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**Submission for Degree of Doctor of Education in Education**

**November 2017**

**The Impact of Government Reform on the Conceptualisations of Professionalism in Compulsory Education in England; Considering the National Standards of Excellence for Headteachers and the Teachers' Standards through the Lens of Critical Discourse Analysis**

**Submitted by Nicola Jane Crossley, to the University of Exeter as a thesis for the degree of**
**Doctor of Education in Education, November 2017**

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Nicola Crossley

Signed: _____ Nicola Crossley

**In memory of:**

**Pauline Catherine Crossley**

**30 October 1950 – 20 December 2017**

**Abstract**

In recent years government reform has focused on the expectations of practice for professionals in the education sector. In the last three years alone, revised standards have been published for Headteachers and Teachers. But what model of professionalism do these standards seek to promote?

The focus of the work which follows is concerned with analysing the language used within such policies in order to evaluate whether conceptualisations of professionalism are altered over time, by charting the development of policy from 2004 to 2015 for the Headteachers' standards and from 2007 to 2012 for the Teachers' standards.

In exploring the language of the standards, the author will also consider the nature of professionalism and discuss whether any conceptualisation can ever be articulated which can produce certainty and consensus of understanding.

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**Acknowledgements**

My Doctoral journey has been long and arduous and for this reason, I would like to express my thanks to those who have contributed to its completion.

First and foremost, my Mum, Pauline, and my Dad, Peter, without whom a love of learning would never have been ignited and who instilled in me Mancunian grit and determination to never give up; regardless of the difficulties life throws at you. My husband, Russell, my children Kieron, Ethan and Oliver, my brother Stuart and sister Jennifer, who have quite frankly put up with anti-social hours, my absence at family events and have been forced to sense-check paragraphs on demand.

Thanks also to staff at the University of Exeter who have guided me; Dr Deborah Osberg, who took the time to get to know me and understand the difficulties I experienced along the way and to my supervisors, Professor Vivienne Baumfield and Dr Karen Walshe, whose honest feedback and wealth of experience, I have been fortunate to have benefitted from.

Finally, to all Teachers and colleagues, past, present and future, for whom the standards are written and who adapt and adjust to reflect changing expectations, let us traverse the two spheres of research and practice, so that collectively we can achieve a better understanding of Teacher professionalism.

# CHAPTER 1

# INTRODUCTION

The purpose of education is "to ingrain into the individual's working habits methods of inquiry and reasoning appropriate to the various problems that present themselves." (Dewey, 2016)

## 1.1 Structure and Organisation of the Thesis

The purpose of this thesis is to explore the impact of government reform on the conceptualisations of professionalism within compulsory education, considering the introduction and updating of education policy in the form of the National Standards of Excellence for Headteachers and the Teachers' Standards. For clarity, the timeframe of the study runs from January 2015 to February 2017; this is important to understand, as continual political change had the potential to render this an historical document even before I completed writing, such is the nature and frequency of change in the educational landscape; however, the themes and questions raised remain relevant and topical, as is exemplified in current debates on the nature of professionalism such as those raised by the Chartered College of Teaching and which will be discussed further within the *significance of the study*.

The structure and organisation of the thesis has been very carefully constructed and reflects my choice to undertake a professional doctorate rather than the traditional PhD route, due to my current employment role being firmly routed in practice; I therefore considered how I might use the thesis in the future to aid the continuing professional development (CPD) of others and to consider how I might reflect on key chapters, utilising the work as a textbook for reference. As a result, I have therefore included both a 'bibliography' to identify the wider reading undertaken and to signpost to the reader additional texts and research, which have been influential in framing my thinking, as well as 'references' of texts, which have been cited within this study. The aim therefore is to produce research of doctoral quality, but which also remains accessible for Teachers as my prime audience. The content and discussion should resonate with

Teachers, incite discussion and provide a springboard for further debate; exploring how government reform impacts on conceptualisations of professionalism.

In this chapter I will provide an introduction to the study being undertaken; considering notions of professionalism, whilst making clear the purpose of exploring perceptions and possible interpretations of government reform. I will provide a rationale, arising from my personal and professional interests and outline the changing educational landscape over time to indicate the nature of the problem.

In chapter 2, I will briefly establish the context of the study in relation to the current educational landscape in compulsory education in England and will highlight some of the issues of concern; particularly in relation to those which might influence policy development. I will highlight the significance of the study due to its topicality at the present time, considering the recent publication of all policy documents to be considered, including references to Ofsted[1] frameworks for inspection and I will acknowledge its relevance in contributing to current thinking and knowledge.

In chapter 3, I will reflect on current thinking through an exploration of the literature, considering what others say about the use of language in policy documentation and how this may be interpreted; a conceptual framework will be derived from the review of the literature. The structure of the literature review is aimed to function both as evidence of this framework, but also to frame my own understanding of wider issues, reflecting on my position as a current practitioner and selecting key pieces of literature, which may also help others in similar leadership roles, as they too make sense of an ever-changing educational landscape; in signposting these key pieces of literature I am therefore also providing other practitioners with a 'thought map' from which they can engage with key debates.

The literature is structured very deliberately to provide the reader with a significant consideration of Hargreaves' (2000) view of teacher professionalism

[1] Ofsted: Office for Standards in Education, Children's Services and Skills, who inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages.

depicted through “four ages”, followed by: 1) an underpinning dialogue which considers what the purpose of education is and therefore provide an understanding of my position as a sociologist, and 2) a selection of key pieces which reflect on teacher identity and an interpretation of government reform, including reference to analyses undertaken by other researchers on the impact of the teachers’ standards on professional practice, which are identified to provide a suitable framing for teachers to understand and engage with the key questions raised. To provide clarity, a brief summary will follow each literature source to show how the text has informed the development of the framework for interpretation.

In chapter 4, I will explain my methodological approach, which utilises Critical Discourse Analysis (CDA), and provide justification for its appropriateness in uncovering how language can be used as a form of social practice to establish and reinforce power relations through the professional hierarchy which exists in education; the methodological approach taken articulates my claim to originality and relevance. I will describe the research procedures utilised and comment on the validity and reliability of the approach. I will also consider the ethical dimensions of the study and potential challenges and will acknowledge the limitations.

In chapter 5, I will provide the results of my analysis in a clear, straightforward fashion (BERA, 2011) presented in a range of formats including graphs, charts and word clouds, as well as discursive commentary, in order to suit the needs and preferences of a diverse audience, so that a wider public understanding of educational policy and practice (BERA, 2011) may be achieved. However, due to the educational terminology used, it is recommended that the Headteachers’ and Teachers’ standards are readily available to the reader to ensure understanding of context. It should also be noted that due to the analysis comparing four original (but similar in content) documents, instructions and explanations are repeated; this has been done with purpose and to aid overall understanding from the belief that on reaching the results of the fourth document, explanations and lines of discussion will be familiar to the reader, thus allowing for a deeper engagement.

Finally, in chapter 6, I will provide a summary of my findings and consider the implications for policy and practice. As appropriate, observations will be made, with suggestions put forward on the implications for policy and practice in the future. In this chapter I will also provide a personal reflection on my thesis journey.

## 1.2 Introductory Preamble

In the section which follows I will provide the reader with an overview of my own professional journey, as this is relevant to my engagement with the Teachers' standards.

### 1.2.1 Personal Statement

My professional career commenced in 2001 as a graduate teacher of English at a secondary school in Milton Keynes. In 2002, I obtained Qualified Teacher Status (QTS) and moved to a secondary school in Coventry, where I became Literacy across the Curriculum Coordinator, then Head of English and later Director of Communication. In 2006, I moved to a secondary school in Nuneaton, Warwickshire as Assistant Head teacher and later became Acting Deputy Head teacher and where in 2009 I achieved the National Professional Qualification for Headship (NPQH). In order to gain wider experience prior to an anticipated move towards Headship, I became a Local Authority (LA) School Improvement advisor for Milton Keynes in 2010, where I had responsibility for primary, secondary and special schools 'causing concern' and was a lead researcher for LA-wide Special Educational Needs (SEN) audits. In 2012, I returned to a school-based role as the Deputy Head teacher of a Social Emotional and Mental Health (SEMH) Academy in Milton Keynes; during this time, I also completed training as an additional inspector for Ofsted.

Following a change to my personal circumstances in 2014, I became an Independent Consultant, undertaking a range of roles including that of Consultant Head teacher for an all-through Moderate Learning Difficulties (MLD) school in Milton Keynes and Consultant Principal for an 11-16 SEMH academy in London. During this time, I continued in my position as an additional inspector for Ofsted and trained as an external Pupil Premium[2] reviewer and Achievement Coach for schools nationwide.

At the time of writing in 2017, I have recently (since May 2016) returned to employment undertaking a non-teaching and higher leadership role as the Executive Director of Inclusion for a Multi-Academy Trust and have once again adopted schoolteachers' terms and conditions, albeit from an adapted

[2] Pupil Premium is additional funding for publicly funded schools in England aimed at reducing the attainment gap between those pupils identified as 'disadvantaged' and their peers.

perspective, for as a Director concerns such as the Working Time Directive, as one example, do not apply. As a result, whilst the Teachers' Standards underpin my role, my performance is not measured against them and for this reason my objectivity should be enhanced, but not guaranteed.

**1.3 What is professionalism?**

This question has formed many a debate over the years and continues to feature prominently, with academics asserting that this rather depends on the context. My thinking begins from a literary position of considering being 'professional' as an adjective, or being *a* 'professional' as a noun and then to 'professionalism' as a concept; however, I believe these three elements all require specific skills and/or attributes to be exhibited for an individual to be considered as such and therein lies the problem, for who decides what skills and attributes epitomise a professional disposition?

Arguably you can be a professional who acts unprofessionally and likewise you can act in a professional manner when you do not work in a job considered to be an archetypal 'profession'. So, when does a 'job' become a 'profession'? This question is further explored by Evetts (2003) who reinforces Larson's query regarding how a set of practices that characterised medicine and law became a rallying cry for engineers, accountants and schoolteachers now pharmacists, social workers, care assistants, librarians, computing experts, the police and the armed forces are claiming to be professions and to demonstrate professionalism in their work (1977, cited in Evetts 2003). The problem is highlighted further by Fox who states that professionalism means different things to different people. Without a language police, however, it is unlikely that the term professional will be used in only one concrete way (1992, cited in Evans 2008).

In considering this further, I began trying to categorise employment roles, so that I might be better able to articulate my own understanding. I found myself categorising according to 'profession', 'industry' and 'sector' and it was at this juncture that the exercise struck me as replicating the tripartite system developed as a result of the 1944 Education Act which introduced the 'Grammar', 'Secondary Technical' and 'Secondary Modern' system of schooling; a system that purported to provide parity of esteem, but which was

perceived as clearly hierarchical. I believe Evetts' approach is useful in explaining this in stating that professionals are essentially the knowledge-based category of occupations which usually follow a period of tertiary education and vocational training and experience (2003), thereby suggesting an existing hierarchy which is separated according to knowledge base.

From an educational perspective, Nicholas and West-Burnham consider the movement through a "Maslow-type hierarchy" (2016, pg. 190) identifying that a profession is characterised through integrity, dedication, discipline, specialisation, a sense of service.

| | |
|---|---|
| **Vocation** | A sense of being called, personal authenticity – moral and spiritual imperatives, altruism, sacrifice, service, passion and creativity – intrinsic motivation |
| **Profession** | Integrity, dedication, discipline, specialisation, a sense of service |
| **Career** | Personal growth, enhancement |
| **Job** | Diligence, honesty, 'a fair day's work', clear boundaries, short-term engagement – extrinsic motivation |

*Fig.1.1 Nicholas and West-Burnham (2016) "Different Levels of Engagement with Work"*

However, they assert that the real change in perception comes with the notion of being a professional as the concept of professional status has much in common with the language of vocation. For them, characteristics of *being* professional necessarily require a sense of duty, moral obligation or a high level of commitment (Nicholas and West-Burnham, 2016). This is problematic, as in todays' society, those undertaking vocational roles (and therefore exhibiting the characteristics deemed to be professional) do not necessarily achieve the same rates of pay or recognition of worth as those employed in a profession.

Day and Gu (2014) identify "the person in the professional", which produces "effective teaching", as one which "demands the engagement of the head (the intellect), the hand (pedagogical skills) and the heart (values, beliefs, emotions)" (pg. 34); this definition shares some similarities with Nicholas and West-

Burnham but also supports the presentation of educational professionalism (Biesta, 2015) which is considered in more detail within the literature review.

To explore the concept of professionalism further I was interested in reducing this down to a purely linguistic level and therefore utilised The Collins Word Banks Online[3] tool, which provides a database of terms and associated lemma based on the English dictionary; these associations are illustrated below:

**professionalism** *(noun)* WordBanks Online: English freq = 1,779 (3.22 per million)

| Lemma | Score | Freq |
|---|---|---|
| honesty | 0.267 | 3,588 |
| toughness | 0.251 | 1,263 |
| dedication | 0.249 | 3,136 |
| courage | 0.221 | 10,582 |
| competence | 0.217 | 3,130 |
| teamwork | 0.208 | 943 |
| perseverance | 0.204 | 792 |
| resilience | 0.202 | 1,395 |
| sincerity | 0.201 | 1,511 |
| integrity | 0.199 | 6,887 |
| composure | 0.195 | 1,858 |
| poise | 0.193 | 958 |
| willingness | 0.188 | 5,748 |
| compassion | 0.187 | 4,168 |
| self-confidence | 0.187 | 1,771 |
| humility | 0.186 | 1,506 |
| bravery | 0.184 | 1,943 |
| creativity | 0.184 | 4,465 |
| dignity | 0.183 | 5,757 |
| determination | 0.183 | 10,012 |

*Fig.1.2 Lemma associated with the term professionalism*

Looking at this tool, we can see that the connotations linked to 'professionalism' from a general perspective also identify some of the qualities, such as honesty, dedication, humility and integrity, which align with what Nicholas and West-Burnham (2016) assert are necessary in exhibiting characteristics of a professional; this perhaps also suggests that professionalism is inherent within the character of the individual and therefore represents an orientation towards values rather than learned skills. Of course, reducing the debate to a 'matching' exercise, utilising an online tool is unlikely to produce any depth of analysis, but it is, at least, an interesting starting point for discussion.

Within the literature review I will explore further the development of teacher professionalism through Hargreaves' paper *Four Ages of Professionalism and Professional Learning*. Hargreaves positions the debate alongside other professions which have been presented theoretically, in the image of those who

[3] https://wordbanks.harpercollins.co.uk

belong to them a strong technical culture with a specialised knowledge base and shared standards of practice, service ethic, commitment to client needs, long periods of training, and high degrees of autonomy (2000). This criterion of autonomy, Larson believes, helps distinguish professional from proletarian work (1977 in Hargreaves 2000).

However, this issue is not purely education-centric. A recent study into *perceptions* of professionalism led by the Health and Care Professionals Council (HCPC) and covering the perceptions of chiropodists, podiatrists, occupational therapists and paramedics in the UK identified that the data indicates that professionalism has a basis in individual characteristics and values, but is also largely defined by context (HCPC, 2014). In the same way in which the education profession is subject to accountability and scrutiny, it is the case that members of the HCPC also feel the same as much of the recent literature around medical professionalism has focused on professionalism as a competency, or something which can be taught developed, measured and assessed (HCPC, 2014).

Through the development of the research, which involved surveys and interviews of 112 respondents through 20 focus groups, summary findings suggest that rather than a set of discrete skills, professionalism may be better regarded as a meta-skill, comprising situational awareness and contextual judgement, which allows individuals to draw on the communication, technical and practical skills appropriate for a given professional scenario. The true skill of professionalism may be not so much in knowing what to do, but when to do it (HCPC, 2014). The conceptual positioning of professionalism provided here is perhaps too abstract to ‘sit comfortably’ within the educational landscape at this present time, hence the need for further research into this area.

In 2012, to coincide with the publication of the revised Teachers’ Standards, the teaching union ATL (Association of Teachers and Lecturers) released a position statement on behalf of its members entitled ‘Teacher Professionalism’. The purpose of this can be seen as a response to the then newly released standards and perhaps does not truly engage fully with the debate on professionalism; however what it does do is to provide suggested characteristics of that which might *typify* teacher professionalism.

The format of the position statement provides an overview of the importance of teachers and is followed by a series of bullet points in the areas of 'Initial Teacher Education', 'CPD and Professional Continuum', The Role of Higher Education', Government Policy, National Standards and Accountability, and 'Collaborative Professionalism', where the ATL "calls" for each of the bullets to be addressed.

The document identifies a number of key principles upon which teacher professionalism is based and reports these in bullet points. For clarity, I have categorised these into specific areas as illustrated below:

| Profession | Role | Professionalism | Values | Responsibility |
|---|---|---|---|---|
| A learning profession, which requires continual development of deep knowledge | Based on care for pupils | To exercise judgement on curriculum, assessment and pedagogy | Personal values to be balanced against responsibilities | To debate education practice |
| Draws on theoretical understanding and knowledge to adapt practice | To build relationships with pupils, families, communities and other professionals | | | |

*Fig.1.3 ATL Position Statement on Principles of Teacher Professionalism*

In summary, the ATL asserts that teacher professionalism is characterised by individuals possessing a deep knowledge, a caring nature, an ability to develop relationships with a range of stakeholders, the ability to exercise judgement, a sense of responsibility underpinned by moral values, and the ability to debate that which influences practice.

Added to this, is the assertion that there has to be a balance between teacher autonomy and appropriate accountability measures prescribed by government, (ATL, 2012) which is difficult to categorise as it is described as part of the key *principles* of professionalism, but is something over which the profession has no control.

Each of the examples above provide the reader with variations of what is understood by professionalism. For the HCPC, professionalism as a 'meta-skill' requires individuals to make judgements which inform their decision making; a point also reiterated through the characteristics identified by Nicholas and West-Burnham (2016) and illustrated through the associated lemma from a linguistic approach. This can perhaps go some way towards establishing a common understanding; however, the complexity arises when one attempts to apply these principles in varying contexts, thus resulting in divergence. One might therefore argue that government policy perspective *foregrounds* a focus on the measurement of sub-skills rather than autonomy and it will be interesting to explore this further through the data gathered as part of this study.

As a consequence however, the concept of professionalism is difficult to articulate in general terms; what we can perhaps agree upon is that conceptualisations are situated within the *experience* of the individual, which are contextual and subject to change. Therefore, research into the impact of policy on conceptualisations of professionalism is not only relevant in the current educational climate, but is essential in understanding how to ensure developments in education policy can produce the greatest and most successful impact for all the individuals it affects.

### 1.4 Rationale for the Study

As will be explored further in the *Significance of the Study,* the regularity of government reform is striking. Over the last three years, government reform specifically related to teachers has seen amendments and revisions made to both the standards for Head teachers and the standards for teachers, in order to address the changing educational landscape and ensure those within the profession are of the highest quality, so that our children can achieve the best that they possibly can; as Ball (1990, pg.3) asserts, "policy making in a modern, complex, plural society like Britain is unwieldy and complex." Some researchers, such as Goepel (2012) argue that this constant review of professional standards serves only to de-professionalise the profession, a view which will be explored further in chapter 3 through the *Literature Review*; Day asserts, however, that if reforms themselves continue to focus only upon raising the standards of achievement, without taking into account the changing conditions in which teachers teach and students live and learn, then they are unlikely to succeed (2007), and it is from this viewpoint that I position my rationale for the study.

Ball explores this further, reflecting on the experiences of teachers internationally and identifying that throughout Europe, the USA and Australia government-inspired and imposed systemic reforms in subject matter teaching have challenged teachers; in standards, curriculum, teaching and student assessment, in the governance of school,; and in the monitoring and inspection of teaching standards (Ball, 1990). Despite the years which have transpired since Ball's observations, this concern has not lessened – in fact, it has increased as the fervour of educational reform has increased.

The professionalism of teachers also continues to be a topic of interest, regardless of context and focus of reform; the debate is not subsiding but the line of argument has not really moved on since the research of Hargreaves (2000) and Day (2007) some 17 and 10 years ago respectively, suggesting that policy writers have not heeded the advice or considered the concerns raised. In addressing this and ensuring the focus of attention does not fade, researchers appear to have focused on the impact of educational reform *in general terms* on teachers, identifying that the changing educational landscape of reform is not

helping to maintain or increase a high professional status. However, I believe that there is now a need to consider *specific* policies and reflect on their impact on teachers if we are to be able to move forward in policy development, because the generic approach has not had the desired impact.

Part of the problem, I believe, is that the observations made within previous research have been too wide, as is seen in the examples given within the literature review from Evans (2011) and Goepel (2012); a point also made by Ball who found that abstract accounts tend towards tidy generalities and often fail to capture the messy realities of influence, pressure, dogma, expediency, conflict, compromise, intransigence, resistance, error, opposition and pragmatism in the policy process (Ball, 1990); so we now need to consider the specifics so that they can fully inform policy and practice in the future, based on context.

Arguably the consideration of *how* these standards impact on the conceptualisations of professionalism by those within education is not at the forefront of policy development; rather the focus on establishing the UK as a global superpower with a world class education system is what is considered as the driver. Indeed, a consequence of policy interventions from government has made education a priority in its attempts to raise standards through improving schools, teaching and learning (Day, 2007). This is recognised from the Labour government in 1998 which stated its goal is a world-class education system, (DFEE 1988) to the Coalition government of 2010 which identified that never has the quality of a nation's education system been more important than it is today (DFE 2010a), to the newly established, at the time of writing, Conservative government which is equally driven to establish the teaching profession in England on a par with the best in the world (DFE, 2015a) thus reinforcing the performative objective that we must learn from those countries which outperform us (DFE 2010). All of these governments identify the need for English education to be represented as a system which demands world-wide recognition.

It is perhaps the case, therefore, that the development of Standards and the application of them are in tension, for the writers may be producing policy which aims to meet the overarching aims of the government in creating the

superpower of the future, but the enactors of the policy, the teachers, are applying it in their day-to-day work, teaching the learners of today for multifarious roles of the future.

The current educational landscape, which will be explored further in Chapter 2, demands clear lines of accountability, as has been seen more recently with revisions to the appraisal system in England and an in-house quality assurance process driven by Ofsted[4], however it also brings with it a landscape of confusion and ambiguity with the introduction of new assessment structures and measures of performance across Primary and Secondary Education phases and so it is appropriate that policy makers should now consider how the power of language within policy can impact on conceptualisations of professionalism and consider also the impact this may have on practitioners who enact the role.

[4] Ofsted: Office for Standards in Education

### 1.5 The Nature of the Problem

"Teacher professionalism in England is constantly changing." (Helsby, 1999, pg. 93).

The education profession is constantly subject to policy reform, updates and change; all of which have a direct impact on pedagogy and practice – but which also arguably impact on what is understood as professionalism, the expectations around conceptualisations of professionalism and the standards which influence practice, as has already been highlighted within the earlier discussions around what professionalism is and the rationale for the study.

Government reform appears to have directed the education profession for the last 30 years since the 1986 Education Act and has resulted in a re-defining of what is meant by teacher professionalism (Day and Smethem, 2009). The aim of such reform has quite rightly been to improve educational standards and outcomes for all learners; however there is a suggestion that this has come at a cost, as will be explored further in the literature review, for reform may not always lead to renewal (Day and Smethem, 2009).

It could be argued that with reform comes pressure, expectation and accountability, which although also apparent in other professions, as we have seen in the accounts of the HCPC (2014), does not necessarily produce the same negativity. Day (2007) suggests the current organisational climate in schools is based upon distrust of teachers' ability to teach well without being subject to annual public assessment, evaluation and monitoring, and inspection of their work through a series of regulatory devices. Such a climate challenges notions of professional integrity. This therefore suggests that the nature of the problem in conceptualising professionalism is situated within the tension which exists between the positioning of autonomy and accountability and of the resulting disjunct which arises through policy; an issue which will be covered in more detail through the *Literature Review*.

When considering educational reform based on my 15 years of practice-based experience alone, I can name more pieces of reform than years that have passed. Indeed, Day identifies that for the past 20 years hardly a year has passed without some reform being mooted, negotiated or imposed in the name of raising standards (1997 in Day and Smethem, 2009). The brief timeline

provided within the *Significance of the Study* towards the end of this chapter illustrates this point further. From the National Strategies to National Challenge, from Performance Tables and changes to the National Curriculum as examples, the on-going list serves to highlight the amount of change that teachers have been subject to in the drive to raise standards overall.

Perhaps the nature of the problem is centred around the appropriateness of imposing external standards on the profession; particularly when they are perceived as check-lists of accountabilities and therefore risk de-professionalising the profession, as Evans (2003) and Goepel (2012) discuss. If it is the case that professionalism is inherent within the characteristics of the individual, as is suggested by Nicholas and West-Burnham (2016) and the qualities of integrity and moral obligation are examples of this, as additionally illustrated by the Collins Word Bank[5], then can it and should it be something which is measurable by a set of Standards?

Teachers, however, are clearly not the only professional body to have externally imposed standards to adhere to; professionals within Law and Medicine also have clear criteria and expectations of professional practice. Perhaps this is more socially accepted because the 'stakes are higher'; when lives are at risk – either through the protection of freedom or health, then perhaps this is an acceptable expectation and safeguard? This therefore presents an alternative interpretation to the nature of the problem, for if teachers are opposed to the external positioning of policy, is it because they do not see it as a 'high stakes' profession, which then questions whether it is a profession at all?

The positioning of the teaching 'profession' and the drive to raise its status is discussed further within the *Significance of the* Study; whilst the wider question of teacher professionalism and its development is explored within the *Literature Review* (Hargreaves 2000). However, the tension between autonomy and accountability is an interesting one; is professionalism defined when you have the trust to be autonomous or is it when you are subject to externally imposed standards due to the high worth of the role within wider society? Alternatively, is a profession established as such when it is trusted to develop accountability

[5] https://wordbanks.harpercollins.co.uk

measures which are monitored by its own professional bodies, as is the case in Medicine and Law?

Nevertheless, over the last three years in particular, the DfE[6] has published policy and policy updates which stipulate the standards expected for teachers and Head teachers; both of which have implications for practice. These are two key pieces of policy which are utilised for performance management, determining pay increments and informing recruitment and selection processes; they are also referred to in competency and capability procedures and are therefore seen as key documents utilised to 'hire and fire' those in the profession.

In the section that follows, I will describe the content of each of the Standards for the lay reader, so that a basic overview is established and which will ensure that the analysis of the texts which form the main body of the research can be better understood:

### 1.5.1 National Standards for Headteachers, 2004

The National Standards for Head teachers were developed by the Department for Education and Skills in 2004 and established around the articulation of six key areas which were identified as representing the role of the Head teacher. The 'Introduction to the National Standards for Head teachers' confirms the "widespread consultation" which occurred in acknowledging the "evolving role of headship in the 21st century" and the establishment of the Standards as a recognition of the importance of Head teachers who should be driven by three key principles:

- That they are learning-centred
- That they are focused on leadership
- And that they reflect the highest possible professional standards

(DfES, 2004).

The introductory preamble explains 'The Core Purpose of the Head teacher' as the "leading professional in the school". It provides a brief overview of who the Head teacher is accountable to and what the expectations are in terms of a

[6] Department for Education in England

strategic role; the description provided is generic in content but alludes to six key areas.

A separate page is given to the description of 'The Key Areas' which are described as "non-hierarchical", but which are to be "taken together" to represent the role of the Head teacher. The six key areas are listed as bullet points with no description provided; however, following the bulleted list the Standards advise that "whilst particular knowledge and professional qualities are assigned to one of the six areas, it is important to emphasise that they are interdependent and many are applicable to all key areas" (DfES, 2004).

The final page prior to the section on the six key areas is guidance on how to 'Use(ing) The Standards'. In this section, the generic nature of the "framework" provided which is meant to "inform, challenge and enthuse" is made clear. The guidance confirms that the use of Standards can be multifarious and that they can be used to support the recruitment process for new Head teachers, can be used for performance management purposes and can also be used to identify threshold levels for assessment within the National Professional Qualification for Headship (NPQH).

The remaining pages are given to each of the six key areas: 'Shaping the Future', 'Leading Learning and Teaching', 'Developing Self and Working with Others', 'Managing the Organisation', 'Securing Accountability', 'Strengthening Community'. At the beginning of each page a rationale is provided, which explains why this key area has been identified; this is followed by three separate bulleted sections which identify: 'Knowledge', 'Professional Qualities' and 'Actions'.

### 1.5.2 National Standards of Excellence for Headteachers, 2015

The National Standards of Excellence for Head teachers were developed by the Department for Education in 2015 and established around the articulation of four domains which have been identified as the "high standards applicable to all Head teacher roles" (DfE, 2015). The opening 'Summary' confirms the non-statutory nature of the departmental advice, but also that the document replaces the National Standards for Head teachers, 2004.

The ‘Purpose’ of the Standards is described to “define high standards within a self-improving school system”, but is to be considered as “*guidance* to underpin best practice” (DfE, 2015). The guidance also states that the Standards can be used to enhance personal development, inform appraisal processes, support the recruitment of new Head teachers and can also be used as a framework for training for middle and senior leaders aspiring to headship.

The ‘Preamble: The Role of the Head teacher’ which follows, confirms the “influential position” of Head teachers within society, as “lead professionals and significant role models”. It provides a brief overview of how they are accountable and some very specific expectations around “minimis(ing) unnecessary teacher workload” and “recognising differences and respecting cultural diversity within contemporary Britain.”

‘The Four Domains’ follow immediately and are described as ‘Excellence As Standard’ domains: ‘Qualities and Knowledge’, ‘Pupils and Staff’, ‘Systems and Processes’, ‘The Self-Improving School System’. The guidance states that within each of the four domains are “six key characteristics expected of the nation’s Head teachers” (DfE, 2015) and these are listed as numbered bullets.

Following the four domains, a separate page is given to ‘Supporting Guidance’, which describes ‘Who are the Standards for?’, ‘What are the Standards for?’ and ‘What are the Standards *not* for?’ In each of these sub-headed sections, numbered bullets are provided, with confirmation provided that these Standards “replace the 2004 National Head teacher Standards by bringing (them) up to date so that they are relevant for the school system that has developed since 2004” and also makes clear that they are different from The Teachers’ Standards, as they are not mandatory and should not be used as a checklist.

The final section is entitled ‘Using the Standards’; this provides four bulleted sections of how the Standards should be utilised and provides further exemplification of the points raised in the ‘Purpose of the Standards’ at the beginning of the document.

The final page provides a list of further information, website links and references to literature, covering: Appraisal; Equalities Issues; National Programmes to Support the Development of Middle Leaders and Senior Leaders; and The Teachers’ Standards.

### 1.5.3 The Professional Standards for Teachers, 2007

The Professional Standards for Teachers were developed by the Training and Development Agency for Schools in 2007; this was a body responsible for the initial and in-service training of teachers and other school staff in England, which was disbanded in 2012 with the development of the Teaching Agency, as an agency of the Department for Education. The publication of the Professional Standards were established around the articulation of five key stages of teacher development: Qualified Teacher Status; Core; Post Threshold; Excellent Teacher; Advanced Skills Teacher.

The 'Introduction' to the Standards provides a rationale for their implementation in order to "bring(ing) coherence to the professional and occupational standards for the whole school workforce" as the Standards for Teachers "form part of a wider framework of standards" as a result of "consultation with social partners and other key stakeholders". This 'Introduction' confirms 'What these Standards Cover' and 'How the Standards Will be Used', explaining that they "define(s) the characteristics of teachers at each career stage" and are organised within a framework joined together by three interrelated sections covering: 'professional attributes; 'professional knowledge and understanding'; and 'professional skills'. (TDA, 2007) The introductory section explains that the Standards are to be used to provide a clear framework for progression and to exemplify what this progression looks like to the developing professional, so that they are able to demonstrate how the Standards have been met.

The 'Introduction' describes the "continuum of expectations and the contribution teachers make to the development of others", which should be assessed through performance management processes. It also makes clear the requirement for all qualified teachers to be registered with the GTCE[7] and the requirement to uphold the code of conduct and practice for registered teachers; however, it does not state who this body is.

[7] GTCE: The General Teaching Council for England (GTCE) was the professional body for teaching in England between 2000 and 2012, which was established "to contribute to improving standards of teaching and the quality of learning, and to maintain and improve standards of professional conduct among teachers, in the interests of the public". The GTC was abolished on 31 March 2012 with some of its functions being assumed by a new body known as the Teaching Agency, an executive agency of the Department for Education

The final page prior to the description of each of the five key stages of teacher development provides a 'Note on the Terminology used in the Standards', explaining the use of the terms: 'learners', 'colleagues', 'classroom', 'workplace', 'subjects / curriculum areas', 'lessons', 'sequence of lessons', 'parents and carers', 'well-being' and 'personalised learning'.

The section for 'Qualified Teacher Status' states that "those recommended for the award of QTS (Q) should meet the following standards". In this section, 33 characteristics are listed in accordance with the three interrelated sections of 'Professional Attributes', 'Professional Knowledge and Understanding' and 'Professional Skills', through bullets Q1 to Q33 and which are categorised as follows:

Professional Attributes

- Relationships with children and young people
- Frameworks
- Communicating and working with others
- Personal Professional Development

Professional Knowledge and Understanding

- Teaching and Learning
- Assessment and Monitoring
- Subjects and Curriculum
- Literacy, numeracy and ICT
- Achievement and Diversity
- Health and Well-Being

Professional Skills

- Planning
- Teaching
- Assessing, Monitoring and giving feedback
- Reviewing teaching and learning
- Learning environment
- Team working and collaboration.

The section for ‘Core’ states that “teachers should meet the following core standards (C) at the end of the induction period and continue to meet them throughout their teaching career”. In this section 41 characteristics are listed, in accordance with the three interrelated sections of ‘Professional Attributes’, ‘Professional Knowledge and Understanding’ and ‘Professional Skills’, through bullets C1 to C41 and which are categorised in the same way as the QTS standards.

The section for ‘Post Threshold’ states that “post-threshold teachers should meet the following post-threshold standards (P) and meet the core standards”. In this section a further 10 characteristics are listed, in accordance with the three interrelated sections of ‘Professional Attributes’, ‘Professional Knowledge and Understanding’ and ‘Professional Skills’, through bullets P1 to P10 and which are categorised as follows:

Professional Attributes

- Frameworks

Professional Knowledge and Understanding

- Teaching and Learning
- Assessment and Monitoring
- Subjects and Curriculum
- Health and Well-Being

Professional Skills

- Planning
- Teaching
- Team working and collaboration.

The section for ‘Excellent Teacher states that “Excellent Teachers (E) should meet the following standards and meet the core and post-threshold standards”. In this section a further 15 characteristics are listed, in accordance with the three interrelated sections of ‘Professional Attributes’, ‘Professional Knowledge and Understanding’ and ‘Professional Skills’, through bullets E1 to E15 and which are categorised as follows:

Professional Attributes

- Frameworks
- Personal Professional Development

Professional Knowledge and Understanding

- Teaching and Learning
- Assessment and Monitoring
- Subjects and Curriculum
- Achievement and Diversity

Professional Skills

- Planning
- Teaching
- Assessing, monitoring and giving feedback
- Reviewing teaching and learning
- Team working and collaboration.

The section for 'Advanced Skills Teacher states that "Advanced Skills Teachers (A) should meet the following standards and should also meet the core, post-threshold and excellent teacher standards". In this section a further 3 characteristics are listed, in accordance with two of the three interrelated sections of 'Professional Attributes' and 'Professional Skills', through bullets A1 to A3 and which are categorised as follows:

Professional Attributes

- Frameworks

Professional Skills

- Team working and collaboration

(TDA, 2007).

### 1.5.4 The Teachers' Standards, 2012

The Teachers' Standards were developed by the Department for Education in 2012 and established around the articulation of three parts which have been identified as illustrating the "values and behaviour that all teachers must demonstrate throughout their careers":

- The Preamble: Values and behaviour
- Part 1: Teaching
- Part 2: Professional and Personal Conduct

(DfE, 2012).

The 'Introduction, Legal Standing and Interpretation' section confirms the introduction of the Standards which present "significant changes in terms of structure, content and application" and which "replace the Standards for QTS and the Core professional standards previously published by the Training and Development Agency". It also makes clear that as a result of the revised Standards, those with QTLS[8] status will also be able to teach in schools as fully qualified teachers; previously professionals with QTLS were only permitted to teach in the lifelong learning sector, such as Further Education (FE). This section ends by confirming that the new Standards should be used to assess an NQT's performance at the end of their induction and that subsequently, teacher performance will be assessed against these Standards as part of the new appraisal system in schools.

The 'Presentation of the Standards' section confirms that there are three parts to the Standards and that they are presented as separate headings, which are numbered and accompanied by bulleted sub-headings, "designed to amplify the scope of each heading." It advises how the Standards should be utilised and that the bulleted sub-headings are provided as guidance in meeting the overarching Standards, rather than representing additional Standards.

The 'Progression and Professional Development' section confirms the use of the Standards as a "basic framework within which all teachers should operate"

[8] QTLS: Qualified Teacher Learning and Skills status can be obtained for those who have a recognised Level 5 initial teacher training qualification equivalent to the Diploma in Teaching in the Lifelong Learning Sector (DTLLS) or Diploma in Education and Training (DET); eg PGCE, Certificate in Education, Certificate in FE Teaching Stages 1-3.

and the expectations for teachers to “extend the depth and breadth of knowledge, skills and understanding that they demonstrate in meeting the standards” as their career progresses (DfE, 2012).

The ‘Date of introduction of the new Standards’ confirms the date of publication and of the timescale in which they should become the “specified standards” for regulatory purposes and considering any NQT who may have commenced their training under the previous system.

The final section prior to the Standards themselves provides a ‘Note on Terminology Used / Glossary’, explaining the use of the terms: ‘Fundamental British values’; ‘Parents’; ‘Pupils’; ‘School’; ‘Special Educational Needs’ and ‘Statutory Frameworks’.

The ‘Preamble’ describes the role of the teacher in making “the education of their pupils their first concern” and confirming the level of accountability assigned, as a result. It provides a listed description of the sort of qualities teachers should have and of the expectations that should be demonstrated.

