impact at all? Do you recognise any if at all?	165		Commented [M293]: Why not? I would include other (...) Commented [M294]: Quite a short, open ended answer (...) Commented [M295]: A latchkey kid, or latchkey child (...) Commented [M296]: We have no control over this (...) Commented [M297]: Certainly a driver for the change in (...) Commented [M298]: CONCEPTUAL: Impact family life h (...)

A lot of "us" – does this indicate more unity across the school?	PF: Well there was the new national curriculum type stuff that was creeping in and the rest of it but that's never really had much of an impact on us really. Its there, you know, but we're not led by it. Erm, nor would I want to be led by it... its there to guide us and help us but not lead us. Well it should be anyway and it is for us because that's what we choose. Erm.... And then obviously the change from EBD to SEMH... that change, that mental health has been recognised now...	Change – policy M/M	170	Commented [M299]: Started describing "stuff" quite a bit. Gaps in understanding? Or reference to big picture i.e. a lot!!
	MH: and do you think that part of the reason for the change in type of kids... for us?			Commented [M300]: What is "it"?
Transient is key here – staying or working in a place for a short period of time. Draws conclusions of uncertainty – links to last line – lack of support...	PF: I think there's a national link that someone's recognised but I dunno really....			Commented [M301]: Describing us as being separate from other schools I assume. Does he maybe have a feeling that we (SEMH schools) are just left?
	MH: How did the staff change under this different type of leadership. What was their role and their day to day kind of work like under Derek as oppose to under Richard? Day to day how had things changed?	175 – change - agency		Commented [M302]: Quite a strong statement – seems to be confident in standing his ground - based on experience?
Discussions, contributions, distribute, suggest same, good will – reflects style of leadership. Is this driven from your lack of support on your leadership journey?	PF: Err, this is where its difficult to compare... well not difficult to compare Richard and Derek but because I was the transient person in between the two... moving from Richard and how I was trying to change and shape him to Derek who came in and did absolutely nothing. I was just trying to move forward with the school to try and maintain staff mental health and well being, pupil progress and engagement and well being and you know all the rest of it. I think staff were... they started to become quite erm... what's the word..... difficult to find a word but respectful of what I was doing and like wanted to work with me and I think they saw me as someone who they were happy to work with and move forward with regardless of who was labelled as the head. Then I would regularly have heated meetings with the head asking him when he was going to step up and do things and I gave him a list of things that I felt he needed to move forward on but I never really got anything back. His leadership in mind view was erm.... Really poor. Because I never had anywhere as a deputy head to go to... to pass on or receive any support....	Relationships - leadership 180		Commented [M303]: Recognised by who – education/ government... first time MH has come into the conversation strangely....
	MH: mmm, what about teaching and learning and curriculum and timetable and stuff. How did that develop through Derek's or I suppose your leadership really at that time?	Isolated practice	185	Commented [M304]: Seems like this was a slow burner... surely he could have expanded a lot in this area?!
	PF: Erm.... A lot of bits and pieces changed but its obviously when you were part of like discussions I was having and there was other staff... trying to think who else was here at the time... Dave Elliot contributed a lot so I was getting a lot more contributions from other people who were saying you know what about this... what about that and I was like saying you know we're going to do this and that but I'd like to think that it was a bit more of a team thing but there was times where id say you know... I suggest we do this so I was trying to do the distributed leadership but also lead at the same time... but for the benefit of the staff.... I've always thought that the staff are critical in this place. Without their good will as well as their respect and empathy for the kids and staff we can't move anywhere and trying to keep them as a unit was what I wanted to achieve....	Change - Leadership Collaboration	190	Commented [M305]: Good description and a clear recognition of his place – depicts the role he played in trying to keep an even keel. Supports the development and use of his agency.
	MH: Erm, you touched there about people contributing to move the place forward... erm and you were that go-to person for staff... Specifically for me at what point do you first recall me first starting to develop in school... when I first came in was I was in PE and I was trying to change things and move forward, at what point did that become something more...	Collaboration - leadership	195	Commented [M306]: Seems like he had freedom/ desire to drive change on RM. This seems to turn to responsibility (because of lack of leadership) under DC. Seems to be quite resentful of the room vacated to make this happen i.e. he was doing DC's job and his own.
				Commented [M307]: Not I was trying to move the school forward – "I was trying to move forward with the school" indicates that he was learning and developing through this period.
				Commented [M308]: 2 nd mention – interestingly in the context of staff now.
				Commented [M309]: Becoming the HT in earnest really. Making use of agency. Seems to have transitioned from th
				Commented [M310]: Clear desire to drive change – a lot of statements of "move forward"...
				Commented [M311]: Feeling of isolation? Feeling unsupported....
				Commented [M312]: First comment regarding me and school improvement. First emergence as a leader from PF'
				Commented [M313]: Good description of his leadership style - distributed

Environment, ambience – was this what you wanted?	PF: Off the top of my head I'm going to guess sometime around about year 3 or 4 or 4 and 5 because you had a group of kids... and I can remember you saying you were going to focus on certain year groups and you were trying to work with the other PE teacher to try and focus on progressing the kids... so I would say about 4 or 5 years ago because you were getting a cohort of kids through so you were seeing the developmental change in those kids because they've had x amount of years of a good, structured PE curriculum that was appropriate and met the needs of as many as you possibly could. And from there and because of that you started to... you always know in this type of environment because you go into classrooms and you see what the work is like and not necessarily what the books were like but what the ambience of the classroom was like and you weren't getting any hassle in your classes and PE wasn't getting any hassle across the school because the kids were engaged and you started to expect standards, and the progress of the kids was paramount to you and you could see the kids were going to get the PE academically but also socially in the work you were doing and that was having an impact on other staff because they were picking up positives from your teaching....	200	Change – teaching practice	205	Commented [M314]: 2015-2017 Commented [M315]: 2015 ish Commented [M316]: The same group of pupils from Year 7 all the way through Commented [M317]: Interesting comment as this is more or less like for like what you stated RM was looking for; yet you found this leadership controlling and restrictive.
	MH: Erm, so that was say 2013-14.... ish. Next phase would have been you going to your leadership and Derek moving on so that's the next phase we are looking at... so at what point between when I was taking that cohort of kids through PE like you just said and having that established pathway through. At what point from there to now I suppose did you first start seeing me as a potential leader as oppose to just a PE teacher?	210	Change - leadership	215	Commented [M318]: Being seen to have proven myself in PE really Commented [M319]: Becoming something more than just a PE teacher. Recognised for quality in T&L Commented [M320]: Demonstrating competence Commented [M321]: I believe this refers to my TC episode relating to Sir KR and changing the education paradigm. Commented [M322]: Recognised to be challenging the culture of school
"Bouncing off" – suggests a reflexive relationship	PF: Because you practiced what you preached. You talked about all the right positives about where the kids should go and how we should get them there and what we should disregard in order to get the kids to progress... and you could see it. You were talking it and I was seeing it real time and a lot of the stuff you were talking about was fitting in with how I felt things needed to change in school and erm... it was just good bouncing off you and you could see it was all working and fitting into place and you knew what you were talking about... this was the right thing to be doing and we seemed to have it all covered....	220	Change - agency	220	Commented [M323]: Developing relatedness Commented [M324]: Relatedness in effect Commented [M325]: Demonstrating competence Commented [M326]: Everything?? Commented [M327]: Implementing change Commented [M328]: This must have been prior to be DHT
	MH: Erm so Derek moved on and you stepped in and Feb 2017. Talk to me about that. Him disappearing, you stepping up, how that made you feel, how that changed things in school, kids, culture and all of that?	220	Change - agency	220	Commented [M329]: Space just opened up and the agency you developed forged your path?
"Constraint, changes, offending, suppress, awful" all indicate a time of stress	PF: I never thought I would want to get to that position where I would be the head in a school. Never, ever thought it. It was just a natural progression because I had seen other people before me and I thought... you know what I could do that a little bit better. Not by myself though... I've never seen it as I could do this by myself, it's always been I could do this with the team I've got around me and I think that was the inspiration. I didn't want the school to go into the hands of somebody else who would destroy the team and I think we've got an excellent group of staff who are here for the right reasons and want to do what's right for the kids. The biggest issue I had at that moment in time was the budget constraints and that was what led for me to do a number of changes to try and step people up and the main one being yourself... I had to at some point get an interim base... how do I word it without offending anyone... I had to suppress things and I had to take things and suppress things in terms of the leadership and take an awful lot on board myself by not having a deputy head; one because of budgetary constraints but also to get everyone on an even keel so that then people who really wanted to step forward could step	220	Change – policy,	220	Commented [M330]: Fair reflection of what he has described thus far Commented [M331]: Distributed leadership as a philosophy Commented [M332]: First indication of this pressure Commented [M333]: First formal step up onto leadership ladder
		220	Change Leadership	220	Commented [M334]: Surely you had been doing this Commented [M335]: CONCEPTUAL: IMPACT OF FUNDING

	forward... as oppose to it being a natural progression for people thinking they were going to get from A to B because of like time served...	230		Commented [M336]: Indicating that there was staff who he preferred to step up – me.
	MH: What were the kids like during this time period....			Commented [M337]: Reflective of traditional practice of the work place
More mathematical terms – possibly reflects his word view?	PF: I think we're probably getting more of the... probably a 60 40 split with the SEMH or the EBD being 40. We're getting more of the MLD kids coming through erm..	Change - pupils		
	MH: How did that impact with staff, curriculum, culture...	235		
"natural progression, cycles, environments" – Darwin evolution. Really getting a sense that this is his underlying desire but order and structure through "control and conformity" are a conflicting constant that are preventing or making him visualise a "big step". A lot of internal conflict I sense.	PF: Erm , think it fairly became a natural progression because we're looking at different ways to engage those kids and the flexible approach we were using and the personalised curriculum's and all of that through you. It was giving us... the change in dynamics of the kids was giving us the opportunity to change the routines and standards and curriculum really..	Change - culture		Commented [M338]: Recognition of where my leadership was making an impact.
	MH: Hmm, so do you think the change in kids that we had was the driver for the change in approach we had in school?			Commented [M339]: I think because there was far less physical behaviours being exhibited this "opportunity" appeared to be there. I would say though that the previous cohort of pupils would have benefitted also.
	PF: I think it's a mix of both things.. the change in kids for definite but then I think we needed to change our approach... because there was still a little element of controlling kids..... we had a lot to change as we needed as staff needed too... I'm finding it hard to explain... let's take it in terms of restraint type of stuff.... We needed to move away from the restraint based environment where we are controlling kids and making them conform and we needed to get into the environment of the... engagement and so on.... I don't feel as if it was a big shift I feel like it was a natural progression of our mind-set that we needed to get to this point because it was an unnecessary evil that you don't need to do. Yeah, you don't need to control kids.... And slowly but surely.. trying to get that more and more but it's a big step. its going back to that 4 year cycle that you were doing at the start that we are now doing again to meet the needs of the kids but also the staff. Sadly it's a cycle that having to go around again. I'm not sure if I've answered your question.. think its 50:50 staff and kids....	Change - culture	240	
		246		Commented [M340]: This is an agenda that I was driving in my conversations with PF and other staff – control and conformity via Sir KR.
	MH: How do/ did you find managing that change?			Commented [M341]: Relinquishing that control was difficult because the void was filled with uncertainty. Pupils didn't have the skills/ desire to take control themselves (of their education)
Interesting that he repeats "love" and reasons staff unity – relatedness appears to be key to him	PF: I loved it... do love it because I think most staff are totally on board with it... and what we are trying to do and the reasons for it because it's the mental health and wellbeing of the staff too at the end of the day and I think we are giving staff the opportunity that... which is a better position to be in and erm... by not enforcing these changes but requesting and working with staff on these changes.....	Collaboration - leadership	250	Commented [M342]: Having a group of pupils you took all the way through
	MH: Do you think then that staff felt better now about coming to work... felt less isolated.. going back to early days?			Commented [M343]: Certainly staff needed to change their approach if the culture was to change
A lot of first person talk indicating that he views	PF: Yeah, without a doubt yeah.... Staff felt at the time, in my view very comfortable... because they knew they'd ask a question or they'd ask something of me and I would respond to them immediately. I was supporting staff and staff were really interested in doing stuff for the benefit of the school. So I would get staff coming to me asking to do some form of particular	Collaboration - leadership	255	Commented [M344]: Relatedness appears to be key?
				Commented [M345]: Collective responsibility / distributed leadership. Building a school around relationships.

himself as the leader now	CPD and I would say yeah as long as it has a benefit on the school and the kids and this is great. So there's 2 or 3 examples of that now where its working really well. Its an open door policy trying to engage with staff as if you got an engaged staff then the school is <i>moving forward</i> .	Change - leadership 260	<p>Commented [M346]: Seems to be really confident and passionate when speaking on this topic.</p> <p>Commented [M347]: Stark contrast to RM</p> <p>Commented [M348]: Does this stem from you not being given the same opportunity?</p> <p>Commented [M349]: Still a concept that raises its head....</p>
A lot of "I" and "they" supporting the notion of leadership.	MH: What do you think as a leader that you need to provide staff with in order for them to feel like happy and able to carry out their job? PF: Biggest thing is to listen to them.... Listen to them and see what their approaches are and allow them to fail. If they want to do something and it's within the realms of school and it's not going to cause too much hassle, allow them to drive it forward and work with them. But if it fails help them move forward to the next stage.... give them that opportunity for them to do what they feel is right for their kids because at the end of the day they are their cohort of kids and erm, they work with them a lot more than what I do. I oversee them and they know what needs to be done. For instance, the year 7 stuff and the year 8 stuff... right now... staff are coming to me saying can I do this and can I do that with them and the answer is yes because you know what they need to move forward and the benefit of that is the progress throughout the years as we are allowing them to do things.	265 Change – leadership 270	<p>Commented [M350]: Autonomy to implement/ drive change</p> <p>Commented [M351]: A lot of this is built around trust. Clearly has a lot of trust in staff.</p> <p>Commented [M352]: PHILOSOPHICAL argument on leadership style – how do you provide the right climate for staff to develop and apply agency? SDT?</p>
"freedom" - Autonomy – interesting shift from control and conformity culture	MH: So, like freedom... PF: yeah, for me that's imperative. Has to happen. They've got to be given that to move forward.	Motivation - autonomy	<p>Commented [M353]: Autonomy is key</p> <p>Commented [M354]: Old school management of pupils</p> <p>Commented [M355]: Seems to go from one extreme to the other</p>
"building" young men – indicates a controlled process?	MH: How would you describe like the ethos of the school... how does that compare for you, to under Derek to under Richard... PF: Well under Richard it was always to make the man out of these kids...to like manage their behaviour to get to this point and control, control the discipline of these kids.... Then under Derek it was to leave to do; laissez-faire type of thing.... Couldn't care less... in my view he didn't really have a type of plan for the future whereas what I am hoping to do is er... build that all-rounded young man who has that pleasant understanding and flexible approach to life and respects others and values others and has aspirations for something other than that's beyond south east Northumberland as there's a lot of factors that are holding kids back in this area....	275 Change - Leadership 280	<p>Commented [M356]: Still a plan in action</p> <p>Commented [M357]: Interesting that the whole conversation regardless of HT is about the pupils..</p> <p>Commented [M358]: CONCEPTUAL – how does society play a role in education and providing motivation/ opportunities?</p> <p>Commented [M359]: Recognition of previously mentioned societal factors impinging development</p>
CONFLICT – "restrict, hold back, implications, detrimental, amange, regulate" – a lot of constraining issues.	MH: Is there any kind of wider things that are pressing on you... wider societal or educational things that are making you certain things... either enabling or restricting you as a leader? PF: The biggest thing at the minute is the budget... The restricted budgets are really holding us back erm... but then when you look at the social implications of new technologies and what kids have got access too.... It's causing us issues in school because we're trying to have to regulate something that is an outside issue. For instance, mobile phones... its detrimental to us at this moment in time. We've got to try and manage that to the best of our ability erm...	Change - policy 285 Control	<p>Commented [M360]: Government agenda – conservative cuts</p> <p>Commented [M361]: CONCEPTUAL – budget constraints again!</p> <p>Commented [M362]: Seems to point towards a recognition that education isn't a priority for kids now. Seemed to be in the past that going to school was a problem of confrontation but now it appears to be a problem of disinterest/ boredom?</p> <p>Commented [M363]: CONCEPTUAL – SEE BELOW</p>