‘Part One: Teaching’ articulates the eight Standards which the teacher must demonstrate; these are number bulleted, with additional sub-bullets provided as further evidence and which are categorised as follows:

A teacher must:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject knowledge and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities.

‘Part Two: Personal and Professional Conduct’ articulates the personal and professional expectations of all teachers, and which are summarised in three lengthy bullet points. Demonstrable qualities here include: building relationships, safeguarding and upholding fundamental British values, as examples.

(DfE, 2012).

In the observations and analysis which follows, I will reflect on the changes which have occurred across the standards over time and consider the potential implications of such changes on conceptualisations of professionalism. My starting point will be to explore whether a shift in perceived expectations of accountability, autonomy and collaboration are evident from 2007 to 2012 for the Teachers’ standards and from 2004 to 2015 for the Standards of Excellence for Head teachers.

## 1.6 Significance of the Study

The professionalism of teachers has long been the subject of debate, with comparisons made to doctors and lawyers, by Larson (1977, cited in Evetts, 2003), Evetts (2003) and Lingard (2009), as examples, raising the question of what it is to be part of a profession, as has been discussed earlier within the discussion *What is professionalism?* However, it is important to understand the significance of the study in relation to recent contextual history and current discussions on professionalism, which are of high interest at present.

In the last ten years alone, the educational landscape has continually changed, resulting in far-reaching implications for those employed within the profession. Ball reports that "on 2 July 2012, the Department for Education website listed 4,238 publications related to education and cognate matters that is, policy in varying forms, with varying degrees of imperative" (2013, loc 226); some of these are indicated in the graphic below and highlights further that reform continues to be implemented on an annual basis:

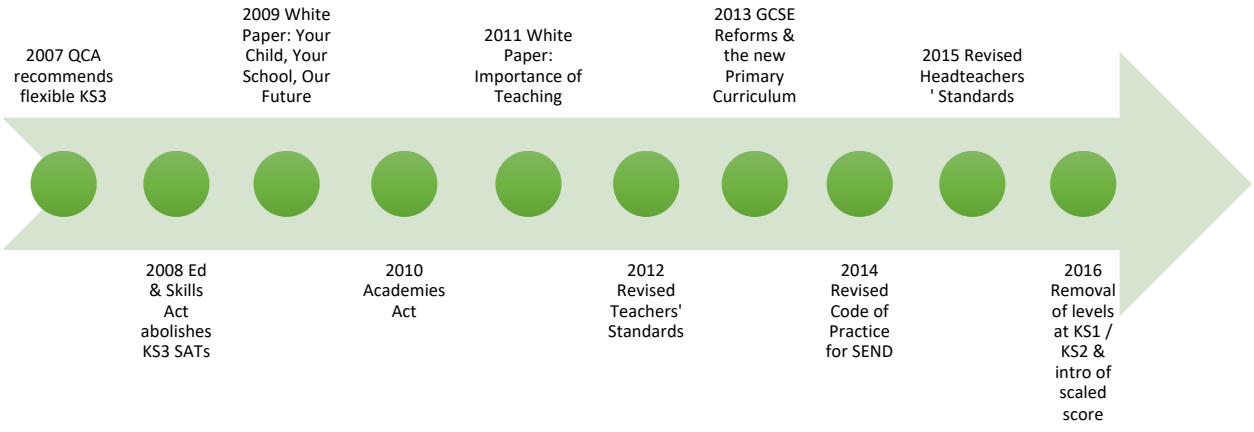



*Fig.1.4 Timeline of main reform since 2007*

The General Teaching Council for England was established in 2000 under the premise of improving standards of teaching and learning and maintaining professional conduct; as well as providing advice and guidance to government. It is interesting to note its establishment coinciding with the first ever publication

of a set of standards for Head teachers, the implications of which are discussed further in the *Literature Review*; however, this perhaps marks a turning point in the desire to establish teaching as a widely-recognised *profession* and the associated status this can bring.

However, this body was one of a number of quangos abolished by the coalition government (2010-15), replaced by the Teaching Agency in 2012 and the National College for Teaching and Leadership in 2013, following a merger between the two. It is understandable therefore that the argument put forward by researchers such as Hargreaves (2000) stating that the professional status of teaching has not been successfully and sustainably established, and which is as a result of regular reform (Day and Smethem, 2009) is a frequent topic of debate. The impact of such frequent reform, the Chartered College of Teaching (CCT) argue, has instead succeeded in de-professionalising the profession, reducing it to a bureaucratically led 'tick-box' system of accountability (Goepel, 2012). At the time of writing, they also urge that there is a need to "claim the respect that should come with the responsibility for teaching" , through its aim to "support teacher development and excellence" because "the teaching profession has been subject to endless change, imposed by those outside the classroom" (Claim Your College, 2016).

In July 2016, the reach of the CCT was not particularly significant, as evidenced by the release of an advertising campaign to attract teacher trustees to help drive membership[9]. This followed the failure of a recent crowd-funding campaign designed to establish the College as a self-regulating and independent body, which failed to reach its target of £250,000 and was subsequently withdrawn, having reached only £19,000[10]. By February 2017 however, former Head teacher Dame Alison Peacock, had been appointed as Chief Executive Officer (CEO) to drive the College and a series of roadshows had been delivered across the country to gather support, rather like a rally or political campaign and it is therefore interesting to consider what is trying to be established or accomplished in 'joining the movement'. As a member, one benefits from "access to electronic journals, conferences and being part of a

[9] https://chartered.college/become-a-trustee-of-the-college-of-teaching [Accessed 15 August 2016]
[10] https://schoolsweek.co.uk/social-media-gaffe-twitter-college-teaching-crowdfunding-40k-mistake-error/ [Accessed 15 August 2016]

community". The current Chartered College of Teaching positions itself as an "independent chartered organisation for the teaching profession" with its purpose identified in the following:

- "creating a knowledge-based community to share excellent practice
- a collective voice for the teaching profession
- enabling teachers to connect with rigorous research and evidence."[11]

What is interesting to note, however, is the fact that a professional body for teachers has been in existence since 1849, gaining chartered status by Queen Victoria. Its original aim was to provide recognition for the professional body of school masters and in 2010, the Duke of Edinburgh became patron of the college, thus maintaining its royal seal of approval; with the introduction of the internet and the rise of social media, the Chartered College of Teachers also produced a website.

Whilst the 'Chartered College of Teachers' remains searchable on the internet, the original website is no longer accessible and anyone searching is instead automatically redirected to the revised website of the Chartered College of Teaching; however, archived material can be accessed with a little perseverance. In my view, it is interesting that access to the website of the Chartered College of Teachers is being phased out with 'surfers' re-directed to the newly formed Chartered College of Teaching which introduces itself as "a new organisation run by teachers for teachers" when of course, this is actually not a 'new' thing at all. What is also striking, is that the patron of the CCT is the Duke of Edinburgh and therefore what appears to have happened is that there has been a migration from the old to the new and which has resulted in a re-branding from teach*ers* to teach*ing*, perhaps therefore suggesting a move from individual characteristics of professionalism to a generalised evaluation of pedagogy; it will be interesting to evaluate whether such a distinction is apparent and this will be considered further within the *results and discussion*.

As I discuss within the literature review, Hargreaves (2000) asserts that teachers have arguably contributed to the de-professionalisation of the profession and how it is recognised within wider society. An interesting point to

[11] https://www.collegeofteaching.org

note in this current phase of 'claiming your college' and reasserting its professional status, is that at the time of writing in February 2017, the CCT has announced it is now opening membership up to professional affiliates who would like to be a part of the "collaborative community", and this includes teaching *assistants*. In my view, this is a strange move, as its website and accompanying promotional material cites its "aims to raise the status of the profession" and yet the 'doors are now open' to anyone who has a connection with education; but perhaps this is more to do with the fact that the College has been funded for the first four years of its existence by the Department for Education, after which point it will rely on "membership subscriptions" to ensure its sustainability (College of Teaching website, 2017).

I do wonder therefore, how many of its new members were also aware of and affiliated to the original college? It is reasonable to question the integrity of this *new* body, which appears to have utilised its traditional base and the impact of social media to propagate and gain momentum as a 'voice' for the teaching profession, when an official body has been in existence for over 100 years. As I will demonstrate within the literature review, the result of this extended invitation to those with an interest in education confirms the view of Hargreaves (2000) that teachers are in part responsible for the de-professionalisation of the profession.

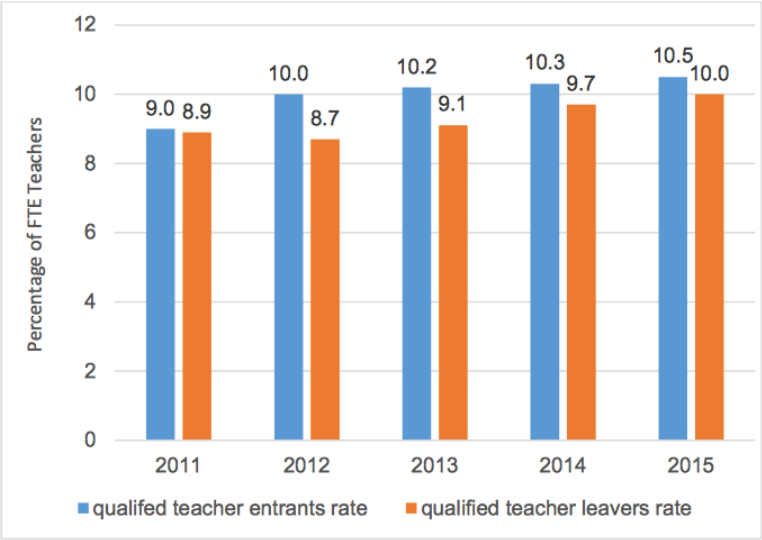
The significance of this study therefore, is that it will contribute to existing literature on the impact of government reform on conceptualisations of professionalism. Whilst literature on professionalism and the identity of teachers as professionals is regularly considered and written about, there is limited literature which specifically considers how the Head teachers' and Teachers' standards impact on conceptualisations of professionalism; in the *Literature Review* I include papers by Orchard (2002), Evans (2003) and Goepel (2012), which consider the Head teachers and Teachers' Standards respectively and who suggest that the profession has been 'dumbed down' or 'de-professionalised'. There is therefore a need to maintain a level of interest in research of this nature to ensure an open dialogue, which will lead to a better understanding of the profession's standing within society.

Current literature discusses the Teachers' Standards or the Head Teachers' Standards as stand-alone documents, assessing their impact on current practice in general terms and evaluating their impact on the practice of a homogenous group, but there is limited literature available, at the time of writing, which compares Standards over time from a text and word level in order to analyse and interpret the *language* of policy and how this impacts on conceptualisations of professionalism within an ever-changing educational landscape.

### 1.7 Contribution to Knowledge

I am interested in uncovering how the language of policy impacts on the conceptualisation of professionalism and how this conceptualisation can alter with the introduction of new policy; I will therefore aim to explore the language of policy within the current perceived era of high-stakes accountability and explore claims of 'de-professionalising the profession' to see whether over the years there has been a shift in the language used and how this might be a factor in the creation of a negative impact on the profession as a whole.

Recent (2016) news reports claim that falling teacher numbers are as a result of the continuing uncertainty of the role which has been negatively affected by policy reform and "bureaucratic systems", leading to a workforce "at breaking point".[12] The Statistical First Release on the census for the school workforce in England is released every June and reflects the data available up to November of the previous year; this data set was established in 2010 when provisional data was first released and full data produced from 2011 onwards:




The total number of FTE qualified entrants to teaching has increased from 44,900 (10.3 per cent) in 2014 to 45,810 (10.5 per cent) in 2015.

Over the same period the total number of FTE qualified entrants leaving teaching has increased from 42,050 (9.7 per cent) in 2014 to 43,070 (10.0 per cent) in 2015.

Table 2.1 DfE (2016c) *School Workforce in England: November 2015*

The data available shows that from 2011-2015, the education profession has seen a year-on-year increase in entrants – but has also seen a rise in leavers from the profession. Entrants were 9% in 2011 and 10.5% (1.5% increase); by 2015, leavers were 8.9% in 2011 and 10% by 2015 (1.1% increase). So, for

[12] https://www.theguardian.com/education/2016/mar/22/teachers-plan-leave-five-years-survey-workload-england [Accessed 21 February 2017]

2015 there were 47,900 new entrants to the profession and 45,690 leavers. It would therefore appear that there has instead been a *consistency* in the numbers of teachers within the profession over the last five years which would not immediately suggest that changes to education policy are impacting on recruitment and retention.

However, in February 2017, the Education Select Committee raised questions around teacher workload and conditions; the subsequent paper released and the reports in social media declared that more should be done to ensure retention of teachers in the profession, for "the shortage of teachers is a continuing challenge" (House of Commons, 2017, pg. 2) and that this should be covered through Continuing Professional Development (CPD), through a consideration of "targeted funding and a central statement of annual entitlement to continuing professional development" (House of Commons, 2017, pg. 2); a point also made by Assunca and Shiroma (2003) who identify the tension which exists between 'policy' and 'policy into practice' evidenced through the level of quality of CPD for teachers.

Assunca and Shiroma also state that in order to raise the status of the teaching profession, and improve retention, teachers must be entitled to high-quality, relevant continuing professional development and that there is a need to recognise the importance of stability in ensuring standards of accountability, assessment, curriculum (2003) which need time to be embedded. With this in mind therefore, the research presented is timely and relevant to the current educational landscape.

It could be argued that policy makers do not truly understand the teaching profession and one could posit that what looks workable in theory is not always the case in practice; a view shared by Lingard who states policy production (is) disjunctive with practice comparing the local, situated, specific and contingent pedagogy and practice with universalistic claims of policy (2009). And it is fair to say that any policy will struggle to align with the beliefs of all that it affects, however the contribution to knowledge, as evidenced in the *Implications for Policy and Practice* section, suggests that the development of policy needs to be something that broadly resonates as an agreed approach with which the majority subscribe to; whilst this statement is a vague assertion to make, it is

hoped that through the methodology and analysis which follows, that this will become clearer for the reader.

The aim of the research is to explore the use of language and rhetoric in policy, utilising a framework developed through Critical Discourse Analysis (CDA) to compare how the language of the standards may have evolved over time to reflect any changing educational or political agendas. As is discussed further in the *Literature Review*, the notion of teacher professionalism is a fairly recent introduction; however, the development and use of a set of standards to inform and evaluate the professionalism of teachers is even newer; with the first set of standards for Head teachers published in 2000. Therefore, it is perhaps understandable that a significant voice from the profession, as discussed within the *Literature Review*, such as Goepel (2012), see the introduction of such standards as potentially negative and something which could threaten the very essence of their own professionalism, which we have already discussed within the previous section on *What is professionalism*.

As a result, the study will therefore seek to either confirm or dispel the assertion that government reform is negatively affecting conceptualisations of professionalism and will explore the assertion that such reform is brought in without forethought, evidence of planning, and rushed through with desperately inadequate notice (NUT press release, cited in Roberts, 2016), leading to exacerbated negative conceptualisations of the profession. It is hoped that the implications identified for policy and practice may be of interest to policy makers in the future, and that the discussion and debate which emerges will contribute positively – not just to the process of policy development, but to the reflections and wider dialogue which might seek to explore further how conceptualisations of professionalism in policy are interpreted and inform the perceptions by and of practitioners and wider society.

### 1.8 Research Questions

At the heart of this study is the following research question.

*What impact does the language of government reform have on the conceptualisations of teacher professionalism in policy documents and what are the implications of this for teachers in the compulsory education sector in England?*

The objective of this research is to explore whether government reform, through the production of the Head teachers' standards and the teachers' standards, impacts on conceptualisations of professionalism, from the position of the general reader and the intended reader (that of educational professionals and readers). It does not aim to suggest how these agents may *feel* but it seeks to analyse the language used and suggest how the use of language can present an image of professionalism which can then impact on wider conceptualisations within society.

The following five key questions were utilised to direct the focus of the research:

*1. Through the Standards, is professionalism depicted as something you 'do' or something you 'are' and how is this articulated?*

This question is important in establishing what we mean by the term 'professionalism' in a general sense and then looking at what this means in educational terms; particularly as the 'professional' role has been revised and updated over time, in line with the changing educational landscape and government directives.

In terms of analysing the published Standards I am interested in exploring vocabulary and syntax of the 'old' and the 'new', which through a combined approach underpinned by Critical Discourse Analysis, will identify key linguistic devices, coded attributes and themes employed by the policy writer to establish what the 'Professional Standards' actually mean to each of the groups they target.

*2. Are there varying levels of professionalism depending on whether you are a Head teacher or a teacher and how are these conceptualised?*

Having established the linguistic devices, coded attributes and themes, it is important to make comparisons across each set of Standards to identify whether there exists a hierarchy of professionalism as depicted through the language used, which represents the roles and responsibilities of the individuals; this comparative approach seeks to uncover where and how possible interpretations are generated.

*3. Is there evidence of a consistent professional theme across both sets of standards which unite each area of the profession and if so, what are they?*

It would be an expectation that although two very distinct and separate roles, a consistent or common theme permeates throughout each set of Standards to unite the overarching profession of Education and so this question seeks to clarify whether such consistency exists. If it does, then this will serve to assist the confirmation of what professionalism is for the profession as a whole and if it does not, this will serve to assist in understanding why conceptualisations may differ.

4. *Does the continued focus on establishing and reviewing professional standards implemented through government reform simply serve to de-professionalise and deconstruct the conceptualisation of what it is to be a professional in education, and what is the evidence to support or refute this claim?*

There has been much debate in recent years about policy which 'de-professionalises' the profession and the move towards a 'tick box' mentality, such as that raised by Goepel (2012) and discussed further within the literature review. Therefore, this question is concerned with exploring the language used within the Standards to uncover whether the attributes demanded are ones which show a higher level of thinking and conceptual awareness which requires specific training and development or whether there is evidence of a 'task-oriented' focus which does not require any deeper thinking but is perhaps more concerned with skills of time management to 'get the job done'.

5. *In updating the Standards, what does this say about the position of those who trained under previous policy? Could it be argued or interpreted that they are no longer meeting expectation and does the current policy rhetoric suggest they are less professional than they once were; if so, how?*

I am interested in exploring whether there is such a shift from one set of Standards to the next which would therefore identify a 'gap' in those who trained under a previous administration and whether this would impact on conceptualisations of professionalism; I will therefore also focus on any shifts in language over time – from 2004 to 2015 for the Head teachers' Standards and from 2007 to 2012 for the Teachers' Standards.

# CHAPTER 2

# CONTEXT

"Often professions are responding to external demands for change, which can be political, economic, cultural and social" (Evetts, 2003, pg. 403).

## 2.1 Cultural Issues in Understanding the Development of the Teaching Profession

The development of the educational professional has seen much change over time, as highlighted by Wendy Robinson in her paper exploring the development of teacher training in England and Wales. In positioning her paper as one concerned with the increasing government control which has contributed to a climate of uncertainty, anxiety, hostility and ideological polarization in relation to responsibility for training teachers (2006), she charts the development of the teacher from the formal system of training at the beginning of the 19th century.

Her paper identifies that in 1805, due to increased demand, the introduction of a basic form of school-based training allowed large numbers of children to be schooled with minimum staff and that this expanded further to provide residential training by the mid-19th century, which brought about the qualified status of teachers. By 1846, the government had introduced a pupil-teacher system whereby an apprenticeship commenced at the age of thirteen, continuing until the age of eighteen, resulting in bright, aspiring elementary pupils who could learn on the job, through classroom observation supervised teaching and personal instruction (Robinson, 2006).

The flaw in this system was the lack of formally qualified teachers and as a result in the 1880's, pupil-teacher centres were developed, designed to combine the school-based practiced with academic and professional training. This was enhanced further with the development of university-led teacher training in 1890, which ultimately led to the abolition of pupil-teacher system by 1902,

when a college-based hegemony was implemented and which ultimately continued until the late 1980's (Robinson, 2006).

By 1944, teaching was moving towards an all-graduate profession and although this was not enacted until 1972, by 1944 all teachers had to have certified status. Robinson identifies that from the 1980's onwards, teacher training has been largely controlled by the government with an increasingly prescriptive approach to policy and practice and the introduction of a standards-driven model of assessment (2006) for the final award of qualified teacher status (QTS) and which by 2006 through the Teacher Development Agency (TDA) had allowed for further development of School-Centred Initial Teacher Training (SCITT)[13] with a clear requirement for Higher Education providers and schools to work collaboratively in determining appropriate content.

The introduction of the Graduate Teacher Programme (GTP), which ran from 1998-2013 was originally aimed at mature entrants to the profession, it was designed to allow graduates the opportunity to learn 'on the job' whilst being paid a salary. Training programmes would last 12 months, with 'unqualified teachers' engaging in supervised teaching, peer observation and independent research to develop a portfolio of evidence which would confirm how the teacher standards had been met. In addition, applicants would have to complete professional skills tests in literacy, numeracy and ICT before successful enrolment onto the programme.

During this period, in 2002, Teach First[14] was established as an approach to addressing the underperformance of London Primary schools, particularly for disadvantaged pupils. The London Challenge initiative, expanded in 2006 to meet the needs of schools in Greater Manchester and subsequently extended to a wider range of English regions and in 2011 the programme expanded further to include Secondary schools. It offered participants the opportunity of working in the same school for a two-year period whilst they trained as teachers and was marketed as a plea to those wanting to make a difference to the lives

[13] DfE; School Direct; Get into Teaching: https://getintoteaching.education.gov.uk/explore-my-options/school-led-training/school-direct [Accessed 17 July 2016]
[14] https://www.teachfirst.org.uk {Accessed 22 February 2018]

of disadvantaged children in return for high quality training and leadership development which could be transferred to other professions.

Following the cessation of the GTP programme, the government announced the introduction of the 'School Direct' school-led teacher-training programme "designed by groups of schools in partnership with a university or a school-centred initial teacher training (SCITT) provider" and with the offer of both un-salaried and salaried routes through "intensive support from experienced teachers and mentors".[15] Michael Gove as the then Secretary of State for Education declared that this route would replace the Graduate Teacher Programme, as a result of its flaws, which included a lack of high-flying graduates[16]; the new programme allowed those with 3 years' experience of a working environment as eligible to apply for the salaried route, whilst those with no prior experience of teaching would be welcome to apply for the non-salaried route.

Despite the cessation of the GTP programme and the increased marketing for the Teach First programme, the Assessment Only (AO) route to QTS was also introduced in July 2013, as an extension to that which had previously been available as a conversion option for overseas trained teachers. The revised model was widely marketed as an opportunity for those with at least two years' teaching experience to obtain QTS, through the submission of a portfolio of evidence and formal lesson observations by the assessing body. The distinctive feature of this route into teaching is in the fact that candidates must be able to demonstrate their proficiency within twelve weeks; a feature which has raised wider discussion within social media as to its validity.[17]

[15] DfE; School Direct; Get into Teaching: https://getintoteaching.education.gov.uk/explore-my-options/school-led-training/school-direct [Accessed 17 July 2016]
[16] https://www.gov.uk/government/news/new-school-led-teacher-training-programme-announced [Accessed 21 February 2017]
[17] https://schoolsweek.co.uk/the-tick-box-route-to-qts-four-hours-assessment-and-no-training/ [Accessed 21 February 2017]

## 2.2 Ofsted and the Link to the Teachers' Standards

Whilst the study focuses solely on the language of the teachers' standards and the Head teachers' standards, it is also important for the lay reader to understand how these standards are enforced; therefore, for the purpose of clarity, I will provide an overview of the Ofsted Inspection Handbook in the following section.

The updated Common Inspection Framework (CIF) refers to the Teachers' Standards throughout the framework. In the opening section, which provides 'clarification for schools', it is advised that "Ofsted will usually expect to see evidence of the monitoring of teaching and learning and its link to the teachers' standards" (Ofsted, 2015, pg. 11).

Within the section on 'Quality of Teaching, Learning and Assessment', the first bullet point for consideration is that "the teachers' standards are being met" (Ofsted, 2015, pg. 44) therefore suggesting its importance due to the typographical foregrounding. This is further qualified in the grade descriptors which paraphrase the standards themselves.

## 2.3 School Inspection Handbook, 2015

The School Inspection Handbook was produced by Ofsted and updated for publication in 2015; it establishes the procedures for "school inspections to be carried out under the 'Common inspection framework: education, skills and early years' (CIF)", in accordance with section 5 of the Education Act, 2005.

The 'Introduction' in 'Part 1. How Schools will be Inspected', establishes the legal requirements for inspection and clarifies the purpose and principles of the inspection process.

The main body of the School Inspection Handbook is found in 'Part 2. The Evaluation Schedule – How Schools Will be Judged', which explains the key judgements to be made on the following areas:

- Overall effectiveness
- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare

- Outcomes for pupils.

The grade descriptors provided in a bulleted format, clarifies the judgement being made through a 'best fit' approach which "relies on the professional judgement of the inspection team" and not on the adoption of a checklist approach.

In addition, to the five key judgements and before making the final judgement on the overall effectiveness of provision, inspectors evaluate "the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development", which is defined and "the extent to which the education provided by the school meets the needs of the range of pupils at the school including: disabled pupils and those who have special educational needs."

The 'Annex' at the back of the School Inspection Handbook provides additional guidance for 'new academies', 'inspecting off-site provision', 'inspecting religious education and collective worship' and inspections of 'children's homes'. (Ofsted, 2015)

Through an analysis of the Inspection Handbook, the positioning of Ofsted as enforcers of the standards, also provides evidence of the language of accountability; their evaluative judgements are made against a standardised set of criteria, designed to establish whether practices and practitioners are 'inadequate', 'requiring improvement', 'good' or 'outstanding'. The handbook confirms that in coming to this conclusion, inspectors will rely on "professional judgement".

This identification of "professional judgement" will be interesting to unpick for teachers in establishing whether the same levels of trust are applied in current policy documentation and whether they provide them also with the freedom to make professional judgements themselves.

### 2.4 Framework of Core Content for Initial Teacher Training (ITT), 2016

Having introduced the reader to the Ofsted Inspection Handbook, as evidence of how the standards are enforced, it is of equal importance for the lay reader to understand how initial teacher training is shaped by them; therefore, for the

purpose of clarity, I will provide an overview of the Framework of Core Content for Initial Teacher Training in the following section.

Following the review of ITT conducted by Sir Andrew Carter in 2015 into the quality of the teacher training system in England, a series of recommendations were made due to the considerable variability in ITT content across the system (DfE, 2016b) and which as a result, produced the framework of core content.

Published in July 2016, the framework aims to ensure that all trainee teachers receive a sound grounding in the right elements of good classroom practice, pinned down by the broad headings of the Teachers' Standards at a level that is appropriate for the end of the initial training period (DfE, 2016b).

The document opens in part 1 with a 'Summary' section in which the 'Introduction' recommends the guidance available which is mean to be both general in approach and "not as an exhaustive curriculum for ITT", confirming that it is suitable for all types of ITT providers, across phases and subject areas. The 'Summary' continues in describing the 'Methodology' taken in developing the framework which is "specifically focused on content" and in which consideration and discussion was sought from "a wide range of stakeholders from around the country" and incorporating 18 roundtable events and 58 submissions of written evidence to the consultation mailbox. Finally, the 'Summary' asserts its "fundamental aim" for trainees to meet the Teachers' Standards and as such confirms that the framework is "explicitly underpinned by the Standards" themselves, which are not to be replaced.

Part 2 provides a summary of the key findings uncovered as a result of the discussions held with stakeholders:

- A new framework of core content for ITT is necessary
- The Teachers' Standards remain the core articulation of effective teaching, at all levels
- There must be room for innovation in the design and delivery of ITT
- Initial teacher training is precisely that: INITIAL
- High-quality professional development is of the utmost importance
- There needs to be a greater clarity about QTS and the NQT year

- The moral purpose of education should be emphasised in high-quality ITT
- The framework should be used as one of the key determinants of the quality of ITT.

(DfE, 2016b).

Part 3 confirms the three recommendations made in relation to the findings and in summary are that: the core content should be adopted by the DfE; Ofsted should consider the core content as part of its inspections of ITE and particularly when making judgements; and that the DfE should consider how best to clarify the expectation of and entitlement to effective Continuing Professional Development (CPD) in the formative years of teachers' careers.

Part 4 confirms that the core content has been established in addressing the recommendations made by Sir Andrew Carter and part 5 highlights that other related publications will be published in due course, including the Mentor Standards and Behaviour Management for ITT.

Appendix 1 provides the framework of core content for ITT, which reproduces each of the Teachers' Standards in turn and issues guidance on what providers should do in their instruction to support meeting the Standards and what trainees should do to ensure their understanding and application of the Standards in practice.

Appendix 2 confirms the terms of reference for the group and the document closes with a list of acknowledgements for those who contributed to its development.

It would be reasonable to suggest that as a consequence of this publication, that there may be some revisions made to the framework for inspection of ITE in the future, but at the time of writing this is not the case.

## 2.5 Description of the Context of the Study

The context of the documents to be analysed are positioned within the compulsory education system in England. Children in the English education system attend school from the term after their 5th birthday; with terms beginning on 1 September, 1 January and 1 April, and they remain in education until they are 18, with the phases of education broken down into *stages.*

The Early Years Foundation Stage covers the ages of 3-5 and whilst not compulsory, children are entitled to optional pre-school education.

During the Primary phase of education, Key Stage 1 covers the ages of 5-7 when children enter Year 1 to Year 2. Key Stage 2 covers the ages of 8-11 when children enter Year 3 to Year 6.

At Key Stage 3, children enter Year 7 as they begin the Secondary phase of their education; this stage lasts until they are 14 and in Year 9.

From the age of 15, children enter Key Stage 4 and commence preparations for a two-year course of external examinations called the General Certificate of Education (GCSEs) which will continue until they are in Year 11.

The final phase of their Secondary education begins at the age of 16 when children enter Key Stage 5 at Year 12 and remain until they are 18.

## 2.6 Current Political Issues

On gathering the primary research documents for study in 2015 I was reflecting on the extent of the reforms driven by Michael Gove as Secretary of State for Education (2010-2014); particularly those reforms implemented with regards to the expansion of the academies programme, which was also a major part of the Labour Government's strategy to improve educational standards in secondary schools in disadvantaged communities and areas of poor educational performance. The first academies opened in 2002. Initially, academies were established to replace poorly-performing schools, but subsequently the programme has included new schools in areas that need extra school places. (Gillie and Bolton, 2010)

Gove expanded the programme to introduce more opportunities for schools to convert to Academy status and the Academies Act of 2010 also offered opportunities for the provision of the first 'Free Schools': new schools set up by parents, teachers, charities, universities, business or community or faith groups where there is parental demand. (Gillie and Bolton, 2010)

Nicky Morgan succeeded Gove as Secretary of State for Education (2014-2016) in July 2014, following much criticism with regards to Gove's decision to reform the national curriculum and the review of the examinations system which saw many qualifications removed in favour of the recommended English Baccalaureate (EBacc) comprising of English, Mathematics, Science, plus a Humanities and a language subject.

However, Morgan's educational agenda sought to expand the Academies programme still further with the expectation that by the end of 2020, all schools will be academies or in the process of becoming academies. By the end of 2022, local authorities will no longer maintain schools (DfE, 2016a). This announcement in March 2016 was subsequently adapted with a statement that this would no longer be an imposed expectation, except for schools in underperforming Local Authorities.

In addition, Morgan announced that iGCSEs would no longer be included in the national league tables of performance measures, due to the 'lack of rigorous requirements' and that it would become compulsory for all children to follow the EBacc by 2020; the ambition is that 90% of pupils in mainstream secondary schools will enter the EBacc. Her reforms, summarised in the government White Paper *Educational Excellence Everywhere* (2016a) included changes to Statutory Assessment Testing (SATs) at Key Stage 1 and Key Stage 2, including a new multiplication tables check in Year 6 and the announcement that from 2017 underperforming 11 year olds would be expected to re-sit their SATs examinations at Secondary school. The DfE declared their intention to take action to reform primary assessment to help ensure every child leaves primary school with the essential building blocks to succeed at secondary (DfE, 2016a).

In July 2016, the appointment of the new Secretary of State for Education, Justine Greening, followed the shock resignation of the Prime Minister, David Cameron who was succeeded by Theresa May. Recent political history provides evidence of reforms imposed on the education system as a direct result of a change in leadership and therefore, whilst at the time of writing, the Secretary of State has yet to release her vision for the future of education in England, it is an expectation that this will happen sooner rather than later; particularly given the recent media attention around the English Baccalaureate system (EBacc)[18], following the Minister's 2016 Conservative party conference speech, where she highlighted a focus on knowledge and skills to address the failing of a technical education[19].

### 2.7 Educational Issues and Student Performance

The Programme for International Student Assessment (PISA) is a triennial international survey which tests the skills and knowledge of 15 year-olds in Reading, Mathematics and Science across more than 60 countries, and which is growing in popularity over time. It aims to assess to what extent students at the end of compulsory education, can apply their knowledge to real-life situations and be equipped for full participation in society (OECD, 2016[20]).

As a regular contributor to the PISA data, the English educational system is regularly compared to its counterparts worldwide, through analysis and ranking of performance measures in the tests and which has contributed to the development of what Froese-Germain calls 'test-driven accountability and standardisation of teaching and learning in general' (2010).

In terms of the impact on conceptualisations of professionalism, Froese-Germain believes the tests and their results inform the imperatives of short-term political mandates and is therefore indicative of a trend towards data-driven policy-initiatives in education which results in the teaching profession being

[18] https://www.tes.com/news/school-news/breaking-news/exclusive-fewer-one-seven-pupils-will-achieve-ebacc-2018-study [Accessed 10 September 2016]
[19] https://blogs.spectator.co.uk/2016/10/full-text-education-secretary-justine-greenings-conference-speech/ [Accessed 7 October 2016]
[20] http://www.oecd.org/pisa/aboutpisa/

shaped by these external forces, to the detriment of teachers and teaching (2010).

In citing the OECD's own evaluation of the impact of PISA and its impact, Froese-Germain cites the emerging themes identified by Bernard Hugonnier in his 2009 address:

- Policy makers are considered to be the most significant stakeholder group both in relation to PISA and its results, and in implementing policies in light of PISA
- The influence of PISA on policy formation both nationally and locally is increasing over time
- The influence of PISA seems to be greater at a national level rather than at a local level, and has less impact on school practices and instruction.

(Hugonnier in Froese-Germain, 2010).

**2.8 Socio-economic Issues**

"Education is now seen as a crucial factor in ensuring economic productivity and competitiveness" (Ball, 2013).

From a sociological perspective, the situating of education as a vital element for socio-economic success highlights its importance in contributing to the social hierarchy, particularly when the standards are used to clarify expectations of professionalism and the associated actions, roles and responsibilities. The distinctions made between that which is expected of teachers and Head teachers necessarily reinforces the hierarchical status quo which exists within education and which is determined by position and responsibility. This is reinforced by the assertion made by Ball who states that polices embody claims to speak with authority; they legitimate and initiate practices in the world, and they privilege certain visions and interests (1990).

The Sutton Trust[21] (2011) asserts that student outcomes are determined by teacher performance, particularly for students of disadvantaged backgrounds, and arguably this has an impact on the economic vibrancy of England – and the

[21] The Sutton Trust is a 'think-tank' established in 1997 to influence policy in improving social mobility through education; it also funds and commissions further research into this area

UK – in ensuring its future sustainability and position within worldwide markets. As Day confirms, education is viewed universally as vital to the economic and social well-being of most if not all countries in the world. (1995)

Day's view is further reinforced in the OECD report some 18 years later, which considers the social benefits of education and asserts that education has the potential to bring significant benefits to individuals and society, benefits which go well beyond contribution to individuals' employability or income. Skills are important channels through which power of education is manifested in a variety of social settings. Policy makers should take into account the wider social benefits of education when allocating resources across public policies. (OECD, 2013)

In terms of the impact on conceptualisations of professionalism, it can be argued therefore that policy is driven by the socio-economic context of the country in which it is applied, therefore the study is relevant in unpicking the level of authority the standards assert and the visions and interests of professionalism that are promoted; all of these are discussed within the *Methodology* and analysed within the results.

# CHAPTER 3

# REVIEW OF THE LITERATURE

"For the critical analyst, the aim is to bridge the gap between analyst and participant through the widespread development of rational understanding of, and theories of, society" (Fairclough, 2001, pg. 139).

In deciding on the content of the literature review, I drew on the wide-range of texts covered during the course of my studies and undertook further research in reading those texts which were referred to in citations, references and bibliographies, focusing on texts which concentrated on teacher professionalism; it is evidently the case that had alternative pieces of research been considered, the underpinning framework from which my methodological approach has been constructed would also have been different.

The format of the literature review has been carefully constructed due to the consistent themes which exist, allowing for a deeper engagement with the key issues which arise when discussing conceptualisations of professionalism for teachers and Head teachers; it appears that personal identity is key and that professionalism is determined in part by a sense of self. However, in identifying key pieces of literature, I concentrated on existing research which is linked to an analysis of the standards as documents rather than on their interpretation by individuals, despite my interest in the impact of reform on professional identity, as this would have required an alternative methodology to be applied.

Therefore, to provide clarity, a summary will follow each literature source to show how the text has informed the development of the framework for interpretation. It should be noted that the literature review therefore presents an overview of the key pieces which have framed my methodological approach and which are cited in the references section at the back of the thesis; however, the bibliography also provides the reader with full details of all literature which has been considered throughout the course of my doctoral journey and which may be of interest for further reading.

### 3.1 Theoretical Constructs in the Research Questions

"Sociological concepts, ideas and research are used as tools for making sense of policy." (Ball, 2013, loc. 251)

The question of what professionalism is, is constantly being redefined, as has been addressed in the section on *what is professionalism?* and it is often the case that such redefinitions are as a result of differing professions holding more or less prominence within society, due to the worth or relevance they hold at the time. From a sociological perspective, I am interested in the way in which the Head teachers' and Teachers' standards impact on the construction and re-evaluation of conceptualisations of professionalism as this will contribute to the development of truths and realities within the social frameworks in which teachers reside, for as Ball identifies "policies are very specific and practical regimes of truth and value, and the ways in which policies are spoken and spoken about are part of the creation of their conditions of acceptance and enactment" (Ball, 2013).

For the reader, a sociological paradigm is accessible as it invites a personal response which is validated by the positioning within constantly changing contexts in which the reader works. This therefore confirms its relevance as an approach which will appropriately add value to the debate on teacher professionalism. In considering how policy has the potential to act as a foundation for the development of constructs of conceptualisations of professionalism, readers are able to question their own understanding of the positioning of teacher professionalism within wider society and discuss any tensions in that understanding as a result.

### 3.2 Research Studies Relevant to the Topic

The field of teacher professionalism is complex with much literature available, but over the years I have continued to revisit the work of Hargreaves and Day, who are cited in much research on teacher professionalism, as is evidenced within the references and bibliography of this study. As a result, these two figures present a level of dominance within this area, where they highlight the complex nature of teaching which they assert requires practice and collaboration with peers if it is to be effective, whilst also acknowledging the turbulence of reforms (Hargreaves and Evans, 1997) and of the impact of these on teachers. My summary interpretation of their research is that they champion teachers as those professionals whose talent is undervalued, urging policy makers to recognise and empower them; their focus on 'teacher voice', I believe, is foregrounded and they acknowledge the demands on teachers as professionals who are trying to make sense of their role in an ever-changing educational context.

In *Professional Capital*, Hargreaves and Fullan aim to reposition "the future of the teaching profession" (2012), in addressing the themes of collaboration and collegiality, which they assert impact more on learner outcomes than any other approach; for teaching to be effective as a profession, they argue, it is essential for all teachers to acknowledge the "collective and transparent responsibility" (2012). This "professional capital", made up of the complementary attributes of "human, social and decisional" capital, they claim, allows teachers to make "decisions in complex situations" and they state that this "is what professionalism is all about" (2012). Hargreaves and Fullan are critical of the 'get qualified quick' programmes which are promoted such as the AO route to QTS in England and the Charter Schools[22] programme in the United States, arguing that all these programmes attract are "outstanding individuals", who will do nothing in isolation to improve or "change the system" (2012) in the long term.

In *Teachers Matter*, Day et al consider the impact of reform on the individual teacher, suggesting that "no educational reform has achieved success without teachers committing themselves to it" (2007, pg. 1). They raise concerns

[22] www.uncommonschools.org [Accessed: 12 February 2017]

around the fact that teaching is a complex profession for it is "subject to central control and direction, is answerable to multiple agencies and has to respond to the expectations and needs of a rapidly changing society" (2007, pg. 3). In their view, teacher morale and commitment is under threat and this is exacerbated further by the demands of "increasing management, monitoring and assessment of teaching and learning" which government reform has produced. As a result, this has in turn led to an increase in "leadership and management responsibilities" (2007, pg. 15) at all levels and in the promotion of the 'get qualified quick' programmes, without a consideration of the long-term impact on learning and sustainability.

As a result, Day et al are concerned that "the current organisational climate in schools is based upon distrust of teachers' ability to teach well without being subject to annual public assessment, evaluation and monitoring, and inspection of their work through a series of regulatory devices." (2007, pg. 16) The findings of their research highlight five core messages for policy makers to consider:

- "National organisations and schools need to target strategies for professional learning and development to support teachers in their later years of experiences
- Policy-makers, national organisations and Head teachers concerned with raising standards in schools need to address the associations between teachers' well-being, and their commitment, resilience and effectiveness, by providing more robust comprehensive personal support structures
- Strategies for sustaining commitment in initial and continuing professional development programmes should differentiate between the needs of teachers in different phases of their professional lives
- Schools, especially those which serve disadvantaged communities, need to ensure that their CPD provision is relevant to the commitment, resilience and health needs of teachers
- Efforts to support and enhance teacher quality should focus upon building, sustaining and retaining their commitment and resilience, as well as on more usual aspects, such as curriculum-related, teaching and role matters." (Day et al, 2007, pg. 237-238)

In *Resilient Teachers, Resilient Leaders* (2014), Day and Gu discuss the complex role of the teacher and of the need to develop an everyday resilience which allows for a career of successful longevity; their research links in detail to Hattie's *Visible Learning* (2009) and the value of the meta-analyses relating to student achievement. It is likely that this would be critiqued by Biesta who as we will see within the literature review does not see full value in such notions of evidence-based research (Biesta, 2015).

Day and Gu reference the VITAE[23] project (DfES, 2006), as well as Hargreaves and Fullan's *Professional Capital* which details research undertaken "by Leana (2011) in New York Elementary schools" (in Day and Gu, 2014, pg. 16), and assert that "one consequence of continuing changes in policy has been a greater need for teachers to have the capacity to be resilient." (Day and Gu, 2014, pg. 24). However, as much of the research cited by Hargreaves et al and Day et al is based upon studies undertaken in the USA, this may be critiqued in the UK as irrelevant for the English context and its potential impact and influence on the UK government and policy makers reduced, as a result.

Additional alternative views to Hargreaves are also evidenced in such approaches as 'Teach for America' and 'Teach First' in England who promote an approach of intensive training as a tried and tested strategy which results in a diverse and talented pool of teachers who are then developed into effective professionals (Kopp, 1994). The Teach First programme, as an example, aims to develop teachers during a "six-week residential as part of their two-year training" (Wigdortz, 2012, loc. 1979) and seeks to attract high calibre graduates, providing them with a quality 'first career' experience. This approach is therefore at odds with Hargreaves who believes that effective teaching requires hours of practice; indeed, he states that teachers reach the pinnacle of their professional capabilities "about 8 or 10 years into the job or 10,000 hours" (Hargreaves, 2013). The implication that the programme acts as a valuable

[23] VITAE (Variation in Teachers' Work, Lives and the Effects on Pupils) project "was commissioned by the DfES in 2006 in order to explore variations in teachers' lives, work and effectiveness in different phases of their careers. It was conducted between 2001 and 2005 and involved a nationally representative sample of 300 primary (Key Stage 1 and 2) and secondary (Key Stage 3 English and mathematics) teachers working in 100 schools across seven local authorities (LAs). The schools themselves were selected to be representative in terms of levels of social disadvantage and attainment. The research examined influences upon and between teachers' professional and personal lives, identities, the school contexts in which they worked and their effectiveness." (Day et al, 2007, pg.2) and (DfES, 2006)

‘first career’ where teaching pool recruits are developed into professionals through the development of leadership skills, arguably suggests that the teaching profession itself is not a worthwhile career in itself.

The recommendation of teaching to be seen as a ‘first career’ experience therefore has the potential to impact negatively on the status of the profession as a whole, if it is seen as a career not worthy of long-term commitment and thus contribute to claims of the profession being de-professionalised. As Day et al identify within the VITAE project (DfES, 2006), the commitment and resilience of teachers is of key interest and this has not reduced in recent years, as has already been discussed in the *Contribution to Knowledge*, which identifies the concerns of the Education Select Committee with regards to the continuing challenges in securing the recruitment and retention of teachers (House of Commons, 2017).

Whilst there may be conflicting views to that of Hargreaves and Day, their research provides a suitable position from which to frame the remaining literature as their work draws on international research and provides documentation of this to provide synthesis for the wider reader.

The literature is therefore structured very deliberately to provide the reader with:

1) an understanding of Hargreaves’ (2000) view of teacher professionalism depicted through “four ages”, and which presents the reader with a stimulus for further wider discussion;
2) an underpinning dialogue of what the purpose of education is considering the view of Biesta (2015), which is relevant in the current educational landscape where debates around traditional vs progressive curriculum models are topical, as one example;
3) an understanding of my position as a sociologist and the sociological view of professionalism more generally through reference to Evetts (2003), and;
4) a selection of key pieces which reflect on teacher professionalism and an interpretation of government reform, including reference to analyses undertaken by other researchers on the impact of teachers’ standards on professional practice, which have been identified to provide a suitable

framing for readers to understand and thus engage with the key questions raised.

### 3.2.1 Hargreaves (2000)

In establishing what constitutes *teacher* professionalism, Hargreaves' *Four ages of professionalism and professional learning* (2000) is an instrumental paper to frame the purpose of the study. Although it was written 17 years ago, the issues raised remain relevant today as the development of Teacher professionalism is charted through four ages: while each of these is indicative of a specific period of time, they also reflect members of the profession who can be identified through the characteristics they exhibit. Hargreaves provides the historical and social context for each of the ages and puts forward recommendations for future action, which are needed if attacks on the profession, which he asserts have the potential to lead to the complete de-professionalisation of teaching and teachers, are to be halted (2000). He urges the profession to rise together and assert their professionalism as a collective body; a point also made by Biesta (2015), this is not however, a 'clear-cut' act and before this movement is instigated he asks, 'How can and should teacher professionalism be re-defined?'

Hargreaves undertakes a review of literature since 1969 to unpick and define what he asserts are characteristics of Teacher professionalism and which can be identified as indicative of specific historical phases which many countries experience. Whilst he is not explicit in his methodology, including how the literature was selected, reference is made to practice in England, New Zealand, Chile, USA, Canada, Wales, East Asia and western society (2000).

To consider the relevance to the current discussions on conceptualisations of professionalism, it is appropriate to explore the ages in more detail:

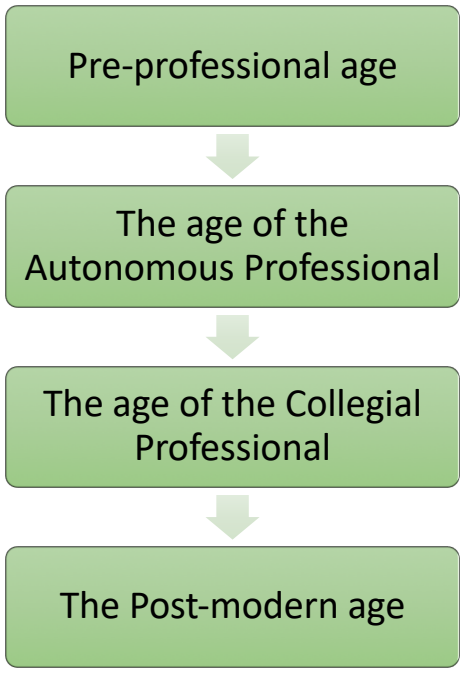



*Fig.1.5 Four Ages of Professionalism (Hargreaves, 2000) summarised*

The Pre-professional age is characterised by the pedagogical approach which was largely evident from 1904 onwards and typified by what Hargreaves calls a factory-like system of mass education where students were processed in large batches and segregated into age-graded cohorts or classes (2000) and this is a format which remains prevalent today, with learners following an age not stage model across Key Stages.

The age of the Autonomous Professional is characterised by the pedagogical approach evident from the 1960s onwards, due to improved standing and working conditions for Teachers, which resulted in unprecedented autonomy over curriculum development and decision-making. It was during this era that the words 'professional' and 'autonomy' became increasingly inseparable among educators (2000) and this is interesting to consider in the current debate around what constitutes professionalism, as this timeframe suggests that the language of *Teacher professionalism* is a recent introduction. Hargreaves identifies that from the 1960s onwards, classroom pedagogy started to become an ideological battleground between child-centred and subject-centred education, open classrooms and closed classrooms, traditional methods and

progressive methods and this led to teachers viewing pedagogy as an ideological decision. (2000) This period Hargreaves asserts reflects a period of trust in and of teaching and Teachers; a key attribute currently also associated with Teacher professionalism, as suggested by Nicholas and West-Burnham (2016).

Whilst this period is regarded as the 'golden age', Hargreaves asserts that this individualistic approach produced extensive and disturbing consequences, such as limited feedback leading to a lack of confidence about effectiveness, limited senses of efficacy and self-belief in the power to change children's lives, a focus on short-term improvement rather than long-term sustainable gains, self-defeating guilt and frustration, a lack of professional dialogue and an attitude of uncaring and indifference (2000); which perhaps accounts for the dilution of trust which led to the formation of the next age; as a result, Hargreaves also asserts that Teachers themselves have been in part responsible for the changing language of teacher professionalism (2000).

The age of the Collegial Professional is characterised by the pedagogical approach taken by those from the mid to late 1980s as a direct result, Hargreaves argues, of teacher autonomy becoming unsustainable as a way of responding to the increased complexities of schooling (2000). In this age, the role of the Teacher expanded to embrace consultation, collaborative planning and other kinds of joint work with colleagues out of necessity, following additional reform; however, the implications of this were the need for more commitments of time and effort. With the appropriate commitment; however, teachers engaged in this age benefit from strong professional cultures of collaboration to develop common purpose, to cope with uncertainty and complexity, to respond effectively to rapid change and reform, to create a climate which values risk-taking and continuous improvement, to develop stronger senses of Teacher efficacy, and to create ongoing professional learning cultures (2000).

Despite the reported benefits of peer working, Hargreaves asserts there are also challenges which exist within the Collegial age, suggesting that a concentrated focus on school-based development and collaborative working risks separation from the academic world, which may produce an insular

approach to collaboration *within the setting* rather than an outward-embracing approach which recognises the value of linking with Higher Education. Hargreaves suggests such approaches de-professionalise the knowledge base of teaching and dull the profession's critical edge over time (2000); therefore a key aim of this research is to address the claim directly and thus bridge any perceived gap which may exist between research and practice.

At the time of writing in 2000, Hargreaves identified that the teaching profession was entering the Post-modern age and that this was yet to be characterised by a particular pedagogical approach; however, elements of this have been evident from the mid-1970s, informed by neo-liberalism and the resource implications for the education system, due to socio-economic priorities and advancements in technology. The challenges to Teacher professionalism in this age are great due to the financial constraints which have seen resources cut and demands increased. One example he gives here is of ITT programmes in New Zealand which have reduced the time taken to reach QTS and thus allow new entrants to enter the classroom sooner. The position in England today is similar with the Assessment-Only route to QTS allowing graduates to train 'on-the-job' and thus reinforce the pedagogical approach of the pre-professional age. In addition, the 2010 Academies Act[24] allowed those without degrees and without QTS to teach in academies, as their trade and professional experience would suffice – particularly in UTCs[25], where specialism and skills are desirable. Hargreaves therefore raises concerns that this age risks returning teaching to an amateur, de-professionalised, almost pre-modern craft, where existing skills and knowledge are passed on practically from expert to novice (and) where practice can at best only be reproduced, not improved (2000).

The uncertainty of the Post-modern age is helped or hindered by a government's approach to policy and practice in addressing the arising

[24] Academies Act (2010): The Bill enabled more schools to become academies, offering comparable funding stream to mainstream schools, but would also receive additional funding normally distributed to local government. Schools designated as academies are free to choose their own curriculum and do not need to follow the national curriculum, they are not required to adopt teachers' pay and conditions and teachers employed in academies, do not need to have QTS

[25] UTCs (University Technical College) are secondary schools for 14-19 year olds; they deliver a 'technical' curriculum alongside traditional GCSEs and A-Levels and are supported by local employers and university to provide a 'business-focused' approach to education. They operate in the same way in which academies do.

challenges; where this is managed poorly Hargreaves argues this results in increased targets, standards, and paper trails of monitoring and accountability producing what Bishop and Mulford assert are 'procedural illusions of effectiveness' (1996 in Hargreaves 2000).

The main point raised by Hargreaves is that Teachers have seen their work and their worth broken down and categorised into checklists of performance standards or competencies (2000), a recurrent theme throughout the literature and identified as a key factor which is impacting negatively on conceptualisations of professionalism. However, this is reportedly leading Teachers to re-evaluate their professionalism and to make judgements about the kinds of professional learning they need to get better in their job (2000). This, in my view, is not necessarily a bad thing, as there may be a wide range of teaching professionals who are currently and simultaneously residing in each of the four ages. The key message therefore is that the direction of the profession should not be left to 'fate', but should be shaped by the active intervention of all educators and others in a social movement for educational change, for if Teachers want to become professionally stronger, they must open themselves up and become more publicly vulnerable and accessible (2000). Given the discussion of the approach currently being taken by the College of Teaching in the *Significance of the Study*, this is not only an interesting assertion to make but is one which is also of topical relevance; perhaps what should also be considered is how might we be able to create policy which is understood by the inhabitants of all four ages and which is something they are able to identify as an accurate representation of their role?

**Summary Themes which Inform the Development of a Framework for Interpretation:**

- There are four ages of teacher professionalism identified
- There is a need to assert teaching as a profession
- 'Teacher professionalism' is a new construct
- Teachers used to be trusted but now they are not
- Teachers are in part responsible for the changing language over time
- Demands on teachers have increased over time

- There is a real risk of de-professionalising the profession
- Teaching is subject to increased monitoring and accountability
- Teaching has become a checklist.

### 3.2.2 Biesta (2015)

Biesta's paper on *What is education for? On good education, teacher judgement, and educational professionalism* (2015) provides an important contextual underpinning to the remainder of the literature review, for he discusses the purpose of education and how this therefore links to establishing the professionalism of teachers, whilst suggesting that there is a need to regain Teacher professionalism as recent developments have undermined rather than enhanced opportunities for teacher professionalism.

Biesta produces a think piece for readers to consider what a 'good education' is. He does this through the development of a discursive argument which addresses the use of problematic language in discussing the theory and practice of education and how this impacts on changing contexts in which Teachers are expected to enact their professionalism and act professionally (Biesta, 2015).

The key question he raises is to ask what is the purpose of education, for this has implications for policy makers; if there is a lack of clarity in terms of the purpose of education then policy makers will never be successful in creating policy which appropriately articulates and meets the intent. Exploring this further, he addresses the changes in context in which Teachers are supposed to enact their professionalism (Biesta, 2015) and the impact this has had on the importance of teacher judgement which he argues has been inappropriately disregarded, as a result.

Biesta reflects on the shift in language towards a 'learning'-centred ideology over the last decade. He asserts that this language shift is predominantly due to the developments in the theory, policy and practice of education (2015) and that as a result, this has impacted, not just on research and policy but also on the vocabulary of Teachers who are now 'burdened' with the responsibilities which used to be the domain of governments and the state, as evidenced in the influence of neo-liberal policies (2015).

In articulating the nature of the problem, Biesta states that "the point of education is *not* that students learn" from a conceptual or abstract perspective, but rather that "they learn *something*…they learn it *for a reason*, and that they learn it *from someone*" (2015, pg. 76). Therefore, the focus on 'learning' is

problematic in his view, as this presents education as a process-based rather than action-based model and he therefore suggests that education should perform a functional role for the individual, such that it is useful and clearly evidenced, rather than something to be 'applied' elsewhere.

This is an interesting viewpoint and in analysing it further, it does conflict with the current classroom-based understanding of what should be learned in compulsory education. Lesson observations undertaken by senior staff and external inspectors, such as those employed by Ofsted, now look for evidence of *applied* learning as evidence of *deep learning* and *mastery*; a comment made by a Senior Leader I was working with recently highlighted her concern that the teacher's marking was "too focused on the action rather than the process" (V. Lewis, in conversation at Hatfield Primary Academy, 9 January 2017).

Biesta acknowledges this shift and suggests that as a result, we have now lost the 'what for' of education, which in turn only serves to provide an explanation of the settings and contexts from which individuals are educated and says nothing about the process of learning itself.

For Biesta, the *purpose* of education is paramount, for without a purpose there is no sense; the key tenet of his paper is that education has three functions and therefore three domains of purpose which he identifies as: qualification, socialisation and subjectification. These are reliant on each other to ensure a 'good' education:

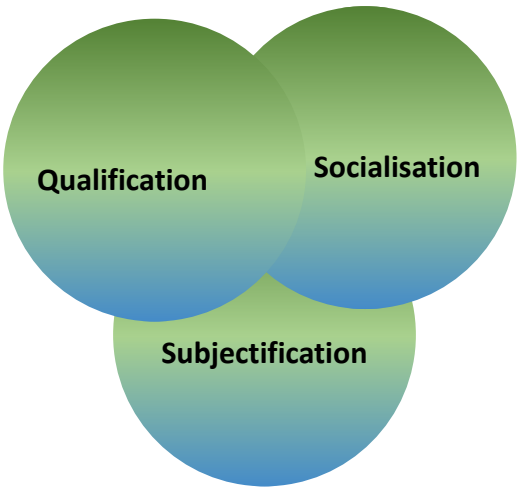



*Fig.1.6 'Three Domains of the Purpose of Education' Biesta (2015)*

The 'qualification' function is identified as that which is linked to "knowledge, skills and dispositions" (2015, pg. 77), which are measurable and which 'qualify' individuals to 'do' something. The 'socialisation' function is identified as that which makes clear the social structures, divisions and inequalities which exist and which will allow individuals to function appropriately in society. The 'subjectification' function is identified as that which informs the development of the self, where individuals "come to exist as subjects of initiative and responsibility rather than as objects of the actions of others" (2015, pg. 77). For education to be 'good' therefore, I interpret that it is Biesta's belief that all three functions are necessary and that as educators that is our responsibility to fulfil them.

Biesta claims to address what a 'good education' is, and in asserting what is 'good' he also expresses discomfort at the recent 'phenomena' of 'evidence-based research', which has grown in popularity through both the DfE and such grant-funded institutions as the Education Endowment Foundation (EEF)[26], arguing that these "notions of evidence-based education seem to suggest that research evidence can tell teachers what they should do on the assumption that particular forms of research can provide clear and unambiguous knowledge about 'what works'" (2015, pg. 80). In highlighting further their short-comings, Biesta asserts that firstly these "claims" only serve to meet the needs of one domain; that being the domain of 'qualification' and that secondly by quantifying the effectiveness of 'what works' this is too abstract an assertion to make and requires further context; such that the assertion that "homework is of no use…as reported by Hattie (2008) – is a meaningless statement if we do not specify what it is useful *for*" (2015, pg.80).

In arguing that researchers such as Hattie have not provided a context for their findings, Biesta has also not provided the reader with the full context of that which is reported in Visible Learning (2009), as an example. In formulating his meta-analyses of effect sizes on pupil achievement, Hattie is not saying that homework is of no use, but that when compared with other strategies or actions which schools and teachers have employed to raise attainment and progress, it

[26] The Education Endowment Foundation (EEF) is an independent grant-making charity which funds "rigorous evaluations of innovative projects aiming to raise pupils' attainment". https://educationendowmentfoundation.org.uk [Accessed 19 January 2017]

is not as effective; however, it is clear that presenting evidence in this manner can be seen as reductive. I agree with Biesta that Hattie's research values academic achievement and therefore the 'qualification' domain over others; however the assertion that Hattie provides a one-dimensional view of learning is unfair, as in my view, Hattie's research is not trying to identify what good education is or trying to establish the purpose of education, rather he is trying to quantify the value of different approaches; whether this is a valid activity in itself may form the basis of another discussion, particularly in relation to the context-dependent nature of educational success, but it is not, in my view, a pertinent factor in evaluating the *professionalism* of teachers.

However, in highlighting his discomfort with examples provided by researchers such as Hattie, Biesta asserts that in the design, enactment and justification of education we have to engage with normative questions (2015) and that the question of good versus effective education is relative according to the specific measures and degrees of measurement that are applied. To qualify further, he expresses discomfort at the hierarchical notion of 'excellent' education, which he sees as an additional discussion topic in contemporary educational research; in his view "the duty of education is to ensure that there is good education for everyone everywhere" (2015, pg. 80).

This statement; however, provides some discomfort for me when discussing the notion of conceptualisations of professionalism and Biesta's suggestion that developments in education (such as policy) are threatening the understanding of what good education is and that this therefore impacts on teacher understanding of what their profession is about and of their professional conduct. The statement reminds me of two recent papers produced; "Educational Excellence Everywhere" (DfE, 2016), which puts forward the government's plans to review initial teacher training, revise the fair funding formula for schools and increase the number of Multi Academy Trusts (MATs) in control of schools, and "A Good Education for All" (Ofsted, 2012), which made clear the implications for schools following the changes to inspection. As a result, although perhaps unintentional, Biesta's use of language has produced an association with the very examples of government policy, which have the potential to impact negatively on conceptualisations of professionalism for teachers.

Biesta asserts that in the democratisation of the professions in the 1960's and 1970's, this introduced a further dimension to the value of education, which resulted in students (and patients in the context of medicine) being seen as 'customers'; this was widely felt to be a positive way forward producing transparency and accountability. However, what it has actually led to, he claims, is "the erosion of responsible, accountable and democratic professionalism" (2015), due to the fact that education does not form part of a 'service' sector; students do not know what they want or need from an educational perspective and are dependent on the steer of their Teachers, therefore portraying the student as customer undermines the abilities of the Teacher and prevents the widening of opportunities that may be on offer to them.

The rise of accountability, Biesta suggests, should actually enhance the dialogue between professionals and stakeholders, but he also asserts that the performative 'tick-box' agenda appears to have resulted instead in a bureaucratic approach which explores "how education meets certain pre-defined standards" (2015). The question therefore remains: are we measuring that which is truly valuable or are we fulfilling a tick-box agenda in the name of bureaucracy and accountability for measurement's sake?

In summary, Biesta suggests that one of the current challenges impacting on conceptualisations of professionalism are the rather narrow views about what education is supposed to 'produce' (2015) and the focus on wide-scale measurement, such as through the PISA tables, which do not consider the three main functions of education, as identified above. He further asserts that in undertaking these three functions, it is necessary for the teacher to demonstrate judgement and that this judgement is multi-dimensional, dependent on context and personalised, according to the needs of the individual. In addition to the demonstration of judgement, pedagogy and practice is just as important in contributing to the positive outcomes of those being educated and Biesta clarifies this in stating that students not only learn from what we say, but also from how we do (2015) such that the *how* we teach is as important as *what* we teach.

However, the performative climate within which Teachers are expected to operate, as a result of the increased focus on accountability, has eroded the trust in Teachers' ability to make judgements; therefore, Teachers need to reclaim the profession and assert the purpose of education if professionalism is to survive; a point also made by the Chartered College of Teaching and referred to in the *Significance of the Study*.

**Summary Themes which Inform the Development of a Framework for Interpretation:**

- Teacher professionalism has been undermined
- Teacher judgement has been disregarded
- There has been a shift in emphasis from 'teaching' to 'learning'
- A focus on learning suggests that education has become process-based rather than action-based
- Education has three functions, all of which are required to produce a 'good' education
- The use of evidence-based education serves only one element but is overly influential in educational debate
- There is some debate of what a 'good' education looks like
- Students are now seen as customers and this undermines the role of the Teacher
- Teaching has become driven by a tick-box agenda.

### 3.2.3 Evetts (2003)

Evetts' paper on *The sociological analysis of professionalism: occupational change in the modern world* (2003) considers the move from profession to professionalism from a wider perspective and allows us to consider the implications for society as a whole. Evetts argues that such analysis is necessary when considering and understanding occupational and organisational change, as the term 'professionalism' is being used to convince, cajole and persuade employees, practitioners and other workers to perform and behave in ways which the organisation or the institution deem to be appropriate, effective and efficient (2003). In the case of the standards for Teachers and Headteachers, some have raised concern that the performative and behavioural qualities being extolled are as a result of externally developed and externally imposed policy; a point which Lingard (2009) makes within the *Contribution to Knowledge*, on the 'disjunctive' development of policy, and which may result in a desire to reject them.

Evetts undertakes a review of literature since 1950, but largely focuses on that from 1990 onwards, to explore how concepts of 'profession' and 'professionalism' have been constructed in different occupational groups, work contexts and social systems (2003). Whilst she is not explicit in her methodology, including how the literature was selected, reference is made to Anglo-American societies and the way in which professions and professionalism is created, according to the existing social structures, hierarchies and desired ideologies of professionalism (2003).

Evetts considers the importance of such a discussion of professionalism, suggesting that this is perhaps necessary due to the connotations of trust which are linked to those with professional status, for professions are rewarded with authority, privileged rewards and higher status (2003). This point is also considered in the discussion of autonomy vs accountability within *The Nature of the Problem*. The main argument is that using the term 'professions' simply serves to present and maintain the divisions of power and hierarchy which exist within society and that rather we should be looking at a conceptual move to discussing what 'professionalism' is and how we can enhance its understanding and application, for in her opinion 'professions' are under threat due to a

reduction in autonomy and dominance; they are no longer the self-regulating occupational groups they once were. (2003)

Evetts puts forward three key questions and asks us to consider whether professionalism is a) a normative value-system, b) an ideology of occupational powers, or c) a combination of the two, with the study focusing on the distinction that can be made of professionalism as a comparison between that of value system and ideology:

| **Professionalism as** | |
|---|---|
| **Value System, typified by:** | **Ideology, typified by:** |
| • Norms of society<br>• Community<br>• Epitomised by trust (this leads to status)<br>• Shared experiences<br>• Common identity<br>• Occupational and professional socialisation<br>• Common practices and procedures<br>• Linked to legitimacy, particularly as an authority / expert | • Control<br>• Competition and economic status<br>• Provides a service in return for monopoly control and economic gain |

*Fig.1.7 Professionalism as Value System and Ideology*

In linking this to the standards created for Headteachers and Teachers which are described in full within the *Introduction*, it is interesting to consider where they are placed if we apply the framework provided by Evetts. In terms of exploring the profession as a value system once adopted as policy, the standards arguably provide evidence of the 'norms' expected for members of this part of society, which as a result, create a sense of community and common identity and provide Teachers with the expectations of practice which form part of their socialisation into the profession; a consideration of legitimacy is explored further by Van Leeuwen (2008) in the *Methodology* and is applied in

practice to the analysis of the standards in the *Results and Discussion*. In terms of the ideology which could be assigned to the profession, this is perhaps more difficult to assert; however, the distinction between that of Teacher and Headteacher produces competition and economic status and the formation of standards makes clear how control is to be maintained; for an individual who deviates from the standards would be penalised through their inability to progress.

The key message for Evetts is that a shift in focus is needed; we need to move away from an analysis of what constitutes a profession and consider instead how we define professionalism, for there are shared characteristics and processes across all professions, as we have seen in the shared concerns raised by the HCPC (2014) in the section on *What is professionalism?* A consideration of how professionalism is defined for the teaching profession is explored further in the remainder of the *Literature Review*.

**Summary Themes which Inform the Development of a Framework for Interpretation:**

- The term ‘professionalism’ is used to influence and direct the actions of workers
- The term ‘profession’ represents the hierarchies which exist within society
- We need to discuss and confirm what professionalism is
- The professions in general have experienced a reduction in autonomy over time
- The term ‘professionalism’ should present shared characteristics across all professions.

### 3.2.4 Helsby (1999)

In *Multiple truths and contested realities: the changing faces of teacher professionalism in England* (1999), Helsby provides a summary of a study undertaken in English secondary schools in 1994, in which teacher professionalism was explored as a result of the changing work of teachers, which were underpinned by revisions made to the National Curriculum and which she argues has impacted negatively on teacher autonomy.

Helsby reflects on the data collated through the Professional Culture of Teachers (PCT) study which comprised of semi-structured, one-to-one interviews with 178 teachers and aimed to record perceptions of impact of central curriculum prescription (1999); 32 teachers (18% of the original interviewees) were re-interviewed after a year to evaluate any changing perceptions over time. The key questions raised ask 'How has government reform, in the case of the development of a prescribed national curriculum, impacted on teacher professionalism?' and 'Do the negatively perceived impacts of reform diminish over time as Teachers adjust?'

Helsby discusses the widely-recognised view that teachers of the past were autonomous in their ownership of the classroom and of curriculum content and that despite the implications of the 1944 Butler Act, which saw the legal responsibility of schools shift to that of Local Authorities, schools were permitted relative freedoms over the design and development of the curriculum. She asserts that this perceived autonomy is not quite accurate and is part of the reminiscence of the 'good old days' of teaching; it is because of this that the relatively speedy introduction of the compulsory National Curriculum with prescribed attainment targets and programmes of study was seen by many as a means of deskilling and de-professionalising teachers (1999).

This paper is relevant to the current debate on conceptualisations of professionalism as it highlights the on-going contestation between state control and professional autonomy and reasserts the view that Teacher professionalism in England is constantly changing and constantly being redefined. She argues that good Teachers will struggle to maintain their professionalism despite, rather than because, of the occupational and policy context within which they work (1999), suggesting that the nature of the role alone places undue pressures on

Teachers which therefore impacts on their ability to maintain consistently high standards of practice.

In discussing the impact of the PCT study, Helsby found that over time and compared to the initial interviews, it was clear that many Teachers felt a lessening of the constraints of curriculum prescription (1999), thus suggesting that responses to reform are often based on a 'gut reaction' to change rather than of an internalised view of the reform itself. However, her main concern remains that the prescriptive nature of the National Curriculum has resulted in a production-line approach to education where Teachers have, as a result, been reduced to technicians, following instructions subject to public scrutiny and external inspection of their compliance and efficiency (1999). Generalisations aside, she does acknowledge that Teachers respond in varying ways to government reform and their sense of professionalism (1999) and this is an important point to note, as it is a recurrent feature of the literature review as a whole and thus has implications for the future development of policy.

Helsby's summary recommendation that any attempt to enhance Teacher professionalism across the board will require the provision of adequate resources to enable teachers to focus more clearly upon the core tasks of teaching and to facilitate high levels of classroom performance (1999) now appears dated considering the current dialogue, as it appears to be reducing the discussion to something which can be easily identified and solved; indeed, her key message in understanding how teachers can develop their professionalism is to highlight the 'enabling factors' needed, which include adequate time for reflection and planning, and a certain amount of collaboration / collegiality with colleagues (1999).

As we have seen in the earlier discussion on *What is professionalism?*, the concerns raised by the Chartered College of Teaching in the *Significance of the* study and in the points raised through the *Literature Review* as a whole, it is unlikely that time and collaboration alone are all that is needed to raise the status of the profession.

**Summary Themes which Inform the Development of a Framework for Interpretation:**

- The general view is that Teachers used to have autonomy but now they do not
- Teachers have never really had the autonomy we reminisce over
- The definition of Teacher professionalism is ever-changing
- Teaching has been reduced to a production-line approach to education
- The status of the profession may be increased with the provision of time and collaboration.

### 3.2.5 Assunca and Shiroma (2003)

Assunca and Shiroma's paper *Teacher Professionalisation and Professionalism in Portugal and Brazil: What do the Policy Documents Tell?* (2003), provides an international perspective on the impact of educational reform on the in-service training of teachers, drawing on experiences of the researchers in Portugal and Brazil and making comparisons with recent reform in the UK at the time of writing. This is particularly linked to school-centred initial teacher training and therefore of interest when comparing recent changes to guidance on teacher professional development and ITE, as explored in the *Introduction*.

Assunca and Shiroma undertake a review of Teacher education policy in Portugal and Brazil from 1993 to 2003 in order to explore competing discourses; particularly in relation to policy documents which focus on Teacher professionalisation and professionalism. The paper focuses specifically on policy documents pertaining to Teacher education, both initial and in-service, in order to identify trends which can be compared more generally with other European countries and Latin America (2003).

This piece of literature is relevant as it asserts that although policy in Portugal and Brazil highlights the need to involve Teachers 'at source', it continues to be developed in a bureaucratic way and that this is hindering progression; this therefore supports the observations made in the *Conclusion* in considering the implications for policy and future practice.

The study is positioned in Portugal and Brazil, at a time when Teacher education is a key driver of educational reform; this adds to existing challenges experienced within the profession due to the competing discourses arising from policy texts and other formal documents related to teacher education (2003). Assunca and Shiroma confirm that quality has become the key word reiterated world-wide and that the need to raise the standards of education is a priority for all governments (2003), thus highlighting that the accountability agenda is not purely based within an English context.

It is interesting to note that in contributing to the debate initiated by Evetts (2003), who explores professionalism as value system and/or ideology, Assunca and Shiroma assert that the ideology of professionalism may be seen as a construct which obscures the reality of the working situation at the same

time as it assures the internalisation of motivation and discipline (2003). This sociological view is further supported by McBride (1996) who states that professionalism serves to socialise teachers into the values of the professional community, the culture of the metier and organisational culture. Within the *Rationale for the Study* I consider Day's (2007) assertion that policy which focuses entirely on student outcomes as its 'motivation and discipline' without reflecting on the changing context in which it is to be enacted is unlikely to be successful, as it will 'obscure the reality'. This is the challenge which faces Teachers internationally as Ball (1990) confirms, as discussed in the *Rationale for the Study*. In exploring the language of the Headteachers' and Teachers' standards, it will therefore be interesting to evaluate whether the reality of day-to-day practice is acknowledged and reflected in the policy produced.

Assunca and Shiroma are critical of the school-based Teacher training schemes prevalent in the UK, which in their view, only contribute to the de-professionalisation of teaching. They argue that this has led to a drawing up of a set of competencies and standards (2003) which reduces the ITE and CPD on offer to a 'prescriptive' model which arguably promotes a checklist mentality and approach. They compare the UK model to the Portuguese, identifying that despite efforts to establish a body of professional knowledge and a view of the Teacher as a professional (2003), the constructs and interpretation has produced a 'mismatch' between policy and practice; as a result, the Brazilian context has produced an image of the teacher as a semi-professional unhelpfully leading to the development of a discourse of professionalisation which is problematic as it presupposes that Teachers are not professionals and they need to be professionalised (2003).

The key message therefore is that there is a need to value practice as a source and site of learning through reflection and inquiry and to promote conditions of learning for Teachers to engage in sustained processes of reflection, collaboration and construction of the teaching profession if the status of the profession is to be raised (2003).

**Summary Themes which Inform the Development of a Framework for Interpretation:**

- Teachers are more accountable now than they once were
- The articulation of teacher professionalism is a key method of socialisation
- Teacher training is responsible for de-professionalising the profession
- Teaching has been reduced to a checklist of actions
- Teachers are now seen as ‘semi-professionals’
- Increased reflection and inquiry will raise the status of the profession.