Some external but here is a returning desire for control – rregulation?	MH: How does this type of thing effect the role of the teacher? Erm... given that we are trying to restrict mobile phones and their use yet kids could learn everything they need to do... they've access to every single answer of every single question they could possibly think of on that phone yet we're restricting it. How do you square that circle if you know what I mean? They can teach themselves almost everything they need to know on phones yet we need to control them...Where do teachers fit into that paradigm; what's your thoughts on that?	290		
Continued... "Regulation" (need for structure?) and "environment" and "utopia" (desire for culture?)	PF: Its err a fine balance... it really is. I'd love to see a position where we could get kids using their mobile phones to educate themselves and others in a school environment. Sadly, the issue we have is the respect and understanding of the kids to use that technology appropriately in this environment isn't there. The problem we have is that we can't regulate that appropriately... I could think of nothing better than kids sitting in that environment with a teacher who inspires to educate themselves and others... it would be like a utopia; it would be absolutely fantastic.	Change - culture 295		<p>Commented [M364]: Positive outlook</p> <p>Commented [M365]: Blockers in place.</p> <p>Commented [M366]: A desire to still control? An acceptance that we can't and pupils have a lot of power compared to previous</p> <p>Commented [M367]: Returns to that positive desire.</p>
Continued... "love" against "restrictive, regulating"	MH: Is that something then that you would want long term?			
	PF: I'd love to see that. I'd love to see it to a point that maybe we should be looking at now like say a set of ipads with a strong teacher who can give the kids that opportunity but with restrictive technologies to allow that to happen... and in some sense we are doing that with the computers and access to the PC's and stuff... we are doing that but we're not regulating it enough to ensure progress.	Change - culture 300		<p>Commented [M368]: CONCEPTUAL: need to use technologies by desire to restrict. What is the purpose of teaching if all knowledge is located on the internet and easily accessible? How does this effect pupil's motivation?</p> <p>Commented [M369]: Statement depicts real passion</p>
"Managing" to "managing/ dictate" and onto "we're getting the nurture" – almost as in a bi-product of...	MH: Again, just jumping on that there... how has the vision changed for the school...?			<p>Commented [M370]: Repeated</p> <p>Commented [M371]: We have these now do we not? Or not the right staff in the right place?</p>
	PF: The vision has changed because we're not... its gone from managing discipline to managing more discipline to managing academic and now we're at a point where its managing the social and emotional aspects of everything firstly to allow that to dictate the academic type things that come from it... and we're getting the nurturing side of things right which allows us to attain the academic stuff...	Change - culture 305		<p>Commented [M372]: "restrictive" and "regulating" interesting mix with "love"</p> <p>Commented [M373]: A broad depiction of the schools educational and pupil journey over the past years.</p>
"Mildly appreciate, sadly" indicating a sense of frustration	MH: What would you describe as the biggest issues at the minute and biggest positives...?			<p>Commented [M374]: Sense of frustration that pupils won't buy in? If they would rather play in isolation at home rather than be out with friends it is going to be difficult to relate to them in an educational sense – especially if they're disengaged and disinterested.</p>
	PF: Biggest issues at the minute is kids not having any aspiration and not accepting that staff are here to guide them, to nurture them, to support them and enjoy their company... Not to... well bring their baggage in from home but allow us to work with that whilst also giving them all these opportunities and for them to just mildly appreciate it; would be great. But at the minute we're getting a load of kids who are throwing it back in our face because they don't have an aspiration and they don't see the future and sadly in this school there's a number of staff who have got all these experiences of outside life and the real world that... if they just listened to them.... just a small bit they would become better people.	310 Culture - pupils		<p>Commented [M375]: More frustration. This is where the control factor would have managed this situation.... That void has been filled with pupils increasing disengagement and inability to relate.</p>
	MH: So what would you say the big positives are?			<p>Commented [M376]: CONCEPTUAL – Purpose of education and lack of buy-in from young people. Do they see the purpose in education anymore? Do they feel left behind? Where does this lack of ambition derive from? Societal factors?</p>

Interesting that when he is talking about positives he consistently refers to "we" indicating collecting responsibility – distributed leadership pay-off?	PF: Err, big positives are we are seeing the <i>younger kids move through progressively...</i> err we're keeping a lot of them on longer than we would have done in the past. We've got good attainment coming through erm, we've got some subject areas that are excelling and we've got to try and bring some other subject area's up to speed for them to excel. Positives are I think we've got a fantastic set of staff who I think are empathetic to the future of these kids and we've got a fantastic environment for them to work in... it's superb.	315 Change - culture 319
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Commented [M377]: Real positives - particularly the attainment. This is in spite of your frustrations you mentioned above...

Commented [M378]: Clear recognition of improvement needed

Commented [M379]: Real change from RM/ DC's leadership

Control, conform, regulate, restrict context	25	Relationships	3						
Flexibility	7	Ref to move forward/ travel drive	20						

23. Appendix C: IPA Developing Themes

Themes across transcripts						
Superordinate Theme	Group Theme	Sub-Theme	Classroom Teacher	Senior Colleague	Total	
Culture and Structures	Culture	School	7	1	8	14
		Pupils	0	3	3	
		Staff	0	1	1	
		Home life	0	1	1	
		Social	0	1	1	
	Teaching Practice	Teaching Practice	2	0	2	2
	Control	Control	4	2	6	8
		Leadership	0	2	2	
Change	Change	Desire for	1	0	1	54
		Teaching practice	8	1	9	
		Leadership	2	9	11	
		School culture	5	8	13	
		Philosophy	1	0	1	
		Personal	1	0	1	
		Education	4	0	4	
		Curriculum	0	3	3	
		Challenge	0	2	2	
		Relationships	0	1	1	
		Agency	0	3	3	
		Pupils	0	2	2	
		Policy	0	3	3	
Agents	Isolated Practice	Isolated Practice	3	2	5	5
	Motivation	Motivation	14	0	14	18
		Relatedness	2	0	2	
		Autonomy	0	1	1	
		CPD	1	0	1	
	Collaboration	Collaboration	6	2	8	42
		Leadership	9	7	16	
		Relatedness	8	0	8	
		CPD	2	0	2	
		Agency	0	1	1	
	Relationships	Relationships	3	2	5	
		MH	0	1	1	
		Leadership	0	1	1	

Combining themes across transcripts		
Culture and Structures: Culture, Control and Teaching Practice		
Location	Original Transcript	
CR 47-54	<p>Yeah, I would do that... I mean I came into school and I would do 3 part lesson... erm keep it as close to mainstream as I could and that would be my teaching..</p> <p>MH: Why would you do that?</p> <p>CR: (Laughter) because you kind of like hold mainstream education in, I don't know, a bit more higher regard and this comes back to the issue about special needs and not <i>challenging</i> them and not having the expectations. So if I taught the way that I would teaching in mainstream with probably the same topics and themes then my expectations wouldn't be <i>slipping</i> for those kids. I think that, that was what that was about. Plus I didn't know any different. That was all I knew. I'd taught in mainstream and then worked in a PRU and then id came to AH. Id never been introduced to any other way of doing things...</p>	<p>Commented [M380]: Another short answer... possibly feeling uncomfortable or maybe reflecting on the difficulty of the question?</p> <p>Commented [M381]: Tried to break the ice with body language...</p> <p>Commented [M382]: Associating this to me or just figure of speech. Don't want to take responsibility for comment?</p> <p>Commented [M383]: Unsure or just unwilling to be confirm?</p> <p>Commented [M384]: A lot more assertive now and speaking from experience.</p> <p>Commented [M385]: Internal ignorance</p>
CR 55-64	<p>MH: So keeping on the 'standing and delivering' how did you feel that effected the kids in your classroom and your teaching culture? What did it do for that?</p> <p>CR: Kept <i>control</i> for a start, for me (laughter). Erm... it made <i>my</i> job a lot easier. In terms of assessment as well because <i>you</i> could see what they were doing... because <i>you</i> didn't have to look any further than what <i>they</i> were writing down... <i>You</i> didn't have to kind of watch them and try and judge whether <i>they</i> were problem solving ... <i>you</i> could just see what <i>they</i> were doing... <i>you</i> could just err...<i>you know</i> <i>you</i> could ask them questions and that like <i>you know</i> and there just be an answer so <i>you know</i>... it made <i>your job</i> a lot easier... but I think with kids like that it was a huge <i>control</i> strategy.... <i>You controlling</i> the lesson meant <i>you</i> had <i>control</i> over their behaviour... <i>they</i> were just like sitting down and it was just like great, sit down and <i>ill</i> bring you your pencil.... (laughter) <i>ill</i> bring your book... don't move now just sit there and listen and watch <i>me</i> at the board and it'll be easy.... (laughter)</p>	<p>Commented [M386]: Seems to be more comfortable now and back on familiar ground that is less linked to possible conflict with others i.e. making negative/ causal comments</p> <p>Commented [M387]: Sense of being under developed by the system?</p> <p>Commented [M388]: Continuing to be a lot more assured.</p> <p>Commented [M389]: Reverting back to a lot of associated comments. Is this reflective of a whole culture i.e. everyone's responsibility or is she meaning you as in me? We have spoken about this a lot is she reflecting our/ my discussions back to me?</p>
CR 68-69	this women she said this is the worst thing that you can do in terms of behaviour management because you're <i>controlling</i> their behaviour and I just never, never knew that	Commented [M390]: A lot of pauses, laughter and looking for connection to me. Does she believe this or is she checking that I recognise what she is saying based on our previous discussions or checking that I agree/ approve?
CR 74-75	This was for the first few years and I thought this was great... and er I was doing alright, kids were on task and it was calm and I was ok...	
CR 318-319 But I kind of like <i>control</i> too.	Commented [M391]: You don't know what you don't know!
PF 1-5	Erm, it was very strongly led by Mr McGlashan who wanted every kid in every classroom at every moment. There was <i>no movement</i> ... whether those kids had to be <i>forced</i> into those rooms that would be the case.... Autocratic... erm strong willed... to a point where it was relatively aggressive because we had to <i>enforce</i> certain parts of the curriculum on people and there was <i>no flexibility</i> in the approach; really none and there was too much, in my view of the confrontation of between staff and kids	<p>Commented [M392]: Linking to initial feelings of isolation</p> <p>Commented [M393]: Interesting that she reverts back to</p> <p>Commented [M394]: Strong Leadership determined by HT</p> <p>Commented [M395]: Control of school more important</p> <p>Commented [M396]: Style of leadership</p>
PF 11-15	PF: I can only see the answer was discipline. Purely based on discipline. Because the fact was you have to do what we're saying, because we're staff and this is what is expected of you. You must go and do this because that's the timetable and that is what needs to be done. So <i>enforced</i> discipline.	<p>Commented [M397]: Confrontation driven by culture.</p> <p>Commented [M398]: Control and conformity driven by</p>

	MH: Do you think the kids in anyway forced that hand... or were they just part of it and succumbed to that.	
	PF: Erm well I think they forced it because there was no flexibility.... room for anything else really	
PF 81-84	... there was no like development in the kids other than they can play football for 30 minutes, then they can play football for 35 minutes then ooo they can play football for 40 minutes and (laughter)... it was not, in terms of any PE based activity it was all about managing the behaviours of kids through a particular topic which the kids just jump into.	<p>Commented [M399]: SO, driven by policy which create conditions for pupils to be aggressive?</p> <p>Commented [M400]: Previous culture of PE – control, conformity, lack of challenge and variety. This was a difficult culture to change.</p> <p>Commented [M401]: Early relationships mainly built with pupils?</p>
CR 10-13	I felt that other staff.... Although you felt supported... weren't... everybody seemed to just be busy doing their own thing. Erm, there wasn't a lot of interaction erm... there was no... not that I can recall discussions in terms of teaching, in terms of sharing ideas, in terms of sharing resources	<p>Commented [M402]: Importance of talk and sharing</p> <p>Commented [M403]: Acceptance of status quo?</p>
CR 16-18	... but it was just the culture of the school. So, it was something that was new to me but.... I kind of didn't question it because I was just like this is how this school works. Erm, then that continues... erm for quite a long time to the point where it kind of started to feel like babysitting in a sense	<p>Commented [M404]: Doesn't want to assign blame – this is a leadership issue though</p> <p>Commented [M405]: Retrospective vision</p>
CR 28-33	Me, in terms of the environment that I was working in... and that's getting back to that... people were just doing there own thing and then going home. There was no like talk about education and a lot of it was like... about kids, about behaviour about how bad it had been... nobody was... nobody had started looking at how maybe we could teach those kids in a different way or share something that would work really well and I think that at the time would have helped massively. To have like a... busier school in terms of staff you know like... much more happening for people to be saying like eee I've done this and.. or I was reading about that and er...you know..	<p>Commented [M406]: Interesting as she stated earlier that she felt quite isolated. Surely you would recognise that talking/ sharing with others would alleviate this? Maybe she felt unable at the time – she was new</p> <p>Commented [M407]: Directly links herself</p>
CR 39-44	Erm, I think it wasn't identified as a need by anybody really... myself included...and like I said earlier I think it was just the fact that ... I thought that this was just how it was... how the school was but I think erm... for want of a better word I think the school was embedded in old school wrote type of learning... that's the kind of impressions I got and I think people just picked that up and went with it...	<p>Commented [M408]: Personal reflection but collective association</p> <p>Commented [M409]: Again, personal reflection but associates comments collectively. Does she view others as responsible? For me this is a leadership issue.</p>
	MH: Including you?	
	CR: Well yeah, probably... I probably...slipped into the norm of the school....	<p>Commented [M410]: A lot of pausing and thinking.... she doesn't appear to feel uncomfortable. Does she recognise that she could have acted or feel that others should have?</p> <p>Commented [M411R410]:</p>
CR 228-229	. I didn't expect it was something that would continue though and this was disappointing as it wasn't going to happen in year 8	<p>Commented [M412]: Difficult and personal question to answer on reflectiOn and clearly I was picking up on the individual/ collective reflection/ responsibility... Does she associate me with that leadership team – does that make if ...</p>
CR 266-267	them before they became caught up in the control kind of culture we had.	
PF 308-313	Biggest issues at the minute is kids not having any aspiration and not accepting that staff are here to guide them, to nurture them, to support them and enjoy their company... Not to... well bring their baggage in from home but allow us to work with that whilst also giving them all these opportunities and for them to just mildly appreciate it; would be great. But at the minute we're getting a load of kids who are throwing it back in our face because they don't have an aspiration and they don't see the future and sadly in this school there's a number of staff who have got all these experiences of outside life and the real world that... if they just listened to them.... just a small bit they would become better people.	<p>Commented [M413]: Recognising the need for change. Interesting that she is taking on responsibility for developi ...</p> <p>Commented [M414]: Sense of frustration that pupils won't buy in? If they would rather play in isolation at hom ...</p> <p>Commented [M415]: More frustration. This is where the control factor would have managed this situation.... That ...</p>

PF 156-162	<p>MH: What do you think the driver of that was?</p> <p>PF: Social circumstances... I can't put it down to anything else. I'm not sort of like trained enough to sort of look at the social aspects of it outside of school but...</p> <p>MH: What do you mean by social aspects?</p> <p>PF: Just the home life.. maybe it was coming into the 3rd generation of kids who were latchkey kids like and you know this new technology move and isolated learning they were doing or isolated behaviours they were having at home instead of being out on the streets playing and stuff. You know like x-box and stuff , IT, phones all that type of stuff.....</p>	<p>Commented [M416]: Why not? I would include other aspects in here...</p> <p>Commented [M417]: Quite a short, open ended answer... looking for support? Not really sure of the answer. I'm reading some uncertainty in this.</p> <p>Commented [M418]: A latchkey kid, or latchkey child, is a child who returns from school to an empty home, or a child who is often left at home with little parental supervision, because their parent or parents are away at work. Probably little parental supervision...</p>
PF 15-28	<p>They were very strong willed and they just wanted to fight against everything that was academic as such. Erm, sadly I think there was a little bit and this might come out in the later years as well... a lot of as well was that there was a lot of confrontation between some staff as well about what their expectations were of the kids and er some of the inconsistencies that came about by staffing.... Staff clashing in a sense.....</p> <p>MH: Erm, ok. Talk about the kids being aggressive, violent, strong willed errrr where do you think that come from? Why were those kids in that previous time... why were they like that?</p> <p>PF: (sigh) Family backgrounds from South Northeast Northumberland... errr pit villages... they were sort of like first of the grandparent generation perhaps and no aspirations at all....</p> <p>MH: When you came into the school... did you come into this already or did this kind of culture grow over the time you were here?</p> <p>PF: the school opened up in 2000 and I came in 2003... 2002-3, September 2002 I think I came in and erm it was erm still in a transition from the previous school because this school was er a new build as such from Gallowhill (previous school) and this was sort of... this had picked up a little bit of that school... brought into here</p>	<p>Commented [M419]: We have no control over this societal issue. Grandparents lost jobs... little work for parents... poor work-related modelling environment for children?</p> <p>Commented [M420]: Certainly a driver for the change in pupil type and their increasingly social difficulties</p> <p>Commented [M421]: Have pupils changed since then? Are they not equally strong willed now?</p> <p>Commented [M422]: We do have a lot more 'academic pupils' now who have more ambition – is this driven by educational policy/ culture?</p> <p>Commented [M423]: Indicates that other staff were at odds with this culture/ leadership style?</p> <p>Commented [M424]: Indicates he was at odds with culture – "some staff".</p> <p>Commented [M425]: Social deprivation a driver for poor behaviour???</p>
PF 5-8	<p>However, we went through... at the start in er 2002-3 ish the kids were very, very errr aggressive. Very violent as well and erm strong willed, no order, they had no care for anything or anyone. So it was a very difficult period for... and er learning wasn't really at the forefront. It was managing the very difficult behaviours.</p>	<p>Commented [M426]: Thatcher era backlash? Area if ver...</p> <p>Commented [M427]: What does this mean – brought u...</p> <p>Commented [M428]: Why? Lack of parenting? Poor rol...</p> <p>Commented [M429]: Coming up to 17 years in school –...</p> <p>Commented [M430]: Wonder why the new build was...</p> <p>Commented [M431]: Doesn't sound like it was the good...</p> <p>Commented [M432]: Rationale – did the regime suite t...</p> <p>Commented [M433]: Indicates he was at odds with this...</p> <p>Commented [M434]: Philosophy of school/ education f...</p>