### 3.2.6 Lasky (2005)

Sue Lasky's paper *A Sociocultural Approach to Understanding Teacher identity, Agency and Professional Vulnerability in a Context of Secondary School Reform* (2005) considers how secondary school reform impacts on teacher identity and agency and also explores the notion of vulnerability and how this can be channelled as either a positive or negative attribute depending on the context.

This piece of literature is relevant due to the socio-economic context in which it was written; for Canada, as Britain at the time of writing, was experiencing a recession and the subsequent government reform was directed towards making Canada competitive in the international market place (2005).

The key question raised considers the influences which shape Teachers' early professional identity and how the Teachers in her study respond to the current context of reform, her concern being that the increased pressures experienced by teachers simply serves to compromise student learning, leading to guilt, frustration and a vulnerability (2005) in feeling unable to do what they intended – to teach.

Lasky engages in a longitudinal, mixed-method study conducted in ten schools across Canada, through a sociocultural theoretical lens, incorporating mediated agency. The study was designed to gather data on teacher, student, and administrator experiences with, and beliefs about, government mandated school reform policies (2005). She conducted surveys and interviews focusing on early influences which channel teachers' identity and considered how the impact of educational reform might change or redirect the identity of the Teacher, arguably constraining 'Teacher agency' (2005).

Her main argument is that with the extent of educational reform the profession has seen a change from 'collegialism to managerialism' (2005) as a result of its extensive nature. Particularly with respect to issues of accountability and 'instructional reform' which is not open to debate, she believes that such mediational systems have served to shape teacher professional identity and agency, which is now in tension within the changing political landscape of reform.

From the respondents questioned, Lasky identifies that the overwhelming majority consider the idea of professionalism as something almost innate within their being and that their beliefs about how to be a 'good' Teacher is inseparable from their notions of professional identity (2005). However, they cite their early Teacher training, along with the wider political and social contexts, as responsible for the mediation of the development of the professional identities. Indeed, she found that the respondents felt a true sense of moral and ethical obligation to the students they taught, which in turn defined them as professionals, because that was what being professional was all about, in their eyes. The landscape of educational reform, driven by standards and accountability puts their 'higher moral purpose' at threat as it takes them away from their core purpose as educators.

What is interesting in this piece of research is the idea of vulnerability which Lasky introduces as a state which can either promote or destroy a Teachers' sense of identity and agency. Her respondents suggest that as a Teacher there needs to be an air of vulnerability about the person and that that sense of willingness to take considered risks in the classroom are what makes a good teacher.

Lasky considers this idea of vulnerability further, suggesting that this state can be either a positive or negative influence, depending on how it is channelled. She agrees that as teachers, positive vulnerability occurs through trust and can actually be an empowering experience as it allows teachers to grow and develop, thus creating a strong sense of identity and agency. However, she also argues that secondary school reform, with its focus on standards and accountability, creates a discord with Teacher identity that results in a negative vulnerability which creates a dehumanising steamroller approach to education (2005).

In this situation, vulnerability can only be a negative influence as Teachers become reform mediators rather than reform policy generators (2005), thus resulting in a sense of helplessness at their inability to influence and of being 'handcuffed' at the behest of the policy makers.

For Lasky, the key message is that agency is indeed affected by reform as it interacts with teacher identity and that the "ethical-professional values that were

predominant in the 1980's and early 1990's" are being replaced by an emphasis on performativity (Ball, 2003 cited in Lasky, 2005). In terms of professionalism, what we are witnessing, she asserts, is a shift in expectations of professionalism driven through government reform. However, she also asserts that many Teachers are rejecting this as a result of their unrelenting commitment to their moral sense of purpose which positions them as Teachers.

For Lasky then, conceptualisations of professionalism are changing, but it does not seem to be at the cost of the identity of the Teacher. However, to ensure the continued commitment of teachers to the profession, she argues, it is important that policy makers and school leaders create positive contexts where true collaboration and dialogue can be engaged in, so that the personal, professional and collective identity of the profession is maintained (2005).

**Summary Themes which Inform the Development of a Framework for Interpretation:**

- The accountability agenda is shaping the professional identity of Teachers
- Professionalism, as described by some Teachers, is considered to be values-driven
- Morals and ethics shape the professional identity of teachers
- Accountability is reducing the moral purpose of teachers
- Teacher identity is vulnerable to change
- Teachers are 'handcuffed' to policy
- Expectations of Teacher professionalism have shifted over time
- Collaboration and active dialogue is needed to protect the collective identity of teachers.

### 3.2.7 Orchard (2002)

In an instrumental paper in discussing the Headteacher standards, Janet Orchard in *Will the real superhero stand up? A Critical review of the National Standards for Head teachers in England* (2002) explores the publication of the first document to formalise expectations for headship and raises concerns about the specificity of the identified standards, suggesting that some are unrealistic and open to ambiguity, whilst a number of key personal qualities appear to have been omitted. The paper suggests that the standards need to be reviewed and revised if they are to accurately reflect whole-school expectations and this is therefore an interesting paper to consider in reflecting on whether conceptualisations of professionalism have seen a language shift since 2000 and whether the revisions made in 2004 and 2015 respectively reflect the initial concerns highlighted.

As the title suggests, Orchard undertakes a critical review of the 2000 Headteachers' standards. She does this through a consideration of the value for future empirical research (2002) of such standards and whether they appropriately reflect the leadership qualities needed to be successful. Orchard is not explicit in her methodology, however the critical review undertaken appears to do so from an analysis at word and sentence level in order to unpick meanings.

Orchard asks: 1) Are the standards produced desirable / necessary / the right standards to be measured against? 2) What is the underlying purpose of the standards? 3) Can you have a 'one size fits all' approach, as the introduction of the standards suggests? and, 4) What do we mean by effective and how can this be evidenced? In summary, she asks "Do the standards represent an agreed perception of what constitutes quality leadership in all state-controlled schools in England, and do they identify the training needs of existing and prospective candidates?"

Despite these questions, Orchard confirms she is largely in favour of the standards and asserts that they have also been welcomed by practitioners who recognise them as a model that is consistent with the way many Headteachers see their role (2002); however, she raises concerns over the long list of demands which are made and which require Headteachers to be able to teach,

organise implement lead and manage and be publicly accountable suggesting that although not written with this intention in mind, they are a possible basis for holding Headteachers to account (2002) and for this reason, it is essential that they are comprehensive, accurate and fair.

The tone Orchard takes in exploring the standards is interesting and appears to be flippant in declaring the 'superhero' qualities needed to be a Headteacher, who need also to be "a saint, a workaholic with no family commitments…someone with superhuman qualities" (2002, pg. 159). However, the underlying message is one of conflicting tensions, for on the one hand she argues that elements of the standards are too prescriptive, minimising the autonomy of school leaders and focusing on "micro-competencies" (2002, pg. 162), whilst on the other, she questions why certain elements are not prescriptive enough and this is perhaps indicative of the tensions evident today in conceptualisations of professionalism which arise when autonomy and accountability clash.

Orchard's discomfort with the standards is as a result of a feeling that they are too long and too filled with lists, suggesting policy development which reflects a performativity / accountability / measurement agenda and a criteria-based approach; this is a recurrent theme within the literature review in general.

However, she also expresses concern at the use of educational 'buzz words' which remain popular today and which are open to interpretation without certainty of qualification; words such as 'leadership', 'success', 'improvement' and 'high quality'. This is where the conceptualisation of professionalism complicates further, for if we determine that having professional status means being respected and trusted through a degree of autonomy, then educational buzz words are open to interpretation for each individual leader. However, if there is a requirement to make clear what such terms are then there is a need to move towards a competency-based set of standards, which are clearly quantifiable. This therefore creates a 'chicken and egg' scenario: do the standards make 'the profession' or is 'the profession' established as a result of freedom from standards? We arguably cannot have it both ways.

Despite this, the key message from Orchard is that the standards in their current state require revision to eradicate "any sense of imbalance" and to aid

progression and career development, for “schools need good leaders whose training has enabled them to develop professionally and flourish as whole people.” (2002, pg. 168) How this balance can be achieved, given the tensions which exist, is unclear and Orchard does not go as far as to make suggestions of what this would look like. However, it is interesting to consider how the standards have developed since their first inception and whether such tensions have been reconciled.

**Summary Themes which Inform the Development of a Framework for Interpretation:**

- The introduction of standards can be a positive way of enhancing consistency of practice
- The standards for Headteachers have produced a series of “micro-competencies” to be fulfilled
- Government reform has focused on an accountability and measurement agenda
- The use of standards should serve to aid progression and career development.

### 3.2.8 Day and Smethem (2009)

Having considered the positioning of professionalism as a sociological construct and looked at the stages of professionalism depicted by Hargreaves (2000), Day and Smethem (2009) in their paper *The Effects of Reform: Have Teachers Really Lost their Sense of Professionalism?* consider the impact of government reform on the working lives of teachers. Using England as an example due to the fact that "amongst all countries, teachers' work has been, and is, the subject of more intensive and sustained central government control than any other" (2009, pg. 141), they identify five common factors of educational reform which are evident and compare these to international research findings; identifying that they arise:

1. From a desire to "accelerate improvements, raise standards of achievement and increase economic competitiveness" (2009, pg.143),
2. In order to enhance personal and social values exhibited within society – particularly in situations of unrest,
3. To seek to challenge existing practice which in turn destabilises the profession for a time,
4. To increase teacher workload, and
5. Without consistently focusing on teacher identity.

(Day and Smethem, 2009).

They confirm that whilst government reform almost certainly is established from a positive rationale, the effect is not always as positive and therefore the key question to ask is how far has teacher professionalism been eroded by the intensity and frequency of government reform?

Day and Smethem undertake a review of available literature from 1989 to 2009, focussing on educational reform in England. They also refer to data obtained by the Teaching Council for England (GTC) in 2002, in a survey of over 70,000 respondents conducted by Markey and Opinion Research International (MORI).

In establishing the context, Day and Smethem assert that "the environment in which teachers work remains problematic" and that as a result, many researchers claim that the frequency and intensity of reform in England has had the effect of redefining what is meant by teacher professionalism and how teachers practice it individually and collectively (2009), with some arguing that

this redefinition produces a negative response in terms of how teachers and others view their professionalism. Exacerbated by the perceived increased performativity agenda and focus on standards, which has impacted on teachers' motivation, morale, well-being and effectiveness, this has resulted in an erosion of teachers' autonomy which challenge(s) their individual and collective professional and personal identities (Day and Smethem, 2009). Whilst the focus of my study is not on the individual identities which are constructed through the development of policy, this piece of research is relevant as it provides the reader with an interesting perspective from a cross-section of the teaching community, and informs the assumptions that are made within the *Results and Discussion* which follow.

In informing their assertions, Day and Smethem provide a very brief overview of a mixed method four-year study of the "work, lives and effectiveness of 300 teachers in a range of 100 primary and secondary schools across England" which researchers will recognise as the VITAE project (Variation in Teachers' Work, Lives and the Effects on Pupils). The project, undertaken between 2001 and 2005, "found that 74% of teachers (surveyed) in early, mid and late professional life phases were (able to) maintain [ing] their commitment to their broad educational ideals" and that through the strength of leadership exhibited, government reform was moderated to suit the context of the school and the community it served and therefore, the main argument is that "under the wise leadership of Head teachers, teachers and schools in England are not all incapacitated by the standards agendas of government in the ways which much research by academics suggests." (Day and Smethem, 2009, pg. 151) However, what they did find was that those teachers in the mid professional life phase of teaching, at 16-30 years' experience, felt that "DfES policy and initiatives were rated as having the most negative impact on teaching, along with Ofsted and the media portrayal of the teaching profession" (2007 in Day and Smethem 2009).

The conceptualisation of professionalism does not really feature in the paper and is considered only fleetingly through reference to Hargreaves identifying that a 'principled professionalism' is underpinned by strong values, beliefs and moral purpose (2005 in Day and Smethem 2009), thus resonating with those views expressed in the introduction by Nicholas and West-Burnham (2016).

The main focus of the paper appears to be a drawing together of recent research into the impact of educational reform on teacher perceptions of identity and it is this which remains key in making suggestions for future practice, particularly when they cite Hargreaves (2005) who reminds us that “in a world of unrelenting and even repetitive change it is essential to understand how teachers experience and respond to educational change if reform and improvement efforts are to be more successful and sustainable” (in Day and Smethem 2009, pg. 149).

**Summary Themes which Inform the Development of a Framework for Interpretation:**

- Government reform evidences a positive rationale but is not always successful in implementation
- The frequency of reform has negatively redefined teacher professionalism
- Teacher autonomy has been eroded over time
- Strong leadership in schools can ensure the implementation of standards is manageable for teachers.

### 3.2.9 Evans (2011)

Linda Evans' paper *The 'shape' of teacher professionalism in England: professional standards, performance management, professional development and the changes proposed in the 2010 white paper* (2011) considers what is meant by the term 'professionalism' and outlines the three-part model which she believes represents the key elements or dimensions of professionalism as a concept. She codifies the language of the 2007 teacher standards in order to reveal the expected behaviours of the 'teacher-as-professional' and subsequently discusses the link between enactments of professionalism and teacher professional development.

Evans undertakes an interpretative analysis of Teacher professionalism since 2007 and by two successive UK governments. She explores the concept and ontology of professionalism and analyses the introduction of the performance management system introduced in England in 2007. Using the 2007 Teachers' standards as her primary source, Evans articulates her own understanding of professionalism for the reader and then deconstructs this in order to codify the elements or dimensions of Teacher professionalism, according to the terms of behaviour, attitude and intellect and then categorises these according to a further eleven sub-codes, which she has identified as prevalent.

The key questions raised consider the extent to which professionalism is shaped by the government and government imposed reform. Taking an interpretative approach, she questions the "quiddity" of professionalism and asks what a "mode of being" looks like for Teachers in England through qualitative analysis of interpretations of the language used within the Standards (2011, pg. 856), using a codification framework which identifies nine aspects of professionalism within the Standards. The categorisation of the descriptions occur with the counting of individual statements and their alignment to the Standards; she then places the language into the framework through her own interpretation of meaning. This is certainly valid, and is also an approach I undertake, as explained within the methodology, but some may express concern if in disagreement with the classification of behaviours or in the placement of attributes; some may also question whether a specific,

deconstructed conceptualisation of professional attributes is useful in establishing the concept of professionalism.

Whilst she argues that ultimately the Standards target 'behaviours' rather than 'intellect', she does however acknowledge the limitations of her codification framework, citing the multiplicity of language which results in multiple categorisations (2011). The relevance for my research is in the methodology used and in the way in which this can be applied to explore further the language of the standards for Headteachers and Teachers and how these may have changed over time.

Her main argument is that the 2007 Teachers' Standards provide a 'lop-sided' representation of professionalism, which focuses predominantly on Teachers' behaviour, rather than on their attitudes and intellectuality (2011) and explores the language utilised to identify what government policy cites as the professional attributes of the Teacher. In doing so, Evans deconstructs and compartmentalises professionalism, creating three components of behavioural, attitudinal and intellectual professionalism and eleven sub-sections or dimensions, which contribute to each component, to identify where the language of the standards is positioned.

Her focus is more on CPD and the introduction of statutory performance management than a conceptualisation of professionalism per se, as she considers the extent to which Teacher professionalism is shaped by government reform, asserting that the introduction of the Teachers' standards has indicated that what is required by Teachers today is evidence of how they perform rather than proof of the values and knowledge they hold.

Further, if as Evans suggests, the Standards are meant to create a 'uniform professionalism', this reignites the debate on the nature of professionalism as we move away from a profession based on innate values and attributes and move towards a profession underpinned by performance functions; this is interesting and reinforces what Assunca and Shiroma identify as a professionalism determined by checklist.

The key message for Evans; however, is that the 'real' shape of Teacher professionalism will be that which Teachers forge for themselves, within the confines and limitations of the context set by the government's demanded

professionalism and that we should be focused on developing the individual professionally rather than on engaging in a dialogue on what constitutes professionalism as this is too complex and abstract to ever achieve consensus.

**Summary Themes which Inform the Development of a Framework for Interpretation:**

- The standards indicate how Teachers should perform
- Teachers need to forge the concept of professionalism for themselves.

### 3.2.10 Goepel (2012)

Janet Goepel's paper *Upholding public trust: an examination of teacher professionalism and the use of Teachers' Standards in England* (2012) examines the 2012 teacher standards and states that the direction and focus of professionalism has changed from 2007, citing deliberately 'assessable' externally imposed standards. Her research addresses which professional qualities are considered as important to teachers and examines the vocabulary of the Teacher standards in order to identify the balance between skills, knowledge, attitudes, values and characteristics.

Goepel undertakes an analysis of the 2012 Teachers' standards, published in England, whilst comparing current literature from Canada, USA, Australia and the UK on Teacher professionalism; her paper therefore explores the link between professionalism and the standards (2012). Considering the impact of the new coalition government in the UK in May 2010, Goepel explores how themes of 'trust', 'values' and specific 'qualities' are represented within the Teachers' standards and what this in turn means if we are to understand notions of professionalism.

The key questions raised ask how the nature of Teacher professionalism has changed and what the impact of government policy and the introduction of the standards are on the Teachers themselves. Similar to Evans (2011), Goepel takes an interpretive approach, in examining the nature of Teacher professionalism and in particular considers to what extent professionalism can be properly and individually expressed if adhering to externally imposed standards. She also considers how the values and beliefs that teachers may hold have the potential to contribute to a more accurate expression of professionalism.

In considering this further, Goepel cites Biesta (2009: 186) in suggesting that the values held by a Teacher inform the judgements they make and that such value judgements require what she calls 'practical wisdom' or 'phronesis' in Aristotelian terms. From my interpretation, it would appear that *the Nichomachean Ethics* (Oxford World Classics, 2009) is part of the framework from which she works, in developing the idea that it is virtuous characteristics which truly define the Teacher which in turn suggests a certain type of morality,

rather than the competences which we might align with the Teachers' Standards. She argues that the Aristotelian values 'more akin to a way of being' is what constitutes the true concept of the professional teacher – and not 'the application of rules or principles as in many government initiatives'.

Whilst I appreciate the notion of the more vocational conceptualisations of professionalism within teaching, I struggle with the rationale of citing Aristotle as I think it detracts from the subject analysis being conducted in that of the *White Paper* and the *Teachers' Standards*. As a result, I will not be including classical references within my own research as I want to maintain topicality, relevance and accessibility for the reader.

Clearly Goepel takes a more conceptual approach to an analysis of the Teacher standards, particularly when comparing the experiences and interpretations of conceptualisations of professionalism with doctors; however, this could reduce the impact and relevance for practitioners within education, where many already feel that they are experiencing a de-professionalisation and do not feel that they are 'on a par' with Doctors or Lawyers. Definitions of values and professionalism are developed through further references to Evans (2011, pg. 856) and Goepel identifies the 'proposed conceptual framework in which professionalism has three components behavioural, attitudinal and intellectual'.

Within her own thesis, Goepel cites Nixon et al (1997, pg. 16) to consider the shared qualities of professionalism identified by Teachers and Doctors alike; both of whom identified the same professional qualities of understanding, respect, honesty, empathy, communication, open-mindedness and enthusiasm among others demonstrating] that the Teachers and Doctors in this study were concerned with matters beyond the requirements of subject knowledge or technical competence (Goepel, 2012).

Her research focused on the "professional qualities which doctors and teachers considered important" (2011, in Goepel, 2012, pg. 496) when considering professional acts. She finds that both professions identify "the same professional qualities" (2011, in Goepel, 2012, pg. 496) which would therefore question why they did not and do not share the same element of respect and high levels of public trust.

Her main argument is that in adhering to the new Teachers' standards, which are deliberately 'assessable', what is likely to result is a 'tick-box' professionalism (Goepel, 2012). She asserts that issues of professionalism are only really considered when a powerful figure deems that professionalism has been breached and that the *White Paper* (DfE, 2010b) does not serve to "raise[ing] public trust and inspire[ing] confidence" (Goepel, 2012, pg. 498).

The key message of Goepel is that despite promises of renewed freedom and authority within the UK White paper (DfE, 2010b) the burden of accountability remains strong and this serves to weaken the element of trust felt in the profession even further. She questions how the status of Teachers can be raised and their professionalism enhanced when their "work and practice is predetermined by [the] external forces" (Goepel, 2012, pg. 501) of central government.

**Summary Themes which Inform the Development of a Framework for Interpretation:**

- Teacher characteristics are understood to represent those of virtuous character, which are held in conflict with the competencies of the standards
- Similar professional qualities can be identified across teaching and medicine but the level of trust which exists differs
- The standards have been created to produce a tick-box professionalism
- Teachers are burdened by accountability.

### 3.2.11 OECD (2011)

The recurrent issue of 'trust' which permeates the debate on Teacher professionalism is weaved throughout the OECD's paper *Building a high quality teaching profession: lessons from around the world* (2011), which provides a summary of the themes discussed at the first international summit on the teaching profession, drawing together 'high-performing' countries from around the world. This piece of literature is relevant as its content resonates with that of the Teachers' Standards (DfE, 2012) and therefore suggests it may have had some influence. The key question raised considers the factors which contribute to the development of a high-quality teaching profession and what deliberate policy choices are needed to ensure the profession is able to meet the challenge to transform educational outcomes in the 21st century (OECD, 2011).

The direction of the Summit was underpinned by OECD research including PISA reports, teaching and learning international survey (TALIS) responses, policy reviews and feedback from expert committees in order to reflect on lessons learned and identify what system features are needed in order to shape successful teacher careers and work environments (OECD, 2011).

A particular methodology is not referenced; however, it would appear that the large majority of data was gathered through multiple choice questions from surveys of Teachers and Headteachers into perceptions of organisational practice, Teacher influence and student behaviours, conducted between 2006 and 2009, and through student performance data obtained in Reading, Mathematics and Science from 2009[27]. The summary document presents raw data and case studies from OECD members and partner countries around the world.

The main concerns articulated from the Summit and presented in the final report address four interconnected themes of recruitment and training, CPD, salary and progression and research and reform, and question how these have the potential to impact on the development and sustainability of a quality teaching profession.

[27] PISA tests and TALIS surveys are conducted every three years, with the next tests due in 2018.

In discussing the issue of recruitment and training, the report suggests that recruitment may be hampered by a conflict which exists between perceptions of working in a profession and working in a school, with potential recruits unable to see teaching as a profession. To address this and therefore attract future teachers, the summary report suggests consistency is needed in establishing the professional 'norms' that 'go with professional work', but it doesn't make clear what these norms are. However, it does seem to suggest that the concept of professionalism is determined or influenced by status, environment, personal contribution and financial rewards (OECD, 2011) and that as a result, revisions to educational policy are needed so that the nature of teaching *as a profession* is firmly established and so that teacher shortage can be alleviated in the long-term; it is suggested that the use of surveys to uncover Teacher perceptions and values are a useful way to gather data which can inform future policy.

The report acknowledges the difficulties in recruitment and provides example case studies of countries who have been able to address this issue; the UK (England) is one such country where the Teacher recruitment crisis was reportedly reversed between 1997 and 2003, by addressing pay and work environment and launching a powerful recruitment campaign (OECD, 2011). The measures taken are listed and include a targeted marketing campaign in which teaching was 'pitched' to diverse graduates in order to improve the status of teaching as a profession and the possibility of doing it as a 'first career' before moving onto other things (OECD, 2011); this 'first career' strategy aligns with the Teach First programme referred to at the beginning of the literature review. Training bursaries are also reported as being offered to students, as well as 'golden hellos' for those training in shortage subjects; mature students were welcomed as 'career finders' and 'career changers'.

Taking a critical overview of the campaign in retrospect, it could be asserted that pitching teaching as a 'first career', as discussed on page 68 of this thesis, de-professionalises the profession from the outset and does little to raise its status as it encourages individuals to use it as a 'stepping stone' to bigger and better professions; however, as a recruit between the academic year 2001-2002, I am also interested to reflect on the campaign and consider the impact from a personal perspective.

I was a mature student career finder who had worked in a number of jobs since leaving University, where I had also been a mature undergraduate and coupled with the fact of being a parent, I was looking for a job that paid well whilst I trained, as I could not afford the additional fees needed to undertake a PGCE.

With that in mind, the campaign was successful in recruiting me. I was not offered a training bursary or a 'golden hello' as English was not a shortage subject; however I was offered a student loan repayment waiver if I remained in teaching for ten years and this was an attractive offer I did not refuse. The choice of career change had not been made as I felt the 'profession' was now more attractive or improved in status, but because the route to train had become more flexible and therefore aligned better with my family commitments and allowed me a better quality of life in the long-term. I did not see it as a profession 'on par' with that of Doctors and Lawyers and it did not concern me that it did not hold this status.

The 'essence of professional work', as identified by the report's assertion that it is the professional, and not the supervisor, who has the knowledge needed to make the important decisions (OECD, 2011) is perhaps where the campaign was less successful for me, as the school in which I trained was 'in challenging circumstances' and short-staffed and so I was never provided with the environment in which I could take advantage of a reduced timetable, the ability to shadow more-experienced staff and to undertake research, as the campaign advertised.

I was 'thrown-in-at-the-deep-end' and was a 'Teacher' from commencement of employment and therefore I never learned the 'essence' which the report suggests provides practitioners with the confidence needed to act from a position of authority and discretion, as expected of those working in a 'profession'. On reflection, the realities of the job superseded any entitlement to training and induction which as a result denigrated the 'profession' I had entered to a 'job' which had to be done.

The points raised above also link to the section on Continuing Professional Development (CPD) addressed within the report which identifies that making teaching an attractive and effective profession requires supporting continuous learning (OECD, 2011). The report suggests that due to the changing nature of

the global economic state, ITE will never appropriately meet the needs of its participants and this therefore supports the need for a structured CPD offer which goes beyond that of initial training.

Interestingly, the UK were not included in the results of this survey and this therefore questions either the accessibility or the level of engagement of the UK representatives. However, a number of initiatives introduced within the case studies, such as the development of Personal Learning Communities (PLCs) have since been introduced in this country as funded research trials. The report also acknowledges that there are a number of countries where formal mentoring and support are lacking beyond the initial training of a teacher; the DfE in 2015 updated the guidance for supporting NQTs, reiterating the requirement for a twelve-month mandatory probation period where successful completion of induction provides the licence to teach and with this, comes the recognition of teaching as a high-status profession.

However, the introduction of the Academies programme, some would argue, has devalued the profession further, for a Teacher in an Academy does not need to hold QTS, as has been addressed earlier within the *Literature Review*, thus questioning the relevance and appropriateness of such an induction period.

The report addresses salary and progression in questioning the appropriateness of the Teacher appraisal system and identifies the contrasting approaches to appraisal across countries, which link to measures of accountability and feelings of trust for those in the profession; indeed, some Teachers see the appraisal / performance management system as one which is used to 'beat down with a stick' rather than to reflect on current practice, strengths and areas for development.

To resolve some of these issues, the Summit confirms how it is "essential for governments and teacher organisations to work together to invent a new vision for the teaching profession" and thus raise its status. However, the findings from the research data gathered suggest that this will be a challenge due to the current systems in place with regards to teacher evaluation and appraisal, as they are more likely to be rewarded for seniority, even if they are underperforming, than for self-improvement or innovation (OECD, 2011). This

therefore raises the question of how the status of the profession can be improved upon when the current systems in place arguably do little to support the development of practice.

The final section of the report concerned with Teacher engagement in educational reform is more relevant to the literature review of this study for it asserts that Teacher engagement in the development and implementation of educational reform is crucial and that school reform will not work unless it is supported from the bottom up (OECD, 2011).

Research from expert group collaboration over the last few years provides evidence that the UK is moving towards a more consultative approach to educational reform; however, it is unclear how this is impacting on national level implementation. One only has to consider the expert group drawn together to establish a set of Standards for Teaching Assistants which were not published by the DfE in 2015 due to implications of purdah and which have subsequently been published by the Teaching Unions in 2016 but not publicly endorsed by the DfE, to question the weight such 'expert' groups carry.

The report identifies implied concerns raised as a result of survey findings from Teachers which suggests that fundamental changes to the status quo can raise uncertainties that can trigger resistance from stakeholders (OECD, 2011); however, in the UK it is arguably the perception of many that *too much* change is occurring due to the frequent political upheaval and that it is the frequency and pace of reform which is being met with resistance and not necessarily the reforms themselves.

The report also questions why some educational reforms succeed and others fail. In the case of the Headteachers' and Teachers' Standards, these have been presented as statute and therefore imposed upon the profession under legislature which is not open to question; these reforms have succeeded in the fact that they have been published as policy, but perhaps they have failed in the extent to which they are carried out? As a result, the report recommends that it pays to closely engage those who will be most directly affected by reform for social dialogue is the glue for successful educational reform (OECD, 2011).

The data presented within the report is comprehensive and indeed raises some interesting questions, which in summary highlights the concern in establishing a

high-quality teaching force which is not simply due to a traditional cultural respect for Teachers but is a result of deliberate policy choices, carefully implemented over time (OECD, 2011).

However, the data is perhaps limited by the contributions of those who completed the surveys and by those in attendance at the Summit; the details of which are not made clear in the introduction. As a result, the findings could present a particular agenda by the position of its contributors; as an example, the United Kingdom is cited as a key representative and case studies of practice are referenced; however, the delegates from the UK were from the Scottish educational system which therefore presents a very different perspective to that of England, Wales and Northern Ireland. Therefore, it could be argued that reported impact on policy and practice in the UK is likely to be limited to Scotland only.

**Summary Themes which Inform the Development of a Framework for Interpretation:**

- Tensions exist in the perceptions of teaching as a profession or as a job
- Teaching is now seen as a 'first career' option, which leads onto something else
- Professionals are typified by their ability to make important decisions
- Continuous professional learning experiences are needed to ensure teaching becomes an effective profession
- Collaboration between Teachers and policy makers is essential to raise the status of the teaching profession.

### 3.2.12 OECD (2015)

As a result of the points raised with regards to the impact of the 2011 Summit on UK policy, I wanted to look at subsequent reports; and particularly that of the 2015 Summit where the theme was *implementing policy and practice*. I was particularly interested to see the progress which had been made as a result of previous Summits and to consider whether UK (and specifically, English) educational policy and reform had been influenced.

However, what is evident is that little has moved on since the 2011 Summit and indeed this is reflected in the statement made that these are not new ideas but they have a renewed urgency (OECD, 2015).

The key questions raised in terms of policy and practice ask:

1) 'How can governments and professionals work together to ensure excellent teaching in every school?'
2) 'How can the teaching profession be turned into a modern, high-quality well-regarded profession in the world?' and
3) 'Under what conditions does Teacher collaboration reliably work in order to measurably improve outcomes?'

(OECD, 2015).

In framing the content of the discussions covered within the Summit, source data from multiple choice questions through the Teaching And Learning International Survey (TALIS) study questionnaires conducted in 2015 and from student outcomes obtained through PISA tests of Reading, Mathematics and Science in 2015 are utilised as the stimulus, as has now become the norm for OECD research.

What is interesting to note is that much of the content of the OECD's paper *Implementing Highly Effective Teacher Policy and Practice* (2015) is based upon those initial points raised in 2011, such as the need for trust, the development of understanding of what a high-quality teaching profession looks like and the necessity for Teacher engagement in the policy-making process; therefore, the need to approach this issue from a different angle will be considered within the *Methodology*.

However, one of the main arguments put forward is the fact that 90% of Teachers surveyed through TALIS love their job but feel unrecognised and unsupported in their schools, thus reinforcing the observations made by Hargreaves who states that things are changing quickly, and not always for the better, for what teachers do is constantly demeaned (Hargreaves, 2012). This view is further supported by Day through the series of interviews undertaken with 300 Teachers between 2002 and 2005, as part of the VITAE project and referred to in *Teachers Matter* (2007).

Delegates at the Summit agree "it is critical that education policymaking now go beyond rhetoric and opinion to rest instead on evidence about performance" (reported by Kapferer, OECD, 2015). However, in adding to the debate on conceptualisations of professionalism as depicted within the Standards I am not sure this is particularly helpful as it perhaps suggests a reinforcement of the performativity agenda above all other characteristics and values. The outcome of the Summit asserts that we need to surround teachers with the same kind of collaborative culture that supports every other high-performing profession (OECD, 2015).

The two main recommendations to come out of the Summit which are relevant for this study is the call to policymakers to: 1) recognise and communicate the value of the teaching profession to the larger society and 2) to explore how to develop opportunities for true professional collaboration and feedback, a recommendation we have also seen made by Hargreaves (2000), but also in the 2011 OECD summit, and referenced as a key aim of the Chartered College of Teaching, as illustrated within *The Significance of the Study*.

**Summary Themes which Inform the Development of a Framework for Interpretation:**

- There is acknowledgement that the issue of teacher professionalism has not been successfully addressed or resolved
- Collaboration is needed to enhance the perception of the profession
- Teachers reportedly feel unrecognised and unsupported.

### 3.3 Summary

The literature raises some interesting questions around the changing nature of professionalism, including the difficulty in reaching a collective agreement on what professionalism actually is. Much of the literature, such as Evans (2011), urges teachers to assert ownership of their own profession and calls for greater collaboration between policy makers and those for whom it directly affects (OECD, 2011, 2015). However, a tension exists in the fact that teachers want to be acknowledged within a profession and want the status to be raised, as appears to be evidenced within the growth of the Chartered College of Teaching, as explored in the *significance of the study*. In an additional complication, there may be conflict between a desire for autonomy and a need for specific criteria that they can rely on or fall back on to work to, as suggested by Orchard (2002) and discussed within the literature review.

There also exists a tension from central government in terms of the positioning of accountability and autonomy within the profession and this could pose problems for individuals in developing their own conceptualisation of what it is to exhibit professional behaviours. On the one hand the standards dictate the attributes required for the profession, whilst on the other, central government remain committed to the further development of Free Schools and Academies, who by the very nature of their constitution are separated by local government and given the autonomy to work outside of the Standards.

What the literature review has secured in my mind, through the drawing together of summarised themes, is that the conceptualisation of professionalism continues to be contested but that the way in which reform is interpreted can either strengthen or weaken one's own sense of professionalism. Considering the Standards that have been introduced over time and the impact they have had, as explored through the literature review, it is evident that there are many, such as Assunca and Shiroma (2003) and Lasky (2005) who continue to feel that their construction and format do not successfully express the role of the teacher in a way which is satisfactory to all and which is often driven by accountability measures rather than a sense of professional identity. Those within the literature review, such as Orchard (2002), highlight such short-comings; however, there does not appear to be a definitive suggestion put

forward of what they *should* look like; it will therefore be interesting to explore this further through my own analysis in comparing the standards over time and how the language used addresses these.

To summarise the literature in general terms, the following perceptions are evident:

- The literature supports the view that teacher accountability has increased over time, whilst
- Teacher autonomy has diminished, and
- To raise the status of the profession, the development of collaborative practices are key.

Therefore, the three key themes that will be taken forward to formulate my methodological framework for analysis are: accountability; autonomy and collaboration.

**Conceptual Framework that has been Formulated as a result of the Literature Review**

As a result of the literature review, which has provided a summary of key themes to inform the development of a framework for interpretation, my methodology has become clearer. I have identified a need to unpick policy at a word and text level so that the findings can add to the wider debate on conceptualisations of professionalism; in particular, the tension between the themes of autonomy and accountability and the introduction of the need for collaboration, which have arisen within the literature, are both relevant and timely given the current educational and political context.

It is unlikely that the data analysis which follows will serve to categorically define teacher professionalism and it is difficult to see how this can ever be achieved; we have already seen that conceptualisations of professionalism are contested and open to different interpretations. However, discussing language use is a valid starting point from which to initiate wider debate and thus enhancing, opportunities for reflection (DfE, 2016d), which are recognised as “essential in raising the status of the profession” (OECD, 2011; 2015). The subsequent analysis of data aims therefore to raise an awareness of the language choices

of policy and to consider their importance in conceptualising professionalism for teachers. Any implications identified may be of interest to future policy makers in the development stage of government reform and to future policy enactors in the delivery stage, as they consider how conceptualisations may be defined as a result of their understanding and response to such language choices.

My primary hypothesis is that there has been a shift in language between publications of the teachers' and Head teachers' standards respectively and I believe that the language of accountability has increased over time, largely as a result of the changing socio-economic landscape which has in turn has impacted on the educational landscape and educational priorities. The literature suggests the language of reform reflects a landscape where accountability and measurement feature; however, it has also identified that language of autonomy and collaboration are of interest.

Over time rhetoric from central government has claimed the profession in fact benefits from an era of increased autonomy and a move away from centralised control, as evidenced in a range of DfE releases around the freedoms associated with academisation[28] and teachers' pay[29] as examples. However, the literature review suggests that policy *development* does not necessarily support this. What might come out of the data analysis therefore is the need for true transparency in terms of what policy is for, the true relation between accountability and autonomy, and perhaps a greater need for clarity of expectations.

[28] https://www.gov.uk/government/news/academies-to-have-same-freedom-as-free-schools-over-teachers [Accessed 19 January 2017]
[29] https://www.gov.uk/government/news/more-freedom-on-teachers-pay [Accessed 19 January 2017]

# CHAPTER 4

# METHODOLOGY

"Professional education needs to place neophytes in field work where they will have to create new solutions to unique problems in a specific context" (Schon, 1987, cited in Day et al, 1990, pg. 151).

As reflective practitioners, and to enhance their further professional development, teachers surely *need* to be engaged in the dialogue of what it is to be professional and to consider how conceptualisations of professionalism are formulated.

In considering what I wanted to uncover and how I wanted to uncover it, the first iteration of my methodological approach naively declared that I wanted the data to be as pure as possible and therefore identified a grounded theory approach to be the appropriate way forward as it would allow the data to speak for itself. Although this consideration was later discounted, it did help me to refine my research question to one which asks *does* the language used in the standards have the potential to impact on conceptualisations of professionalism?

I then looked at the process of systematic coding in order to develop categories in advance of analysing my data, utilising existing literature, in which themes from *previous* researchers' analyses of the teachers' standards could be built upon; I did think I could replicate the methods of previous researchers in order to ascertain whether the findings remained as relevant today as they did in 2012 when Goepel, as an example, identified that the language of accountability, control and performance output were evident. This would therefore create a methodology of systematic coding and would provide a relatively simple approach that would save time and produce a wealth of comparative data.

I also considered using the coding framework that Evans (2011) used in her analysis of the teachers' standards, in which she applied her own interpretation of the behaviours being demonstrated within the standards and how these may be interpreted for the practitioner. I very quickly realised, however that this was

not only too simplistic, but could also potentially lack validity as I would be trying to apply a set of codes created for one document in context from a previous piece of research and apply them across a range of other documents in differing contexts which were potentially unrelated; the only immediate similarity they shared was that they are all 'Standards'.

I again reflected on my original interest in language and considered how this could be best explored; I realised that Critical Discourse Analysis was a reasonable way forward– but not without some reservations.

It is important to note that CDA is not characterised by one single theory or methodological approach, as illustrated in figure 1.8 (on page 119). However, in general terms, the school of CDA represents an interdisciplinary approach which explores society and societal relations through an analysis of language. It considers how such language impacts on the constructs of power, ideology, institutions or social identity, as examples, and considers how such semiotic data informs action, as a form of social practice (Wodak and Fairclough, 1997).

The attraction of utilising CDA as a methodological approach is in the fact that it encourages self-reflection from a sociological perspective, which leads to a greater understanding of how language functions as a characteristic of wider society, particularly in representations of power and social hierarchy.

### 4.1 Research Framework through the Lens of Critical Discourse Analysis

There is currently limited research available which considers the language of policy from an analysis at word and text level and which specifically looks at both the Teachers' Standards and the Head Teachers' Standards over time. As we have seen through the literature review, 'policy' is often considered in abstract terms, with recommendations made addressing how it should be developed in the future, as is seen in the recommendations made by the OECD summits (2011, 2015) and yet there has been no significant change. I therefore believe that the way we consider policy and its implications for practitioners requires a different angle – and that angle is through the lens of Critical Discourse Analysis (CDA). In utilising CDA, I will be able to apply a socio-linguistic approach and thus consider how the language of the standards impacts on conceptualisations of professionalism, through an acknowledgement of the positioning of texts in context, thus moving between social theory and practice (Van Leeuwen 2006 in Wodak and Meyer, 2009).

My interest is in creating a methodology which requires a systematic analysis of language and texts (Machin and Mayr, 2012); it is attractive to me as a researcher and also provides a level of accessibility to readers in being able to understand its approach and aims. Ball agrees that discourse provides a particular and pertinent way of understanding policy formation, for policies are, pre-eminently, statements about practice – the way things could or should be – which rest upon, derive from, statements about the world – about the way things are (1990). Therefore, it is appropriate that the language of policy should be considered in context, by those who are directly affected by it, so that they can make sense of it *for themselves*.

CDA has developed since its inception in the 1970s and researchers utilising this methodology are now encouraged to apply diverse approaches interchangeably to consider the use of language and its impact; for in applying these methods we can better capture the interrelationship between language, power and ideology within society through discourse, "where 'discourse' is language in real contexts of use" (Machin and Mayr, 2012). In analysing the language of policy for the Teachers' Standards and the Head Teachers' Standards, which in my view is meant to be applied on a day-to-day basis, thus

reflecting its functionality on an operational level, it is interesting to reflect also on the impact of the standards on a sub-conscious level and consider what happens when language is utilised in differing social, political, educational and cultural contexts.

The Teachers' Standards and Head teachers' Standards represent authentic texts which are used in multi-layered environments to perform social functions (Wodak and Meyer, 2012), such as informing job descriptions, pay progression and providing criteria for quality assurance purposes, as has been discussed within the literature review. However, this multi-layering environment necessarily relies on their interpretation from an individual, school and national perspective. Thus, in my application of the methodology, the process of *doing* CDA (will) involve looking at choices of words and grammar in texts in order to discover the underlying discourse(s) and ideologies (Machin and Mayr, 2012) which may impact on the conceptualisations of professionalism for teachers in particular, but also for wider society in terms of how the professionalism of teachers is defined and therefore understood.

I am interested in uncovering any trends and patterns which might suggest that certain kinds of practices, ideas, values and identities are promoted (Machin and Mayr, 2012) within the Standards and a word level analysis will support this approach as it will look at abstract verbs and modality as examples of how expectations are demonstrated through language choice. CDA is relevant because "it is linked to key elements of social practices" and how the language used impacts upon such "social practices, actors, their roles and identities" (Van Leeuwen, 2008: vi); I am interested in how an analysis of the language of policy may impact on conceptualisations of professionalism and of the potential implications of this on daily practice.

### 4.2 Research Design and Theoretical Justification

From a sociological perspective, the appropriateness of Critical Discourse Analysis in examining government policy allows me to explore the influence of language in the construction of conceptualisations of professionalism and how these constructs have the potential to position teachers as social actors within a specific role or place within society; in this way "attention [is] given to the language of policy – policy rhetorics and discourses as a way of seeing how policy discourses work and privilege certain ideas and exclude others." (Ball, 2013)

The basis of my analysis will be formed through comparisons of the Teachers' Standards from 2007 to 2012 and the Head teachers' Standards from 2004 to 2015, in order to analyse the language used and establish whether changing educational landscapes and priorities are reflected in the language of policy; to clarify the use of data further, I will be focusing on the *Core* Standards only for Teachers for 2004, which will provide a more consistent comparison against the revised Standards in 2012. In analysing the language, I propose to use a coding framework, which incorporates both qualitative and quantitative methods; this will be explored in more detail in the section on data collection.

### 4.3 Approaches to Critical Discourse Analysis

In considering the application of the methodology I considered all areas of CDA in order to establish the most appropriate way forward. For readers, all six areas are summarised below for information.

| Abbrev. | Strategy / Theoretical Framework | Contemp. Lead | Theory | Underpinned by |
|---|---|---|---|---|
| DHA | Discourse Historical Approach | Wodak | Critical Theory and Symbolic Interactionism | Social cognition theories. |
| SCA | Socio-Cognitive Approach | Van Dijk | Moscovici's Social Cognition Theory | Socio-psychological dimension. Social representation theory. Based on context and social representation utilising existing texts / documents. Collective ideas in constructing social order. |
| CLA | Corpus Linguistics Approach | Mautner | Critical Theory | Quantitative linguistics to analyse large corpora. |
| SAA | Social Actors Approach | Van Leuwen | Critical Theory | Role of action to establish social structure. Looks at existing texts / documents. |
| DA | Dispositive Approach | Jager | Foucault | Activity theory. Social constructivism. Dualist approach of discourse and social reality. |
| DRA | Dialectical-Relational Approach | Fairclough | Halliday / Foucault / Marx | Halliday's multifunctional linguistic theory and Foucault's orders of discourse and action. |

*Fig.1.8 Current Approaches in the School of Critical Discourse Analysis (Wodak and Meyer, 2012)*

All approaches of CDA are interpretive in approach and are linked by a number of overarching principles which identify them as being:

- Interdisciplinary
- Intent on demystifying ideologies and power through the "systematic and retroductable investigation of semiotic data" (Wodak and Meyer, 2012), and
- Authentic in terms of demanding the researcher's own position is made explicit whilst also undertaking a self-reflective approach.

Thus, there is not one specific methodological approach characteristic to CDA; it is multifarious and heterogeneous as a school of thought and the texts that are analysed are often seen as a product of social action which has been determined by the social structure imposed. The frameworks highlighted in green identify the approaches I will undertake and the rationale for these choices will be discussed in the next section.

### 4.4 The Approaches I will undertake and the Rationale for this

The justification for utilising CDA underpinned by the specific frameworks considered in table 1.8 is based around the premise that it provides a platform for analysing language as a form of social practice and considers the impact this has may have on the social actors it affects. In discussing the hierarchical positioning of policy, it will be interesting to uncover whether policy is presented in such a way that it could be argued it *illegitimately* controls the actions of teachers and Head teachers, due to a lack of honesty in acknowledging the tension which exists between autonomy and accountability, and which results in their oppression and the production of what Van Dijk calls a 'discursive dominance' (1995).

I initially considered utilising the purist view, more aligned with linguistics and an application of Halliday's (1985) six categories of verb processes, through the use of figurative language, to explore conceptualisations of professionalism, but with only a working knowledge of linguistics, this would have taken considerable time to analyse. At the same time, I also looked at de Saussure's (2013) approach in studying features of language through lexical and grammatical

choices as building blocks. I identified with the establishing of a clearly defined concept of the linguistic sign as that which asserts that all language choices are ideologically significant and that language choices are political in that they shape how people and events are represented. Subsequently, from this position I considered the relevance of each area of CDA.

I discounted using the other frameworks as Discourse Historical Approach (DHA) is too focused on the individual interpretation of language, and although an area in which I am interested, I felt this approach would be more suited to an analysis of the impact of reform on *identity*; Dispositive Approach (DA) is too distanced from a linguistic approach as it presents a dualist view of discourse and social reality in that the social reality is represented within discourse, which would therefore be inappropriate in my frame of study; and Dialectical-Relational Approach (DRA) would be too time-consuming and based on specialist linguistic skills, which as previously highlighted, I did not feel my knowledge and experience was at the appropriate level of expertise needed.

The positioning of the Standards provides one example of an exercise of control, as they can be used as a method for determining pay rises and access to promotion as has been discussed earlier; in this way, it is important that their creation and development is based on a reality which is understood by all. In exploring the use of language, it is perhaps useful to acknowledge and explore *how* the Standards can exert power and control, for as Rogers et al. confirm, power takes many forms: ideological, physical, linguistic, material, psychological, cultural (2005). The language used within the Standards will arguably shape the actions of the teachers and Head teachers; however, the context of the educational landscape will in turn shape the language that is included within them.

Considering the recommendation to use diverse approaches interchangeably, I intend to 'pick and choose' how I apply the methodology, so that it is a) manageable in terms of time available, b) appropriate in terms of unpicking trends and patterns of language use, and c) transferable, so that it may be used and applied in the future. In the section which follows, I will identify and discuss my chosen approaches.

### 4.4.1 Socio-Cognitive Approach

A Socio-Cognitive approach is an attractive method due to its focus on power in discourse in context, through a linguistic basis which is identified through an analysis of a range of 'linguistic indicators' as features of text and talk and which may include: word order, lexical style, rhetorical figures, and syntactic structures as examples. My aim is for an analysis of the Standards to generate a discussion around how the language of the Standards is developed and responded to at a word level, as a result of the contextual environment in which they exist, particularly considering current educational and political agendas.

In practical terms, I have already positioned the Standards in terms of their macrostructure and global meaning within the *Introduction* and have provided the chronological context for their development, as well as describing their format and structure. I do not intend to analyse the local meanings in terms of the lexical structure of the Standards but I am interested in a subtle analysis of syntax utilised and how useage may have shifted over time. As a result, my aim is to uncover how readers as a collective may respond at word-level to the language used and how this may impact on conceptualisations of professionalism and therefore of their collective positioning and recognition within society.

### 4.4.2 Corpus Linguistics Approach

From my understanding and interpretation, a Corpus-Linguistic approach is a tool rather than a specific methodology, which allows the researcher to apply quantitative analysis to large bodies of text. The use of the concordance software 'NVivo 10' and to a lesser extent 'Wordbanks Online', will allow me to develop frequency lists and will also help me to identify themes, patterns and trends of language use, which if done by reading and manual transcribing alone would add an inordinate amount of time to the research process.

What is particularly attractive in using 'NVivo 10' is that it processes whole documents in pdf or word format and then produces spreadsheets of data, which identifies word count and percentage weighting, in a matter of minutes; for efficiencies of time, this is therefore an attractive tool for researchers to utilise.

### 4.4.3 Social Actors Approach

Having analysed the Standards at word level through the utilisation of concordance software, I believe I will have considerable data from which to identify themes, patterns and trends of language and will be able to chart this over time; considering any changes or shifts in language in the Head teachers' Standards from 2004 to 2015 and in the Teachers' Standards from 2007 to 2012.

However, as indicated at the start of this chapter there is a need, in my view, to undertake a different type of analysis and for this reason I will also apply a Social Actors approach in understanding the positioning of policy, thus creating a multi-layered methodology which aims to explore the word *and* text level positioning of the language. To support this I will utilise Theo Van Leeuwen's (2008) *Categories of Legitimation in Discourse*, as a way of exploring how purpose and legitimation is identified through the authorial voice and how this therefore impacts on conceptualisations of professionalism, as the positioning of the text can serve to create or reinforce the social structure in which the 'actors' reside.

I believe that SCA and SAA can work in complement to each other and due to my focus on a word level analysis I will be able to evaluate required actions, expected performance and intended roles of teacher and Head teacher, which will therefore allow me to consider the presentation of policy at a text level and consider also the level of authority being applied; this is important in considering how the language and text collectively impact on conceptualisations of professionalism.

### 4.4.4 Categories of Legitimation

As a result, the rhetoric of policy, and specifically that of the Standards, can be explored through the categories of legitimation developed by Van Leeuwen who argues that all discourses project an aspect of contextual reality and that texts are constructed and shaped by relations of power (2008). The constructs of legitimation illustrated in the model below, will enable me to hypothesise and subsequently consider how the Standards have been constructed; they also encourage debate around how they are to be interpreted and what implications there may be for readers in understanding what teacher professionalism looks like and whether this has changed over time.

**The four categories of legitimation in discourse (Authorisation, Moral Evaluation, Rationalisation, Mythopoesis) identified to reflect the impact and use of language:**

| | |
|---|---|
| **Authorisation**<br>**Language is made legitimate by the authority of custom, law or the person who possesses it.** | |
| Personal Authority | Authority is given due to the status or a specific role, which means authority is not questioned – it is a given. |
| Expert Authority | Authority is given due to expertise; this could be academic, which means recommendations are given. |
| Role Model Authority | Leaders drive the authority however this could be celebrity or colleague driven where endorsements promote authority. |
| Impersonal Authority | Authority is given through laws, rules and regulations, policies or guidelines. |
| Authority of Tradition | Authority is given through practice, custom or habit. |
| Authority of Conformity | Authority is given where processes are followed to do what everyone else does. |
| **Moral Evaluation**<br>**Language is made legitimate based on value systems, rather than authority.** | |
| Evaluation | Evaluative adjectives are used to communicate concrete and abstract qualities, such as *normal, natural, healthy* and these terms seek to legitimise events or language content. |
| Abstraction | Language choices moralise actions which manipulates perceptions. |
| Analogies | Actions are legitimised through the positive comparison using similarity conjunctions but can also be used to highlight negatives. |
| **Rationalisation**<br>**Two types of rationalisation exist.** | |
| Instrumental Rationalisation | Refers to goals, uses and effects and is concerned with the rationality of means and ends. Actions here are aimed at goals. |
| Theoretical Rationalisation | Legitimisation is grounded not in whether the action is morally justified or not, nor whether it is purposeful or effective, but in whether it is founded on some kind of truth, on 'the way things are'. |
| **Mythopoesis**<br>**Legitimation through storytelling.** | |
| Moral Tale | Both use language to advise. |
| Cautionary Tale | |

*Fig.1.9 'Four Categories of Legitimation in Discourse' (Van Leeuwen, 2008)*

## 4.5 Research Procedures: Questions around Sampling and Data Collection

Qualitatively I will look at the nature of the language used within the semantic field and consider how this may impact on conceptualisations of professionalism. As a result of the themes of accountability, autonomy and collaboration which have been identified within the literature review, I will use these themes to analyse the data further, looking for examples of lemma over time.

Quantitatively, and through concordance software as described earlier, I will look at the occurrence of specific words, as identified through frequency, and discounting prepositions and conjunctions, to ascertain whether the positioning of power can be identified through the language choices made and whether the language of accountability, autonomy and collaboration is presented.

To clarify for the reader, I intend to:

- Word count the frequency of key characteristics to consider their importance
- Identify verbs to draw out the actions required of individuals
- Colour code across all standards to look for potential patterns and trends
- Categorise verbs to identify intent, e.g. Modals and imperatives
- Identify categories of language use which are associated to the themes of accountability, autonomy and collaboration and compare these over time.

I will look for patterns in language over time through the creation of three stages of linguistic coding followed by an application of legitimation categorisation, from which comparisons will be made.

In using the NVivo10 software, I will use the 2004 Head teachers' Standards and the 2007 Teachers' Standards as the baseline data and from this identify the most consistently used words which appear, based on the frequency and weighted percentage, as shown below as an example. I will then identify the most frequently used words in each set of Standards to identify whether language choice has changed over time and if so how; this will then provide me with valuable comparative data.

It should be noted that the terms ‘standards’, ‘school’, ‘pupils’, ‘teachers’ and ‘head teachers’ will be omitted from the analysis of all literature, as their inclusion will skew the data:

Word Frequency Query_Head Teacher Standards, 2004

| Word | Length | Count | Weighted Percentage (%) | | |
|---|---|---|---|---|---|
| standards | 9 | 103 | 2.62 | | |
| school | 6 | 95 | 2.42 | | |
| professional | 12 | 47 | 1.20 | | |
| learning | 8 | 46 | 1.17 | | |
| pupils | 6 | 36 | 0.92 | | |
| teachers | 8 | 36 | 0.92 | | |
| teaching | 8 | 35 | 0.89 | | |
| development | 11 | 30 | 0.76 | | |
| community | 9 | 29 | 0.74 | | |
| effective | 9 | 29 | 0.74 | | |
| headteachers | 12 | 29 | 0.74 | | |
| performance | 11 | 29 | 0.74 | | |
| teacher | 7 | 29 | 0.74 | | |

*Table 2.2 Example of Word Frequency Query for the Head Teachers Standards, 2004*

This level of analysis will therefore produce trends in language use which will enable me to identify whether language has shifted over time, in the first instance, and secondly it will allow me to consider whether the weighted percentage (and therefore prominence) of the terms have increased or decreased over time; this will be interesting in hypothesising whether this reflects an increase or decrease in importance, however this will not necessarily be the case.

Due to the fact that *all* word-use is categorised within the NVivo10 software, the highest weighted word only reaches a figure of 1.32%, therefore for the purpose of analysis I am considering word-use from a range of 0.0% - 1.0% as the norm, where in standard mathematical terms this would represent 0-100, and where anything above 1.0% is therefore of increased importance due to it being outside the standard terms of 0.0%-1.0%.

However, even with this clarification, word level analysis can be considered in many permutations and one can easily become so carried away that closure is never reached; therefore, in exploring policy through lexical analysis I will also compare the scaled weighted percentage of words used for each respective set of standards with those below 0.25% and those above 0.75% to consider any

trend which suggests a further increase or reduction in importance and shift in language and therefore in expectations of professionalism over time.

To explain further and for clarity, I will therefore consider the percentage weighting of lexis used. A percentage weighting of above 0.75% will be will be considered to be of higher importance and a percentage weighting below this will be considered to be of lesser importance, on a sliding scale, and where a percentage weighting below 0.25% will be considered to be of limited importance.

Following this, I will then use the NVivo10 software to list and subsequently categorise and analyse the use of verbs to draw out the actions and expectations of individuals, colour-coding these to clarify their application across all the Standards, an example of which is provided below for reference:

| | | CORE Teacher 2007 | Teacher 2012 | Headteacher 2004 | Headteacher 2015 | Implications / Comments |
|---|---|---|---|---|---|---|
| Accept | | | | | | |
| Access | | | | | | |
| Acknowledge | | | | | | |
| Act upon | | | | | | |
| Adapt | | | | | | |
| Address | | | | | | |
| Adopt | | | | | | |
| Agree | | | | | | |
| Allocate | | | | | | |
| Allow | | | | | | |
| Analyse | | | | | | Only HT |
| Approach | | | | | | |
| Articulate | | | | | | New for HT |
| Assess | | | | | | |
| Be accountable | | | | | | New for teacher |

Analysis of opening statements for standards

Colour coded to identify language used
Then counted for frequency to identify importance

Analysis of language based on requirements of the role

*Fig.1.10 Example of Verb Analysis across all Standards*

Following the use of the NVivo10 software to identify language frequency and the subsequent categorisation of verbs, I will then use the thesaurus feature of 'Wordbanks Online' to find associated terms to the themes of accountability, autonomy and collaboration, as a starting point, in which to identify categories of language use.

As an example, the word ‘autonomy’ and its associated lemma are provided below:

**autonomy** *(noun)*
WordBanks Online: English freq = 4,387 (7.95 per million)

| Lemma | Score | Freq |
|---|---|---|
| independence | 0.333 | 19,718 |
| sovereignty | 0.279 | 6,770 |
| equality | 0.256 | 5,440 |
| liberty | 0.250 | 8,119 |
| freedom | 0.249 | 31,298 |
| stability | 0.238 | 10,482 |
| integrity | 0.229 | 6,887 |
| accountability | 0.222 | 3,479 |
| dignity | 0.217 | 5,757 |
| unity | 0.213 | 8,023 |
| privacy | 0.208 | 10,540 |
| prosperity | 0.199 | 4,437 |
| flexibility | 0.198 | 5,882 |
| integration | 0.194 | 5,479 |
| privilege | 0.189 | 7,014 |
| competence | 0.188 | 3,130 |
| ownership | 0.186 | 11,128 |
| diversity | 0.184 | 6,062 |
| legitimacy | 0.183 | 2,826 |
| democracy | 0.182 | 26,037 |

*Fig.1.11 Lemma associated with the term ‘autonomy’*

In isolation however, this approach to the categorisation may be unsatisfactory and I will therefore categorise further the language of accountability, autonomy and collaboration, according to my own definitions. To clarify, I will categorise language of ‘accountability’ as that which can be measured or tested against, language of ‘autonomy’ as that which presents opportunity for creativity and language of ‘collaboration’ as that which promotes an approach to working together; in this way the reader will be able to apply a similar coding framework to their own research in the future.

To summarise, I will therefore develop **Stages of Linguistic Coding** which will be based on: linguistic choices, key words based on frequency, and themes / concepts expressed, as explained below:

- The ‘Lexical Analysis’ stage looks at what characteristics are identified as present, based on their frequency and the vocabulary choices made
- The ‘Linguistic Analysis’ stage looks at language utilised in the construction of policy, considering in particular the choice of verbs employed and
- The ‘Lexical Field Analysis’ stage then links the characteristics to themes that are evidenced throughout policy documentation to produce a discussion around language used to conceptualise professionalism.

**Stages of Linguistic Coding Framework**

| **Code: Lexical Analysis – a consideration of identified characteristics and vocabulary choices** | |
|---|---|
| **Sub-code** | **Definition** |
| Most frequently used words over time | Comparisons of consistently used terms between standards; most frequently used for HT and for teachers – looking for changes in use of consistent terms |
| | Comparisons of the most frequently used words across the standards to identify whether word use has changed |
| **Code: Linguistic Analysis – a consideration of language use** | |
| **Sub-code** | **Definition** |
| Abstract verbs | Identifying the use of abstract verbs as sentence openers |
| Modal verbs | Identifying the use of modality to quantify importance / relevance |
| Imperative verbs | Identifying the use of imperatives to quantify importance / relevance |
| **Code: Lexical Field Analysis – a consideration of attributes linking to themes or concepts** | |
| **Sub-code** | **Definition** |
| Accountability | Identifying any terms associated with the word accountability, as confirmed through Collins Word Bank software and in my codification of that which can be measured or tested against |
| Autonomy | Identifying any terms associated with the word autonomy, as confirmed through Collins Word Bank software and in my codification of that which presents opportunity for creativity |
| Collaboration | Identifying any terms associated with the word collaboration, as confirmed through Collins Word Bank software and in my codification of that which presents opportunity to work together |

*Fig.1.12 Stages of Linguistic Coding Framework*

Following the application of linguistic coding, a **Categorisation of Legitimation** will be applied, utilising Van Leeuwen's (2008) model, in order to provide an additional level of analysis, which will therefore result in multiple coding and thus aims to increase the validity and reliability of analysis.

This process will be repeated across both sets of Standards from the 2007 and 2012 Teachers' Standards and the 2004 and 2015 Head Teachers' Standards to ensure validity and reliability of data collection, which will be discussed further in the following section.

### 4.6 Reliability and Validity

As an interpretative researcher, the question of reliability and validity can present a challenge, for although the methods utilised can produce authentic findings, it is unlikely that these findings will be replicated exactly in the future. However, the attraction of a linguistic approach is that it is emphasises language as a meaning-making process (Rogers et al, 2005) and within the context of understanding educational policy, I believe that the use of CDA is appropriate in providing readers a way to make sense of the ways in which people make meaning in educational contexts (Rogers et al, 2005).

I am interested in how the conceptualisations of professionalism may be altered as a result of policy literature; I believe this will be of importance to policy makers in the future in understanding how the language of policy can affect the external positioning of such individuals in society. As has been discussed within the literature review, conceptualisations of professionalism have the potential to also be affected due to negative teacher self-efficacy, particularly within the "age of the autonomous professional", where the reported isolation of teachers is said to produce feelings of inadequacy and uncertainty, as highlighted by Hargreaves (2000). As a result, readers may consider how they may in part be responsible for changing conceptualisations of teacher professionalism.

In terms of validity, there are "some critics (who) continue to state that CDA constantly sits on the fence between social research and political argumentation, while others will accuse some CDA studies of being too linguistic or not linguistic enough," (Wodak and Meyer, 2009, pg. 32) thus suggesting that the data is perhaps not consistently robust enough to be valid. In positioning myself as a 'socio-interpretivist', I aim to utilise CDA as its approach is meant to traverse the two disciplines and I think it does so quite successfully; particularly for the purpose of this study, where I am aiming to raise *potential* issues in the creation of government policy, because with that necessarily comes some discussion around the hierarchy of power, as evidenced in the use of Van Leeuwen's (2008) model of discursive authority.

As an ex-teacher of English I have a natural interest in linguistics. I am not and do not profess to be a linguistic analyst, as I do not have that extent of training;

however, my knowledge of linguistics I believe is sufficient for me to engage in an authentic analysis of textual discourse, whilst at the same time being appropriately balanced. However, I accept that my focus on the linguistic elements may not meet the needs of some critics who have concerns about the level of linguistic focus that should be applied.

Some critics of CDA assert that political and social ideologies are read into the data, that there is an imbalance between social theory, on the one hand, and linguistic theory and method on the other, and CDA is divorced from social contexts (Rogers et al, 2005). However, I believe this can be refuted as the origins of CDA are absolutely rooted in social contexts. From my perspective, I aim to address the multi-layering of contexts by interpreting the Standards from their positioning within a national, institutional and personal space and am interested in analysing how conceptualisations could vary and alter accordingly, as a result.

CDA has also been critiqued for not paying enough attention to ethnographic contexts – the criticism being that the analyses are often based on decontextualized texts (speeches, policy documents, excerpts of talk) rather than on grounded, interactional data that occur within a larger frame of interactions (Rogers et al, 2005). This therefore questions the reliability of the approach in uncovering the real truths. I appreciate this to be a valid claim within the context of my study as my focus is on decontextualized texts; however, I believe that the type of policy documents I am analysing are rooted in context through interpretation and application and I therefore feel that the 'larger frame of interactions' *are* considered due to the very reach that the Standards have on the "456.9 thousand full-time equivalent teachers currently employed", as per figures reported in the Statistical First Release[30] (DfE, 2016c). The texts to be considered are active in numerous varied contexts and therefore it is justifiable to analyse them in this way.

In addressing this claim, Rogers et al state: as members and ex-members of the school communities that we study, we bring with us often successful histories of participation and therefore the classic tension between distance and closeness in the research setting is often blurred (2005) and whilst critics may

[30] Teachers employed as at November 2015 (DfE, 2016c)

raise concerns around the fact that this could reduce objectivity and therefore impact on reliability, it could also be seen as evidence of what Baumfield asserts as a “position of holding theory and practice in mutually fortifying tension” to enable the development of new insights (2015).

## 4.7 **Challenges and Limitations of the Study**

The aim of any research should always be to maintain transparency of approach; however, the acknowledgement of a systematic and retroductable (Wodak and Meyer, 2012) principle determines that due to the personal (and perhaps subconscious) impact the Standards may have had on me, impartiality can always be questioned.

In further examples of research explored through peer review, one of the challenges appears to be around ensuring an appropriate measure of researcher reflexivity is evidenced within the body of work. Critics have identified that in some works, particularly in those which deal with primarily written texts that they do not include a high degree of researcher reflexivity, with the researchers positioning themselves as if they were outside the texts. (Rogers et al, 2005) Having identified this as a challenge I am aware of my position and of the impact that ‘living *with’* the Standards may have had on my perceptions and interpretation and I acknowledge that the way in which the Standards have defined my understanding of conceptualisations of teacher professionalism may well have changed as I have progressed through the profession. Thus, as an NQT, my understanding of conceptualisations of professionalism may well be in stark contrast to that which I understood as a Senior Leader; however, this connectedness to the texts is natural and cannot and should not, in my view, be avoided. I believe that shifts in defining conceptualisations of professionalism are relevant and it would be fair to assert that any shift I have experienced in the past is likely to have also been experienced by others and therefore there is merit in acknowledging the connectedness to the texts on a personal level; this may also go some way to address the issues of those critics who raise concerns about the lack of ethnographic context.

One challenge I am aware of is that the route of interpretation I take may not be what others would agree with; however, I believe that in using a Corpus Linguistic approach to identify frequency lists, leading to an identification of key characteristics and the generation of themes, that the potential for an overly personal slant will be reduced as the initial analysis will be based at word level. This approach may, however, be questioned by some critics who may feel that a word level analysis is too simplistic a starting point and perhaps takes the texts out of context resulting in a 'surface level' analysis, which does not 'get to the heart' of the matter. I believe that in utilising a 'layering approach' I am addressing this, but I acknowledge this could be a limitation of the study.

In using quantitative software, I understand that there may be some interpretivists who identify that my findings will lack an authentic realism; however, my aim is to reduce the level of researcher bias and I therefore feel that by using the impersonal tool of the analytical and concordance software, it will produce an impartial starting point from which to raise those deeper questions and interpretations.

The concern around researcher bias is perhaps reduced a little by the fact that the impact of the Standards has not been as profound for me perhaps, when compared to some long-standing members of the teaching profession; particularly when considering the experiences of those identified by Hargreaves in the "pre-professional age" of professionalism. I qualified when a set of Standards were already published and have known nothing else so their 'introduction' has had no impact on me; however, I acknowledge that this in turn may present a challenge as it may result in a lack of understanding on my part in considering how their introduction has impacted on those who prior to 2007 had not experienced a performative element to their teaching practice.

Further challenges and limitations of the study, and the methodology applied, can be raised with regards to the interpretation of categorisation of language use. Where I may categorise lexis as that which represents the language of autonomy, someone else may see this as representing language of accountability. However, the explanation on page 129 and again in the illustrated coding framework on page 130 makes clear how I have reached a decision in the categorisation of language for the purpose of this study; it is

acknowledged, as identified by Evans that there are limitations within the codification framework, due to the multiplicity of language, resulting in multiple categorisations (2011).

In summary therefore, the language of the Standards and their influence in determining conceptualisations of professionalism are arguably rooted in context and their importance is individualised and open to interpretation.

### 4.8 Ethical Dimensions

Due to the nature of the research being undertaken, ethical approval is not required; however, in order to evidence my commitment to upholding the ethical guidelines for educational research, an ethical approval form has been completed and discussed with my supervisor and is enclosed in appendix 10 for reference only.

At all times during my research I have maintained a commitment to academic rigour, responsibility and respect and as such can confirm that there are no issues with data protection as all documents are readily available through internet searches and direct requests for paper copies from the DfE.

The focus of my study aims to drive “the continued pursuit of improved knowledge and understanding”, particularly in the area of practice-based research and underpinned by “the tenets of best ethical practice”. (BERA, 2011)

In addressing the areas of responsibility highlighted by BERA I will ensure I “protect the integrity and reputation of educational research”, by acting in a responsible manner through honesty and humility, working at all times “within an ethic of respect for knowledge, democratic values, the quality of educational research (and) academic freedom.” Once my findings are concluded I will then strive to “communicate findings, and the practical significance of their research, in a clear, straightforward fashion and in a language judged appropriate to the intended audience”; I am hoping that my research will not be confined to academic peer review but may be presented within educational practice to stimulate an open dialogue and debate.

# CHAPTER 5

# RESULTS AND DISCUSSION

"Educational policy is driven by different priorities, which are dependent upon the social, political, cultural and economic context in which they are embedded." (Assunca and Shiroma, 2003, pg. 6)

The analysis which follows is one which considers patterns and trends in language over time; the purpose of this is to explore how language choices presented in government reform can have the potential to contribute to conceptualisations of professionalism for Head teachers and Teachers. Whilst it would be desirable for the data analysis to be accessible to lay readers, the content and use of educational terminology necessarily requires readers to have a working knowledge and understanding of the English educational system; it is also a recommendation for readers to have at least a familiarity with both the Head Teachers' Standards and the Teachers' standards, which are referred to and which are included (see appendices 6-9) for ease of reference.

For the reader, it would also be helpful to have recently read the Head teachers' and Teachers' standards so that the data analysis presented is familiar to them; this is because the data is presented in isolation and not in context, and it is therefore expected that on engagement with the observations made, questions of 'what does this mean in context?' will arise; having the standards available will allow for language in context to be considered and discussed.

I consider the data presented to be a useful *starting point* for readers to engage in research questions and approaches, using data which is easily accessible and therefore something which all can contribute to. The analysis has been conducted through a multi-layered approach and considers lexical and linguistic choices which have changed over time. I think it is entirely appropriate to consider lexis and word frequency when evaluating how conceptualisations of professionalism are presented, as the language of policy is the starting point for all practice. To aid engagement for a wider audience, the presentation of data

and subsequent discussions are purposefully repetitive in structure and stem from the belief that on reaching the results of the fourth document, explanations and lines of discussion will be familiar to the reader, thus allowing a deeper engagement, which may lead to active debate.

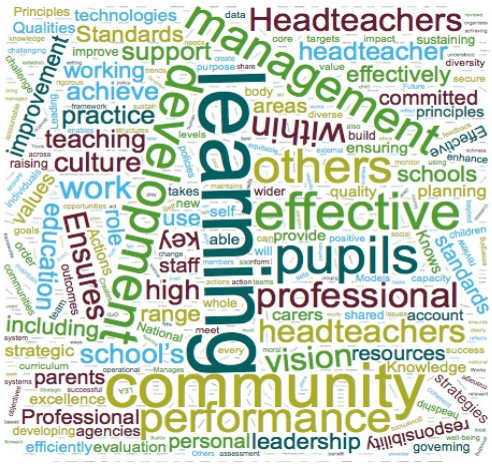
I do not claim to know how individual Teachers may *interpret* the language of policy and how this in turn may shape a conceptualisation of their *own* professionalism; however, on engaging with the data readers may wish to voice this interpretation, using the analysis as a considered starting point from which to frame their own understanding and argument and therefore bridge the gap between research and practice.

### *5.1 National Standards for Headteachers 2004*

The following section explores the 2004 National Standards for Headteachers through a lexical, linguistic and lexical field analysis.

#### 5.1.1 Lexical Analysis

*Fig.1.13 Word Cloud to reflect the language of the Headteachers Standards, 2004*




For the purpose of analysis in determining the importance of the particular lexis used within the 2004 Headteachers' standards, a percentage weighting will be considered. As explained within the methodology, *all* word-use is categorised within the NVivo10 software, with the highest weighted word only reaching a value of 1.32%, therefore for the purpose of analysis I am considering word-use from a range of 0.0% - 1.0% as the norm, where in standard mathematical terms this would represent 0-100, and where anything above 1.0% is therefore of increased interest due to it being outside the standard terms of 0.0%-1.0%. A percentage weighting of above 0.75% will be considered to be of high interest and a percentage weighting below this will be considered to be of less interest, on a sliding scale, and where a percentage below 0.25% will be considered to be of limited interest to the reader.

The most frequently used word in the 2004 Headteachers' Standards is 'professional' followed by 'learning'; the weighted percentage is above 1% for both. The next word is 'development', which is weighted above 0.75%. 'Professional' has a percentage weighting of 1.20%, 'learning' a percentage weighting of 1.17%, 'teaching' a percentage weighting of 0.89% and 'development' a weighting of 0.76%. Thus, here we see that the term 'professional' does not feature significantly higher than 'learning' in terms of expectations associated with the standards for Headteachers; it could be put forward that their ability to be professional is synonymous with learning and their ability to produce a climate for learning – or, at the very least, they share almost parity of esteem. The higher prominence of 'professional' therefore

could support the suggestion put forward in the overview that the term 'professional' (and therefore professionalism) operates almost as a 'heading' for the role, or as a 'meta-skill' as identified in the HCPC review. (2014)

For the Headteacher in 2004 therefore, it could arguably be expected that such leaders are defined by their professionalism within a core role, and where the main purpose is to enhance the 'learning' of others. As a responsible leader, it could also arguably be expected that they are instrumental in the 'development' of others: staff and pupils alike. 'Teaching' features more prominently within the 2004 Headteachers' standards, more so than 'development', and perhaps this suggests an expectation for Head teachers to teach, despite their leadership role.

In conceptualising professionalism, therefore, this may serve to strengthen wider perceptions, as it is potentially reassuring to see that teachers continue to teach, regardless of career development and promotion. However, it is interesting to note that 'learning' has a higher percentage weighting than 'teaching', raising the question of how learners learn, if not through the teacher? That said, as these standards are applicable to Headteachers, then perhaps it should necessarily follow that the Head teacher is less instrumental to the classroom-based learning of the learners in their care, due to their leadership role.

If we are to consider the most frequently used lexis and the least frequently used lexis, as in the table below, where 'most' represents a percentage weighting of above 0.75% and 'least' represents a percentage weighting of below 0.25%, we can see that a focus on 'learning', 'teaching' and 'development' appear to be key as a Headteacher from the 2004 standards, due to their frequency and therefore higher prominence.