Combining themes across transcripts	
Change	
Location	Original Transcript
CR 80-83	I think it was then that maybe I started to think hang on a second maybe I need to change a little bit, maybe I need to look at other things as because... ideally.... It wasn't very creative what I was doing in my classroom and I would prefer to do something a little more out of the box and a little bit more creative and so....
CR 135-144	<p>It was.... I took a picture and sent it to your door (laughter) as the plan that I had was that the lads were going to build a skate park so I had got all of those shoe boxes off you and I had literally just went right you're going to be building this... there some boxes, there's some straws, cello tape and scissors just crack on and you couldn't see the floor for everything that was all over like paper and stuff.... (laughter) honestly I didn't even look like my classroom (laughter)... honestly ive never seen anything like it in my life... it was great...</p> <p>MH: How was that shift a challenge for you as a teacher?</p> <p>CR: Aaa, you know what it just looked like and felt like just how kids should be and when you kind of just watch them... that was really interesting as well. How they all assumed a leader who was the actual one in the class who would kind of boss people around. He just automatically...he's just in charge... they would ask him what to do some of the time and just sort of how they all slotted together and they were all so proud of what they were making, it was really good.</p>
CR 146-168	<p>I didn't feel like a teacher (laughter) if that makes sense? I felt more like... I dunno... a bit of an observer and a bit of an assessor and bit more like of an understanding them and their thinking you know and erm you know what kind of drives them as people. Like where they were in the group and as a person themselves... like they were free to be themselves and learn and be creative and stuff without any pressure you know what I mean?</p> <p>MH: Would you say that was a positive shift from where you were in your classroom? From control to something different?</p> <p>CR: Looking at it I would say yes...moving away from what you know though... (laughter) is a bit... different... how do you measure that? I was well out of my comfort zone... and it's like I can't really measure it but... its alright. But before I was like but look at all of those ticks in his book... look at was he's been learning (laughter). It definitely challenged what I knew or what I thought I knew to be a teacher... I mean you're talking like 15 years plus like 3 years of training being directed in a certain way to do certain things at certain times within a certain period of time or within a lesson... to undo all of that... is like, its like scary! Its not like obvious where you like think... can I? no, I cant... Then its like just try it! As in like can I actually do it myself, like can I do it? Can I think of the ideas and can I do it right? That was the other thing, was with the other thing (normal teaching) I could do that with my eyes closed and like that wasn't going to go wrong but with this I was like what am I gonna do if it goes wrong? (laughter) And I still have that worry now!</p> <p>MH: What... and you find that more motivating now? Like the lack of control, lack of certainty?</p> <p>CR: Yeah, because it was something different to what everyone else wasn't doing if that makes sense? It was new and I'd never tried anything like that before and that was what was a little interesting because at the same time I think I had gone to do a transition not long before that at the PRU coming in and they were talking about doing PBL and that was what they do so I was kind of asking them and I was thinking hell... how do you do that?! So it</p>
<p>Commented [M435]: Genuine feeling of positivity and willingness to "give it a go"</p> <p>Commented [M436]: First time she has analysed and talked about the pupils in relation to learning as oppose making cultural statement about them i.e. babysitting...</p> <p>Commented [M437]: Compared to what you had been doing – "babysitting" or compared to what you have done in the past or compared to what you think a teacher should be doing?</p> <p>Commented [M438]: Change of identity? Relates to ping moment?</p> <p>Commented [M439]: Questioning the role of the teacher?</p> <p>Commented [M440]: "Out of comfort zone" – comment again. To where else?</p> <p>Commented [M441]: Connects back to challenging the role of the teacher in her eyes</p> <p>Commented [M442]: Does this signify her growth/ development? She seems willing set to question herself/ be reflective about her experience to date. All of this is a challenge her to her competence and autonomy as a teacher.</p> <p>Commented [M443]: Willing to challenge her sense of competence brought her motivation.... Or was it that we were working together and the relatedness that this brought impacted upon her motivation?</p> <p>Commented [M444]: Just a "little interesting" interesting that she uses this lighter descriptive tone.</p>	

CR 174-177	<p>was kind of like interesting to know that I was doing something that other people do but I was just thinking how the hell do you do it though? And I still wouldn't be like a 100% <i>confident</i> doing it now but I think it's probably... the kids are much more relaxed to ideas and <i>sharing</i> and taking on other people's ideas... I definitely think it's much more of a group thing like learning to be part of a team and <i>communicating</i> more effectively and that...</p> <p>and like you know <i>challenging school</i> about you know why we did things and what was.. you know the point or what was the evidence for doing it that way I knew we would get on because that's kind of what I started to think to but id never really put my finger on it you know what I mean?</p>	<p>Commented [M445]: Links back to the need for relatedness again</p> <p>Commented [M446]: This section is full of self-reflective perspective. She consistently seems to be more upbeat in her tone and more willing to speak when she is discussing herself and her thoughts. She appears to question herself far less.</p>
CR 209-222	<p>Yeah, agreed... so we've done the PBL and we've talked quite a bit and built a lot more of a positive relationship how has that affected you as a teacher in your classroom, post PBL?</p> <p>CR: Erm, definitely not as <i>controlling</i>! Erm, maybe I did go back to teaching some lessons the way that I had. However, what I would say about that is that I had... I did quite a bit of that PBL with a lot of thinking and I didn't really understand the full picture so to kind of plan it right through was another big <i>challenge</i> so I kind of just used to go right this is what we're going to do and then we'll do that.. so I would have to plan for a long term as I need that like full year. I think at this point I wasn't <i>connecting</i> things together and that was hard as I had definitely changed and it made a big difference to me as a teacher but I was still <i>connecting</i> a lot of the learning if you know what I mean so I could bring it all together and I think that just took time...</p> <p>MH: Did it change you as a teacher?</p> <p>CR: I would say it <i>challenged</i> me as a teacher but also made me think a bit about me as a person too. Erm... as a teacher that things can be done differently and that children they can learn in a different way and its like what I said you're trained in a particular way.. its like.. in you...</p> <p>MH: Interesting.... What about you as a person then? What changed?</p> <p>CR: Its hard to put your finger on it really. I just felt different. I was a lot more <i>confident</i>, definitely</p>	<p>Commented [M447]: Key point – this appears to be the focus for her reflections across the interview – by school does she mean SLT or teachers, pupils, everyone? Interesting that she indicates that it is me that is challenging school yet she uses we 5x in and around this statement...</p> <p>Commented [M448]: Questioning again?</p> <p>Commented [M449]: Shared understanding – permission to challenge?</p> <p>Commented [M450]: Interesting comment as she generally reflects negatively on previous culture and practice...</p> <p>Commented [M451]: Maybe she is not fully 'sold' on the concept of PBL or maybe she wasn't supported adequately enough by me to be 'sold' it? This may indicate that it was more the process of reflection/ discussions with me which were the catalyst for change/ growth in herself rather than the PBL directly.</p>
CR 267-271	<p>The penny sort of dropped quite quickly rather than how long it took for me and I think if I'd still been there I would have really, really worked well with some of these teachers and we would have <i>pushed</i> PBL forward because I now had the <i>confidence</i> to do this kind of thing if you know what I mean. I had loads of ideas about <i>pushing</i> things forward, <i>sharing</i> stuff and coming up with ideas and really just <i>pushing</i> stuff forward...</p>	<p>Commented [M452]: Signifies reflection of personal growth</p> <p>Commented [M453]: State of pre-liminality</p>
CR 285-295	<p>MH: Yeah, yeah.... These kind of discussions that we were having, and the ones in the teaching and learning group – how do you think they could or did impact on the school?</p> <p>CR: I think it would lift the school and the kids and it had already started to do that. My opinion is that it would just take us to a more relaxed place and that's not just the kids, that's the staff too.</p> <p>MH: Why do you think that would happen?</p>	<p>Commented [M454]: Interesting answer. If she thought it had she could have answered that question quickly and easily – yes/ no. The depth of the answer indicates that maybe she grew as a practitioner. It's quite a short answer that could easily have been developed further... the fact it is short makes me think she is unsure.</p> <p>Commented [M455]: Unambiguous, direct answer.</p> <p>Commented [M456]: Interesting metaphor – appears to be similar to a threshold concept ping moment.</p>

CR 299-307	<p>CR: Because you can take a risk and get it all wrong and someone might do something right and say look just try it like this because I got it like that the other week and I was rubbish. You can, its.... there's not set, no ones thinking what's going to come out of this at the end. Its just a way of just keep on pushing forward, pushing boundaries to be better and having that culture is really positive. But you're not thinking that was terrible, you're looking to make things better for the kids and the staff but its hard to know what that is because its all new....Do you see what I mean? Those kids don't know what its going to look like in the end neither do they?</p>	<p>Commented [M457]: Willingness to step out of comfort zone – sign of growth?</p>
CR 316-318	<p>.. The thing is though, you'd have to get every single member of staff coming from the same angle. Are you going to be able to achieve that? Because then if that person talks to that person and that persons not as open things could easily fall apart... do you know what I mean.....?</p> <p>MH: So, what do you think is the most important part of getting everything on board together..... kids, staff, leadership, everything?</p> <p>CR: Relationships. Transparency, being open..... and in terms of leadership it needs to be..... role models. Putting your money where you're mouth is. You have to be able to show people that you can do it too or at least be open to recognise your weaknesses and be prepared to develop them as that what you're asking everyone else to do. But I think relationships are totally number 1 and you have to be able to motivate people too. Get them on board to move things forward and get excited again.</p>	<p>Commented [M458]: Desire to work together seems to be her driver</p> <p>Commented [M459]: Lots of p's – very positive and driven statement</p> <p>Commented [M460]: Checking again. Definitely sense she feels we are on the same 'wavelength' on educational conversations like this. Especially relating to the need for school culture to develop – definite sign of trust.</p> <p>Commented [M461]: Reverts back to the blocker again – very positive and then block – the reason for her leaving? Again this is an SLT issue. We have good rapport so she clearly doesn't assign this to me....</p>
CR 324-351	<p>MH: Ha, ha. Thing is for me one of the things I thrive on is being by myself and just getting on with a role . Are you like this at all or are you at the other end where you need to work tightly together?</p> <p>CR: I think it depends as since I've become more confident</p>	<p>Commented [M462]: A sign of a breakdown with members of SLT – if these are what are key and she is stating that she wanted to leave at the time; probably relates to the block she raises frequently.</p> <p>Commented [M463]: Issues with Leadership from her perspective – clearly she doesn't rate some members in terms of their practice.</p>
	<p>I would say approachable..... knowledgeable and I think you're quite erm, what's the word... I think you have a vision and nothing is going to shift it! (Laughter) Which is fine when you're where you are as you need that and you can see that a lot... its like... this is what I (MH) see, this is where we are going and I don't know how long it'll take us to get there but we're going (laughter)... This isn't a bad thing though.. I think you're like not only a good role model for the staff.. I think the kids see you as quite inspiring to them... I think they see you as being a grown up version of them (laughter)... and they think you know what I can be someone as well.... He's a good bloke and I can be like that as well. I think you're considerate too, of like staff especially. I think you try to please a lot of people and I think you do well but whether that's sustainable or not I don't know, ill take my hat off to you if you can.... You never know... I think you'll mould into this person who does all of these things without having all of the feelings you've had in the past, like arrr god or whatever, but I think you will mould yourself into like; I'll do this because, I want that and this needs doing too. Its accountability really isn't it...</p> <p>MH: We have fairly similar view on education and stuff... how do you view, or what are your views in terms of what we are trying to do in education in general? Like in terms of policy and Ofsted and the impact that has on the classroom and stuff?</p> <p>CR: I think in terms of SEN and what we need and what they need.... I think its back in the dark ages. I think there's not enough research. There's not enough specialist good teachers to work with erm... the type of kids we work with. And I think that's a massive challenge. Mental health is really complex and you've not got like the right type of person trying to teach these kids that's gonna impact even further on their mental health and I think it needs to move forward a bit quicker. In terms of research... but I think what is good in terms of SEN is when they've got rid of this erm... life without</p>	<p>Commented [M464]: Relationships and relatedness arising again.</p> <p>Commented [M465]: Evidence of growth</p> <p>Commented [M466]: Approachable – easy to relate too? Knowledgeable – competent? Un-shifting vision – something to relate to if you agree with it...</p> <p>Commented [M467]: As in relatable too?</p> <p>Commented [M468]: Interesting that she sees relationships as key but makes reference to my desire to "please a lot of people". Think she maybe questions the ability of some staff and whther or not they can be</p> <p>Commented [M469]: Supports the comment above – does she think staff need to be held more to account?</p> <p>Commented [M470]: Would she make this comment if she knew lots from work?</p> <p>Commented [M471]: Interesting that she approaches this comment from "you've not got" as if she is talking about h</p>

	<p>levels... erm I think that has worked out in their (SEN) favour... because they are not kind of like meant to be somewhere, they just kind of go along whatever that's schools path is and that's much better.... Erm in terms of Ofsted, ill be honest, I think, I'm just one of those people where they've just got this stigma so whenever they are about.. I'm like oh my god (laughter).... So there's definitely far too much pressure but I think they're there for all the right reasons like... and I think without them it would be worse. I don't think they are as accurate as they can be in some places and I think they are too harsh in some other places... erm but I think erm. I think they should be there..... In terms of policy stuff and reform stuff I think we're quite stagnant at the moment. There doesn't seem to be much in terms of changes and it doesn't seem to be obvious in terms of <i>where its moving forward</i> yet you hear about how so many more schools are better not but I don't really see that at all to be honest. They've brought in, like apprenticeship and stuff but it doesn't feel like there's that much different. However, I think working in special needs.. you become immersed in special needs and you don't really see much of the real world. You kind of gain a lot of what the kids have if you know what I mean (laughter) you kind of morph into them....</p>	<p>Commented [M472]: She introduces a sentence again with "I'll be honest" – wouldn't she be otherwise or is she trying to emphasise her comments?</p>	<p>Commented [M473]: Interesting balance of personal negative with collective responsibility.</p>					
CR 357-366	<p>It has made me think differently and has made me go and look for new ideas and stuff as before I wouldn't have at all really.. Like sometimes I used to just good PBL stuff and this led me onto <i>related</i> stuff and I found schools who were using PBL and it helped me <i>connect</i> things and made me... well I suppose what im saying is that its out there if people want it...</p> <p>MH: Ok, hmm, what....thinking back all the way to the start... are you a different person now to where you were then?</p> <p>CR: Hmm, definitely. Definitely more <i>confident</i>. Definitely able to er, recognise my strengths. Braver... and I think that's quite important in this kind of work.. just like... more laid back and more <i>competent</i> and more in <i>control</i>... kind of like a master (laughter) well you know that's me... and its just like what I say to the kids when they make mistakes as we do to.... So why then do we make classrooms that when people come to look and made you feel like you are going to get slaughtered if you do something wrong... its completely sending mixed messages all of the time and I think that very old school as well....</p>	<p>Commented [M474]: Feels like a sweeping comment. Maybe I am looking at this through my own eyes where I could go into real depth. Maybe she doesn't feel that the reforms are having any impact on her/ her experience in her role?</p>	<p>Commented [M475]: Again, feels like a comment that maybe justifies why she doesn't expand further? Or is it just me expecting her too as this is my agenda?</p>	<p>Commented [M476]: Desire to be challenged – to be linked to something/ someone and this developed her motivation</p>	<p>Commented [M477]: The need for relatedness emerging again.</p>			
CR 368-392	<p>... This kind of represents the shift in me as I would never... I would never have said that at the beginning ever.... That people should just come in and look at your lesson and share and be more conversational and not just come in and go that was a good or that was crap... <i>you</i> need to change that... It needs to be a lot more open and equal and people learning together and that <i>changed I suppose my knowing of the role of a teacher I suppose... there's more elements to the role of a teacher... its not just where you'd stand up and deliver and then assess and mark... although I think the system sometimes pushes you to feel like that though because that is what you kind of get drawn back into as its like look.... Here's a book scrutiny and this and that...</i></p> <p>MH: So where do you think that pressure comes from?</p> <p>CR: <i>I would say senior leader and then Ofsted and then government ultimately but I don't know what for though. You know what though and this is probably got nothing to do with it, whats the book for? Like the maths or English book you give them, what it for? Is it for them to practice doing something, like a skill or is it for them I'm really good at doing something and have a look at how good I am? Like what is it for? What is the purpose of an exercise book. It's like you've got to write.... Because I would give a kid a book and say look this is the maths that you've got to do... to me you're going to practice the skill in that book but then you're pressured to make sure that its wrote neatly and its in columns and do this and do that and I don't understand what the purpose of it is. If I knew that then I'd probably be able to play the game... Its madness, the whole thing is madness, they absolutely hate it the kids, because basically they're being asked to conform and they cannot. It like sit there and complete these and youll get a treat</i></p>	<p>Commented [M478]: First time she has mentioned this directly.</p>	<p>Commented [M479]: Good indicator of her growth compared to initial feeling of being isolated. Take into account also that she has left her role by this stage.</p>	<p>Commented [M480]: More of a conceptual statement – interesting that she uses "we"</p>	<p>Commented [M481]: Representing/ reflecting on her development</p>	<p>Commented [M482]: As in me specifically – across the school?</p>	<p>Commented [M483]: Another more conceptual statement that relates to the pressures of the system and how this impacts on the teacher/ classroom</p>	<p>Commented [M484]: Really short reply – maybe she doesn't know/ hasn't reflected much on it? Quickly jumps to another point...</p>