It could be argued that there is little expectation for Headteachers to exhibit a 'strategic' approach, or a strong expectation of collaboration through 'relationships' or of the need for accountability through 'improvement', 'progress' and 'appraisal', as a result of their lower prominence, when compared to other terms.

| Most and Least Frequently Used Lexis in the 2004 Headteachers Standards | | | |
|---|---|---|---|
| +0.75% | | -0.25% | |
| Professional | 1.20% | Appraisal | 0.23% |
| Learning | 1.17% | Improvement | 0.23% |
| Teaching | 0.89% | Relationships | 0.23% |
| Development | 0.76% | Strategic | 0.23% |
| | | Assessment | 0.20% |
| | | Meet | 0.20% |
| | | Progress | 0.20% |
| | | Responsibilities | 0.20% |
| | | Review | 0.20% |

*Fig.1.14 Most and Least Frequently used Lexis in the Headteacher Standards, 2004*

The tension for Headteachers therefore may arise in the expectation for 'development' but with little focus on 'improvement' and 'relationships'. Although it may be argued that 'improvement' is a feature of the performance culture, for me it does feel synonymous with 'development' and this therefore poses an interesting positioning around the focus on 'development' without 'improvement', which is heightened further by the limited prominence within the standards of the terms 'appraisal' and 'review', as noted in the 0.23 and 0.20 percentage weighting respectively.

In exploring this further, it is interesting to consider how Headteachers should manage this expectation, as it would surely present a further challenge to develop a person, team or school without a focus on 'relationships'. Perhaps the assumption is made that all Headteachers will understand this focus without the need for explicit articulation. However, the lack of prominence of such terms could perhaps result in an ambiguity which may impact on the conceptualisation of professionalism for some.

What is also notable is the lack of prominence of the word 'strategic' within the standards as I would expect a focus on strategic planning would provide evidence of 'development', leading to whole-school 'improvement'. Perhaps

the National Strategies[31] programme, which included the strategic role of a School Improvement Partner (SIP) at this time, would have seen little need for the Head teacher to take the strategic *lead* in whole school improvement. It does however perhaps provide an example of a move to "managerialism" highlighted by Lasky and discussed within the literature review and a further concern around the potentially negative influence of instructional reform which may render professionals as mediators rather than generators of change (Lasky, 2005).

It could therefore also be the case that the limited expectation for 'improvement' in considering the percentage weighting of the lexis may present a challenge for Headteachers in understanding fully their role. The data shows a 'littering' of language use below 0.25%, which provides evidence of leadership and management qualities or competencies. Insert examples of other terms being used

However, in taking a critical eye, this could be construed as simply 'throwing in' key terms to ensure they are included, which if agreed upon, poses a further potential challenge for the Head teacher in conceptualising professionalism, given that the language used could be considered to represent the denigration and therefore lesser importance of such qualities.

To consider how the language of the standards can contribute to the development of stronger links with research moving into practice, I also looked at the percentage frequency of the terms 'research' and 'reflect'; 'research' has a percentage weighting of 0.05%, whilst 'reflect' a percentage weighting of 0.13%.

### 5.1.2 Linguistic Analysis

In analysing the opening statements of the 2004 Headteachers' standards, there are 68 uses of imperative verbs presented which provide examples of actions to be undertaken. All sentence openers within the 2004 standards begin with an imperative verb which makes clear the expectation of action. Abstract verbs are used to exemplify the concept of expectations more

[31] National Strategies (1997-2011) were professional programmes written in order to bring about large-scale school improvement, written and delivered on behalf of DCSF (Department for Children, Schools and Families)

generally; these will be explored further in the discussion on categories of legitimation.

There is only one use of a modal verb within the criterion of the 2004 standards and that is the use of the word 'will' which is repeated three times, explaining that 'Headteachers *will*…' and therefore providing evidence of language of direction.

*Fig.1.15 Word Cloud to reflect verb use as an indication of actions to be undertaken by the Headteacher in 2004*

In breaking down the distribution of these verbs, 43% present actions related to the language of accountability, 23% are related to the language of autonomy, and 34% to the language of collaboration. Thus, in terms of linguistic analysis, language of accountability features most highly, with least prominence given to language of autonomy; thus supporting the observation made by Hargreaves (2000) of the reduction of autonomy experienced following the shift from the "age of the autonomous professional" to the "age of the collegial professional" and beyond.

It is interesting to see a greater weighting in the language of collaboration within the 2004 Headteachers standards, which perhaps reflects the observations made by researchers, including Helsby (1999), who identifies a need for increased collaboration in order for the status of the profession to increase.

### 5.1.3 Lexical Field Analysis

As highlighted within the literature review, themes of 'autonomy', 'accountability' and 'collaboration' are found and it is these lexical fields which are to be linked to the imperative verbs found in the standards as evidence of instruction for action for practitioners.

For reference and as a reminder of the approach described within the methodology, I am categorising language of accountability as that which can be measured, language of autonomy as that which presents opportunity for creativity and language of collaboration as that which promotes an approach to working together; in this way the reader may also be able to apply a similar coding framework to their own research in the future.

An analysis of the lexical and linguistic structure of the 2004 Headteachers' standards highlights a higher proportion of language of accountability than that of autonomy and collaboration; particularly within the most frequently utilised terms, which represent what I call the lexis of 'day-to-day' practice. However, as is illustrated within the linguistic analysis, which explores further the choice and use of imperative verbs expressing expected actions, the language of collaboration also features.

A full consideration of structure and language use therefore allows the reader to reflect further how expectations of professionalism are potentially conceptualised and whilst the language of the standards does present strong expectations of accountability, there are in fact multiple examples of language of collaboration; particularly in the less frequently utilised terms, such that differing lexis are used to represent collaborative terms.

If we consider those characteristics as defined by a percentage weighting which fall between 0.50% and 0.75% as those which represent the standard generally expected in day-to-day practice, we can then categorise these characteristics according to whether they reflect language of accountability, autonomy or collaboration, using the codification framework illustrated within the methodology.

An analysis of this data suggests that the Headteacher standards in 2004 present a higher proportion of language of accountability than collaboration;

within this range there is no use of language of autonomy. If we consider also the total percentage weighting, language of accountability accounts for 2.04% of all lexis representing day-to-day practice, compared with 1.5% for language of collaboration.

| **Lexis Representing 'day-to-day' practice with a Percentage Weighting Between 0.50% and 0.75%** | | |
|---|---|---|
| Accountability | Autonomy | Collaboration |
| Effective (0.74%) | | Development (0.76%) |
| Performance (0.74%) | | Community (0.74%) |
| Use (0.56%) | | |

*Fig.1.16 Lexis with Percentage Weighting Between 0.50% and 0.75% in the Headeacher Standards, 2004*

For Headteachers in 2004 therefore, language of accountability appears to be a standard feature directing day-to-day practice, supporting the observations made by Orchard (2002) in the literature review, in which concerns are raised around the long list of requirements befitting a checklist mentality. In addition, the language used, whilst providing evidence of language of accountability, one could suggest, does so from a managerial rather than leadership perspective, and thus also supporting the claim made by Lasky (2005) as discussed within the literature review of a move towards supporting 'managerialism' across the profession; due to the fact that the language used can be measured in terms of 'effective'(ness), 'performance' and 'use'.

As a result, this therefore leads on to my next observation. For the leading position of a Headteacher, the most striking observation is perhaps in the lack of prominence of language of autonomy; perhaps this is as a result of what Hargreaves identifies, and referred to within the literature review, as historical evidence of such "individualistic approaches which produced extensive and disturbing consequences" (Hargreaves, 2000) to conceptualisations of professionalism by practitioners themselves. Perhaps, Hargreaves' suggestion that such levels of autonomy evident from the 1960s were unsustainable as a way of responding to the "increased complexities of schooling" (Hargreaves, 2000), and this has necessitated a shift towards collaboration within policy, as is evident in the language use noted within the data analysis presented here.

However, the Headteacher might expect that their years of experience, leading to them reaching the highest position within a school, might therefore bring with it an earned ‘autonomy’ borne out of expertise and trust; the 2004 standards do not appear to offer this, which may as a consequence impact on conceptualisations of professionalism, as it may be considered that they are not so different from that of a Teacher.

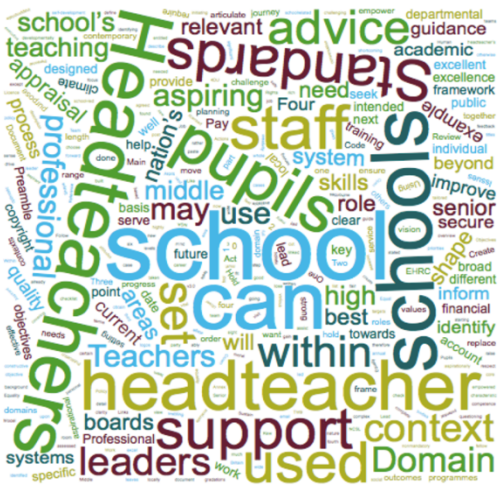
It is perhaps no coincidence that the standards were produced shortly after the publication of Hargreaves’ *Four Ages of Professionalism…*(2000) and which provides evidence of language of accountability, as well as a focus on ‘development’ and ‘community’, as a consequence of his assertion that such historical autonomy resulted in a lack of professional dialogue and a focus on short-term improvement, leading to an uncaring and indifferen(t) workforce. (Hargreaves, 2000) Perhaps therefore the Headteachers’ standards of 2004 show early signs of the sort of language which typifies the “age of the collegial professional” and which Hargreaves asserts necessarily embraces joint working, driven by a common purpose of whole-school improvement (Hargreaves, 2000).

### *5.2 National Standards of Excellence for Headteachers 2015*

The following section explores the 2015 National Standards of Excellence for Headteachers through a lexical, linguistic and lexical field analysis.

#### 5.2.1 Lexical Analysis

*Fig.1.17 Word Cloud to reflect the language of the Head Teachers Standards, 2015*




The most frequently used word in the 2015 Headteachers' Standards is 'professional'; the weighted percentage is above 1% for this term. The next two words are 'learning' and 'development', both weighted above 0.75%. 'Professional' has a percentage weighting of 1.05%, 'learning' a percentage weighting of 0.85%, 'development' a weighting of 0.83% and 'teaching' a percentage weighting of 0.76%. Thus, the term 'professional' is 0.20% more prominent than 'learning' and 0.22% more prominent than 'development'. The higher prominence of the word 'professional' therefore could support the suggestion put forward in the overview that the term 'professional' (and therefore *professionalism*) operates almost as a 'heading' for the role, or as a 'meta-skill' as identified in the HCPC review. (2014)

For the Headteacher in 2015 it could arguably be expected that such leaders are defined by their professionalism within a core role whereby the main purpose is to enhance the 'learning' of others. As a responsible leader, it could also arguably be expected that they are instrumental in the 'development' of others; staff and pupils alike.

The word 'teaching' features prominently in the 2015 Headteacher standards, but less so than 'development' and perhaps this therefore suggests that whilst there is an expectation for Head teachers to teach, their role is perhaps more concerned with the development of their teachers.

If we are to consider the most frequently used lexis and the least frequently used lexis, as in the table below, where 'most' represents a percentage

weighting of above 0.75% and 'least' represents a percentage weighting of below 0.25%, we can see that a focus on 'learning', 'development' and 'teaching' appear to be key as a Headteacher from the 2015 standards. There is little expectation for Headteachers to be concerned with 'context' and 'curriculum', nor is there a strong expectation of accountability through the acquisition of 'skills' and an adherence to specified 'regulations', due to their frequency and therefore higher prominence.

| Most and Least Frequently Used Lexis in the 2015 Head Teachers Standards | | | |
|---|---|---|---|
| +0.75% | | -0.25% | |
| Professional | 1.05% | Appropriate | 0.24% |
| Learning | 0.85% | Context | 0.24% |
| Development | 0.83% | Curriculum | 0.24% |
| Teaching | 0.76% | Principles | 0.24% |
| | | Leaders | 0.22% |
| | | Regulations | 0.22% |
| | | Skills | 0.22% |

*Fig.1.18 Most and Least Frequently used Lexis in the Head Teacher Standards, 2015*

For the Headteacher in 2015 therefore, the observations at this juncture perhaps present a difficult positioning for a conceptualisation of professionalism that is clearly understood, as the data suggests there is little need for a focus on 'context' and 'curriculum', as examples. This is potentially problematic as a possible reading of this could suggest that personalised learning is therefore of limited importance and what this has the potential to do as a result, is to suggest that Head teachers are simply responsible for 'schooling the masses'.

If this is the case however, then Biesta's consideration of the *purpose* of education, as discussed within the literature review, becomes an increasingly relevant debate to engage with, as it does appear to resonate with his assertion that over time we have become too distracted in observing the learning process, at the expense of pedagogical importance and of the learning of 'stuff', and that this has impacted negatively on the conceptualisations of professionalism, as the intellectual authority of the teacher has been undermined through a growth in domination of notions of evidence-based education (Biesta, 2015).

Furthermore, it could be argued the language of the standards also appear to align with Biesta's identification of the three domains of a 'good' education which deliver elements of 'qualification' through 'learning', 'socialisation' through 'teaching' and 'subjectification' through 'development'.

To explore the language further, it is interesting to note the strong prominence of the term 'learning' at 0.85% compared with the lesser prominence of the term 'curriculum' at 0.24% and this perhaps reflects the observation made by Helsby, discussed within the literature review, of the requirement to follow a compulsory National Curriculum with prescribed attainment targets and programmes of study (1999), thus reducing the need for Headteachers to possess a strong understanding of curriculum development.

In recent months however, whilst undertaking this study, the new HMCI, Amanda Spielman[32] announced plans to include a review of the curriculum offer within all school inspections undertaken by Ofsted and so perhaps there will be a need to revise the current Head teachers' standards as a result. If this prospective change is slow to be enacted however, this may present Headteachers with a potential challenge, as it may produce a status quo where the focus of Ofsted and the focus of expectations of professionalism, as exemplified within the Headteachers' standards, do not align, thus potentially resulting in what Day and Smetham (2009) identify as the negative result of the frequency and intensity of reform in England, which whilst providing a positive rationale, often fails in successful implementation and therefore confuses further an understanding of conceptualisations of professionalism.

To consider how the language of the standards can contribute to the development of stronger links with research moving into practice, I also looked at the percentage frequency of the terms 'research' and 'reflect'; 'research' has a percentage weighting of 0.07%, whilst 'reflect' a percentage weighting of 0.09%.

### 5.2.2 Linguistic Analysis

In analysing the opening statements of the 2015 Headteachers' standards, there are 38 uses of imperative verbs presented which provide examples of

[32] https://www.gov.uk/government/speeches/amanda-spielmans-speech-at-the-ascl-annual-conference [Accessed 10 March 2017]

actions to be undertaken. All sentence openers within the 2015 standards begin with an imperative verb which makes clear the expectation of action. Abstract verbs are used to exemplify the concept of expectations more generally; these will be explored further in the discussion on categories of legitimation.

There is no use of modal verbs within the criterion of the 2015 standards.

*Fig.1.19 Word Cloud to reflect verb use as an indication of actions to be undertaken by the Head Teacher in 2015*

In breaking down the distribution of these verbs, 47% present actions relating to the language of accountability, 26.5% are related to the language of autonomy, and 26.5% to the language of collaboration. Thus, in terms of linguistic analysis, language of accountability features most highly, with language of autonomy and collaboration of equal but lesser prominence; the high percentage weighting of language of accountability indicates that the authors do not appear to have heeded the critical observations made by researchers, including Goepel (2012), who identify the heavy burden of accountability imposed upon by the profession by “external forces” of central government.

It is interesting to see the language of collaboration and autonomy equally weighted, and therefore of equal importance. However, it is perhaps of more

interest to see that the language of accountability is almost double and therefore could well be argued as a heavy burden for the profession.

### 5.2.3 Lexical Field Analysis

As highlighted within the literature review, themes of 'autonomy', 'accountability' and 'collaboration' were found and it is these lexical fields which are to be linked to the imperative verbs found in the standards as evidence of instruction for action for practitioners.

For reference and as a reminder of the approach described within the methodology, I am categorising language of accountability as that which can be measured, language of autonomy as that which presents opportunity for creativity and language of collaboration as that which promotes an approach to working together; in this way the reader may be able to apply a similar coding framework to their own research in the future.

An analysis of the lexical and linguistic structure of the 2015 Headteachers' standards highlights a higher proportion of language of accountability than that of autonomy and collaboration, particularly within the most frequently used terms, which represent what I call the lexis of 'day-to-day' practice. However, as is illustrated within the linguistic analysis which explores further the choice and use of imperative verbs expressing action, an equal amount of language of autonomy and collaboration is evident.

If we consider those characteristics as defined by a percentage weighting which fall between 0.50% and 0.75% as those which represent the standard generally expected in day-to-day practice, we can then categorise these characteristics according to whether they reflect language of accountability, autonomy or collaboration, using the codification framework illustrated within the methodology.

An analysis of this data suggests that the standards in 2015 present a higher percentage weighting of language of collaboration compared to accountability, despite the frequency of lexis being the same; the language of autonomy in the lexis of day-to-day practice is much reduced in prominence in comparison. If we consider also the total percentage weighting, language of collaboration accounts for 1.88% of all lexis representing day-to-day practice, compared with

1.74% for the language of accountability and 0.50% for the language of autonomy.

| **Lexis Representing 'day-to-day' practice with a Percentage Weighting Between 0.50% and 0.75%** | | |
|---|---|---|
| Accountability | Autonomy | Collaboration |
| Performance (0.63%) | Set (0.50%) | Development (0.83%) |
| Effective (0.57%) | | Community (0.55%) |
| Use (0.54%) | | Support (0.50%) |

*Fig.1.20 Lexis with Percentage Weighting Between 0.50% and 0.75% in the Head Teacher Standards, 2015*

For the Headteacher in 2015, whilst the language of accountability is a strong feature influencing day-to-day practice, language of collaboration is more prominent and perhaps provides evidence of an acknowledgement by policy makers of the need for collaboration within the profession, as recommended within the literature review, through the OECD (2011, 2015), as one example.

The OECD asserts that collaboration is needed to enhance the perception of the profession, identifying a need for "policymaking [to] now go beyond rhetoric and contribute instead to the development of the sort of collaborative culture that supports every other high-performing profession" (OECD, 2015). However, as discussed in the *Literature* Review, the language of accountability utilised could be argued to provide evidence of managerialism rather than leadership; as raised by Lasky (2005) highlighting the 'checklist' of standards to be measured, and also identified by Hargreaves (2000) and Biesta (2015), in their consensus that teaching has been reduced to a checklist, driven by a 'tick-box agenda'.

What is interesting to note is the inclusion of language of autonomy within the standards, which appear to present a move towards the conceptualisation of professionalism evident post 1960 in what Hargreaves identifies as the "age of the autonomous professional" (2000, pg. 158). There is in contrast more evidence of language of collaboration which Hargreaves suggests is indicative of the "age of the collegial professional" where practitioners "embrace(d) consultation, collaborative planning and other kinds of joint work with colleagues" (2000, pg. 162). However, this emphasis on collaboration is also

suggested by Hargreaves as having the potential to present some challenge due to the risk of disparity which may result between the academic world and practitioners and the moving of research into practice.

This may therefore present further confusion for the Headteacher in 2015, who is considering their own conceptualisation of professionalism. On the one hand there does appear to be a strengthening in the use of language of collaboration and a reduction in the use of langauge of accountability; however, the limited use of language of collaboration and the hint of a move towards a surface-level autonomy does feel a little tokenistic and lacking in certainty, which Headteachers may be expecting. Perhaps this ambiguity reflects the ever-changing educational landscape, which necessarily requires the flexibility and adaptability of its leaders, but it is equally interesting that these personal qualities do not feature within the standards themselves.

### 5.3 Comparisons over Time

A deeper engagement with the data occurs when comparisons are made over time across the standards. The section which follows considers language use of the Headteachers' standards and of the potential implications on conceptualisations of professionalism.

Six of the most frequently used terms have been identified across all four standards, as indicated at the beginning of the results discussion; however, the frequency and prominence for the *Headteachers'* standards are represented in the chart below. In order to explore the potential impact of shifts in language use over time, I have also included comparative data for 'teaching':

| Word Use in the Standards for Headteachers | | | | |
|---|---|---|---|---|
| 2004 | | 2015 | | ⇧ / ⇩ |
| Professional | 1.20% | Professional | 1.05% | ⇩ |
| Learning | 1.17% | Learning | 0.85% | ⇩ |
| Teaching | 0.89% | Teaching | 0.76% | ⇩ |
| Development | 0.76% | Development | 0.83% | ⇧ |
| Effective | 0.74% | Effective | 0.57% | ⇩ |
| Performance | 0.74% | Performance | 0.63% | ⇩ |
| Knowledge | 0.46% | Knowledge | 0.42% | ⇩ |

*Fig.1.21 Word use in the Standards for Head Teachers*

The data shows that the terms 'professional, 'learning', 'effective', 'performance', 'teaching' and 'knowledge' have decreased over time and that the term 'development' has increased. What are the implications of this therefore, for the Headteacher today? It is interesting that the term 'professional' has reduced over time; however, I feel it unlikely that the expectations for high levels of professional standards have dropped, even though an individual could be forgiven for thinking this to be the case.

The greatest change is seen in the 0.32% reduction in the frequency of the term 'learning' over time; if the purpose of education (and school) is to enhance learning, this therefore questions what the true purpose of education is as a result. However, this could instead be indicative of a shift of focus, where the Head teacher 'leads' and leaves the teaching to the classroom teacher. In support of this view therefore, is in the increased frequency of the term

'development' and is reassuring to suggest that in defining a conceptualisation of professionalism for the Head teacher today there may therefore be an expectation around the 'development' of others.

If, however, we consider the current educational landscape and the desire to capitalise on an effective education system, which benefits the future growth of the country (as discussed within the context of this study) it is therefore puzzling to see the terms 'effective', 'performance' and 'knowledge' reducing over time. It is particularly interesting to note the reducing prominence of the terms 'effective' and 'performance' and to consider where and how Head teachers are being held to account if it is the case that there is less of an expectation for such elements to be evidenced today.

In considering how the language of accountability, autonomy and collaboration, as identified themes from the literature review, has shifted over time, the chart below highlights this in terms of the raw numbers of imperative verbs utilised and also presents this as a percentage distribution to provide a clearer and more comparable understanding of any change within the linguistic analysis undertaken:

| Language of | Head Teacher 2004 | Head Teacher 2015 | |
|---|---|---|---|
| Accountability | 29 | 18 | |
| Autonomy | 16 | 10 | |
| Collaboration | 23 | 10 | |
| | **68** | **38** | |
| % of ALL | | | |
| Accountability | 43% | 47% | |
| Autonomy | 23% | 26.5% | |
| Collaboration | 34% | 26.5% | |
| | | | Figures subject to rounding (to nearest 0.5%) |

*Fig.1.22 Chart analysing categorisation of language for Head Teachers*

If we consider how language has shifted over time, the data found within the linguistic analysis and lexical field analysis undertaken suggests that a focus on accountability is prominent and has not reduced over time. The analysis above actually shows a slight increase in the language of accountability, and there is

also evidence to suggest that autonomy has increased in importance, but that collaboration now features less than it ever has.

The implications of these observations are interesting and perhaps suggests there is less need for Headteachers to collaborate, with policy makers instead acting on previous calls for increased autonomy. This is also recognised in the marketing of the 'Freedom and Autonomy for Schools – National Association' (FASNA)[33] whose direction has altered since the emergence of Multi Academy Trusts (MATs) and who claim to offer "a forum and network where school leaders can inspire and learn for each other to really define what a school-led, self-improving system underpinned by autonomy, really means." (FASNA; *About Us*, 2017)

At this juncture, one could assert that the language of the standards impact on conceptualisations of professionalism, as Headteachers today experience higher expectations of accountability and lower expectations of autonomy and collaboration.

If, however, we also refer to the data presented in figures 1.16 (pg. 145) and 1.20 (pg. 152) and compare the representation of language use within the lexis of day-to-day practice, we can see that the same raw numbers of words are used but the percentage of the *total* weighting of language of accountability has reduced over time: from 2.04% in 2004 to 1.74% in 2015. We can see that there is an increase in the raw number of words used *and* an increase in the percentage of the total weighting of language of collaboration over time; from 1.5% in 2004 to 1.88% in 2015. Also, over time we can see that there is an increase in the raw number of words used and therefore an increase in the percentage of the total weighting of language of autonomy: from 0% to 0.50%.

On balance therefore, it is difficult to reach a conclusive conclusion which identifies accurately how shifts in language, according to the three themes, have changed over time, considering both the lexical and linguistic analyses together. Within the lexis of 'day-to-day' practice, language of accountability has decreased and language of autonomy and collaboration have increased, whilst the linguistic analysis shows that the language of accountability and

[33] FASNA website: http://fasna.org.uk [Accessed 21 February 2017]

autonomy has increased and the language of collaboration has decreased. We could therefore assert that there has been little change in the language of accountability and collaboration and that language of accountability is the most prevalent theme and collaboration the least prevalent; over time however, the language of autonomy has increased.

To highlight the key trends in language over time, this is also presented as a graph below and which the reader may find useful as a starting point for discussion, with a wider audience:

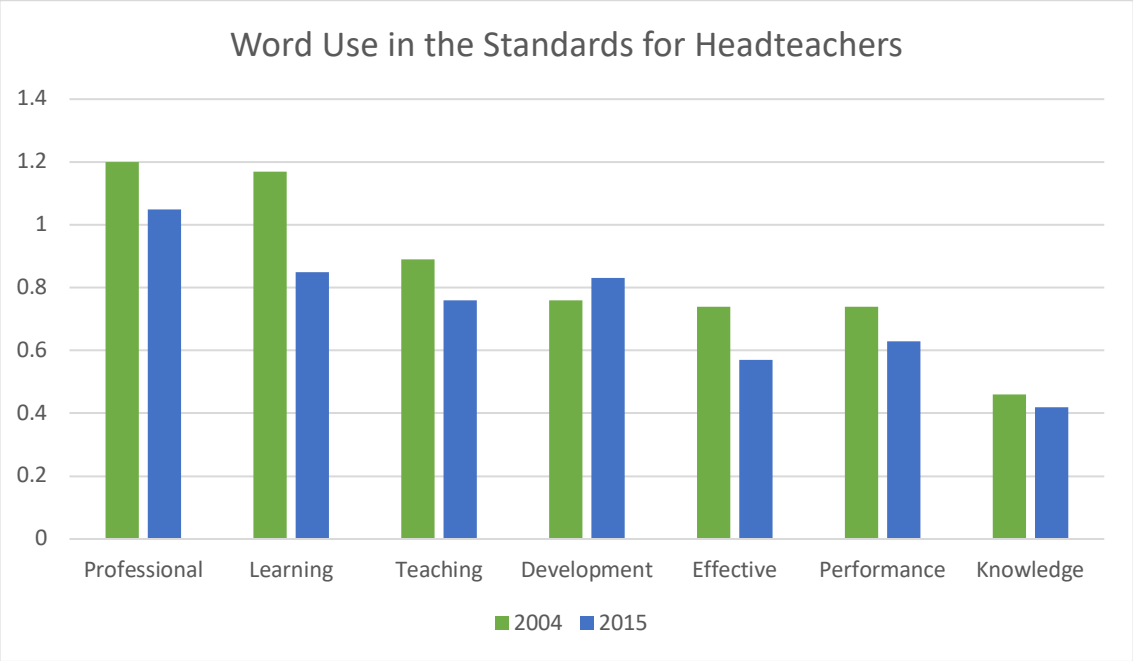



*Table 2.3 Graph depicting word use over time within the Standards for Headteachers*

Perhaps the most notable visual shift for Headteachers is in the sharp reduction in the term 'learning' within the standards and this perhaps supports Lasky's view (discussed within the literature review) that the profession has moved to a system of 'managerialism', but not necessarily under such an emphasis on performativity (2005), as she suggests, given the reduction in prominence also of the term 'performance'.

It is interesting that the term 'professional' has reduced and this is a potentially troubling observation for Headteachers in particular, who are at the height of their career and therefore could see this as impacting negatively on wider conceptualisations of professionalism, which recognise the role of the Headteacher as one which is on a par with other 'professional' occupations.

It is also of interest to note that the term 'development' has increased, whilst 'community' has reduced in prevalence, perhaps suggesting a focus on staff and pupils rather than families and other stakeholders. This could simply mark the change in wider educational policy which is no longer promoting 'community engagement' as strongly as it was in the past through the National Strategies[34]. This may therefore raise concerns for all Headteachers – and particularly those in challenging areas, where community engagement is central to their role (and long-term success).

The subtle shifting of language use is of interest, particularly if considered from a thematic approach. For example, 'leadership' and 'management' are terms which are frequently linked and their equal prominence within the 2015 Headteachers' standards (0.37%) provides evidence of this; however, their prominence within the 2004 standards are distinctly different with 'leadership' at 0.33% and 'management' at 0.51%.

The changing prevalence of 'leadership' and 'management' over time is interesting as the terms have historically been almost interchangeably uttered; I remember as part of my NPQH assessment in 2009, part of the criteria was to be able to articulate with confidence their difference, such was the perceived difficulty in separation.

What is interesting; however, is the fact that the 2004 standards evidence a higher prevalence of 'management'. I find this interesting as anecdotally my experience of training and development sessions I have attended has been the drive to develop leadership skills and not to fall back on a *mere* management style. These experiences have left me with the impression that 'many can manage but only a few can lead' and therefore the clear distinction between the two terms in 2004 in favour of 'management' was a surprise to me. Perhaps therefore, the shift in prevalence in 2015 which evidences equity in the terms is understandable, as the role of the Headteacher arguably requires both in equal measure.

[34] National Archives for National Strategies: http://webarchive.nationalarchives.gov.uk/20110202161125/http://nationalstrategies.standards.dcsf.gov.uk/ [Accessed 21 February 2017]

Considering the total percentage weighting; however, the combined terms have reduced in prevalence by 0.10% since 2004. Does this therefore suggest that such skills are of lesser importance to Headteachers today? If so, it is important to identify against which other terms these skills are of lesser importance, as it could remain the case that they remain of high importance but of lesser numerical prevalence, as a result of increasing use of more terminology with the standards rather than a denigration of these terms in particular.

Also linked to 'leadership' and 'management' is the introduction of 'governors' to the 2015 standards which has a prominence figure of 0.26% and which is perhaps meant to align better with 'improvement' which has increased in prominence from 0.23% in 2004 to 0.26% in 2015.

Given the changing educational landscape which increasingly publishes guidance on accountability, through for example MAT Growth Checks[35], Competency Framework for Governance[36] and expectations around 'due diligence' within Education[37], it is perhaps no surprise to see the word 'governors' introduced in the 2015 standards. This is interesting as it suggests the individual (governor) rather than the approach (governance) is important and perhaps this can be seen as an additional layer of accountability for the Headteacher, particularly as 'improvement' has increased over time. This would therefore support assertions explored within the Literature Review of an increasing accountability agenda.

If we consider also how discussions of professionalism introduced in chapter 1 suggest how Teacher professionalism can be linked to the language of vocation, then the terms 'behaviour', 'vision' and 'values' can be considered to be of interest. All three terms are consistent across both standards; however, their prominence is reduced in 2015, when compared to 2004. 'Behaviour' and 'values' in 2004 are of equal prominence at 0.31% and feature just below that of

35 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/576240/Multi-academy_trusts_good_practice_guidance_and_expectations_for_growth.pdf

36 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/583733/Competency_framework_for_governance_.pdf

37 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/561726/Due_Diligence_Framework_with_links.pdf

‘vision’ at 0.33%. In contrast, ‘behaviour’ and ‘vision’ are of equal prominence at 0.28% within the 2015 standards, whilst ‘values’ falls to 0.26%.

It is interesting to note that in 2004 ‘vision’ is of highest prevalence within the thematic triplet and I can identify with the notion that your ‘vision’ is the goal and is underpinned by your ‘behaviour’ and ‘values’. By 2015; however, ‘behaviour’ and ‘vision’ are equal in weighting, perhaps driven by the changes seen in the 2012 Teachers’ standards which introduces a stand-alone section on personal and professional conduct, but also perhaps because there is a need to ensure the ‘vision’ or goal is achieved through honesty and integrity.

What I find particularly interesting, is the lower prevalence of ‘values’ within the 2015 standards as I do feel ‘values’ and ‘behaviour’ are connected, such that your outward behaviours are driven by your inner beliefs. This could be suggested as further evidence of the accountability agenda if Headteachers interpret this shift to mean that their own personal values are of lesser importance when considering the strategic vision of the school, which needs to be matched with the demonstration of appropriate behaviours.

Having considered how the prominence of language has shifted over time, I think it also a worthwhile activity to evaluate language which occurs less frequently. Therefore, the six least frequently used terms have been identified in the 2015 standards for Headteachers and ‘tracked back’ against the 2004 standards so that their frequency and prevalence can be compared and are represented in the chart below:

| **Least Word Use in the Standards for Head teachers** | | | |
|---|---|---|---|
| **Lexis** | **2004** | **2015** | ⇧ / ⇩ |
| Research | 0.05% | 0.07% | ⇧ |
| Monitor | 0.10% | 0.07% | ⇩ |
| Communicate | 0.08% | 0.07% | ⇩ |
| Understand | 0.08% | 0.09% | ⇧ |
| State | 0.13% | 0.09% | ⇩ |
| Reflect | 0.13% | 0.09% | ⇩ |

*Fig.1.23 Chart depicting least word use over time in the Standards for Headteachers*

What is interesting to note here is that there has been no shift in the least language use across both Headteacher standards over time, such that the terms of least prominence in 2004 remain of least prominence in 2015 also. For the Headteacher today, therefore, there *does* appear to be a move towards engagement with research, but it is not yet prominent enough to be of great significance. Whilst the need to 'understand' has increased, the ability to 'communicate' has decreased – as has the expectation to 'state' intentions. It therefore could feel contradictory that the expectation to 'understand' has increased, but the ability to 'reflect' has significantly decreased in comparative terms. Finally, the expectation to 'monitor' has reduced further over time, suggesting perhaps that this is more the domain of the Teacher?

### *5.4 Teachers' Standards 2007*

The following section explores the 2007 Teachers' Standards through a lexical, linguistic and lexical field analysis.

#### 5.4.1 Lexical Analysis

*Fig.1.24 Word Cloud to reflect the language of the Teachers Standards, 2007*

For the purpose of analysis in determining the importance of the particular lexis used within the 2007 Teachers' standards, a percentage weighting will be considered. As explained within the methodology, *all* word-use is categorised within the NVivo10 software, with the highest weighted word only reaching a value of 1.32%. Therefore, for the purpose of analysis I am considering word-use from a range of 0.0% - 1.0% as the norm, where in standard mathematical terms this would represent 0-100, and where anything above 1.0% is therefore of increased interest due to it being outside the standard terms of 0.0%-1.0%. A percentage weighting of above 0.75% will be considered to be of high interest and a percentage weighting below this will be considered to be of less interest, on a sliding scale, and where a percentage below 0.25% will be considered to be of limited interest to the reader.

The most frequently used word in the 2007 Teachers' Standards is 'professional' followed by 'learning'; the weighted percentage is above 1% for both. The next word is 'development'; this has a percentage weighting above 0.75% at 0.94%. 'Professional' has a percentage weighting of 1.30% and 'learning' a weighting of 1.02%; the term 'professional' features more prominently than 'learning' in terms of expectations associated with the standards for teachers. 'Professional' is 0.28% more prominent than 'learning' and 0.36% more prominent than 'development'; 'teaching' has a percentage weighting of 0.87%. The higher prominence of 'professional' therefore could support the suggestion put forward in the overview that the term 'professional'

(and therefore *professionalism*) operates almost as a 'heading' for the role, or as a 'meta-skill' as identified in the HCPC review. (2014)

The link between being 'professional' and 'learning' is arguably 'teaching', which within the standards has a percentage weighting of 0.87%. The words which follow 'professional', 'learning', 'development' and 'teaching' include: 'practice' (0.57%); 'performance' (0.52%); 'support' (0.47%); and 'set' (0.49%), which provide evidence of a variety of competencies. However, the lack of language which promote vocational qualities arguably supports Lasky's (2005) observation, as discussed within the literature review, which argues that accountability has reduced the moral purpose of Teachers, and which she asserts impacts on their own identity as professionals. Furthermore, it could be argued that this breadth of expectation also supports Assunca and Shiroma's view that teaching has been reduced to a checklist of actions driven by bureaucracy rather than real educational progress and which has contribute(d) to the de-professionalisation of the profession, which as a result, now sees the Teacher as a semi-professional. (Assunca and Shiroma, 2003)

'Teaching' is understandably of high importance for the teacher in 2007; however, it features less prominently than the terms 'learning' and 'development', and therefore suggests that the learner does not necessarily *need* the Teacher for their own 'learning' and 'development'. Is the Teacher in 2007 therefore a *facilitator* or *coach* rather than an individual with pedagogical and intellectual expertise? This disparity in the percentage weighting of the most frequently used lexis is incredibly problematic, for there is a high percentage requirement to be 'professional' and yet the one element where this can best be exemplified, through the *quality* of 'teaching', is featured less than the experience of the learner, which arguably cannot prove the 'professional' standard of the Teacher, as all learning experiences are variable.

If we are to consider the most frequently used lexis and the least frequently used lexis, as in the table below, where 'most' represents a percentage weighting of above 0.75% and 'least' represents a percentage weighting of below 0.25%, we can see that a focus on 'learning', 'development' and 'teaching' appear to be key as a teacher from the 2007 standards. Although seen within the standards, the reduced prominence of the terms 'values' and

‘vision’ could be interpreted as evidence of a limited expectation for Teachers to exhibit such qualities within their role, nor is there a strong expectation for collaboration through ‘advice’ or of the need for autonomy to ‘know’ and ‘develop’; which I suggest can be interpreted as ‘knowing’ and ‘developing’ activities and / or materials, related to their subject matter or core content of study.

| Most and Least Frequently Used Lexis in the 2007 Teachers’ Standards | | | |
|---|---|---|---|
| +0.75% | | -0.25% | |
| Professional | 1.30% | Demonstrate | 0.24% |
| Learning | 1.02% | Advice | 0.21% |
| Development | 0.94% | Know | 0.21% |
| Teaching | 0.87% | Review | 0.21% |
| | | Values | 0.20% |
| | | Vision | 0.20% |
| | | Act | 0.20% |
| | | Secure | 0.20% |
| | | Develop | 0.20% |

*Fig.1.25 Most and Least Frequently used Lexis in the Teachers’ Standards, 2007*

For the Teacher in 2007 therefore, the observations here perhaps suggest that the conceptualisations of professionalism indicate the ‘job’ of the Teacher rather than the ‘vocation’ it has traditionally been associated with; the apparent limited influence (and therefore importance) of ‘values’ and ‘vision’ are also in conflict with what Nicholas and West-Burnham identify within the introduction, of a “professional status [which] has much in common with the language of vocation” (2016, pg. 190).

As a result, the individual who becomes a Teacher believing it to be a caring profession, central to community life, may be shocked at the limited focus on these qualities. It is perhaps reassuring however that fundamental to the role, as evidenced in the percentage weighting of lexis, is ‘learning’, ‘development’ and ‘teaching’ and which therefore better supports Biesta’s (2015) view, as I discuss in the literature review, of the purpose of a ‘good’ education which serves to deliver ‘qualification’, ‘subjectification’ and ‘socialisation’ respectively.

The evidence of language use within the least frequently used lexis suggests a lesser prominence in some areas of the language of accountability, which requires an ability to ‘demonstrate’, ‘act’ and ‘secure’. This is in addition to the limited prominence of such ethically driven attributes of ‘values’ and ‘vision’ already highlighted and which, as a result, potentially presents quite an additional challenge for the Teacher in 2007 as they attempt to formulate a conceptualisation of professionalism from a set of standards which do not appear to present strong and distinct characteristics.

To consider how the language of the standards can contribute to the development of stronger links with research moving into practice, I also looked at the percentage frequency of the terms ‘research’ and ‘reflect’; these terms do not feature within the 2007 Teachers’ standards.

### 5.4.2 Linguistic Analysis

In analysing the opening statements of the 2007 Teachers' standards, there are 38 uses of imperative verbs presented which provide examples of actions to be undertaken; all sentence openers within the 2007 standards begin with an imperative verb which makes clear the expectation of action. Abstract verbs are used to exemplify the concept of expectations more generally; these will be explored further in the discussion on categories of legitimation.

There are two uses of modal verbs within the criterion of the 2007 standards; one is in the use of the word 'should' and one in the use of the word 'can', thus presenting teachers with the language of possibility.

*Fig.1.26 Word Cloud to reflect verb use as an indication of actions to be undertaken by the Teacher in 2007*

In breaking down the distribution of these verbs, 47% present actions relating to the language of accountability, 24% are related to the language of autonomy, and 29% to the language of collaboration.

Thus in terms of linguistic analysis, language of accountability features most highly, with least prominence given to language of autonomy, which therefore supports the claim made by Lasky (2005) that the perceived accountability agenda has the potential to shape the professional identity of Teachers. As a result this may lead to a negatively charged vulnerability, which is potentially

emphasised as such with the inclusion of modal verbs expressing possibility rather than confirmation.

### 5.4.3 Lexical Field Analysis

As highlighted within the literature review, themes of 'autonomy', 'accountability' and 'collaboration' were found and it is these lexical fields which are to be linked to the imperative verbs found in the standards as evidence of instruction for action for practitioners.

For reference and as a reminder of the approach described within the methodology, I am categorising language of accountability as that which can be measured, language of autonomy as that which presents opportunity for creativity and language of collaboration as that which promotes an approach to working together; in this way the reader may also apply a similar coding framework to their own research in the future.

An analysis of the lexical and linguistic structure of the 2007 Teachers' standards highlights *only* the use of language of accountability within the most frequently used terms, which represent what I call the lexis of 'day-to-day' practice. However, within the linguistic analysis, which explores further the choice and use of imperative verbs expressing action, there is evidence also of the language of autonomy and of the language of collaboration, in particular.

A full consideration of structure and language use therefore allows the reader to reflect further how expectations of professionalism are potentially conceptualised and whilst the standards do present strong expectations of accountability, the language of collaboration is almost comparable, within the lexis of day-to-day practice.

If we consider those characteristics as defined by a percentage weighting which fall between 0.50% and 0.75% as those which represent the standard generally expected in day-to-day practice, we can then categorise these characteristics according to whether they reflect language of accountability, autonomy or collaboration, using the codification framework illustrated within the methodology.

An analysis of this data suggests that the standards in 2007 present a higher proportion of language of accountability compared to collaboration; within this

range there is no use of language of autonomy. If we consider also the total percentage weighting, language of accountability accounts for 1.03% of all lexis representing day-to-day practice, compared with 0.94% for the language of collaboration.

| **Lexis Representing 'day-to-day' practice with a Percentage Weighting Between 0.50% and 0.75%** | | |
|---|---|---|
| Accountability | Autonomy | Collaboration |
| Performance (0.52%) | | Development (0.94%) |
| Effective (0.51%) | | |

*Fig.1.27 Lexis with Percentage Weighting Between 0.50% and 0.75% in the Teacher Standards, 2007*

For the Teacher in 2007, whilst the language of accountability is a strong feature which influences day-to-day practice, there is almost parity of equity with the language of collaboration, which may therefore provide an acknowledgement from policy makers of the need for collaboration and dialogue which preserves the "personal, professional and collective identity" which Lasky (2005) asserts is necessary.

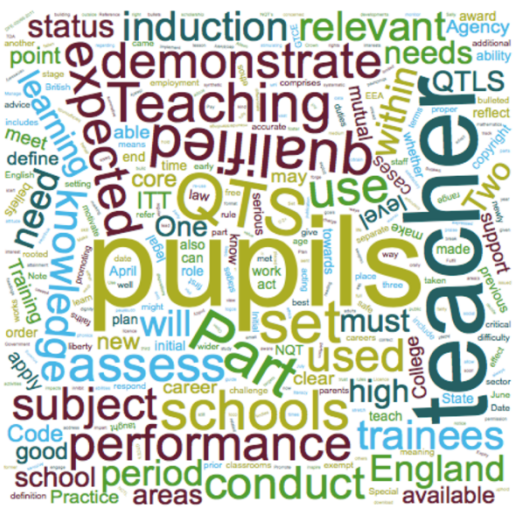
This therefore presents an interesting positioning of the Teacher, according to the 2007 standards, for the parity of language of accountability and collaboration may also be at odds with many, including Assunca and Shiroma (2003), as discussed within the literature review, who assert that Teachers are more accountable now than they ever were.

### *5.5 Teachers' Standards 2012*

The following section explores the 2012 Teachers' Standards through a lexical, linguistic and lexical field analysis.

#### 5.5.1 Lexical Analysis

*Fig.1.28 Word Cloud to reflect the language of the Teachers' Standards, 2012*




The most frequently used word in the 2012 Teachers' Standards is 'professional' followed by 'teaching': the weighted percentage is above 1% for both. The next two words are 'education' and 'conduct' with both weighted above 0.75%. 'Professional' has a percentage weighting of 1.32% and 'teaching' a weighting of 1.16%; the term 'professional' features more prominently than 'teaching' in terms of expectations associated with the standards for teachers. The higher prominence of 'professional' could therefore support the suggestion put forward in the overview that the term 'professional' (and therefore *professionalism*) operates almost as a 'header' for the role, or as a 'meta-skill' as identified in the HCPC review. (2014)

'Education' has a percentage weighting of 0.84% and 'conduct' a weighting of 0.79%, which therefore indicates that 'professional' is 0.48% more prominent than 'education' and 0.16% more prominent than 'teaching'. So, if one considers the natural links between 'education' and 'teaching', it would reasonably follow that the next associated lexis should be 'learning'. However, 'learning' has a percentage weighting of 0.37% and comes 26$^{th}$ on the list of prominent words used in the standards. Instead, words associated with accountability are more pronounced: 'qualified' (0.74%); 'demonstrate' (0.63%); 'performance' (0.58%); 'regulations' (0.53%); 'appraisal' (0.47%).

In considering the relevance of this, it should be noted that 'appraisal' has a 0.10% higher weighting than 'learning' and 'performance' is 0.21% higher than 'learning'. Does this therefore suggest that the standards represent the *input* of

the Teacher rather than the *output* achieved by the learners? Arguably, this should be the case as the standards represent expectations for practitioners; however, the focus on 'regulations' and 'appraisal', as examples, may not resonate as key in conceptualising professionalism for Teachers and arguably may not have featured highly in reported reasons for embarking upon a teaching career, if asked.

The focus on such performative and regulatory language also raises questions around what a successful Teacher looks like and the sort of evidence needed to prove an adherence to the standards, for if such evidence is *not* based on the success of ensuring pupils are learning, what is it based on? It would appear to suggest that this *could* be based on other external measures of success, such as being 'qualified' from a certificate of study, being able to 'demonstrate' evidence, being subject to 'performance' criteria which are externally imposed, subject to 'regulations' as external constructs and having an 'appraisal' to evaluate the relative success of these areas.

This therefore potentially presents quite a confusing state for the Teacher working towards these standards because the most prominent characteristic is that of being 'professional'. Although this can be interpreted in many ways, we have seen evidence that it is often considered in conceptual terms linked to morality and virtue. However, the difficulty here for the Teacher is that the next most frequently used terms are actually linked to evidence of accountability and performance. In fact, the characteristics identified with professionalism, as discussed within the introduction, come low down the list with 'values' at 0.16% and 'attitudes' at 0.11%; this therefore supports the views of Lasky (2005) and Goepel (2012) within the literature review, who reflect on the increased accountability of Teachers which negatively impacts on the traditional identity and role of the Teacher and which has over time seen the denigration of their moral purpose, as a result of the promotion of a performance culture.

'Teaching' is understandably of high importance for the Teacher in 2012 and the percentage weighting reflects this. This therefore makes very clear to the Teacher that they are the most influential presence within the classroom and this perhaps directs a consideration of conceptualisation of professionalism

which is aligned to 'responsibility'; however, this term only presents a percentage weighting of 0.16.

If we are to consider the most frequently used lexis and the least frequently used lexis, as in the table below, where 'most' represents a percentage weighting of above 0.75% and 'least' represents a percentage weighting of below 0.25%, we can see that a focus on 'teaching', 'education' and 'conduct' appear to be key as a Teacher from the 2012 standards. There is little expectation for Teachers to exhibit 'leadership' qualities, nor is there a strong expectation for collaboration to 'support' others or of the need for autonomy to 'define' activities and / or materials.

It is interesting to note that despite the high focus on 'conduct' and 'teaching', the ability to 'plan' does not feature equally as high. It is also notable that a focus on 'feedback' is considerably low in the list of lexes utilised. This is interesting particularly considering the influence of Assessment for Learning[38], as part of the previous governments' drive to improve standards through the National Strategies[39] initiative and the work of Professor Paul Black[40] in the development of pedagogy and practice – not to mention the high frequency with which Ofsted has also historically contributed to debates on marking and feedback.[41]

[38] National Archives for Assessment for Learning: http://webarchive.nationalarchives.gov.uk/20110202141904/http://nationalstrategies.standards.dcsf.gov.uk/primary/assessment/assessmentforlearningafl [Accessed 19 January 2017]
[39] National Archives for National Strategies: http://webarchive.nationalarchives.gov.uk/20110202161125/http://nationalstrategies.standards.dcsf.gov.uk/ [Accessed 19 January 2017]
[40] Professor Paul Black (2005) *Inside the Black Box*: https://www.rdc.udel.edu/wp-content/uploads/2015/04/InsideBlackBox.pdf [Accessed 21 February 2017]
[41] Ofsted (2014) *Why do Ofsted Observe Individual Lessons and how do they Evaluate Teaching in Schools?*: http://dera.ioe.ac.uk/19361/1/Why%20do%20Ofsted%20inspectors%20observe%20individual%20lessons%20and%20how%20do%20they%20evaluate%20teaching%20in%20schools.pdf [Accessed 19 January 2017]

| Most and Least Frequently Used Lexis in the 2012 Teachers' Standards | | | |
|---|---|---|---|
| +0.75% | | -0.25% | |
| Professional | 1.32% | Act | 0.21% |
| Teaching | 1.16% | Apply | 0.21% |
| Education | 0.84% | Define | 0.21% |
| Conduct | 0.79% | Feedback | 0.21% |
| | | Leadership | 0.21% |
| | | Plan | 0.21% |
| | | Promote | 0.21% |
| | | Support | 0.21% |
| | | Skills | 0.21% |

*Fig.1.29 Most and Least Frequently used Lexis in the Teachers' Standards, 2012*

For the Teacher in 2012, there appears on first glance to provide a clear definition which contributes to conceptualisations of professionalism. However, the lexes used appear also to be some distance away from traditional ideas of the role of the Teacher. Whilst it would suggest that the most frequently used lexis provide clear evidence of what Evans identifies, as performative qualities, which seek to create a "uniform professionalism" (2011), the lower prevalence of the creative elements of teaching, such as that seen in 'apply', 'define', 'feedback', plan' and 'skills', does also unfortunately provide some evidence of what Day and Smethem identify within their own study, as 'control' which has had the effect of "redefining Teacher professionalism" (Day and Smethem, 2009) in what could also be perceived as a negative manner.

To consider how the language of the standards can contribute to the development of stronger links with research moving into practice, I also looked at the percentage frequency of the terms 'research' and 'reflect'; whilst the term 'research' does not feature within the 2012 Teachers' standards, the term 'reflect' has a percentage weighting of 0.16% and includes examples of teachers being required to 'reflect systematically on the effectiveness of lessons'.

### 5.5.2 Linguistic Analysis

In analysing the opening statements of the 2012 Teachers' standards, there are 39 uses of imperative verbs presented, which provide examples of actions to be undertaken; all sentence openers within the 2012 standards begin with an imperative verb which makes clear the expectation of action. Abstract verbs are used to exemplify the concept of expectations more generally; these will be explored further in the discussion on categories of legitimation.

There are two uses of modal verbs within the criterion of the 2012 standards; one is in the use of the word 'must' and one is in the use of the word 'can', thus presenting teachers with the language of direction and the language of possibility; 'must' is used more often than 'can'.

*Fig.1.30 Word Cloud to reflect verb use as an indication of actions to be undertaken by the Teacher in 2012*

In breaking down the distribution of these verbs, 44% present actions relating to the language of accountability, 23% are related to the language of autonomy, and 33% to the language of collaboration. Thus, in terms of linguistic analysis, the language of accountability features most highly, with least prominence given to language of autonomy, which highlights the concerns of many researchers who identify the high stakes accountability of the profession. However, what is interesting to note is the higher percentage weighting of language of

collaboration, which perhaps reflects the pleas made by researchers such as Lasky (2005) and in the research papers presented by the OECD which assert that collaboration is essential if the status and perception of the profession is to rise, particularly if we are to support the new vision (OECD, 2011) of a high-performing profession (OECD, 2015).

### 5.5.3 Lexical Field Analysis

As highlighted within the literature review, themes of 'autonomy', 'accountability' and 'collaboration' were found and it is these lexical fields which are to be linked to the imperative verbs found in the standards as evidence of instruction for action for practitioners.

For reference and as a reminder of the approach described within the methodology, I am categorising language of accountability as that which can be measured, language of autonomy as that which presents opportunity for creativity and language of collaboration as that which promotes an approach to working together; in this way the reader may also be able to apply a similar coding framework to their own research in the future.

An analysis of the lexical and linguistic structure of the 2012 Teachers' standards highlights a higher proportion of language of accountability than that of autonomy and collaboration; particularly within the most frequently utilised terms, which represent what I call the lexis of 'day-to-day' practice. However, within the linguistic analysis, which explores further the choice and use of imperative verbs expressing action, there is evidence also of the language of autonomy, and of the language of collaboration, in particular.

If we consider those characteristics as defined by a percentage weighting which fall between 0.50% and 0.75% as those which represent the standard generally expected in day-to-day practice, we can then categorise these characteristics according to whether they reflect language of accountability, autonomy or collaboration, using the codification framework illustrated within the methodology.

An analysis of this data suggests that the standards in 2012 present a higher proportion of language of accountability than autonomy and a higher proportion of language of autonomy than collaboration. If we consider also the total

percentage weighting, language of accountability accounts for 4.32% of all lexis representing day-to-day practice, compared with 1.9% for the language of autonomy and 0.53% for the language of collaboration.

| **Lexis Representing 'day-to-day' practice with a Percentage Weighting Between 0.50% and 0.75%** | | |
|---|---|---|
| Accountability | Autonomy | Collaboration |
| Conduct (0.79%) | Set (0.74%) | Development (0.53%) |
| Use (0.68%) | Assess (0.58%) | |
| Demonstrate (0.63%) | Understanding (0.58%) | |
| Expected (0.58%) | | |
| Performance (0.58%) | | |
| Regulations (0.53%) | | |
| Behaviour (0.53%) | | |

*Fig.1.31 Lexis with Percentage Weighting Between 0.50% and 0.75% in the Teachers' Standards, 2012*

For the Teacher in 2012, the language of accountability features more prominently both in the frequency of words and in the cumulative percentage weighting of lexis, with language of accountability occurring more than double the number of times as that of autonomy and a striking eight times more than collaboration. This observation therefore supports the assertion made by Goepel (2012), which is reflected upon within the literature review, who asserts that teachers are burdened by accountability. Considering the long list of expectations categorised under the theme of accountability, this perhaps also supports the view of Evans (2011), discussed within the literature review, who identifies that there is a distinct move to targeting behaviours rather than intellect.

What is interesting to note is the very visual distinction that can be made when comparing the lexes of day-to-day practice across the three themes, whereby the long list of accountabilities dominate. It is notable, and arguably in agreement with Evans (2011), that the implications associated with such terms as 'conduct', 'regulations' and 'behaviour' are as a result of the historical poor conduct of Teachers, hence their necessary inclusion and this may therefore direct today's Teacher in their understanding of conceptualisations of

professionalism. This is potentially problematic as it does not suggest that Teachers are trusted, as is traditionally understood, and indeed no such term as 'trust' is evidenced within the standards; however, it perhaps also suggests that the 'professionalism' of a Teacher is linked to behaviours and innate qualities, as were discussed in the introduction.

Language of measurement is also a striking feature represented within the lexis of day-to-day practice with accountabilities around the need to 'demonstrate', to meet that which is 'expected', and to produce the required evidence of 'performance', which perhaps makes clear to the Teacher of the need for a robust evidence base which can support their impact on 'education' (rather than 'learning') across the school.

Language of autonomy is a relatively strong feature of the lexis of day-to-day practice, but given the long list of accountabilities, Teachers may question the true freedom given to 'set, 'assess' and provide 'understanding' within the classroom; if they are to 'set', 'assess' and 'understand' within the boundaries of the established 'regulations', which they have to 'demonstrate' an adherence to, then that is not really a true sense of autonomy as might be widely accepted.

Collaboration features minimally within the lexis of day-to-day practice in supporting the 'development' of others, as an example. Given the long list of accountabilities Teachers appear to face, it is perhaps disappointing that an expectation for collaboration is lacking. This therefore rejects the assertion made by Hargreaves in which the age of the collegial professional "embrace(s) consultation, collaborative planning and other kinds of joint work with colleagues" (2000, pg. 162). It could be suggested that this level of collaboration would necessitate more commitments of time and effort, which are already stretched.

As a result, this may lead to a separation from the academic world which (thus) "de-professionalise(s) the knowledge base of teaching" (Hargreaves, 2000). Nevertheless, the Teacher in 2012 may find this an isolating prospect, particularly for those new to teaching.

### 5.6 Comparisons over Time

A deeper engagement with the data occurs when comparisons are made over time across the standards. The section which follows considers language use of the Teachers' standards and of the potential implications for conceptualisations of professionalism.

Six of the most frequently used terms have been identified across all four standards, as indicated at the beginning of the results discussion. However, the frequency and relative importance for the *Teachers'* standards are represented in the chart below. In order to explore the potential impact of shifts in language use over time, I have also included comparative data for 'teaching':

| Word Use in the Standards for Teachers | | | | |
|---|---|---|---|---|
| 2007 | | 2012 | | ⇧ / ⇩ |
| Professional | 1.30% | Professional | 1.32% | ⇧ |
| Learning | 1.02% | Learning | 0.37% | ⇩ |
| Development | 0.94% | Development | 0.53% | ⇩ |
| Teaching | 0.87% | Teaching | 1.16% | ⇧ |
| Performance | 0.52% | Performance | 0.58% | ⇧ |
| Effective | 0.51% | Effective | 0.11% | ⇩ |
| Knowledge | 0.49% | Knowledge | 0.47% | ⇩ |

*Fig.1.32 Word use in the Standards for Teachers*

The data shows that the terms 'learning', 'development', 'effective' and 'knowledge' have decreased over time and that the terms 'professional', 'performance' and 'teaching' have increased. What are the implications of this, therefore, for the Teacher today?

The language of the standards suggests that expectations of professionalism (and of being 'professional') have increased over time for the teacher, whose 'teaching' in the sense of pedagogy and practice are of high priority. However, for the teacher this assertion brings with it some challenges; for although the *practice* of 'teaching' features more prominently, 'learning' has reduced. Therefore, the question remains: what are Teachers 'teaching' for?

'Learning' and 'development' have reduced in prominence over time and this has the potential to impact on conceptualisations of professionalism, particularly

when expectations of 'teaching' and 'performance' have increased, as this perhaps suggests that the "techne" (Aristotle, 1976, pg. 208) or practical skill of the Teacher is more important than the way in which they contribute to the "sophia" (Aristotle, 1976, pg. 211) or final wisdom and understanding of those they teach. For the Teacher in 2012, therefore, they may feel that their skillset as a Teacher has diminished, contributing to a less positive conceptualisation of their own professionalism.

In considering how the language of accountability, autonomy and collaboration, as identified themes from the literature review has shifted over time, the chart below highlights this in terms of the raw numbers of imperative verbs utilised and also presents this as a percentage distribution to provide a clearer and more comparable understanding of any change within the linguistic analysis undertaken:

| Language of | CORE Teacher 2007 | Teacher 2012 | |
|---|---|---|---|
| Accountability | 18 | 17 | |
| Autonomy | 9 | 9 | |
| Collaboration | 11 | 13 | |
| | **38** | **39** | |
| % of ALL | | | |
| Accountability | 47% | 44% | |
| Autonomy | 24% | 23% | |
| Collaboration | 29% | 33% | |
| | | | Figures subject to rounding (to nearest 0.5%) |

*Fig.1.33 Chart analysing categorisation of language for Teachers*

If we consider how language has shifted over time, the data found within the linguistic analysis and lexical field analysis undertaken suggests that whilst a focus on accountability remains prominent, it has actually reduced slightly over time. The language of autonomy has reduced slightly, but not significantly so; however, the language of collaboration has seen the greatest increase.

If, however, we also refer to the data presented in charts 1.30 (pg. 164) and 1.34 (pg. 171) and compare the representation of language use within the lexis of day-to-day practice, we can see that there is an increase to the raw numbers of words used *and* the percentage of the *total* weighting of language of

accountability has also increased over time: from 1.03% in 2007 to 4.32% in 2012. We can see that there is no change in the raw number of words used *but* a decrease in the percentage of the total weighting of language of collaboration over time: from 0.94% in 2007 to 0.53% in 2012. Interestingly, over time we can see that there is an increase in the raw number of words used and therefore an increase in the percentage of the total weighting of language of autonomy: from 0% to 1.9%.

On balance therefore, it is difficult to reach a conclusive conclusion which identifies accurately how shifts in language, according to the three themes, have changed over time, considering both the lexical and linguistic analyses together. Within the lexis of 'day-to-day' practice, language of accountability and autonomy has increased, as has the language of accountability, and language of collaboration has decreased. The linguistic analysis shows that the language of accountability and autonomy has decreased and the language of collaboration has increased. We could therefore assert that there has been little change in the language of autonomy and collaboration, with perhaps slightly more focus on collaboration over time. However, given the striking increase in language of accountability within the lexis of 'day-to-day' practice alone, this is not negated by the slight decrease within the linguistic analysis, and I would therefore assert that the language of accountability features more prominently over time.

To highlight the key trends in language over time, this is also presented as a graph below and which the reader may find useful as a starting point for discussion with a wider audience:

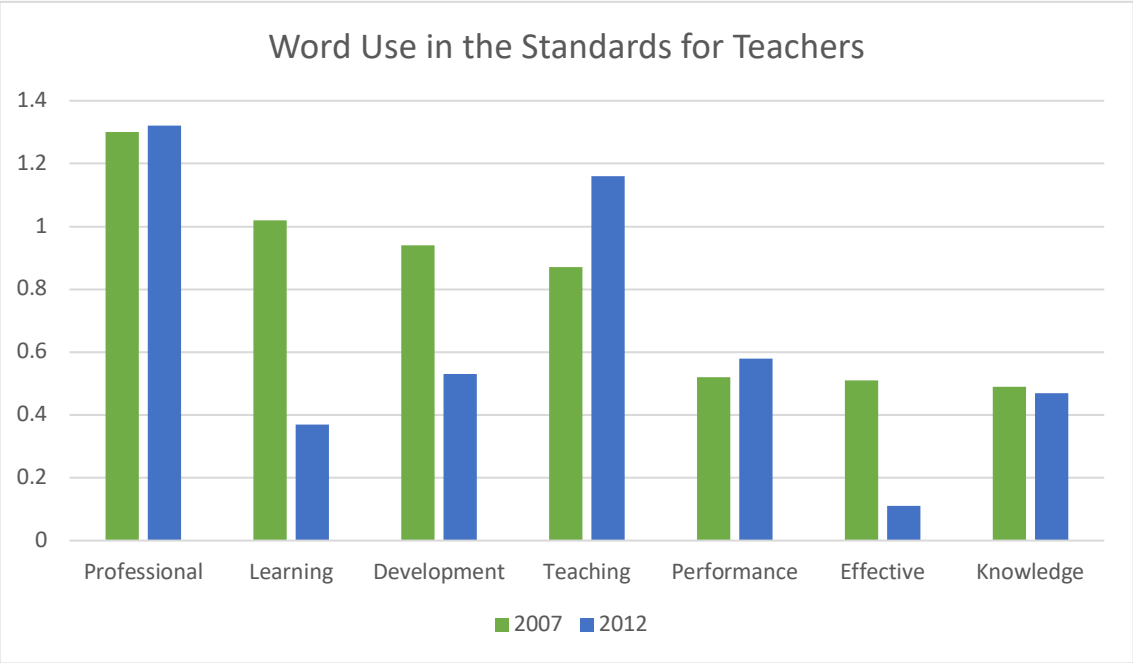



*Table 2.4 Graph depicting word use over time within the Standards for Teachers*

Perhaps the most notable visual shift for Teachers is the sharp reduction in the term 'learning' and the marked increase in the term 'skills' and this perhaps supports Goepel's view, explored within the literature review, that the standards have produced a "tick-box professionalism in which technical competence" (Goepel, 2012) is of increasing value.

The dramatic reduction in the term 'learning' is seen to be at odds with Biesta's assertion that over time there has been a shift in emphasis from 'teaching' to 'learning', which he finds problematic, within the literature review. And perhaps this observation will therefore provide a starting point for further discussion as to whether we now have an expectation for action-based rather than process-based approaches in providing a good education (Biesta, 2015).

What is a little disappointing is the reduction in prominence of 'development' over time; this is despite the unanimous agreement of the need for collaboration and on-going professional development shown throughout the literature review, and recommended by the OECD report (2011), in particular. However, perhaps this drop in 'development' is as a result of the concerns raised by Assunca and

Shiroma (2003) of the poor quality of Teacher training and evidenced further in the recent publication of the framework of core content for initial teacher training (2016b).

The subtle shifting of language use is of interest, particularly if considered from a thematic approach. As we have seen in the earlier discussion of the Headteachers' standards, 'leadership' and 'management' are terms which are frequently linked, and the 2007 Teachers' standards evidences their prominence with leadership at 0.31% and 'management' at 0.33%; however, within the 2012 standards 'management' does not feature at all and 'leadership' has fallen to 0.21%.

For the teacher in 2012 it would appear the expectation to take on 'management' responsibilities is eradicated; perhaps because the only real expectation now is to teach. This shift is of particular interest given its higher prominence in 2007 whereas, as is also seen, within the 2004 Headteachers' standards, 'management' responsibilities are higher than that of 'leadership'.

Whilst the prevalence of 'leadership' has fallen by 0.10% since 2007, its percentage weighting of 0.21% remains on a par with such expectations as 'plan' and 'feedback', therefore in consideration of the role of the Teacher, it remains of interest. However, confusion may arise for the Teacher in understanding where 'leadership' fits in, when 'management' is no longer required. Perhaps here, the moral undertone of *leaders of men* applies and Teachers are now expected to provide 'leadership' to their pupils, which in this paradigm would suggest 'leadership' may now align more with 'behaviour' and 'conduct'.

One of the greatest shifts seen for the Teacher in 2012, is in the increase in prevalence of 'behaviour' and 'conduct'. Within the 2007 standards both share almost equal prominence at 0.27% and 0.25% respectively; however, within the 2012 standards 'behaviour' jumps to 0.53% and 'conduct' to 0.79%.

This is clearly as a result of the introduction of a part 2, dedicated to the personal and professional conduct of a Teacher, but the rationale for their introduction is interesting to debate; particularly if we consider their total percentage weighting, which sees a shift from 0.52% in 2007 to 1.32% in 2012.

The implications of this shift for the Teacher in 2012 perhaps means that conceptualisations of professionalism are also shifting. Where in 2007, 'learning' (1.02%) and 'development' (0.94%) were of thematic prevalence with a combined weighting of 1.96%, they have been more than halved in 2012 to a combined weighting of 0.90%, as illustrated in table 2.4 on page 182, in favour of 'behaviour' and 'conduct'.

This is arguably problematic for the Teacher in 2012 if they interpret this shift to represent the expectations of demonstrable competencies, which are arguably subjective in nature; for one person's acceptable behaviour is unacceptable to another, particularly if there exists a lack of shared values. This challenge also has the potential to produce internal conflict, as it links to earlier discussions within the Literature Review of the purpose of education and on current debates on professionalism, as explored within the Introduction, such that it potentially questions the individuals' identity as a Teacher.

Of course, it is important for Teachers to present as role models for their pupils as evidenced in their 'behaviour' and 'conduct'. However, the debate to be had is arguably around the impact of such a shift in conceptualising not just the purpose and identity, but also the professionalism of a Teacher and whether we value 'behaviour' and 'conduct' above 'learning' and 'development'.

If we consider also how discussions of professionalism introduced in chapter 1 suggest how teacher professionalism can be linked to the language of vocation, then the terms 'behaviour', 'conduct', 'values' and vision' may all be of interest and yet their differing prominence across the two standards is stark. The 2007 standards present 'values' and 'vision' with equal prominence at 0.20%; however, within the 2012 standards 'values' has fallen to 0.16% and 'vision' does not feature at all.

This therefore marks a distinct move away from the Headteachers' standards where 'vision' remains. What is interesting is if we pause at this juncture to consider the lessening of 'leadership' and the eradication of 'management' and 'vision', there is perhaps a greater understanding of the assertion put forward in the Literature Review of what Helsby (1999) calls a production-line approach to education and teaching, producing what Assunca and Shiroma (2003) identify

as Teachers as semi-professionals, who are no longer trusted to shape the provision they are responsible for.

The movement of language, both in and out of the standards, is interesting. The terms ‘vision’ and ‘management’ already discussed as prominent within the 2007 standards do not feature within the 2012 standards, but neither do the terms ‘excellent’ and ‘principles’ which previously featured with prominence figures of 0.21% and 0.17% respectively.

So what implication does this have for the Teacher today? In isolation, the removal of these terms is not particularly noteworthy, but it is when their removal is added to the growing list of changes in language use already discussed, that this apparent shift in nuance becomes of interest.

If ‘excellent’ and ‘principles’ are considered from a very basic, but nevertheless relevant perspective, such that the Teacher today no longer needs to be ‘excellent’ or possess ‘principles’, this does seem to question the level of autonomy available to them, and also of the level of worth ascribed in them as professional people. This would therefore seem to further confirm the apparent irrelevance of a Teacher who possesses ‘vision’ in todays’ educational landscape and who instead should be focussing on their ‘behaviour’ and ‘conduct’.

I can therefore better understand the viewpoints discussed within the Literature Review in which Assunca and Shiroma (2003) question the de-professionalising of the profession and where the OECD (2015) reports that Teachers are feeling unrecognised.

And so, from the shifting and re-placing of language from one set of standards to the next, I consider finally those terms which do not feature within the 2007 Teachers’ standards, but which are introduced within the 2012 standards are ‘critical’ and ‘tolerance’ at 0.16% each and ‘respect’ at 0.26%.

What is noticeable in the introduction of the terms ‘tolerance’ and ‘respect’ in particular is of the subtle ‘nod to’ ‘fundamental British values’ which are a key element of the 2012 Teachers’ standards and also of each Ofsted framework

and handbook that follows, as a result of the PREVENT[42] strategy which produced a societal shift. Aside from this societal shift; however, the terms 'tolerance' and 'respect' can again be perceived as indicators of behaviour and which arguably emphasises a focus on the 'behaviour' of the Teacher rather than the 'learning' of the pupil.

The introduction of the term 'critical' may also be problematic for the Teacher today as questions may be raised in identifying the appropriate forum for being so; particularly if there is no longer a need for 'vision' or 'principles' or even a need to be 'excellent'. As has been illustrated, 'learning' and 'development' no longer feature as prominently as in 2007 and therefore it does not seem fitting to suggest that *being* 'critical' is to be applied from an academic sense. Should the Teacher identify with this interpretation, then there is a risk that in doing so they will therefore see it aligning more with a behavioural trait.

What is clear; however, is that the use of language within the *Teachers'* standards has seen the greatest shift over time, therefore the six least frequently used terms have been identified within the 2012 standards for teachers and 'tracked back' against the 2007 standards so that their frequency and prevalence can be compared. These are represented in the chart below:

| **Least Word Use in the Standards for Teachers** | | | |
|---|---|---|---|
| **Lexis** | **2007** | **2012** | ⇧ / ⇩ |
| Support | 0.47% | 0.21% | ⇩ |
| Skills | 0.36% | 0.21% | ⇩ |
| Plan | 0.15% | 0.21% | ⇧ |
| Leadership | 0.31% | 0.21% | ⇩ |
| Feedback | 0.17% | 0.21% | ⇧ |
| Define | 0.08% | 0.21% | ⇧ |

*Fig.1.34 Chart depicting least word use over time in the Standards for Teachers*

What is interesting to note here is that there has been a shift in the least language use across both Teachers' standards over time, such that the terms of

[42] The PREVENT strategy was introduced in 2011 by the Coalition government, aiming to safeguard people and communities from the threat of terrorism and is part of the government's wider counter-terrorism strategy; see: https://www.gov.uk/government/publications/prevent-strategy-2011

least prominence in 2007 are not the same in 2012. Despite the increased focus on demonstrable characteristics, ‘skills’ have reduced over time, and yet the expectation to ‘plan’, whilst remaining low in priority, has increased slightly. The expectation to exhibit ‘leadership’ has reduced further and perhaps this is now clearly the domain of the Headteacher; however, the expectation to provide ‘support’ has also decreased. This combination of observations has the potential to impact negatively on the conceptualisation of professionalism for the teacher in 2012, as they are neither to lead nor support.

### 5.7 Discussion of All

In the following section I will discuss trends over time across all four standards, comparing language use within the Headteachers' standards for 2004 and 2015 and the Teachers' standards for 2007 and 2012.

#### 5.7.1 Overview of Language Choices Over Time

The data below provides a comparison of the 'top 10' most frequently used words in each respective set of standards over time, between the first set of standards to the most recent version, providing data for the 2004 and 2015 Headteachers' standards and the 2007 and 2012 Teachers' standards:

| Top 10 Language Use Over Time (In order of frequency) | | | |
|---|---|---|---|
| **2004 HT Standards** | **2015 HT Standards** | **2007 Teacher Standards** | **2012 Teacher Standards** |
| Professional | Professional | Professional | Professional |
| Learning | Learning | Learning | Education |
| Development | Development | Development | Conduct |
| Community | Performance | Practice | Qualified |
| Effective | Practice | Performance | Demonstrate |
| Performance | Effective | Education | Practice |
| Education | Community | Effective | England |
| Practice | National | Knowledge | Performance |
| Management | Staff | National | Subject |
| Knowledge | Knowledge | Community | Understanding |

*Fig.1.35 Chart depicting the 'Top 10' Language use over time*

As has been illustrated, the use of the word 'professional' is consistent across all standards. To explore the data further and as an explanation for the reader, I am therefore interpreting the word 'professional' as that which constitutes the role and that all language use which follows I am interpreting as that which defines the 'professional' in context; this further supports the assertion made within the HCPC review, which identifies professionalism as a 'meta-skill'. (2014)

The chart which follows illustrates the alignment of the top ten lexis across all four standards over time, so that the reader is able to make connections and identify where consistency may suggest a shared conceptualisation of the profession:

| Top 10 Language Use Over Time (as evidence of consistency) | | | |
|---|---|---|---|
| **2004 HT Standards** | **2015 HT Standards** | **2007 Teacher Standards** | **2012 Teacher Standards** |
| Professional | Professional | Professional | Professional |
| Performance | Performance | Performance | Performance |
| Practice | Practice | Practice | Practice |
| Learning | Learning | Learning | Conduct |
| Development | Development | Development | Qualified |
| Community | Community | Community | Demonstrate |
| Effective | Effective | Effective | England |
| Knowledge | Knowledge | Knowledge | Subject |
| Education | National | Education | Education |
| Management | Staff | National | Understanding |

*Fig.1.36 Chart illustrating alignment of language use over time*

Comparing the lexis used across the standards over time, it could be suggested that the conceptualisation of professionalism is initially marked by a consistency seen in the use of the terms ‘professional’, ‘practice’ and ‘performance’. As a result, we can perhaps assert that the characteristics which best represent the role of Headteachers and Teachers is that they are ‘professional’, they are clearly defined by their ‘practice’, which I am interpreting to mean pedagogy, and they are subject to structures which require evidence of ‘performance’; either of themselves or of the pupils they teach.