	<p>when you do and it's a way of keeping control I think... I took some kids to a gaming shack kind of thing today and you wouldn't know that they went to a school like this, they were impeccable... yet when they're here they're completely different and like booting doors in and its quite distressful at times isn't it?</p> <p>MH: Yeah absolutely...</p> <p>CR: That's the problem though, we're still accountable for getting these kids certain grades and they couldn't give a shit about them. Why would they be? That's it, still on review papers for kids though its just like are they making academic progress and that's the be all and end all of almost everything... does it matter, does it really matter? All the pressure for getting kids grades is put on staff not on kids and that's totally wrong.... Its absolutely ridiculous... Even in places like ours you've still gotta do the same kind of things but it's just dulled down quite a bit...</p> <p>PF 28-31 here so there was a quagmire of things coming together with staff from gallowhill, new staff and a new head and a range of new stuff coming together really.</p> <p>MH: So a lot of change then....</p> <p>PF: A huge amount of change...</p> <p>PF 38-47 the coming together of the two groups that's where the inconsistencies of the staffing appeared. Because there was an old style staff and a new style staff and it was er... staff in a sense were clashing as well, whilst managing the difficult behaviours of the kids.</p> <p>MH: Er... Was there any kind of.. and I think you've kind of eluded to some of them already.. was there any kind of stand-out areas at that time where you thought those are areas we need to develop, or make better; or that's and issue we need to address and like-wise was there any kind of areas where you thought ooo that's really positive throughout the school?</p> <p>PF: The biggest change that I think needed to occur at that time was er watering down the curriculum... we had groups walking down into a so called French lesson in 2003 with a range of kids who just had no ability to interact whatsoever never mind discuss any French (Laughter)... so it was trying to get the mind-set of the older teaching staff to understand that this wasn't or shouldn't be part of the curriculum and it took a long while to get that to sink in.</p> <p>PF 62-63 but he didn't really have the ability to move that part of the school forward.. He didn't really have the knowledge base. He was one of the older generations</p> <p>PF 67-70 Did that have any benefits anywhere...?</p> <p>PF: It did on the consistency of stuff for particular things erm but in terms of moving the school forward it took him a number of years to... for people to work with him and for him to see role models of different types and styles of teaching for him to think well... I'm maybeI'm getting a bit beyond this now and maybe I need to start thinking....</p>	<p>Commented [M485]: Big conceptual statement being made on purpose of education/ role of the teacher</p> <p>Commented [M486]: Second swear word – I feel she uses these when she is confident and making a passionate statement.</p> <p>Commented [M487]: Another conceptual discussion point – control and conformity culture of education.</p> <p>Commented [M488]: A lot of change to manage at once – reason for autocratic approach?</p> <p>Commented [M489]: Different mind-sets – needed to be a strong leader to unite this...</p> <p>Commented [M490]: Indicates the staffroom would have been fractious.</p> <p>Commented [M491]: A divided staff is the last thing they would need. Consistency?!</p> <p>Commented [M492]: Derogatory feeling?</p> <p>Commented [M493]: Interesting that their need wasn't academic and they would fight against this yet French was on the curriculum?!</p> <p>Commented [M494]: Indicating the 'forceful' culture was driven by these staff?</p> <p>Commented [M495]: Was this underpinning how pupils didn't have much "academic ability"? It wasn't driven from leadership? Seems to contradict the NC comments or was this just for structure/ control/ conformity?</p> <p>Commented [M496]: Interesting comment – lack of flexibility, lack of consistency from staff in relation to behaviour and this was what the school was built around....</p> <p>Commented [M497]: Indicating need for flexibility to apply agency?</p> <p>Commented [M498]: New staff coming in - was I one of those?</p> <p>Commented [M499]: Indicates this was a period of transition for the school's philosophy....</p> <p>Commented [M500R499]:</p>
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PF 78-81	<p>MH: So what was your thoughts on erm me coming in first days, first weeks... what was your reaction to me... that?</p> <p>PF: I could see... exactly what and where you <i>were trying to go</i> and things because I was trying to do exactly that previously in my subject area and it was nice to see what you were trying to go with... but more importantly <i>to try and move away</i> from what the previous, well current PE teacher was doing erm because it was too <i>rigid</i></p>	<p>Commented [M501]: Relatedness here in relation to practice. You were my point of contact for supply also so we linked quickly.</p> <p>Commented [M502]: Trying to implement change in culture in PE</p>
PF 85-96	<p>MH: So how would you describe me then as a teacher first coming into school?</p> <p>PF: you came in and you were very enthusiastic and very knowledgeable... you wanted to <i>diversify the curriculum away from mono stuff</i>...as I say it was all about football and maybe on the odd occasion it might be like right we're out on the bus to go down to the beach to go and play... football. You know, that what it was all based around so when you came in at was.. you wanted to do a particular subject areas.. you wanted to do a 3, 4 or 6 week block of whatever to try and engage the kids in other types of learning...</p> <p>MH: Yeah, and what do you think the impact of that was? Kids, especially?</p> <p>PF: Erm, I think it was definitely hard work when you sort of had that cycle of kids of this nature working with a member of staff who was pretty much of the same ilk (laughter) so trying to break that cycle of friendships and respect and erm... trying to break that as a newcomer coming in and sort of say if you do this you'll engage more and if you do this you'll enjoy it more and so on and so forth. It is a hard task to do.. it's a discipline route that you have to go through in order to keep persevering in order to work with them and get them to understand that this is for the benefit of you..</p>	<p>Commented [M503]: I was given a lot of autonomy by you to change the culture.</p> <p>Commented [M504]: competence</p> <p>Commented [M505]: Shifting from the previous culture</p> <p>Commented [M506]: Trying to implement change</p> <p>Commented [M507]: Good summary of the challenge of change in this context. Trying to break those relationships... that relatedness was difficult. It was well engrained.</p> <p>Commented [M508]: The pupils didn't have the competence to manage the change which made it difficult. They wanted to play football as that was where their competence and familiarity/ relatedness to Dan lay.</p>
PF 107-110	<p>... I don't think it would have had any impact on Richard at the time.. it think it was just someone fitting into a position... I wouldn't have thought.. at the time I can't recall any of it or that he had any aspirations or anything of <i>moving any of it forward</i>... I think was a case of you're were in doing a job and you were doing it and he didn't get any hassle so it became an easy move for him....</p>	<p>Commented [M509]: I was given a lot of autonomy in PE but I needed to prove myself before this could be considered for wider impact in school. I doubt this would have happened under RM's autocratic style. I wouldn't have been ready at this stage and nor did I have any real aspirations (initially) for whole school/ leadership development. I was trying to survive from 1 day to the next and try and link learning together.</p>
PF 125-132	<p>MH: Mmmm, so, Derek came in 2012. Do you want to talk to me about that and how that impacted on you, staff, kids, school culture in general?</p> <p>PF: Errrr, I don't mean to be so of big headed or blow my own trumpet but I'd got, and I can't remember when I'd got deputy head but on the latter years of Richard I'd started to put my stamp down about how the school was and how <i>we needed to move</i> and the implications and the staffing. I think the staffing had started to gain a bit more unity about things and Richard was just sort of backing off and <i>I was sort of running the show</i> so to speak. Erm.. I enjoyed it... I had a right battle on my hands as there was sort of 2 deputy heads at the time and I had a real battle with the other deputy head because he wasn't of a <i>moving forward</i> culture.</p>	<p>Commented [M510]: Was this underlying the culture -- ...</p> <p>Commented [M511]: Maybe you found a way of ...</p> <p>Commented [M512]: Space for agency development.</p> <p>Commented [M513]: Needs are being met</p> <p>Commented [M514]: Dan the PE teacher who I had been ...</p> <p>Commented [M515]: Difficulty in enacting on agency an ...</p>
PF 147-155	<p>MH: How did the kids... did the kids change under his leadership?</p> <p>PF: The kids were very er... they played him off against the standards I was trying to put in place. They would go to him when... and because he couldn't manage things he would just say yes to anything they wanted without thinking of the bigger consequences of school and the x amounts of pupils we had in... It was a very selfish way that he was... he wanted to be a nice person and didn't think of the consequences that had on other staff.</p>	<p>Commented [M516]: Leadership conflict?</p> <p>Commented [M517]: More conflict....</p> <p>Commented [M518]: Were you trying to maintain ...</p> <p>Commented [M519]: Quite a personal reflection</p> <p>Commented [M520]: Interesting that you were working ...</p>

PF 163-177	<p>MH: Do you think the demographic of the kids changed over that period?</p> <p>PF: I think it began to change a little bit before that... I think we had gone from the big, hard rough kids and we had started to see a lot of more of the MLD kids, autistic kids coming through as oppose to the really serious SEMH type kids... so it was more of the learning difficulties coming through... with the SEMH or behaviour linked to it... that was definitely more apparent.</p>	<p>Commented [M521]: Change in demographic of pupils. Change in real terms from EBD towards SEMH/ MLD.</p>
	<p>MH: Did you see any.. was there any shift or change in policies and stuff, from like government, education, Ofsted or National Curriculum type changes... those structural type changes from above... did any of those, if any have any kind of impact at all? Do you recognise any if at all?</p> <p>PF: Well there was the new national curriculum type stuff that was creeping in and the rest of it but that's never really had much of an impact on us really. Its there, you know, but we're not led by it. Erm, nor would I want to be led by it... its there to guide us and help us but not lead us. Well it should be anyway and it is for us because that's what we choose. Erm.... And then obviously the change from EBD to SEMH... that change, that mental health has been recognised now...</p>	<p>Commented [M522]: Started describing "stuff" quite a bit. Gaps in understanding? Or reference to big picture i.e. a lot!!</p>
	<p>MH: and do you think that part of the reason for the change in type of kids... for us?</p> <p>PF: I think there's a national link that someone's recognised but I dunno really....</p>	<p>Commented [M523]: What is "it"?</p>
PF 184-187	<p>MH: How did the staff change under this different type of leadership. What was their role and their day to day kind of work like under Derek as oppose to under Richard? Day to day how had things changed?</p> <p>PF: Err, this is where its difficult to compare... well not difficult to compare Richard and Derek but because I was the transient person in between the two... moving from Richard and how I was trying to change and shape him to Derek who came in and did absolutely nothing. I was just trying to move forward with the school to try and maintain staff mental health and well being, pupil progress and engagement and well being and you know all the rest of it</p>	<p>Commented [M524]: Describing us as being separate from other schools I assume. Does he maybe have a feeling that we (SEMH schools) are just left?</p>
	<p>MH: mmm, what about teaching and learning and curriculum and timetable and stuff. How did that develop through Derek's or I suppose your leadership really at that time?</p>	<p>Commented [M525]: Quite a strong statement – seems to be confident in standing his ground - based on experience?</p>
PF 194-214	<p>PF: Erm.... A lot of bits and pieces changed but its obviously when you were part of like discussions I was having</p>	<p>Commented [M526]: Recognised by who – education/ government... first time MH has come into the conversation strangely....</p>
	<p>MH: Erm, you touched there about people contributing to move the place forward... erm and you were that go-to person for staff... Specifically for me at what point do you first recall me first starting to develop in school... when I first came in was I was in PE and I was trying to change things and move forward, at what point did that become something more...</p>	<p>Commented [M527]: Seems like this was a slow burner... surely he could have expanded a lot in this area?!</p>
	<p>PF: Off the top of my head I'm going to guess sometime around about year 3 or 4 or 4 and 5 because you had a group of kids... and I can remember you saying you were going to focus on certain year groups and you were trying to work with the other PE teacher to try and focus on progressing the kids... so I would say about 4 or 5 years ago because you were getting a cohort of kids through so you were seeing the developmental change in those kids</p>	<p>Commented [M528]: Good description and a clear recognition of his place – depicts the role he played in trying to keep an even keel. Supports the development and use of his agency.</p>
		<p>Commented [M529]: Seems like he had freedom/ desire to drive change on RM. This seems to turn to responsibility (because of lack of leadership) under DC. Seems to be quite resentful of the room vacated to make this happen i.e. he was doing DC's job and his own.</p>
		<p>Commented [M530]: Not I was trying to move the school forward – "I was trying to move forward with the school" indicates that he was learning and developing through this period.</p>
		<p>Commented [M531]: 2nd mention – interestingly in the context of staff now.</p>
		<p>Commented [M532]: First comment regarding me and school improvement. First emergence as a leader from PF's perspective?</p>
		<p>Commented [M533]: 2015-2017</p>
		<p>Commented [M534]: 2015 ish</p>

	<p>PF: I think it's a mix of both things.. the change in kids for definite but then I think we needed to change our approach... because there was still a little element of <i>controlling</i> kids..... we had a lot to change as we needed as staff needed too... I'm finding it hard to explain... let's take it in terms of restraint type of stuff.... We needed to <i>move away</i> from the restraint based environment where we are <i>controlling</i> kids and making them <i>conform</i> and we needed to get into the environment of the... engagement and so on... I don't feel as if it was a big shift I feel like it was a natural progression of our mind-set that we needed to get to this point because it was an unnecessary evil that you don't need to do. Yeah, you don't need to <i>control</i> kids.... And slowly but surely.. trying to get that more and more but it's a big step. its going back to that 4 year cycle that you were doing at the start that we are now doing again to meet the needs of the kids but also the staff. Sadly it's a cycle that having to go around again. I'm not sure if I've answered your question.. I think its 50:50 staff and kids....</p>	<p>Commented [M553]: This is an agenda that I was driving in my conversations with PF and other staff – control and conformity via Sir KR.</p> <p>Commented [M554]: Relinquishing that control was difficult because the void was filled with uncertainty. Pupils didn't have the skills/ desire to take control themselves (of their education)</p> <p>Commented [M555]: Having a group of pupils you took all the way through</p>
PF 257-270	<p>So I would get staff coming to me asking to do some form of particular CPD and I would say yeah as long as it has a benefit on the school and the kids and this is great. So there's 2 or 3 examples of that now where its working really well. Its an open door policy trying to engage with staff as if you got an engaged staff then the school is <i>moving forward</i>.</p>	<p>Commented [M556]: Certainly staff needed to change their approach if the culture was to change</p> <p>Commented [M557]: Seems to be really confident and passionate when speaking on this topic.</p>
	<p>MH: What do you think as a leader that you need to provide staff with in order for them to feel like happy and able to carry out their job?</p> <p>PF: Biggest thing is to listen to them... Listen to them and see what their approaches are and allow them to fail. If they want to do something and it's within the realms of school and it's not going to cause too much hassle, <i>allow them to drive it forward</i> and work with them. But if it fails <i>help them move forward</i> to the next stage.... give them that opportunity for them to do what they feel is right for their kids because at the end of the day they are their cohort of kids and erm, they work with them a lot more than what I do. I oversee them and they know what needs to be done. For instance, the year 7 stuff and the year 8 stuff... right now... staff are coming to me saying can I do this and can I do that with them and the answer is yes because you know what <i>they need to move forward</i> and the benefit of that is the progress throughout the years as we are allowing them to do things.</p>	<p>Commented [M558]: Stark contrast to RM</p> <p>Commented [M559]: Does this stem from you not being given the same opportunity?</p> <p>Commented [M560]: Still a concept that raises its head....</p> <p>Commented [M561]: Autonomy to implement/ drive change</p> <p>Commented [M562]: A lot of this is built around trust. Clearly has a lot of trust in staff.</p>
PF 273-283	<p>MH: How would you describe like the ethos of the school... how does that compare for you, to under Derek to under Richard...</p> <p>PF: Well under Richard it was always to make the man out of these kids...to like manage their behaviour to get to this point and <i>control, control</i> the discipline of these kids.... Then under Derek it was to leave to do; laissez-faire type of thing.... Couldn't care less... in my view he didn't really have a type of plan for the future whereas what I am hoping to do is er... build that all-rounded young man who has that pleasant understanding and <i>flexible</i> approach to life and respects others and values others and has aspirations for something other than that's beyond south east Northumberland as there's a lot of factors that are holding kids back in this area....</p>	<p>Commented [M563]: PHILOSOPHICAL argument on leadership style – how do you provide the right climate for staff to develop and apply agency? SDT?</p> <p>Commented [M564]: Old school management of pupils</p> <p>Commented [M565]: Seems to go from one extreme to the other</p> <p>Commented [M566]: Still a plan in action</p>
	<p>MH: Is there any kind of wider things that are pressing on you... wider societal or educational things that are making you certain things... either enabling or restricting you as a leader?</p> <p>PF: The biggest thing at the minute is the budget... The <i>restricted</i> budgets are really holding us back erm...</p>	<p>Commented [M567]: Interesting that the whole conversation regardless of HT is about the pupils..</p> <p>Commented [M568]: CONCEPTUAL – how does society play a role in education and providing motivation/ opportunities?</p>
PF 287-306	<p>MH: How does this type of thing effect the role of the teacher? Erm... given that we are trying to restrict mobile phones and their use yet kids could learn everything they need to do... they've access to every single answer of every single question they could possibly think of on that phone yet we're</p>	<p>Commented [M569]: Recognition of previously</p> <p>Commented [M570]: Government agenda – conservati</p> <p>Commented [M571]: CONCEPTUAL – budget constraint</p>

PF 314-319	<p>restricting it. How do you square that circle if you know what I mean? They can teach themselves almost everything they need to know on phones yet we need to control them...Where do teachers fit into that paradigm; what's your thoughts on that?</p>	<p>Commented [M572]: Positive outlook</p>
	<p>PF: Its err a fine balance... it really is. I'd love to see a position where we could get kids using their mobile phones to educate themselves and others in a school environment. Sadly, the issue we have is the respect and understanding of the kids to use that technology appropriately in this environment isn't there. The problem we have is that we can't <i>regulate</i> that appropriately... I could think of nothing better than kids sitting in that environment with a teacher who inspires to educate themselves and others... it would be like a utopia; it would be absolutely fantastic.</p>	<p>Commented [M573]: Blockers in place.</p>
	<p>MH: Is that something then that you would want long term?</p>	<p>Commented [M574]: A desire to still control? An acceptance that we can't and pupils have a lot of power compared to previous</p>
	<p>PF: I'd love to see that. I'd love to see it to a point that maybe we should be looking at now like say a set of ipads with a strong teacher who can give the kids that opportunity but with <i>restrictive</i> technologies to allow that to happen... and in some sense we are doing that with the computers and access to the PC's and stuff... we are doing that but we're not <i>regulating</i> it enough to ensure progress.</p>	<p>Commented [M575]: Returns to that positive desire.</p>
	<p>MH: Again, just jumping on that there... how has the vision changed for the school...?</p>	<p>Commented [M576]: CONCEPTUAL: need to use technologies by desire to restrict. What is the purpose of teaching if all knowledge is located on the internet and easily accessible? How does this effect pupil's motivation?</p>
	<p>PF: The vision has changed because we're not... its gone from managing discipline to managing more discipline to managing academic and now we're at a point where its managing the social and emotional aspects of everything firstly to allow that to <i>dictate</i> the academic type things that come from it... and we're getting the nurturing side of things right which allows us to attain the academic stuff...</p>	<p>Commented [M577]: Statement depicts real passion</p>
	<p>MH: So what would you say the big positives are?</p>	<p>Commented [M578]: Repeated</p>
	<p>PF: Err, big positives are we are seeing the <i>younger kids move through progressively</i>... err we're keeping a lot of them on longer than we would have done in the past. We've got good attainment coming through erm, we've got some subject areas that are excelling and we've got to try and bring some other subject area's up to speed for them to excel. Positives are I think we've got a fantastic set of staff who I think are empathetic to the future of these kids and we've got a fantastic environment for them to work in... it's superb.</p>	<p>Commented [M579]: We have these now do we not? Or not the right staff in the right place?</p>
		<p>Commented [M580]: "restrictive" and "regulating" interesting mix with "love"</p>
		<p>Commented [M581]: A broad depiction of the schools educational and pupil journey over the past years.</p>
		<p>Commented [M582]: Real positives - particularly the attainment. This is in spite of your frustrations you mentioned above...</p>
		<p>Commented [M583]: Clear recognition of improvement needed</p>
		<p>Commented [M584]: Real change from RM/ DC's leadership</p>

Combining themes across transcripts		
Agents: Motivation, Collaboration, Relationships, Isolated Practice		
Location	Original Transcript	
CR 13-16	<p>...erm it was quite <i>isolating</i>. I think that <i>isolation</i> grew... it didn't get any better...</p> <p>MH: Was that something you picked up on coming into school... like at what point did you become aware of feeling isolated?</p> <p>CR: I didn't feel <i>isolated</i> myself coming in but by about Christmas I could see people working in <i>isolation</i> ... I was working in <i>isolation</i></p>	<p>Commented [M585]: Quite a negative comment.... Reflects her mood relating to lack of support. Isolation is an interesting word that comes up twice</p> <p>Commented [M586R585]:</p> <p>Commented [M587]: Loss of sense of self?</p> <p>Commented [M588]: Isolation comes up three more times. Stating she didn't feel isolated but was working in isolation.... Previously she stated "It was quite isolating" Maybe she feels negative now and this is a cause?</p>
CR 115	to anything in there in terms of their teaching.... I was in <i>isolation</i> ... you know at that time...	Commented [M589]: Disassociating herself with culture – lack of relatedness, lack of leadership or taking the path of least resistance?
PF 118-121	<p>MH: How do you think that panned out with staff on the shop floor? How did that leadership style make them feel?</p> <p>PF: Dis.... fractional. I don't think it was a good feeling. It was very; I'm here for myself and as long as I'm ok in my little unit or area then I'm ok. It doesn't really matter what the boss thinks as he's never really going to confront me with it.... It's just I come in and do this and move on...</p>	<p>Commented [M590]: Isolated culture....</p> <p>Commented [M591]: Was this across all staff or just you? Links to competency and leadership. This would certainly filter down to staff in terms of accountability...</p>
PF 182-183	. Because I never had anywhere as a deputy head to go to... to pass on or receive any support....	Commented [M592]: Certainly going to add to a split staff mentality and lack of consistency.
CR 18-20	... Erm I lost quite a bit of <i>motivation</i> erm, direction.. infact I would even question how to sort of teach in a sense... although I could stand there and deliver.... I kind of lost all of that inspiration because there wasn't sort of in any <i>discussions</i> or <i>conversations</i> and it was just like kind of... looking after kids....	<p>Commented [M593]: Feeling of isolation? Feeling unsupported....</p> <p>Commented [M594]: More negatives</p>
CR 93-105	<p>MH: Yeah, definitely, just thinking about this though because you said you were keeping control of the classroom and doing well and so how would you describe your motivation levels in those first couple of years?</p> <p>CR: It was, they were good... but I think that was based on... erm that was driven by having a new job... it wouldn't have mattered where I had gone it was exciting and it was something new. I had been working supply before and I had managed to get a full time job. There was a lot of personal things... issues that it had taken away like I was getting a regular income so I think that... I was just happy (laughter) so I think that was what was <i>driving me</i> along...</p> <p>MH: So what about when you realised things were going downhill and people weren't talking together and then me and you have started talking and you realised that what we had as a culture wasn't right?</p> <p>CR: Yeah, I think... looking sort of outside of the classroom a lot of staff were... it was becoming obvious that there was a <i>lack of motivation</i> and people's attitudes and some of the <i>comments</i> that staff would make... it was hard... it was hard to <i>challenge</i> someone who you work with everyday... about their attitude towards learning and their attitudes towards teaching... you know why bother teaching anything really good as they're not going to get anything... that's where I just started to go... eh... this doesn't fit with me...</p>	<p>Commented [M595]: Links to baby sitting comments, feeling isolated. Seems to link to previous comments regarding "no planning". Does she feel like she was just left? Loss of sense of self?</p> <p>Commented [M596]: Reasoning for previous comments that she appeared to be content working in isolation. Maybe she did realise it but was content because her needs were being met – personal/ financial...</p> <p>Commented [M597]: Possibly led her into this use of term from pervious question...</p> <p>Commented [M598]: Not really wanting to assign blame here – drawing collective responsibility but generally holding herself outside. Again, this is a leadership responsibility... She must feel unable to go deeper as if she was able she would go into further specifics. This theme has emerged a number of times...</p> <p>Commented [M599]: Sense of genuine frustration. However, if she was working in isolation would she not be...</p>

CR 108-115	<p>... what are you going to do... you cannot fight everything by yourself... You cannot change people's perceptions of teaching on your own..</p> <p>MH: And that's how you felt?</p> <p>CR: Yeah, so its like what else are you going to do? So I might as well just join them as well... what's the point? And that's where... I think that was a big part of where I ended up... that just became erm... more embedded in my practice as I was just like let's just go in the ICT room as its easier and I can control things easier from in here.... You know.... It was a cultural thing and I think a little bit of it was like nobody cares... but it wasn't like I didn't care... I did and I wanted to but it was like what difference would me caring make to anything in there in terms of their teaching....</p>	<p>Commented [M600]: Boom – directing responsibility toward SLT.</p> <p>Commented [M601]: More frustration</p> <p>Commented [M602]: More frustration</p> <p>Commented [M603]: Sense of taking responsibility for her part</p>
CR 116-122	<p>MH: Would you link that to people not working together in groups?</p> <p>CR: Aye, because people weren't working together and I'll be honest and as much as people didn't like the person.... There used to be an English meeting regularly and that was a little bit motivating because I would go... I better get my books sorted and it would make me think about what I was doing and whilst some people always had something to say he was always very positive with me and that really helped motivate me as well. Erm, kind of like when we talked too about the PBL.. But once it got embedded about not really caring and stuff.. that just kept going and I found it very difficult to keep on going and being motivated in that kind of climate..</p>	<p>Commented [M604]: Second time she has stated this – why?</p> <p>Commented [M605]: 2nd motivation comment</p> <p>Commented [M606]: A desire for a sense of accountability? Leadership craving?</p> <p>Commented [M607]: Appears again - motivation</p> <p>Commented [M608]: Forth time - motivation</p>
CR 130-132	<p>... but you know what it was one of the best times I had... with the kids.. the things that we did and the creative stuff that those kids came out with... well when I was still there I could still see it...</p>	<p>Commented [M609]: A lot of relatedness and connectivity in this answer – we, you and I. She appeared relaxed and positive of her memories.</p>
CR 145-146	<p>MH: How did your role as a teacher change in that period and how did that effect your motivation?</p>	
	<p>CR: I was more motivated, definitely.</p>	<p>Commented [M610]: 5th time</p>
CR 185-189	<p>MH: Its funny that though because you said you were feeling more related to what we were doing and how you saw us moving forward but there was a lot of challenge to your competence though wasn't there because you were trying to do something different from the past 15 years' experience...</p> <p>CR: Yeah, yeah... it was new and it was different so I was feeling <i>motivated</i> to change and kind of empowered to change and I think when you talk about... when you lose <i>motivation</i> when you're doing the same thing..</p>	
CR 222-228	<p>. But, I suppose it just made me think about how important it is to talk and stay connected as this affects how motivated you feel. If you're working by yourself, you don't really see how your work... is like... you know, like the same as or different to other people... You're kind of just left and isolated I suppose and this is a hard place to get motivated from and to become better and like.. you know... challenge yourself, start something knew and get excited...</p> <p>Hmmm, yeah so how did you feel about wider school in relation to your progress whilst all of this was going on?</p>	<p>Commented [M611]: Maybe she is unsure or maybe she hasn't really given the idea much thought...</p> <p>Commented [M612]: Feels like a reflective comment like she is still trying to work this out for herself. Interesting that she brings up "stay connected" and "motivated" in the same answer...</p>

CR 230-237	<p>CR: There was still all the <i>control</i> going on but I felt like I was doing something now which was <i>motivating</i> me.</p> <p>and when I thought about it, it kind of got a little bit frustrating because it was like, look im changing things and im completely out of my comfort zone; really trying to do things for the better, just for it all to not be continued and this was hard to take... so that was a bit of a bitter pill to swallow as it was like ok just do it for now but it was a shame <i>but</i>..... It was when that teaching and learning group was set up that then gave me, I don't know about other people because obviously it was new to them as well; that gave to me more hope. That they could be things done different. And you know what sometimes its just nice when you've felt like... on the bottom, do you know what I mean, and then there's people there who'll be like ill help you, do you know what I mean? Just to be a little bit better than you're perceived or how you perceive yourself to be for such a long time.</p> <p>MH: (laughter) How did the teaching and learning group impact on your motivation? Especially compared to previous..</p>	
CR 249-257	<p>CR: I felt more <i>motivated</i>. In terms of, there was more people to <i>share</i>. It was all about <i>discussions</i> for me. It was all about <i>talking</i> about it. It was about getting excited about things that you could try out and get thinking about... and I wasn't really thinking much about the learning I was mainly thinking about how much the kids will enjoy it because I think part of the problem with that kind of work is that you just cant predict the outcome. You can maybe get an idea of that the way I was teaching before (the PBL) but with this type of teaching (the PBL) you cannot. <i>But its exciting and I liked that. It motivated me. I felt related to you and some of the other staff who came to be involved afterwards. We were part of something to move the school forward and it was exciting again. It was kind of like getting back to learning again and you were being inspired if you know what I mean?</i></p> <p>those courses because id never gone on any courses, like in terms of special needs. Those 2 were very <i>motivating</i> as well.</p>	<p>Commented [M613]: Still a feeling of working in isolation. Sense of frustration with KS3 colleagues – relates back to this being a leadership and culture issue</p> <p>Commented [M614]: Interesting comment. The PBL seemed to develop her motivation to buck the cultural trend but she still felt in isolation. The group offered her "hope". Strikes me that maybe the group was more important than the PBL itself. Is this more evidence of her reliance on relatedness?</p> <p>Commented [M615]: Sense of relatedness returning</p> <p>Commented [M616]: Relates to her competence. Interesting that she opens with how "you're perceived" – does she feel that other staff don't rate her as a teacher</p> <p>Commented [M617]: Motivation arising again.</p> <p>Commented [M618]: Reasoning for improved motivation – relatedness?</p>
CR 279-280	MH: So, like freedom...	
PF 271-272	PF: yeah, for me that's imperative. Has to happen. They've got to be given that to <i>move forward</i> .	
CR 22-26	<p>MH: Because you were talking there about how it was when you first came in under DC's leadership and all of this was still happening so your talking about prior to...</p> <p>CR: Yeah, so obviously when you're starting a new job so for the first year, second year and I would say up until the third year I was there ... it was kind of new it was exiting... I was getting to know the kids... I had built really good <i>relations</i> with the kids which kept me sort of going.</p>	<p>Commented [M619]: Issue with PBL – maybe the reason why she hasn't fully developed it into her practice? Lack of control over it. Interesting that control was something she believes we need to move away from...</p> <p>Commented [M620]: Motivation arising again.</p> <p>Commented [M621]: Relatedness plain and simple.</p> <p>Commented [M622]: Autonomy is key</p> <p>Commented [M623]: Generally more upbeat now. This is also reflective of her conversation and body language.</p>
CR 65-80	<p>MH: And, was that good? Good for teaching and learning and good for the kids?</p> <p>CR: Then, then.... I thought that was great as I was in <i>control</i> but now... no (laughter) and that's the difference now since we did our work together with the teaching and learning group and the PBL <i>stuff</i>. Especially with all of the course <i>stuff</i> and that... I went on a course and er... this women she said this is the worst thing that you can do in terms of behaviour management because you're <i>controlling</i> their behaviour and I just never, never knew that <i>until</i> we started doing our work and going on these courses. She was <i>talking</i> different <i>stuff</i> like having one of these big balls and having one of them sit on there to have them improve their writing and core work and that stuff is just sort of thing where everybody gets more out of that <i>stuff</i>... like doing interesting cpd and <i>talking</i> about teaching <i>stuff</i> rather than like <i>right</i>; you sit there and ill <i>control</i> everything....</p>	<p>Commented [M624]: Feeling related to something/ someone seems to be a positive for her</p> <p>Commented [M625]: Is she relating her development to this relatedness. Feeling connected linking to competence? This is in stark contrast to previous feelings of isolation....</p> <p>Commented [M626]: Threshold concept – ping moment</p> <p>Commented [M627]: Desire for relatedness?</p> <p>Commented [M628]: Definite sense of a threshold concept – did she relate this to our relationship? Think this as our connector.</p>

CR 83-92	<p>MH: It's interesting that you talk about control of your classroom as you said you thought that was great...</p> <p>CR: This was for the first few years and I thought this was great... and er I was doing alright, kids were on task and it was calm and I was ok...</p> <p>MH: So at what point did you make that shift from "this is great, everything controlled" going to something different...</p> <p>CR: Well I think I had a conversation with you just by a complete accident to be honest as we'd never really talked much before and then we started talking about pedagogy and er... about special needs and about different things like that and then you passed me an erm... a couple of courses and both of those I have taken something away and one of those was about letting them move and if they don't move.... It impacts on their behaviour</p> <p>.... Erm so that kind of started from after talking to you really... I think it was just a random classroom chat thing really, we just got talking and you started on about that TED bloke and about all of the teaching stuff and how creativity is important and about how the education system is all about controlling kids and making them fit into schools so we can make them learn certain stuff that we have to teach them for exams and stuff... it was really interesting and got me thinking about what I was doing and how I was part of that too without really thinking about it much.... Well until then anyway....</p> <p>MH: How did that make you want to change your practice and what kind of impact did that have on you and your motivation levels?</p> <p>CR: I think what it was was erm... I do kind of think the right things like when I was talking to you about education stuff and when I was going on those courses you sent me it was like a big confidence thing for me... It was like what my idea is, what my vision is, is the same as somebody else's and that's quite reassuring... especially when you're working in isolation.... I kind of felt we had a connection on stuff and kind of related in our thinking if that makes sense?</p>	<p>Commented [M629]: You don't know what you don't know!</p> <p>Commented [M630]: Linking to initial feelings of isolation – seems to dismiss them here. "this was great" – was she content to work in isolation originally or does this indicate that she maybe didn't recognise that she was or recognise the negative side of it until later?</p> <p>Commented [M631]: Interesting that she takes ownership over this – "I had" not we had.</p> <p>Commented [M632]: Does chance seem to play a big role for her?</p> <p>Commented [M633]: Strange that we hadn't given we're such a small school. Reflective of wider culture? Probably.</p> <p>Commented [M634]: Associating me in a relatedness/ competence and leadership capacity...</p> <p>Commented [M635]: Collective ownership over conversations now</p> <p>Commented [M636]: Catalyst for thinking differently – was this her threshold concept like it was for me?</p> <p>Commented [M637]: Indicates now that she recognises that she was working in isolation and it appears to be a negative connection</p> <p>Commented [M638]: Interesting here that she is bringing up confidence being brought about by CPD and feeling a sense of "connection on stuff" and "kind of related in our thinking". Seems relatedness and competence are linked together for her. Isolation comes up again – she doesn't see this term in relation to autonomy and this makes me think relatedness is her main driver....</p> <p>Commented [M639]: Seeing me as a leader</p> <p>Commented [M640]: Interesting sentence – stark contrast to previous answers of isolation. Further sensing relatedness is key to her.</p>
CR 107-108	<p>MH: And this is when in relation to our chats?</p> <p>CR: This bit is after... we started talking and I went and started learning loads on courses ... I think as well and I'm going to be honest when you're not getting any support and you feel like no one's listening to you further up...</p>	
CR 123-130	<p>MH: You were saying we started talking so at what point did you realise you wanted to change from... this mindset... what prompted it?</p> <p>CR: Well you took over, well it felt you just started too with the teaching and learning and then we started working on the PBL not long after we started to chat quite a bit... maybe a few months and I think you got promoted to the senior leadership team around about then too.... And then it become erm....things started to pick up then because we started to talk a lot.. about school, education and then onto the PBL and it just got a lot more exciting again because it was like right im going to do this and then this... and I don't really know what I was doing if I'm honest (laughter)...I didn't have a clue as I was well out of my comfort zone and depth I felt like but you know what lets just give it a go</p>	
CR 169-179	<p>MH: Yeah.... Defo... How did our relationship grow throughout this period? You aid earlier on that I was probably the prompt for you thinking differently..</p>	

<p>CR 178-184</p> <p>CR 189-208</p>	<p>CR: I think it became then... a little bit more personal and that added another dimension to our <i>relationship</i>... cause I could then... I could remember saying to you ill just write down what I was thinking because I didnt want to be picking out what I thought you wanted... so that... I was kind of like opening up to you my madness if you like! So it was just like a bit more on a personal level.</p> <p>MH: Why did you do that? Because its always hard to let someone in isn't it?</p> <p>CR: I think probably because I knew that we had the same vision and the same commitment to education and the same commitment to learning.. you know... it all... you realise its all genuine. So when I go like... I haven't got a fucking clue what im doing; you don't go arrr don't be stupid because you will because you know and you get it you know what I mean? Its like when we started <i>talking</i> about.. well you to start with, really started <i>talking</i> about why are we doing this</p> <p>MH: So having that dialogue with someone you respect who has similar kind of...</p> <p>CR: Yes! Just like the same ideas and vision and I don't really think about a particular subject.. I just think about education and you started to <i>talk</i> about big picture education stuff and I liked it, you know what I mean. Yeah, I would say that's massive, like huge. <i>Being related to something, like a person or a vision or.... Yeah, you've gotta have like..</i> it would have to be like... you would have to have something like education; yes you're a teacher but you get all sort of types of teachers with all sorts of different ideas about what being a teacher is but its feeling like you're valued and you can <i>relate</i> to who or what is going on around you as that what makes you feel kind of like special in a way... like <i>connected</i>.</p> <p><i>when something new comes along and someone erm wants to work with you and do something and has that relatedness if you like then you're prepared to take them risks..</i> you know what I mean? I suppose because you know that the other person (you) is not going to go.. well CR that's not good or you know.. you're just prepared to do it because <i>you're not frightened</i> of then going; I'm struggling, help me a bit please... or have you got any ideas about this its... its... much more transparent...</p> <p>MH: So, the PBL was going good but im kind of sensing there's more to talk with the reflection work?</p> <p>CR: Yeah, yeah, definitely. More the <i>chats</i> we did and its like that's what confirms to you that that yeah, you're getting it and you're developing.. I mean you can <i>talk</i> to someone else but at least we've got the same kind of ideas and investment in change and that's massive; well it is to me like.. Its like say if I went for a job and you were the head and I said something and in your head you thought yeah, I think the same then aye, I would probably get the job and I'd be in the right school... does that make sense?</p> <p>MH: Yeah, yeah, so you're saying then that what is key to this?</p> <p>CR: <i>Relationships. Absolutely for me.</i></p> <p>MH: What to? To...</p>	<p>Commented [M641]: Interesting comment as she often answers questions with questions appearing to be looking for confirmation off me</p> <p>Commented [M642]: Quite a playful use of the term – indicating trust and relatedness? Maybe referring to the need to be a bit mad to teach in this environment? Playful indicates confidence and familiarity to share?</p> <p>Commented [M643]: She mentions personal x2 and relationship in this answer and came across as sincere. Making reference to a particular conversation we had together supports this theory.</p> <p>Commented [M644]: Interesting use of “think probably” – indecision?</p> <p>Commented [M645]: Repeated use of “same” support a connection/ relatedness in our relationship. Also related use of “genuine”.</p> <p>Commented [M646]: Her use of language emphasises her level of comfort but also exercises her challenge in confronting change!</p> <p>Commented [M647]: Language over-emphasising need for relatedness to people.</p> <p>Commented [M648]: Driver for motivation increase?</p> <p>Commented [M649]: Interesting comment in relation to her previous challenge over what the role of a teacher is. [...]</p> <p>Commented [M650]: Another example of temporal growth – previously she stated she “might as well just join [...]</p> <p>Commented [M651]: Seeking approval or trying to connect to me?</p> <p>Commented [M652]: Seems to reflect her longing to relate to someone/ something. She appears to want to be [...]</p> <p>Commented [M653]: Unambiguous clarity. Quite rare in the interview. Talking, sharing, reflection and feeling [...]</p> <p>Commented [M654]: Exaggerated use of term for emphasis</p> <p>Commented [M655]: Does this example reflect her view of me as a leader?</p> <p>Commented [M656]: Again, unambiguous clarity.</p>
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CR 238-251	CR: To all of it. To the kids... primarily.... It all filters down to them...	
	MH: So is that important then in leadership to have that? Yeah you have professional relationships but to have...	
	CR: For me its gotta have that personal element. Not full on like (Laughter) you know like seeing everyone as you're besties and all of that but its gotta have that personal element and that trust and a bit of transparency where someone's like well I know you might mess it all up and I know you might get it all wrong... but that's alright because we can just go back and try it again in a different way... you know but you've got to be able to trust..	<p>Commented [M657]: "personal, trust, transparency" have emerged several times. Fundamental for her relatedness?</p> <p>Commented [M658]: Other send of spectrum compared to the culture she originally described in school</p>
	MH: What was the start of this? Like, how did the teaching and learning group come about?	
CR 259-266	CR: I think, I was talking about leaving and me and you had a conversation and you mentioned about a teaching and learning...you talked about setting up a group to help move the school forward and I thought that was good. And that was really like, that was like dynamic that group. It was just spot on. Everything about it; people were bringing things to the table, sharing ideas, everybody was just pushing forward for the same thing and it wasn't where it was like right you need to go and do this now, it was just like let's all just talk about education, let's just talk about what is out there.	<p>Commented [M659]: I recollect this was a conversation that happened after the T&L group started. She clearly felt very isolated/ under-challenged/ unable to develop for her to want to leave;</p> <p>Commented [M660]: Seeing me as a leader</p>
	MH: Do you think everyone shared the same values and what was the dynamic of the group?	<p>Commented [M661]: Interesting that this group appeared to bring together a lot of what she desired; she sounds content.</p>
	CR: Yes, I think for that group it was and I think this is the question that was sort of mentioned a few times. How you roll that out to others who aren't interested in change, how you get someone to get to come to meetings or groups like this when they're not interested, to work that out and solve it I'd give them next months wages (laughter). If they could tell us how to do that, I mean there's obstacles but how you solve that is difficult. Honestly, how do you er, get there?	<p>Commented [M662]: Frustration at colleagues/culture returns</p>
	MH: (laughter) How did the teaching and learning group impact on your motivation? Especially compared to previous..	<p>Commented [M663]: Who is she referring to by "them" and "they"? SLT (I was part of this by then; colleagues who she is referring too as needing to change, Governors?</p>
	CR: I felt more motivated. In terms of, there was more people to share. It was all about discussions for me. It was all about talking about it.	<p>Commented [M664]: Unsurmountable object? Reason for wanting to leave?</p>
	CR: Er,, I think... hmmm this is a bit awkward like bigging yourself up but erm...	<p>Commented [M665]: Motivation arising again.</p>
	MH: Do it... (laughter)	<p>Commented [M666]: Relates to previous comment where she appears to question her ability.... Does this reflect her growth in confidence/ motivation</p>
	CR: I think I had quite a bit of respect in the school so I think I was kind of able to go like "oh just come along" to some in the school who weren't quite so sure and this was great and they did and I think this helped the group. I think the group was good. Erm...	<p>Commented [M667]: You wouldn't state this comment if you didn't believe it.</p>
	MH: Do you think people saw you differently? Like with some of the contributions you made?	
	CR: I think they probably had more confidence in what we were talking about. Especially some of the more inexperienced one's, as they were a bit like what I was and it just sort of grabbed them	<p>Commented [M668]: Strength in solidarity.... Wonder who she is referring to when she says "they" – colleagues, SLT T&L group?</p>

CR 276-284	<p>MH: So what was the prompt to start wanting to join things together?</p> <p>CR: I think <i>taking</i> to you and erm about what we said really. Not about PBL at the start but <i>talking</i> about education... just about our own views of education and what was current at the time in education... this made me think that we were quite similar and I could <i>relate</i> to you...but I also..... when you also put me on those courses because id never gone on any courses, like in terms of special needs. Those 2 were very <i>motivating</i> as well. Erm, for very different reasons and they kind of made me buy-in. Then from there, that's were it... you mentioned doing the PBL and I was just like yeah. Because we <i>talked</i> and <i>shared</i> similar kind of values it built trust so I was like yeah ok then, lets do it. Then you started to give me loads of like journals and articles and stuff and it all came together and I felt quite excited to get started. Nervous of change..... but kind of excited if you know what I mean?</p>	<p>Commented [M669]: More relatedness information</p> <p>Commented [M670]: Developing competence and feeling wanted/ involved and valued</p> <p>Commented [M671]:</p> <p>Commented [M672R671]: Trust built on relatedness</p> <p>Commented [M673]: Developing confidence through learning/ reading – competence?</p> <p>Commented [M674]: Looking for confirmation or a sign that we are on the same 'page' and she feels confident in this</p> <p>Commented [M675]: Key components for her motivation</p> <p>Commented [M676]: Key components for her motivation again</p> <p>Commented [M677]: RELATIONSHIPS again</p> <p>Commented [M678]: Interesting – makes me think that she didn't believe some people were.</p> <p>Commented [M679]: Clearly she felt this was lacking for a long time – I agree. The T&L group/ PBL was clearly too late despite her positive comments.</p>
CR 296-299	<p>MH: So what are you saying is key to moving the school forward then?</p> <p>CR: Just <i>being open and working together</i> and <i>being honest and willing to try things</i> and that comes from <i>talking together and being...</i> er like <i>having trust and common ground on education</i> and <i>having positive relationships</i> where you can <i>relate</i> to people and what you're doing together it think</p>	
CR 308-321	<p>MH: So, what would you say is your biggest motivational factors... what motivates you to drive these type of things forward? What would you need in your workplace to want to come there everyday and really enjoy what you do? And work there feeling really happy and fulfilled?</p> <p>CR: I think er, <i>relationships are key</i> like I said. Kids that want to learn (laughter). That'll take the stress off... I'm not doing this for nothing!! (Laughter) Erm, I think and I don't know if this is right or wrong but just a positive working environment where you're around <i>good people who have the same work ethic</i> and who have views that are willing to <i>share, discuss</i> and be willing to be open about. Not all of the time but just when you're in the staffroom and classroom and that just be willing to <i>share, chat</i> and <i>talk</i> about what their thoughts are. All like being <i>related</i> and being together....</p> <p>MH: Ha, ha. Thing is for me one of the things I thrive on is being by myself and just getting on with a role . Are you like this at all or are you at the other end where you need to work tightly together?</p> <p>CR: I think it depends as <i>since I've become more confident</i> and since I've come here I do all of the deadline stuff.... But I kind of like <i>control</i> too. But I like to be part of something... I want to be a part of something that's going to make a difference, part of something that I believe in, with other people who believe in it too. I like all of that joined-up responsibility and being <i>related</i> to something....</p>	<p>Commented [M680]: Evidence of growth</p> <p>Commented [M681]: Interesting that she reverts back to this yet consistently relates to a negative control culture.</p> <p>Commented [M682]: RELATEDNESS</p>
CR 352-357	<p>MH: Ok then, research, how has this impacted on you?</p> <p>CR: Yeah, not necessarily academic research but and ill mention again like going on course and that led to me doing that certificate in special needs so I suppose in that sense that's a lot of research in that area. I doubt I would have went on to do that without doing the PBL and other stuff with you... it was all about <i>challenge</i> really... At the time I wasn't feeling <i>challenged</i> and then we started to work and that <i>challenge</i> was there and that led onto other <i>challenges</i> and becoming better really... that impacted on my <i>motivation</i> and it made me more interested and wondering what's out there.</p>	<p>Commented [M683]: Desire to be challenged – to be linked to something/ someone and this developed her motivation</p>

CR 366-368	This is what, in the PBL and the teaching and learning group we managed to get around so we don't have that kind of <i>culture</i> and that all come through <i>talking, sharing and being open...</i>	Commented [M684]: Was this driven by the culture – of school/ of local area/ background. Surely some of these pupils had ability....
PF 32-35	MH: How would you describe the needs of the kids back then? You say a lot of behavioural issues but what were there needs? PF: The needs of them were certainly not academic... it was social interaction erm... very strong staff based <i>relationships</i> to even get them to even.... Engage in any kind of incline of academic learning stuff... erm... <i>relationships</i> with them was paramount....	Commented [M685]: Interesting as designation was for EBD – social won't come into designation for some time yet.. Commented [M686]: Relationships being key – little has changed with this
PF 77	so I think that's probably where... how you came in as the PE teacher.. which was a bit of a blessing to be honest..	Commented [M687]: Positive comment regarding my introduction
PF 97-104	MH: So what would you describe as being the key skillset I suppose for a teacher coming in? What kind of key ingredients coming in do you think and person needs to be able to survive? PF: I've been asked this question tonnes of times and I just keep referring back to when I did a seminar in Durham university... god in must have been 2008 and basically I turned around to 100 lecturers and just held up a mirror and set look at yourself because it is you that makes the difference and when you break it down into the qualities its erm enthusiastic, empathetic, understanding, <i>flexible</i> , you've got to be the mother, the father, the social worker the doctor.. every part of it really. You've got to have something you can give to those kids.... Erm you just can't hold onto any baggage. You've just go to appreciate the kids for what they are and try and work with every aspect of what they are..	Commented [M688]: Seems to be a threshold concept ping moment for him Commented [M689]: Interesting given how you described working in a culture that restricted this for some (not yourself).... Commented [M690]: Interesting that academic qualities don't appear in here. Was that not a priority for you?
PF 111-117	MH: Erm.. anything else you want to add on that side of it? Richard, school, kids.... Because we're heading toward Derek coming in now... PF: The only thing I can add to it is that as a leader himself with him being the way he was... he was never in a position to develop staff. His expectations for staff were: come in, do a job but it had no parameters... It was come in, do a job.. as long as I get no hassle... but even if he did he could never manage them. He never had it about him to say right this is what you need to be doing to engage the kids, to do the teaching and learning part of it and get the kids to progress, to get the kids to respect you and you to respect the kids. He never had any of that man-management...	Commented [M691]: Interesting that you said for "what" they are rather than "who" Commented [M692]: Having worked there for 17 years you must enjoy it Commented [M693]: Highlights the importance for competence
PF 122-124	MH: Was that a good place to work? PF: It wasn't. Not at all. I can remember doing training days and trying to inspire the staff and that but then you've got someone who's of that opinion not backing you up and supporting you it became very difficult....	Commented [M694]: Underpinning culture Commented [M695]: Reasoning for closed, control based culture? Commented [M696]: Importance of having a vision and a clear ethos from which to build a positive culture
PF 143-146	However, because I'd been trying to step up a little bit if not a lot.. I was trying to take <i>control</i> of things and trying to step things up and trying to use other staff to get them to set things up and sort of try and distribute the leadership type thing... so that it came to be an ownership across the board rather than just from an individual.... so we had quite an interesting time with Mr Cogle.. (laughter)	Commented [M697]: Competence issue Commented [M698]: Damning comment Commented [M699]: At least you are trying to make us ...
PF 177-180	I think staff were... they started to become quite erm... what's the word..... difficult to find a word but respectful of what I was doing and like wanted to work with me and I think they saw me as someone who they were happy to work with and move forward with regardless of who was labelled as the head.	Commented [M700]: Was this because you were given ... Commented [M701]: Was this you developing your styl ... Commented [M702]: Seems like you continued in the ... Commented [M703]: We as in the school? Commented [M704]: Becoming the HT in earnest really ...

PF 184-193	<p>MH: mmm, what about teaching and learning and curriculum and timetable and stuff. How did that develop through Derek's or I suppose your leadership really at that time?</p> <p>PF: Erm... A lot of bits and pieces changed but its obviously when you were part of like discussions I was having and there was other staff... trying to think who else was here at the time... Dave Elliot contributed a lot so I was getting a lot more contributions from other people who were saying you know what about this... what about that and I was like saying you know we're going to do this and that but I'd like to think that it was a bit more of a team thing but there was times where id say you know... I suggest we do this so I was trying to do the distributed leadership but also lead at the same time... but for the benefit of the staff.... I've always thought that the staff are critical in this place. Without their good will as well as their respect and empathy for the kids and staff we can't <i>move anywhere</i> and trying to keep them as a unit was what I wanted to achieve....</p>	<p>Commented [M705]: First comment regarding me and school improvement. First emergence as a leader from PF's perspective?</p>
PF 214-217	<p>and a lot of the stuff you were talking about was fitting in with how I felt things needed to change in school and erm... it was just good bouncing off you and you could see it was all working and fitting into place and you knew what you were talking about... this was the right thing to be doing and we seemed to have it all covered....</p>	<p>Commented [M706]: Good description of his leadership style - distributed</p> <p>Commented [M707]: Developing relatedness</p> <p>Commented [M708]: Relatedness in effect</p>
PF 222-225	<p>Not by myself though... I've never seen it as I could do this by myself, it's always been I could do this with the team I've got around me and I think that was the inspiration. I didn't want the school to go into the hands of somebody else who would destroy the team and I think we've got an excellent group of staff who are here for the right reasons and want to do what's right for the kids.</p>	<p>Commented [M709]: Demonstrating competence</p> <p>Commented [M710]: Everything??</p>
PF 249-257	<p>MH: How do/ did you find managing that change?</p> <p>PF: I loved it... do love it because I think most staff are totally on board with it... and what we are trying to do and the reasons for it because it's the mental health and wellbeing of the staff too at the end of the day and I think we are giving staff the opportunity that... which is a better position to be in and erm... by not <i>enforcing</i> these changes but requesting and working with staff on these changes.....</p> <p>MH: Do you think then that staff felt better now about coming to work... felt less isolated.. going back to early days?</p> <p>PF: Yeah, without a doubt yeah.... Staff felt at the time, in my view very comfortable... because they knew they'd ask a question or they'd ask something of me and I would respond to them immediately. I was supporting staff and staff were really interested in doing stuff for the benefit of the school.</p>	<p>Commented [M711]: Distributed leadership as a philosophy</p> <p>Commented [M712]: Relatedness appears to be key?</p> <p>Commented [M713]: Collective responsibility / distributed leadership. Building a school around relationships.</p>
PF		

24. Appendix D

MR M HUTCHISON

Doctoral Studies - Letter to confirm change of research focus and agreements given
16/11/21

[REDACTED]

Following our discussions concerning changes to the focus of my research and thesis I write to clarify the following points:

- You had previously agreed to participate in an earlier version of my research which focused on the impact of a PBL intervention.
- As the focus of this research changed you then verbally agreed to continue your participation in this edited version which sought to understanding my development as a leader in school.
- As part of this shift in focus you took part in an interview where you answered questions in relation to your interpretation of our school's development in recent years. This interview included various questions relating to school culture, wider education and my leadership development.
- You were informed that data taken from your interview was to be analysed using IPA and verbatim extracts were to be included in my thesis as discussion points. You were informed that any references to pupils, colleagues or yourself would be anonymised.
- You were also informed that your participation was voluntary, that you had the right to withdraw at any time without the need to explain your decision and you were made aware of how to withdraw, halt or make any complaint.
- You were also informed that all data collected would be handled confidentially, stored safely on an encrypted hard drive and that any safeguarding or confidential issues that arose would be dealt with as dictated by school policy.

Should you be satisfied that all of the above is correct and you continue to consent to your involvement in my research please sign below.

Date:

Name:

Signature:

Yours Faithfully,

M. Hutchison

25. Appendix E

Temporary Deputy Head Teacher Application

Dear [REDACTED]

I am writing to you to apply for the temporary deputy head teacher's role that you discussed in briefing on 16/3/18. I see this as an excellent opportunity to help you to continue to drive our school forward as well as an exciting promotion that will enable me to take the next step in my career. I believe the following brief points make me an excellent candidate for this role:

Leading by example – Pupil progress, both academic and holistic are the top priorities of school leadership. I believe the most effective school leaders are those who can inspire colleagues and pupils with their ability and track record of delivering outstanding pupil progress. PE's recent GCSE exam results are one good example of my management ability in this area.

Positive pupil rapport – Teacher: pupil relationships and teacher credibility in the eyes of pupils are key drivers for positive pupil outcomes. Our pupils are very perceptive about knowing which staff can make a difference in their lives and I believe I command this respect from them. I highlight my long term behaviour management record (minimal incidents/ restraints) and ability to run effective assemblies as key examples of this in practise.

Effective working relationships – A central task of school leadership is to improve staff performance. I believe my experience and knowledge in 3 key areas are paramount to making this happen:

1. *Building and sharing a vision* – I am a huge believer in personalising education and although we have made a lot of progress in this area over recent years we still have a lot of work to do. My recent intervention work is a good example of me being able to motivate staff around a shared vision. I also believe we have an effective working relationship built around a lot of shared values and this will be a key feature for driving our school forward.
2. *Understanding and developing people* – Integrating the functional aspects of school with staff's personal goals are fundamental to maintaining an effective team. I believe my performance management of staff including observations and high quality feedback as well as a lot of the less formal but more effective 'targeted staffroom chat' I engage in position me in an excellent position to influence staff.
3. *Managing teaching and learning* – Classroom teaching is the number 1 positive influence on pupil learning and it's an area we have made good strides in over recent years. My academic knowledge and ability to lead by example put me in a strong position to influence the changes that need to continue to happen to drive this area forward. Curriculum development, the building of collaborative cultures, the monitoring of teaching and learning and providing teaching support are areas where I can make large developments. I have already made small curriculum changes to develop pilot interventions; I have begun to develop a collaborative culture in English and Literacy amongst staff; I have supported staff through numerous intervention and PM driven observations and I have provided personalised support to staff to afford them the environment required to succeed.

Capacity for growth – I have developed immensely over the past 6 years as a practitioner based on the experiences afforded to me in school and through my own commitment to professional development. In recent years I have been given the platform to begin using my academic knowledge to influence change and this is an area I need to continue to progress. I can make a significant impact on developing and driving forward a shared vision of where we want our school to be in 5-10 years' time.

I think we should be bold in our expectations as I believe we have a huge capacity for growth with the right staff in the right positions. Given my passion for the school, my teaching and management experience, as well as my academic knowledge and staff influence I believe I am an excellent candidate for this position.

I look forward to your response.

Kind Regards

Mick Hutchison

26. Appendix F

[Redacted]

PERFORMANCE MANAGEMENT PLANNING AND REVIEW STATEMENT

ACADEMIC YEAR 2018 - 2019

CONFIDENTIAL

Reviewee's Name		Reviewer's Name	
EVALUATION OF PERFORMANCE ON PREVIOUS CYCLE			
Assessment of performance for the PM cycle just ended:			
Recommendations for pay progression (where Reviewee is eligible):			
PERFORMANCE MANAGEMENT PLANNING FOR THE NEXT NEW CYCLE			
Objectives for the next cycle. (For teachers including an objective linked to the school improvement/development plan, pupil progression, departmental progress, learning & teaching):			
<ol style="list-style-type: none"> 1. Whole School 2. Subject Specific 3. Personal 			
Teachers Standards The Reviewee is continuing to meet the Standards <input type="checkbox"/>			
Extent, pattern and focus of planned lesson observations (as appropriate):			
Other evidence to be used.			

Support to be provided.

Autonomy: What kind and level of support/ direction/ freedom do you need to be effective in your role(s)?

Competence: Have you got the right level of knowledge/ training/ ability to carry out your role(s)? What support do you need in these areas?

Relatedness: Do you feel a sense of purpose in your role that links to the wider picture in school? Do feel you and your work is a valued and integral part of school?

Timescales for completion.

Reviewee comments.

Reviewee signature

Date : _____

Reviewer signature

Date : _____

TRAINING AND DEVELOPMENT ANNEX FOR _____

27. Appendix G

5/07/2018

Teaching and Learning Report 2017-18

Lead: M Hutchison

Summary

The Senior Leadership Team (SLT) was restructured in 2017/18 with Mr M Hutchison taking responsibility for teaching and learning and [REDACTED]. Teaching and learning is GOOD and we have made significant improvements in pupil outcomes compared to previous years. Our 2017 GCSE results were our most successful ever and we are confident this will be developed further in spite of the impact of recent exam reforms. We have increased accountability in teaching staff by identifying subject leads in English [REDACTED] and Maths [REDACTED] and by increasing the number of book scrutiny sessions. This is further supported by the development of a new whole school assessment policy which will begin being introduced in September 2018 and is designed to ensure parity of assessment data across subjects. A teaching and learning group has been introduced and this team is tasked with improving the quality of teaching and learning across the school through evidence based practice and supporting the whole school drive towards personalising pupil's educational experiences. In terms of pupil progress the introduction of targeted literacy, numeracy and pastoral interventions which address particular pupils in need are having a positive effect on closing their progress gap. Furthermore, the expansion of additional GCSE classes for our most-able pupils across core subjects is another success and is a key driver for our pupil engagement and attainment progress. Community engagement has also been expanded through the introduction of community projects led by [REDACTED] and this is having a positive effect on pupils wellbeing and school: community links.

In summary; teaching and learning is good and is being progressively moved forward. We are driving forward change to our assessment policy to ensure uniformity across the school and we are increasing accountability to ensure data is used effectively to support improved progress for all of our pupils. Our outcomes at KS4/5 are our best ever and this is reflective of our good teaching and our development of a more personalised learning journey for our pupils. As we move forward the following 7 areas are identified as key:

Areas of Development

1. Assessing, monitoring and improving quality of teaching
2. Book scrutiny
3. Extending MAT pupils
4. Improving literacy
5. Improving numeracy
6. Develop pastoral support
7. Personalising the curriculum

1. Assessing, monitoring and improving quality of teaching

Current: Based on performance management observations our teaching across the school is rated as GOOD. This is based on the average score of 1.7 (1 = Outstanding; 2 = Good; 3 = RI and 4 = Inadequate) of all observed lessons (28 from 14 teaching staff – see Lesson Observation Overview) since recent SLT structures were implemented (Summer 2017). This judgement is supported by the SIP who conducted

5/07/2018

lesson observations with MH on 26.6.18. This is further supported by (1) increased number of pupils being entered for qualifications and (2) improvements in outcomes (i.e. GCSE grades – see Attainment Data).

Since the introduction of the new SLT progress has been made to standardise our whole school assessment policy. Previously, each subject had been free to implement their own policy and this proved difficult to monitor and assess across the school. In the Summer 2018 term Maths, English, ICT and PE have aligned their policies to ensure all subjects are now assessing pupils using numbers 1-9 with four sub-levels (Emerging, Developing, Secured, Mastered). KS3 'levels' encompass NC requirements and are similar to the previous 'APP' policy. KS4 pupils who are following GCSE specifications transition to 9-1 predicted grades. Those that don't progress to GCSE specifications follow their own subject specifications (i.e. NOCN BTEC) or continue to be assessed against the 9-1 NC/ APP framework.

In relation to the timetable we have made some significant improvements in the last 2 years. The introduction of additional GCSE classes and a general shift to personalise the curriculum has improved pupil engagement, progress and attainment. The introduction of a 'year 8 teacher' has also assisted in the transition of our pupils out of the Year 7 primary curriculum.

We have also significantly improved our level of parental engagement through our termly Parent Partnership days (PPD) (for which in part we received the Parent Partnership Award) and the related personalised assessment policy this development has facilitated. In short, this policy relates to the individual behaviour profiles which assess and monitor pupil's holistic development. Targets are set through the triangulation of staff, pupil and parent/carer views and provide a basis for dialogue for our PPD's. They have proved very successful in improving staff: pupil: parent/carer relations and are a key driver for wider pastoral support and more holistic pupil progress.

We have also increased our level of community engagement through our vocational staff and their landscape based community work. This is improving pupil engagement in school and assisting in developing a positive social culture in our pupils. This work adds to our general philosophy of teaching pupils outside of the classroom (DofE, PE and availability of 3 buses).

However, we still have some challenges to overcome. Some of our subjects lose consistency and lack credibility in the eyes of pupils i.e. RE and European Studies. The lack of lead teachers for these subjects and the timetabling of numerous members of staff also hinder consistency and effectiveness.

Moving forward: We need to build on recent outcome improvements by continuing to improve the quality of teaching and learning. As we develop a more personalising curriculum that better suits the needs of pupils we need to develop our whole school pedagogy. We have recently introduced a Teaching and Learning Group (MH, [REDACTED]) which is currently looking at developing a whole school approach to developing and embedding a learning skillset which will improve pupils rate of progress and their level of intrinsic motivation. This will take the form of a group of skills that all staff will look to develop in all of their lessons i.e. PLTS. This is to be trialled in Autumn 2018 and rolled out whole school as soon as feasibly possible. It is likely that this framework will be integrated into the current lesson observation sheet to ensure staff are accountable for its implementation. This in turn should improve the quality of lesson's, pupil engagement and their ability to take ownership of the personalisation of their curriculum. The more personalised their curriculum, the more engaged pupils will be and this will ultimately increase their attainment.

In terms of whole school assessment Maths, English, ICT, PE and Science will ensure through moderation that their assessment policies are aligned effectively by the end of the Autumn term 2018. It is currently envisaged that assessment data will then be transferred to SIMS as a whole school policy and this will be

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overseen by subject leads. This data will then form the basis of termly progress reports by subject leads to the SLT. Once this process is secure the SLT will look to extend this policy across other subjects.

In terms of the timetable we are implementing a personalised KS4 PM slot which builds on our recent successful additional GCSE classes. All KS4 pupils will have the opportunity to select from various PM lessons each day which will include 'core' and 'vocational' subjects. This should increase engagement and improve progress and attainment. Each subject will also start the 2018/19 year with an identified lead who is accountable for all progress and attainment to increase staff accountability. Where possible subject delivers will be reduced to a minimum to improve consistency and some subjects i.e. RE and European studies will be encompassed under the wider scope of humanities and PSHE. PSHE will also take a much larger role in the curriculum to reflect its wider SEMH agenda.

In terms of our whole school pedagogy we are looking in the long term to restructure the school into 2 learning environments: (1) Structured learning for those still developing their skillset and (2) Independent learning where pupils who have the skillset and motivation, are able to access a fully personalised curriculum in an independent manner.

2. Book scrutiny

Current: MH, [REDACTED] and [REDACTED] form the 'book scrutiny team'. Five samples have been taken in 2017/18, two of which have been spot checks and one in conjunction with the SIP. Analysis (see Folder) demonstrates that although the standard has been mixed, but generally positive, it has improved steadily throughout the year. Introducing HoD's in English and Maths has made a big difference in those areas in terms of department consistency. This is something which is to be addressed across other subjects (having leads staff) in the new timetable. MH delivered staff training on 5/2/18 regarding Book Scrutiny Analysis (see doc) which highlighted good and bad practice and how we would be moving forward. Standards have risen since this session. One issue that has arisen from analysis has been the need to improve creative writing opportunities across the curriculum. Generally, our English outcomes fall below Maths and thus this is an area which needs addressed. The HoD carried out a half term creative writing intervention with positive results and this is will need to be developed further.

Moving forward: We need to continue carrying out termly book scrutiny reviews with [REDACTED] feeding back to Maths and [REDACTED] feeding back to English. MH will continue to oversee the remainder. Opportunities for creative writing type tasks will form a section of this scrutiny in line with a whole school drive. We also need to include the new form of assessment data with books to check correlation. SLT are to implement termly data reports where all subject leads are to present their assessment data for scrutiny. This will address the 2015 Ofsted statement which stated: "[REDACTED]" [REDACTED] This will make staff more accountable and thus increase pupil progress, feedback and attainment.

3. Extending MAT pupils

Currently: We have made huge progress since the March 2015 inspection which stated "[REDACTED]" [REDACTED] Outcomes have improved significantly and this reflects the progress of our MAT pupils i.e. significant improvements in GCSE/ equivalent outcomes (see attainment report). This is as a direct result of (1) the drive to personalise the curriculum through targeted GCSE classes in addition to the standard curriculum (see timetable); (2) improved quality of teaching in class driven by increased accountability, staff training and staff restructure; (3) improved engagement by pupils driven by

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increased staff: pupil relationships; and (4) improved culture in pupils who now recognise that GCSE A grades are achievable.

Moving forward: We need to continue to personalise our curriculum by (1) quickly developing, testing and implementing our whole school teaching drive; and (2) developing the PM timetable to offer personalised curriculum including our additional GCSE classes. The culture shift that has happened in some pupils also needs to be built upon through whole school recognition of accomplishments/ reward incentives. Although staff training and development has improved since the introduction of the Wednesday PM session, teaching and learning linked to outcomes needs to form a bigger role in these sessions. The T&L group will play a significant role in this drive and specifically the building of an evidence based curriculum in order to continue the improvement in the quality of our T&L.

4. Improving literacy

Currently: Improving literacy is one of our biggest challenges over the coming years if we are to improve our English outcomes. Book scrutiny analysis, outcomes, assessment data and pupil engagement all highlight the need for improvement (in particular extended creative writing). We now have a designated HoD and we employed an additional specialist English teacher to support the quality of teaching across the subject. Since the introduction of the new SLT the timetable has been revised and seven 1:1/ small group interventions are now running targeting pupils most in need as determined by the HoD. Additionally, we have recently purchased an ICT based literacy package (Lexia) which is currently being introduced to target small groups of pupils in need of additional support. This is being led by the HoD.

Moving forward: We are looking to employ a specialist English TA which will further support our progress drive. We are going to re-designate the current 'Literacy' session to a wider focus of 'Interventions'. Within this session literacy will be driven forward by English specialists through the targeting of specific pupils in need (i.e. under achievers and MAT pupils). English, as part of a wider whole school drive to sync our assessment policy across core subjects (in line with the new 9-1 grading system) is re-developing its assessment system to ensure all staff are marking and assessing pupils work in line with new guidelines. This is being led by the HoD and will improve consistency across the department. We also need to improve the opportunity for, and the quality of, creative writing across the curriculum. This will be addressed in part through the introduction of a whole school skillset framework and the related modification of lesson observation criteria to make staff more accountable for its implementation. The English department are also looking at ways to incentivise creative writing for pupils to improve motivation and drive forward progress.

5. Improving numeracy

Currently: Improving numeracy is another big challenge that we are currently making good progress in addressing. We now have a designated HoD and with 2 specialist Maths teachers in place we are well equipped in terms of staffing to drive forward continued improvements in numeracy. Since the introduction of the new SLT the timetable has been revised and four 1:1/ small group interventions are now running targeting pupils most in need as determined by the HoD. Additionally, we have recently purchased an ICT based literacy package (Mathletics) which is currently being introduced to target small groups of pupils in need of additional support. This is being led by the Maths department.

Moving forward: We are going to re-designate the current 'Literacy' session to a wider focus of 'Interventions'. Within this session numeracy will be driven forward by Maths specialists through the

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targeting of specific pupils in need (i.e. under achievers and MAT pupils). Maths, as part of a wider whole school drive to sync our assessment policy across core subjects (in line with the new 9-1 grading system) is re-developing its assessment system to ensure all staff are marking and assessing pupils work in line with new guidelines. This is being led by the HoD and will improve consistency across the department.

6. Develop pastoral support

Current: We have made significant progress since the introduction of the new SLT. The timetable has been revised and seven 1:1/ small group interventions are now running targeting pupils most in need as determined by (1) staff in daily briefings; (2) occurrences of bullying/ incidents/ restraints/ returns to school following absenteeism; and (3) SDQ scores. One member of staff [REDACTED] has undertaken a lead role to effectively manage and monitor pastoral intervention work carried out by staff. Pupils are assessed through SDQ's and this data is used to monitor pupil's SEMH. All work is reported via SIMS. We also have one member of staff [REDACTED] who is undertaking a counselling qualification and she is currently acting in a pastoral support role to parents/ carers in need. Our pastoral support is well received by pupils and parents and is a valuable asset supporting our whole school drive to develop better motivated, higher achieving pupils.

Moving forward: We need to build on the Summer 2018 terms work by ensuring capacity in the new timetable to continue the pastoral intervention work that has been introduced (for pupils and parents/ carers). We also need to include the work carried out in our Wednesday PM staff training sessions on an evidence based practice basis (i.e. SDQ scores, SIMS data) to continue to highlight positives and be critically reflective of the system. We need to place a bigger emphasis on PSHE in the new timetable by increasing the number of classes and effective staffing therein. We also need to rebuild a previous peer mentor system that used to be in place to improve the wellbeing culture in school.

7. Personalising the curriculum

Current: SLT are driving a curriculum personalisation agenda to improve pupil's engagement and ownership of their learning. This is an extension of (1) the KS4 option pathways that were introduced several years previous; (2) the positive introduction of additional GCSE classes and subsequent improved attainment; and (3) the personalisation of individual timetables to improve engagement. This has assisted thus far to (1) increase engagement (i.e. pupils see more purpose to their lessons and feel more involved in their education); (2) improve opportunities (i.e. more access to qualifications taught in an environment of like-minded peers); and (3) increase attainment of pupils involved (i.e. recent improvements in GCSE grades).

SLT is in the process of introducing a KS4 'options' afternoon (Summer 2018) where pupils have the opportunity to select from a range of core and vocational subjects that better suit their individual needs. This is to be extended to the new timetable for 2018/19. We are also in the process of compiling individual pupil progress files which will showcase each pupils learning journey throughout their time at AHS. This will provide a portfolio of evidence upon which to draw for reporting purposes as well as a live document with which to drive forward improvements in staff: pupil: parent/carer relations and pupil progress.

Moving forward: In terms of our whole school pedagogy we are looking in the long term to restructure the school into 2 learning environments: (1) Structured learning for those still developing their skillset and motivation for personalised learning; and (2) Independent learning where pupils who have the skillset and motivation, are able to access a fully personalised curriculum in an independent manner. As part of this

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process the SLT will introduce the KS4 options afternoon's in the 2018/19 timetable. This will be supported by the further development and curriculum integration of the recent community projects. The T&L group's whole school skillset framework (in development) will form a key aspect in this drive ensuring that there is a cohesive strategy across the school to ensure pupils are developing the right skillset to ensure they can make the most of a personalised curriculum. We also need to continue building the individual pupil progress files through the inclusion of evidenced progress.

28. Appendix H



Newcastle University

School of Education, Communication & Language Sciences

Research Ethics and Data Protection Monitoring Form

1. Research in Education and Communication often involves working with diverse populations and groups of people, including children, young people, adults, and often, individuals who may be vulnerable. As Students and Researchers in Social Science and Humanities, we should endeavour to protect these populations and maintain the integrity of our research, of our research communities, our partners, and all of those with whom we have professional relationships. In order to do this, we should be maintaining our own competence and standards of ethics by continually reflecting on and evaluating our research not just for its disciplinary excellence but also for its ethical rigour and transparency. As such, we should be doing this with constant reference to our internal and external research activities that should be conducted to the highest ethical standards. Furthermore, the University has a duty of care not only to the participants, but also to the researchers and the university, specifically in relation to:

- The safety and wellbeing of students/staff undertaking research
- The protection of the University's good name
- Adherence to any professional body or learned society guidelines/codes of practice.

2. Research involving humans by all academic and related Staff and Students in ECLS is subject to the standards set out in the Departmental Code of Practice on Research Ethics in the Research Handbook. The School of Education, Communication & Language Sciences Ethics Committee will assess the research against the British Educational Research Association's *Revised Ethical Guidelines for Educational Research* (2011). It will also adhere to the guidelines set out in relevant codes of professional practice, including the Royal College of Speech & Language Therapists, the British Psychological Society, and the National College for Teaching & Leadership. ALL research (including empirical, non-empirical, practitioner inquiry etc.) MUST apply and be approved by the ECLS Ethics Committee.

3. However, it is important to expand on the statement above, particularly in relation to Practitioner Inquiry (PI), a relatively common form of research in Social Sciences & Humanities, but one whose philosophy may lead to some confusion for students undertaking PI. A standard definition that is frequently used is that PI, as defined by Menter et al (2011), is a 'finding out' or an investigation with a rationale and approach that can be explained or defended for example through publication or viva or similar. The findings can then be shared so it becomes more than reflection or personal enquiry. It can be undertaken within the practitioner's own practice/ context or in collaboration with others. Within collaborative enquiry the group shares a common research question that can then be 'investigated' through different lenses to enhance knowledge creation and sharing within the group and beyond. As such, evaluation and reflective teaching are fundamental elements of practitioner enquiry if it is to have impact on the practitioner's practice and ultimately pupil experience.

So there are several points here that are critical to why we would require ethical approval for PI: first, the approach or the research is often shared with others, through discussion, dissemination or publication. This means of course that it is in the public domain and as such, must be covered by ethics. Second, PI often raises other ethical issues due to the potential social or relational implications of the study for pupils, for families, and/or communities concerned. Third, the re-use of any personal data (gained through

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discussion, reflection for example) requires ethical approval due to its potentially sensitive or possibly revelatory nature or if individuals can be identified from it. In short, although it is often viewed in standard ethical terms as a less clear area, there are very real and extremely important and valid reasons why PI requires ethical approval.

4. It is a requirement that prior to the commencement of all research this form be completed and submitted to ECLS Ethics Committee. The Committee will be responsible for issuing certification that the research meets ethical standards and will if necessary require changes to the research methodology or reporting strategy.

The application should contain:

- a. This completed (and signed) application form;
- b. Completed **appendix A**:
 - a. A summary of the research proposal. This should be no longer than one A4 page that details:
 - i. objectives of the study,
 - ii. description of the target cohort / sample,
 - iii. methods and procedure of data collection,
 - iv. data management, and
 - v. reporting strategies;
 - b. Outline of the interview schedule / survey / questionnaire / or other data collection tools (if applicable depending on the methodology you plan to employ);
- c. Completed **appendix B**: the participant information sheet (if applicable), and
- d. Completed **appendix C**: the consent form (if applicable).

Templates for the summary of the research proposal, the participant information sheet and the consent form are provided as **appendices A-C**. **Please include all the relevant documents above within one combined document**

Notes

1. There will be a monthly deadline for all Ethics applications. The deadline will be the 28th of each month, starting from April 2017.
 2. Applications received by the 28th of the month will be processed within a 2-week turnaround time i.e. approval letters sent out by the middle of the next month assuming no queries.
 3. Incomplete or poor quality applications (spelling, grammatical, formatting errors) will be returned without consideration. If there are queries and amendments are required, researchers will have 1 week to respond to these and the application will return to the same reviewer. Amendments should always be made using 'track changes'.
 4. Applications received after the deadline will go into the batch for the next month.
 5. No research should be conducted until ethical approval is obtained.
 6. Ethics applications cannot be retrospective.
 7. For non-empirical work, forms are still required, but the only sections to be completed are the general details, stating that the research is non-empirical. These projects will then be registered as non-empirical on the database and a confirmation letter sent to the applicant.
- **Please send all documents to: vic.christie@newcastle.ac.uk**

Application for Ethics Approval

Name of applicant	Michael Hutchison
Email address	michaelhutchison1982@icloud.com or m.w.hutchison@newcastle.ac.uk
Category [please circle]	PGR student
If "Other" please specify	
Programme	EdD part-time
If "Other" please specify	
Name of supervisor [students only]	David Leat; Susan Patterson
Title of research project	Introducing Project Based Learning to pupils with SEMH
Date of start of research [must be a future date]	NA – Sept 16.
Is the research funded?	No
Name of funder	NA
Name of Co-Is if applicable [staff only]	
Is this application subject to external ethical review?	It has already been through ethical review – I am just seeking some additions.
If "yes" please specify who	

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REVIEWER RESPONSE

Approve? Yes/no

Reviewer Comments

Reviewer signature

Date

1) a. Does the proposed research project involve data from human participants (including secondary data)?	Yes
<i>If 'no' please provide brief details in Section 10 of this form.</i>	
b. Is the research project <i>only</i> concerned with the analyses of secondary data (e.g. pre-existing data or information records)? If yes then please continue with Q6-10	No
2) Will you provide your informants – prior to their participation – with a participant information sheet containing information about the following:	Yes, already have
a. The purpose of your research?	
b. The voluntary nature of their participation?	Yes
c. Their right to withdraw from the study at any time?	Yes
d. What their participation entails?	Yes
e. How anonymity is achieved?	Yes
f. How confidentiality is secured?	Yes
g. Whom to contact in case of questions or concerns? <i>Please attach a copy of the information sheet (template available at appendix B) or provide details of alternative approach in Section 10 of this form.</i>	Yes
3) Will you ask your informants to sign an informed consent form? <i>Please attach a copy of the consent form (template available at appendix C) or provide details of alternative approach in Section 10 of this form.</i>	Yes, already have.
4) a. Does your research involve covert surveillance?	No
b. If yes, will you seek signed consent post hoc?	
5) a. Will your data collection involve the use of recording devices?	Yes (the amendment part - dictaphone)
b. If yes, will you seek signed consent?	Yes
6) Will your research report be available to informants and the general public without restrictions placed by sponsoring authorities?	Yes
7) How will you guarantee confidentiality and anonymity? <i>Please comment below.</i>	
8) Names will be replaced with letters i.e. Pupil A,B etc. The school will not be referred to in any text.	
9) What are the implications of your research for your informants? <i>Please comment below.</i> Short term: Pupils will be asked to reflect on their school experience. This may be positive or negative. This could draw out negative emotions and behaviours. All staff are trained to deal with these. Pupils will also have their standard curriculum adapted to incorporate the PBL. This change in routine may cause negative/ positive issues to arise. Pupils can withdraw at any stage and parents have been informed. All involved have been informed how to withdraw and who to speak to with any concerns. Long term: The research will allow the delivering teacher to develop her practise which in turn should improve the quality of education the pupils receive.	
10) Are there any other ethical issues arising from your research? <i>Please comment below.</i> See above. All original issues raised in the original submission were addressed and cleared.	
11) Please provide any additional information relevant to your application I am seeking additional ethical approval to add 2 interviews to improve data collection and analysis/ discussions thereof. 1 interview conducted by me with the teacher running the project to determine her thoughts and feelings about the project and 1 interview with 1-2 pupils involved	

in the project (including the teacher) to determine their thoughts and feelings about the project and how it compares to their normal school day.

Declaration

- I have read ECLS' Code of Practice on Research Ethics and believe that my research complies fully with its precepts.
- I will not deviate from the methodology or reporting strategy without further permission from ECLS' Ethics Committee.
- I am aware that it is my responsibility to seek and gain ethics approval from the organization in which data collection takes place (e.g., school) prior to commencing data collection.

Applicant signature* 	Date 04/07/17
Proposal discussed and agreed by supervisor [students only] Supervisor signature* 	Date 17.07.2017

**To enable electronic submission of applications, electronic (scanned) signatures will be accepted. Please note that typed signatures cannot be accepted*

Summary of the research proposal

- i. objectives of the study
To investigate the introduction of a project based learning approach to teaching year 7 pupils with SEMH.
- ii. description of the target cohort / sample
Pupils are 11-12 years old and have a statement of special educational needs/ Educational Health Care plan and attend a school for pupils with Social, Emotional and Mental Health difficulties (SEMH). There are 5 pupils involved in the project and their progress is compared to another year 7 group of 4 pupils who are in a different class taking part in a standard curriculum.
- iii. methods and procedure of data collection
This is an Action Research piece which involves me as the researcher and 1 teacher as the project deliverer. Pre and post tests are conducted on pupils involving (1) divergent thinking test; (2) NC levels where possible and (4) Strength and Difficulties Questionnaire (SDQ). Pupil's behaviour points are also collected throughout the duration. The teacher is also keeping a journal describing her journey throughout the project.

I am looking to add 2 interviews to this to provide some additional qualitative data. 1 interview conducted by me with the teacher running the project to determine her thoughts and feelings about the project and 1 interview with 1-2 pupils involved in the project (as well as the teacher) to determine their thoughts and feelings about the project and how it compares to their normal school day.
- iv. data management
All data is stored securely at school under password control.
- v. reporting strategies
Quantitative data (behaviour points; pre and post-test SDQ scores; divergent thinking scores; NC levels) is to be used for descriptive purposes to support qualitative data. All quantitative data will be represented as % descriptive data and used to support arguments formed via IPA from the teachers journal and both interviews.
Qualitative data (journal and interviews) is to be analysed using IPA broken down into themes that will form discussion points and conclusions in the thesis.
- vi. outline of observation/interview schedule
See previous schedules.

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