It would be a reasonable observation to make that both the 2004 and 2015 standards for Headteachers and the 2007 Teachers’ standards provide evidence of consistency in terms of the attributes which are understood to conceptualise professionalism within the profession; all place a strong emphasis on ‘learning’, ‘development’, ‘community’, and ‘knowledge’, which is perhaps what one may expect to hear if asked as to the role of the Teacher today. However, in analysing this further, perhaps these characteristics are more fitting in answering the question *what is the role of school?* as we would absolutely

recognise school as a place of learning and development, which brings the community together in the pursuit of knowledge. Perhaps therefore, this is a possible explanation for the difference seen in the 2012 Teachers' standards, which arguably set the standards for the *individual* within the profession instead.

### 5.7.2 Linguistic Analysis and Lexical Field Analysis Over Time

In considering how conceptualisations of professionalism are formulated, it is interesting to compare linguistic and lexical field analyses over time, as we are then able to observe any shift in language:

| **Language of** | Head Teacher 2004 | Head Teacher 2015 | CORE Teacher 2007 | Teacher 2012 | |
|---|---|---|---|---|---|
| Accountability | 29 | 18 | 18 | 17 | |
| Autonomy | 16 | 10 | 9 | 9 | |
| Collaboration | 23 | 10 | 11 | 13 | |
| | **68** | **38** | **38** | **39** | |
| % of ALL | | | | | |
| Accountability | 43% | 47% | 47% | 44% | |
| Autonomy | 23% | 26.5% | 24% | 23% | |
| Collaboration | 34% | 26.5% | 29% | 33% | |
| | | | | | Figures subject to rounding (to nearest 0.5%) |

*Fig.1.37 Chart analysing categorisation of language over time*

On balance, there appears to have been little change over time with regards to the distribution of language use across the three themes; language of accountability remains dominant and as one might expect, the Headteachers' standards present more language of autonomy and the Teachers' standards more language of collaboration.

The reduction in language of 'collaboration' for Headteachers over time is perhaps disappointing, particularly considering the rise in Multi-Academy Trusts (MATs) and the wide availability of research which recommends a joined-up approach for MATs, in particular. However, in fairness the rise of MATs has only really accelerated in the last 12 months and perhaps at the time of publication there was a scepticism around how well MATs would

collaborate, given the high media attention given to issues of competition and top slice[43], as examples.

However, in considering the observations made across all sets of standards over time and a wider analysis, looking in addition at the lexis of day-to-day practice, the observations presented in the data above are not quite so clear cut and lead us to ask the following questions:

Why has the lexis of accountability reduced for Headteachers and increased for Teachers when arguably the leadership of the school is instrumental (and of higher professional stakes) for sustainable whole-school improvement?

Why is it the case that the lexis of collaboration has increased for Headteachers and yet has almost halved for Teachers, when arguably, in terms of day-to-day practice, it is more of a necessity for teachers to collaborate with colleagues and peers, for the benefit of the large numbers of pupils they teach?

What is the desired impact of increasing the language of autonomy within the lexis of day-to-day practice, particularly for Teachers, when the lexis suggests that there is less need to collaborate? Does this mark a move backwards if we consider the concerns raised by Hargreaves (2000) in his identification of the age of the autonomous professional or does it signify an acknowledgement by policy makers of the need to increase the status of the profession?

At this juncture, it is therefore interesting to consider also how the presentation and format of the standards can contribute further to conceptualisations of professionalism; this is done in the application of categorisations of legitimation.

### 5.7.3 Categorisation of Legitimation

In exploring the impact of the standards as evidence of discourse, figure 1.9 on page 128 provides the reader with an overview of the model of categorisation employed by Van Leeuwen and applied to this study.

Considering the 2004 Headteachers' Standards as a whole, one observation is the *lack* of authorial responsibility as would perhaps be expected from a policy document and this therefore provides some evidence of an Impersonal Authority as befits that which is "given through laws, rules and regulations,

[43] https://schoolsweek.co.uk/top-slice-how-much-do-you-pay/

policies or *guidelines*." (Van Leeuwen, 2008, pg. 108) However, there are some elements of the document which could be suggestive of Expert Authority, due to the "widespread consultation" (DfES, 2004) undertaken and the recommendation made which does in fact confirm that the "document is advisory" (DfES, 2004).

In terms of Moral Evaluation, the language used within the standards does not appear to identify with such constructs of legitimation and the same is true of Mythopoesis.

Throughout the document, "goals and effects" (Van Leeuwen, 2008, pg. 108) are considered, for example highlighting the Headteachers' "central responsibility for raising the quality of teaching and learning and for pupils' achievement" (DfES, 2004) and this therefore leads to an identification of Instrumental Rationalisation rather than Theoretical Rationalisation being in evidence; see figure 1.9 on page 128 for a comparison of the two terms.

One could assert, therefore, that the 2004 Headteachers' standards are legitimated through an Impersonal Authority with undertones of Expert Authority, borne out of an Instrumental Rationalisation.

Moving to a consideration of the 2015 Headteachers' Standards as a whole, one observation is also the *lack* of authorial responsibility as would perhaps be expected from a policy document and which therefore provides evidence of an Impersonal Authority as "policies or guidelines." (Van Leeuwen, 2008, pg. 108) However, the assertion that the standards represent "departmental advice" and are "non-statutory" (DfE, 2015b, pg. 3) suggests an Expert Authority, at least in part.

It is interesting to note that these standards are now standards of 'excellence', which also suggests they aim to develop a 'best practice' approach; this is confirmed by the acknowledgement that they are "intended to be a helpful tool". (DfE, 2015b, pg. 8)

In terms of Moral Evaluation there could be a suggestion of Abstraction in the use of language which "moralise actions" (Van Leeuwen, 2008, pg. 108) as the document declares Headteachers are to "occupy an influential position in society", with the imperative to "shape the teaching profession" (DfE, 2015b, pg.

4) which therefore could be suggestive of a moral standing. As with the 2004 Headteachers' standards, the language used does not seem to identify with the constructs of Mythopoesis.

The Rationalisation of the document is interesting to consider for it appears to provide evidence of both Instrumental Rationalisation in its determination towards "means and ends" and "goals" (Van Leeuwen, 2008, pg. 108) to "secure excellent teaching" and "hold all staff to account." (DfE, 2015b, pg. 6) However, there is far more evidence of Theoretical Rationalisation, which describes the Head teachers' role as one which oversees "the way things are" (Van Leeuwen, 2008, pg. 108), largely thought the use of softer language which suggests Headteachers "*welcome* strong governance and *actively support* the governing board" (DfE, 2015b, pg. 6) as one example, as these standards "are different from the teachers' standards in that they do not set a baseline of expected performance" and "should not be used as a checklist". (DfE, 2015b, pg. 8)

One could assert, therefore, that the 2015 Headteachers' standards are legitimated through an Impersonal Authority with undertones of Expert Authority and that Moral Evaluation is in evidence through Abstraction, which as a result leads to a balancing of both Instrumental and Theoretical Rationalisation.

If we consider the 2007 Teachers' Standards as a whole, one observation is the lack of authorial responsibility, which therefore leads to the Impersonal Authority expected within "laws…policies or guidelines." (Van Leeuwen, 2008, pg. 108) The Core standards for Teachers are interesting as authorisation is also in evidence through the reference to being "underpinned by Every Child Matters and the Common Core for the Children's Workforce" (TDA, 2007, pg. 4) which therefore suggests an Expert Authority; however, on further analysis I would assert that this policy is simply underpinned by further policy.

The expectation for teachers to "understand the roles of colleagues, such as those having specific responsibilities for learners with special educational needs" (TDA, 2007, pg. 17), also suggests evidence of Role Model Authority where authority is "colleague driven where endorsements promote authority" (Van Leeuwen, 2008, pg. 108). However, this is only briefly referenced and I do not feel has therefore driven the development of policy.

As with the 2004 Headteachers' standards, the language used within the 2007 Teachers' standards does not appear to identify with the constructs of legitimation associated with Moral Evaluation and the same is true of Mythopoesis.

The Rationalisation of the document is interesting to consider for it appears to provide loose evidence of both Instrumental Rationalisation in the declaration of being "committed to improving practice" (TDA, 2007, pg. 16) but is rather limited in demonstrating the "rationality of means and ends…aimed at goals." (Van Leeuwen, 2008, pg. 108) However, the evidence of Theoretical Rationalisation is equally as vague, with the use of language requiring Teachers to incorporate "appropriate" actions and express "well-grounded expectations" (TDA, 2007:19); these ambiguous examples therefore suggest a Theoretical Rationalisation which is "founded on some kind of truth" (Van Leeuwen, 2008, pg. 108), as is to be expected within a policy document.

One could assert, therefore, that the 2007 Teachers' standards are legitimated through an Impersonal Authority, borne out of a narrow combination of both Instrumental and Theoretical Rationalisation.

Moving finally to a consideration of the 2012 Teachers' Standards as a whole, one observation is the lack of authorial responsibility; the 'author' is the DfE however the fact that there is no foreword is interesting as most government policies in recent years have included a foreword by an eminent politician to add credence. This therefore either suggests that there is a lack of ministerial ownership or reinforces what Van Leeuwen would see as its positioning within the legitimation of Impersonal Authority through the "rules and regulations" (Van Leeuwen, 2008, pg. 106) it cites.

Whilst the title suggests the standards are *guidance* towards best practice, the content asserts they "define the minimum levels of practice expected of trainees and Teachers." (DfE, 2012: 3) This is potentially misleading for the teacher in 2012, who on reading the title may only discharge a cursory glance, but will need to understand the content in detail if they are to be successful in their career.

The introduction includes a glossary which includes a definition of "Fundamental British Values" (DfE, 2012, pg. 9); this is interesting as it suggests an Authority

of Tradition; however, previous standards have never before focused on such cultural elements, the inclusion of which supports the perspective provided by Wodak and Fairclough who see “language as social practice” (1997, pg. 31). That aside, I do not think it suffices as evidence of an Authority of Tradition and that the Impersonal Authority is the sole discourse of authorisation.

In terms of Moral Evaluation, the language used within the standards does not appear to identify with such constructs of legitimation and the same is true of Mythopoesis. However, the fact that the standards address the accountability of teachers “for achieving the highest possible standards” (DfE, 2012, pg. 10) highlights how the “means and ends” (Van Leeuwen, 2008: 107) of Teacher action, rather than any sense of professional values leads us to an analysis of Instrumental Rationalisation.

One could assert, therefore, that the 2012 Teachers’ Standards are legitimated through an Impersonal Authority, borne out of an Instrumental Rationalisation.

The analysis of all four standards provides some evidence of similarity in format across both the Headteachers’ and Teachers’ standards over time. However, the distinct difference is seen in the fact that the Headteachers’ standards are ‘guidance’ whilst the Teachers’ standards remain policy which require the individual “demonstrate that their practice is consistent with the definition” (DfE, 2012, pg. 7) and which can also be used “to assess cases of serious misconduct.” (DfE, 2012, pg. 5)

In summary, the standards for Headteachers provide evidence of an ‘expert’ authority which advises the reader what is effective practice and therefore should be trusted as such; in following such guidance, the individual can be assured of a professional standard that will be recognised. For the Teacher, the standards also provide evidence of an ‘expert’ authority, however the difference here is that it is an expectation of ‘minimum practice’ for these standards to be followed and that failure to do so will result in serious consequences linked to misconduct. The conceptualisation of professionalism for Headteachers therefore is perhaps recognised as one of increased autonomy as a result of the structure and format the standards take. This would also be the case for Teachers based on the structure and format alone; however, this is misleading

as the analysis of language, discussed in detail within the results, confirms the expectations of accountability.

# CHAPTER 6

# CONCLUSION

"It pays to closely engage those who will be most directly affected by reform; social dialogue is the glue for successful educational reform" (OECD, 2011, pg. 58).

The original am of this research was to explore what impact the language of government policy, as expressed through the Head Teachers' standards and the Teachers' standards, has on conceptualisations of teacher professionalism and to consider the implications for practitioners in England.

I think success has been achieved in undertaking such a study which explores language use over time and how this has the potential to shape conceptualisations of professionalism; I also think that success has been achieved in the observations made and in their relevance in initiating wider discussions.

If readers are looking for an answer which considers *definitively* how language use impacts on conceptualisations of professionalism, they will be disappointed and it is also worth noting that as the author my own assertion of impact will likely change over time, such is the subjective nature of language use and interpretation.

I think the suggestions put forward serve as useful starting points for the reader to engage with and I believe I have been clear in my aims and analysis.

In the following section I will provide a summary response for each of the key questions posed within the introduction and which underpin the overarching research question.

## 6.1 Responding to the Research Questions

In the section which follows I will respond to the research questions originally posed. A key element of the process undertaken as a researcher was the uncovering and realisation that these questions cannot be answered simply, and this therefore results in an on-going problematisation of the study which in my view remains a strength of the thesis, for it invites further engagement and discussion.

1) *Through the Standards, is professionalism depicted as something you 'do' or something you 'are' and how is this articulated?*

Tension remains when addressing this question due to such varied definitions and discussions which exist. The general consensus amongst practitioners themselves, as explored within the introduction, suggests they see professionalism as something innate within their character. Over time, the Headteachers' and Teachers' standards have focused more on the pedagogy and outcomes that can be demonstrated; however, it is interesting to note the high prevalence of accountability of behaviours within the current Teachers' standards (2012). In answer to the question therefore, I feel we exist within a constant state of flux which traverses the spheres of 'being' and 'doing' and which are defined by the individual and their own interpretation of the standards. Nevertheless, this research has identified the high prevalence of demonstrable characteristics which Teachers may well understand as necessary to demonstrate their proficiency.

2) *Are there varying levels of professionalism depending on whether you are a Headteacher or a Teacher and how are these conceptualised?*

This is a really interesting question, because it could be argued that yes, there are varying levels of 'professionalism' dependent on whether you are a Headteacher or a Teacher, but that is because there are differing competencies listed in each. However, this again comes down to what we agree professionalism actually is and I think some of the research, particularly that which identifies the movement and shifting of language, both over time and across the standards, does present evidence of challenge in answering this particular question. What the research makes clear is the way in which the term 'professionalism', within the context of the standards, serves as a meta-skill for

all subsequent characteristics that follow and it is in this respect that degrees of professionalism might be interpreted; particularly if one's own understanding is based upon 'leadership', 'vision' or 'knowledge', as examples – all of which have varying rates of prevalence.

3) *Is there evidence of a consistent professional theme across both sets of standards which unite each area of the profession and if so, what are they?*

There is clear evidence of consistency in the professional themes articulated across the standards and as is demonstrated within this research I have focused on the key themes of accountability, autonomy and collaboration.

What is notable is that the key themes across all standards, without exception, are around 'performance' and 'practice'; however, from 2012, the language of prevalence within the Teachers' standards are strikingly different, when compared to both the 2007 Teachers' standards and both sets of Headteachers' standards. As a result, where there was once a commonality of language, it is no longer the case that a consistent set of professional themes unite the roles of Teacher and Headteacher.

4) *Does the continued focus on establishing and reviewing professional standards implemented through government reform simply serve to de-professionalise and deconstruct the conceptualisation of what it is to be a professional in education, and what is the evidence to support or refute this claim?*

It is difficult to reach a consensus on this. However, from my perspective, based on an interpretation of the points raised through the *Introduction* and discussed in more detail within the *Literature Review*, I would suggest that as a relatively new term, the 'professionalism' one may associate with lawyers and doctors has not yet been successfully established for Teachers and therefore we cannot 'de-professionalise' that which has not yet been agreed on as 'professional' and it therefore simply brings us back to the initial question of: What is professionalism?

Surely then, it is only when an agreement has been reached on this, that one one enter into a debate which is concerned with the professionalising and de-professionalising of a profession.

I do think this is problematised further when the frequency of reform has the potential to distil the intended message, through a confusion of understanding and interpretation. Conceptualisations of professionalism are arguably impacted by the frequency of reform; not so much because Teacher professionalism is being attacked, but because we haven't yet reached a consensus on its definition.

5) *In updating the Standards, what does this say about the position of those who trained under previous policy? Could it be argued or interpreted that they are no longer meeting expectation and does the current policy rhetoric suggest they are less professional than they once were; if so, how?*

In updating the standards, the position for those who trained under previous policy do not really feature. The language shown presents a definite thread or theme between the two sets of standards respectively for Headteachers and Teachers, but there is also evidence of a shift in direction and focus based on the wider educational landscape; however, any current Teacher is beholden to the *current* standards, regardless of their previous training.

Rather than evaluating whether they no longer meet the standard expected, I think a more relevant question to ask is whether they feel the 'goalposts have moved' in terms of evidencing their personal and professional competencies.

The findings of this research suggests <u>how shifts in language have the potential to impact on an understanding of what the expected standards for both Headteachers and Teachers actually are, suggesting that</u> Headteachers who trained under previous policy will potentially be able to provide evidence of a higher standard compared to that which is expected within the 2015 standards.

For the Teacher who trained under previous policy, they may well question the long list of accountabilities they are required to evidence from the 2012 standards and this may negatively impact on their understanding of

conceptualisations of professionalism, which are so different from that which they previously understood.

### 6.2 What Can We Learn from this Research?

*What impact does the language of government reform have on the conceptualisations of Teacher professionalism in policy documents and what are the implications of this for Teachers in the compulsory education sector in England?*

In reflecting on the original research question, the language of government reform, as expressed through the Teachers' standards, necessarily has an impact on conceptualisations of Teacher professionalism by nature of the fact that it represents the mandatory minimum expectations of practice for Teachers in compulsory education in England.

However, there is a risk of ambiguity for Headteachers whose 'Standards of Excellence' are for *guidance* only, despite the assertion that they are underpinned by the Teachers' standards. As a result, there is both a distinct hierarchy which exists in terms of the formal accountabilities expected, as expressed through the standards, and a suggestion that the evidence of demonstrable professionalism also differs, with higher expectations placed on Teachers rather than Headteachers.

The question of whether the *impact* of the language of government reform, as expressed through the respective standards, is positive or negative rather depends on the interpretation made by the individual and their identification with the rhetoric of accountability, autonomy and collaboration, highlighted as prevalent within this thesis. It also depends therefore on whether individuals identify any alternative themes which they see as resulting from the language choices made.

In discussing the relation of theory to practice in education, Dewey states that it is more than a serious mistake to fail to take account of a body of practical experience (1904) and that isolating theory and practice results in a restricted view of one view over another and thus misses the opportunity for exploring alternative interpretations. Therefore, it is appropriate that policy makers *do*

consider how theory is interpreted in practice, particularly in the case of the standards, and this thesis acts as a starting point for further discussion.

It is appropriate to explore both the impact of the language of reform and the wider conceptualisations of the profession which suggest a lack of status, as explored through Teacher feedback within the VITAE study (2006) and within OECD surveys (2011, 2015) and which suggest that policy is in some part responsible for this.

However, this research has also identified that the perceptions made, as identified within the literature review, of an increased accountability for Teachers over time are valid observations and that as a result, it is Teachers and not Headteachers who are subject to the greatest scrutiny of expectation, which it is argued, has the potential to impact on conceptualisations of professionalism over time. The summary below identifies the key observations made as a result of the research which have the potential to impact on conceptualisations of professionalism for both the individual and wider society.

### 6.3 Summary of Key Learning Points

In contributing to knowledge and providing 'talk pieces' for discussion, it is recommended that readers make use of the comparative charts and graphs at table 2.3 (pg. 157), table 2.4 (pg. 178) and figure 1.35 (pg. 180) to illustrate the following key learning points, which are based on an analysis of the language of the standards and therefore suggest:

1) Language of accountability used within the Teachers' standards *has* increased over time for Teachers – and considerably so since 2007;
2) Language of autonomy used within the Headteachers' standards *has* increased over time – but not considerably so;
3) Language of collaboration used within the Teachers' standards *has* increased slightly over time for Teachers;
4) There has been a reduction in the use of 'learning' as a key term across both standards over time;
5) The use of 'development' as a key term has increased over time for Headteachers but has decreased for Teachers;
6) Whilst there is some consistency in the use of language of 'performance' and 'practice' across both sets of standards, it is no longer the case that

the language of the Teachers' and Headteachers' standards share complete synchronicity and this therefore suggests that the standards expected for Headteachers and Teachers are different.

### 6.4 Implications for Policy and Practice

We cannot predict how individuals will respond to the standards created in the future, but we can take steps to refine the understanding of the intended message. Policy makers need to acknowledge their position as manipulators who exercise control and power over the profession; they should not hide behind a veil of empty rhetoric of 'teacher autonomy' as it arguably does not exist. Hierarchy within society necessarily includes control and power; this is neither positive nor negative unless we pretend it does not exist.

As Assunca and Shiroma (2003) confirm, educational policy is driven by different priorities, which are dependent upon the social, political, cultural and economic context in which they are embedded; this is necessarily the case and therefore policy writers are urged to understand and acknowledge that policy is written with an element of bias which is unavoidable. As a result, it is equally necessary for policy writers to collaborate with those who it affects, as a common-sense approach if nothing more.

However, it is perhaps also important for practitioners to accept that the profession is necessarily one of high levels of accountability, which cannot *afford* the freedom of autonomy, particularly when the outcomes impact so heavily on wider society and future sustainability. It would perhaps be more appropriate for the dialogue of 'professional autonomy' to be rejected and instead a dialogue of 'shared accountability' to be promoted.

In engaging with a dialogue of 'shared accountability', practitioners and policy makers would benefit from unpicking the findings of this research to decide whether the themes demonstrated, and the language used, is actually what is desired and needed for the profession, for only then will we achieve success in moving 'policy into practice'.

The specific recommendations made, therefore, for future policy development are as follows:

- Language and the use of language should be a key consideration, even before draft stage, and policy writers should understand the impact language choice has on interpretation and enactment of policy;
- At 'draft' phase, policy should be scanned to ensure that the linguistic emphasis is consistent with the intentions of the policy;
- There is a need to ensure consistency of language use across the standards so that progression and development are clear to all – from Teacher to Headteacher;
- Sufficient time should be given to allow for appropriate quality assurance and proof reading to ensure that the message being delivered is the *intended* message;
- Policy makers need to engage in a truly collaborative and consultative approach with those who the standards directly impact upon and where draft details are made public before the process commences, ensuring that standards that have been collectively agreed upon are released;
- Consultation requires specific time devoted; surveys are not enough, and expert groups developed to enhance the writing process deserve the credibility and trust which will secure a set of standards to be proud of.

### 6.5 Challenges and Limitations of Findings

Of course, there are challenges and limitations evident within the research findings of this study, some of which I will seek to address here.

Some critics may feel that all that has been achieved is an identification of patterns within language use and whilst this is to all intents and purposes true, what I hope this study has achieved is in the *making sense* of patterns and how this might impact on *wider discussions* around professionalism.

In answering this potential criticism, I would ask the reader uses this study as a foundation or springboard to wider research; should they be unhappy with an identification of 'patterns', they are free to take a deeper hypothesis for further

analysis and perhaps use the literature review within this study as evidence of consistent and current themes within education today.

There also exist some challenges and limitations within the actual interpretation of the categorisation of language, as identified within the methodology, but also within the choices I have made in categorising language where multiple categories *could* be applied. For example, 'organise' can be categorised as language of autonomy because the individual decides themselves how to organise; however, if there is a particular way in which it is expected the organisation of effects and materials should be displayed – and this standardised approach to organisation is to be monitored (with a judgement given of being organised or disorganised) then this could therefore be represented as language of accountability.

In this particular example I decided on 'autonomy', but not without much hesitation and changes being made over time. Therefore, I appreciate that there may be disagreement in the decisions I have made with regards to categorising language use according to the identified themes of 'accountability', 'autonomy' and 'collaboration'. In answering to this potential criticism, I would simply advise readers to be open to agreement and disagreement and also be ready to provide and/or discuss alternatives so that the debate can be enhanced further by their input.

I have acknowledged already one specific limitation of the study within the results and discussion, but I think it is worth reiterating, as it is a constant within my mind. I appreciate and understand the limitations of presenting data in isolation (that is, not in context) and of the obvious difficulties this may present for a lay reader to engage with, as a result. In answering this potential criticism, which I recognised at draft stage, I have included, as appendices, copies of all the standards to be used for analysis and have recommended that readers are familiar with these before engaging with a wider discussion. It is expected; however, that Teachers and Headteachers will be met with no such challenge as they are already familiar with the current standards and my research is intended to speak directly to practitioners.

I believe there are limitations in the presentation of evidence and analysis in utilising the categorisation of legitimation as a final level of coding for the

standards. I feel that the level of analysis provided is only at a surface level and that more could be said with regards to the format and structure of the documents and of their impact on conceptualisations of professionalism. Some may therefore suggest that this be removed and I did question its inclusion; however, I do feel that there is much to be learned from this additional coding, which I believe presents a 'holistic' view of the standards. I have been hindered by the limitations of word count and have prioritised instead the analysis of language choice, which I believe provides readers with a more immediate level of engagement in the first instance.

Finally, there are of course limitations in the identification of specific observations of trends over time and there will undoubtedly be examples which I have 'missed' in my analysis. Indeed, every time I re-read the analysis, I uncover alternative interpretations and additional points of interest; this does not diminish the value of previous observations but validates the potential wider appeal. I therefore invite the reader to embrace any perceived gaps and raise them as new evidence of trends, thus contributing themselves to the research and perhaps opening the door of opportunity for them to create something which contributes to current knowledge.

### 6.6 Suggestions for Further Research

In undertaking this research, I engaged with many professionals to discuss conceptualisations of professionalism. Anecdotal evidence suggests that teachers do not particularly reflect on the standards, but they *do* pay particular attention to the inspection framework developed by Ofsted.

In the educational landscape of accountability and performance measures therefore, arguably what we should perhaps be considering and evaluating over time is the Ofsted framework to analyse how conceptualisations of professionalism at all levels are articulated because this is what many in front-line education scrutinise, it arguably has the greatest implications for the profile, practice and progression of those it affects.

It would also be interesting to compare the observations made from the Standards with an analysis of the Ofsted framework to see whether there is

synchronicity across the two, for if there is not, this would need to be addressed urgently so that the Standards appropriately prepare individuals for the accountability and performance measures that follow and so that conceptualisations of professionalism are made clear from the outset. It would therefore be appropriate to consider how the language of the Ofsted Inspection Handbook (2015) impacts on conceptualisations of professionalism as perhaps a more reliable evaluation of the accountability agenda within education today.

In July 2016, the DfE published guidance on the expected standards required to deliver effective professional development so that it should be seen as a key driver not only of staff development, but also of recruitment, retention, wellbeing, and school improvement (DfE, 2016d). The guidance confirms that it should be read in conjunction with the Teachers' Standards, in order to focus on achieving the greatest improvement in pupil outcomes (DfE, 2016d).

The standard defines five key 'parts', which contribute to the development and success of teachers' professional development and confirms this is most effective when evidenced by a pervasive culture of scholarship and a shared commitment for teachers to support one another to develop. Effective professional development is identified as that which can be sustained over time and which includes opportunities for experimentation, reflection, feedback and evaluation by teachers (DfE, 2016d).

Therefore, another suggestion for further research would be to consider how conceptualisations of professionalism are reflected within the Standards for Teachers' Professional Development (DfE, 2016d) and how these align with the Teachers' standards (DfE, 2012) and Standards of Excellence for Headteachers (DfE, 2015b).

Finally, a great interest of mine, which has been ignited throughout my doctoral journey and has also been the subject of a number of papers I have written, is that of professional identity and I would very much like to explore how the language of the standards impacts on the identity which Teachers and Headteachers construct, as a result.

With more time and available resources this would have been the focus of my doctoral thesis. However, due to factors which are discussed within the personal reflection which follows, it made more sense to undertake a purely

literary based piece of research. In considering this further as a suggestion for wider research, I would look to utilise surveys and face-to-face interviews to unpick how language impacts on a personal understanding of the standards and of the impact this has on both the professional and personal identity of individuals.

### 6.7 Personal Reflection on the Thesis Journey and Learning Points

My thesis journey has been one of enlightenment and satisfaction in the knowledge that I have been privileged to embark upon an academic adventure with a research topic that 'fills a gap' in current literature. However, it has also been tinged with an ever-burdening feeling of guilt and desperation as I have battled to complete what is to all intents and purpose a 'selfish endeavour', or seen as a 'hobby' to those observing my unnecessary struggle.

Since commencing my doctoral journey, I have married, given birth, suffered with and received medication for post-natal depression, moved house three times, been at risk of redundancy, changed jobs three times, fought to obtain a diagnosis and subsequent support for my middle son who is autistic and observed my mother battle cancer. This is not to instil pity or sympathy, but to bring to the attention of the reader, that balancing academia with practice, as the EdD programme supports, is a challenge, requiring resilience, determination and perseverance.

One of the challenges experienced has been in the balance of time available for doctoral research, whilst maintaining the role and responsibilities associated with my employment. My role is one which necessarily requires I read widely, particularly with regards to legislation and research around special educational needs and social disadvantage. I would therefore like to assert that should any concern be raised around the quantity of literature cited within the references and bibliography, it should be noted that these relate solely to my doctoral research and that the true reach of my engagement with educational research and literature is actually far wider.

I am a perfectionist and truth be told, this work will never be complete in my eyes; in one of my last supervision sessions I asked in fear: "are they looking for perfection? Because if they are, I'll be writing and refining for ever…"

The Viva prospect did not initially fill me with fear and some took this to reflect my arrogance. However, those that commented that I *should* be fearful completely misunderstood me; for the fear I felt was in the thought that I would never actually make it to the Viva – if I got there then it would be because my work was of a suitable quality, but would I get to that point? That was the fear that kept me up at night. There now naturally remains an underlying feeling of nausea associated with the Viva process, which I have tried to rationalise as being similar to the nerves felt in anticipation of a job interview – however the feeling of not getting this 'job' is not one I would embrace with such philosophical musings as have been applied in the past.

As a result I have, during the course of my research, taken an interruption twice and been on the brink of quitting once and this perhaps goes some way to explain why completion rates for PhD study nationally is around 80%.[44] To the reader who is considering their own journey of academic enlightenment my advice to you would be: do not fear the unknown, do not be put off by those who seem more knowledgeable or academic than you, and do not resist that which truly interests you; the research community are an open-minded bunch and respectful of the views of others.

My philosophical journey, on reflection, has produced tensions and uncertainties. I have battled with theoretical frameworks and my own sense of identity as I tried to understand my position and relevance in the world of academia; I knew early on that I was a (whispers) sociologist but I rejected this as a tabloid-esque representation of research. I wanted to be like the 'true academics' who were immersed in their philosophical arguments, but I couldn't match that level of deeper thought and so I then tried to produce research which would meet the needs of my employer, because I 'wasn't a real academic', but this approach did not fit either. I have suggested in the earlier engagement with Hargreaves (2000) how the gap between academia and teacher practitioner,

[44] PhD Completion Rates, 2013 (Online): https://www.timeshighereducation.com/news/phd-completion-rates-2013/2006040.article [Accessed: 18 March 2017]

particularly in ITT / ITE appears to have widened over time. However, the period of true enlightenment came after about five years (I am a slow learner!) when I stopped 'trying to be' and simply 'allowed my truth'.

If starting again there are some changes I would make with regards to the data analysis element of the study; within the methodology I have identified three stages of linguistic coding, largely because I wanted to have observations rooted in some sort of quantitative data. However, the second stage of coding (linguistic analysis) has neither added to or reduced resulting data analysis and in actual fact a consideration of the lexical word based analysis *plus* a lexical field analysis, through the identified themes, would be sufficient for the purpose of *this* study. The data uncovered in the verb analysis stage of coding has been minimal due to the surface level analysis undertaken, and this therefore neither adds weight nor discredits and other findings; however, researchers with a greater level of expertise in linguistics may find this of interest for future study.

If undertaking analyses of corpus in the future, I would also consider carefully whether it would be more beneficial to focus solely on comparative data, rather than starting from an analysis of individual documents. Whilst it has been important for me to understand in depth the content of all the standards, the data has only really come alive for the reader in the comparisons made over time. In isolation, the uncovering of data within the individual standards shows how specific language choices are important, but the comparison of data really highlights the shifts which therefore provides the reader with a clear talking point for further debate.

Feedback from a helpful 'guinea-pig' (my husband) at final draft stage also highlighted the challenge in engaging with the data analysis when the language is presented out of context and I would therefore consider this further, particularly if undertaking a similar study, such as that of the proposed Ofsted handbook for Inspection analysis suggested for future research.

My final fear has now moved on to questioning how I will ensure that I maintain my 'research mind', whilst existing within the role of practitioner? The ability to traverse the two spheres has caused me great consternation over the last few years in particular and I recently discussed this with a Professor of Education in Sheffield who agreed that the approaches do not always align. The researcher

in me appreciates the time taken to engage with the literature and to consider varying perspectives, which may present educational concerns either positively or negatively, but which are interesting to discuss. However, the practitioner in me has a deadline for action which has now passed and a requirement for staff underneath me to be quickly held accountable in the name of improving standards: for thoughtful consideration is interpreted as ignorance, engaging in debate is interpreted as obstructive, and inaction is interpreted as weak leadership.

Thus, the purpose of this work is to invite the reader to traverse the two spheres; for if more of us do so, then it can only lead to a better collective understanding.

### 6.8 Postscript

The research undertaken for my Doctoral thesis was based around an interest in how the language of the Headteachers' and Teachers' standards has shifted to reflect an ever-changing educational and political landscape.

Through the course of the thesis, I argue that over time there have been some notable shifts in the language used and that this is illustrated in the prominence of specific terms, which are categorised according to themes of accountability, autonomy and collaboration. However, I also highlight the more subtle and nuanced use of language, which has seen for Teachers in particular, a real change in the demonstrable qualities needed to evidence the standards in practice.

For me, this change has the potential to impact not just on personal identity, but also on conceptualisations of professionalism for Teachers as a whole.

In considering the political context of the study I highlight the changes to Secretary of State for Education from 2014-17 and link this to the frequency of government reform as a direct result of changes in leadership. In January 2018 we witnessed another change in leadership, such that at the time of writing (for these things change quickly) Damian Hinds is now Secretary of State.

I reflect on the frequency of educational reform which has seen implementation on an annual basis since 2007. This frequency of change has not subsided and has seen instead proposals for MAT inspections, [45] proposals to change the standards for QTS and career progression,[46] and updates to statutory guidance for the induction of NQTs,[47] as examples.

As the profession battles to assert its status and standing, I discuss the development of the Chartered College of Teaching whose aim to raise the status of the profession will surely resonate with many. However, this is evidently not enough, for at the latter part of 2017, the Institute for Teaching was established as a "specialist graduate school for teachers to help teachers

[45] https://www.tes.com/news/ofsted-wants-change-law-so-it-can-inspect-multi-academy-trusts
[46] https://consult.education.gov.uk/teaching-profession-unit/strengthening-qts-and-improving-career-progression/
[47] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696428/Statutory_Induction_Guidance_2018.pdf

to keep getting better"[48] offering a range of formal qualifications and whole-school CPD.

2018 has also seen the Chartered College of Teaching introduce its Founding Fellows membership; "the highest and most prestigious membership for those who have been teaching at least ten years as a mark of your achievements, skills and expertise as a Teaching professional."[49]

Why are we doing this? Why do we keep creating new bodies and affiliations? Is this really asserting once and for all what constitutes Teacher professionalism? Or is it instead suggesting we're not quite sure how to conceptualise professionalism in Teaching and are therefore satisfied to have this reflected in the increasing numbers of membership schemes available?

Zhao and Zhang (2017) suggest that "professional identity involves Teachers making a judgement or assessment of the importance and value of the Teaching profession's different characteristics" and it is precisely for this reason that we need to engage in the debate fully.

So, at a time when Teacher recruitment and retention is rarely off the political agenda,[50] we see government initiatives introduced, designed to increase more recruits to the profession but which arguably result in actions that are observed as de-professionalising the profession.[51] Surely now as members we need to evaluate the importance and appropriateness of the standards by which we are governed.

I draw your attention to the research which sees the prevalence of the words 'learning' and 'development' plummet whilst 'behaviour' and 'conduct' rise within the Teachers' standards. Likewise, the words 'vision' and 'values' have fallen whilst 'governors' and 'improvement' have risen within the Headteachers' standards.

I invite you to evaluate the key findings and consider how these resonate with you; an analysis of language use across the Headteachers' and Teachers'

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[48] https://ift.education
[49] https://chartered.college/fellowship
[50] Teacher Recruitment and Retention in England, House of Commons Briefing Paper, Number 7222, 19 January 2018; www.parliament.uk/commons-library
[51] 'Measures announced to ensure talented trainees get into Teaching', through the introduction of three free attempts to pass the professional skills tests, announcement by Nick Gibb, 12 February 2018

standards suggests that shifts in language of accountability, autonomy and collaboration over time are evident. Analysis also suggests that the once-held synchronicity between the two is no longer evident and that the standards expected for Headteachers and Teachers respectively are now different.

I ask you to debate the research and findings in your senior leadership meetings, in your department meetings and in your staff rooms. What are the implications of these shifts in language for you, your practice and your understanding of what professionalism in Teaching really looks like?

April 2018

# Appendix 1: Word Frequency of 2004 Head Teachers' Standards

Word Frequency Query_Head Teacher Standards, 2004

| Word | Length | Count | Weighted Percentage (%) | |
|---|---|---|---|---|
| professional | 12 | 47 | 1.20 | |
| learning | 8 | 46 | 1.17 | |
| development | 11 | 30 | 0.76 | |
| community | 9 | 29 | 0.74 | |
| effective | 9 | 29 | 0.74 | |
| performance | 11 | 29 | 0.74 | |
| education | 9 | 27 | 0.69 | |
| practice | 8 | 23 | 0.59 | |
| use | 3 | 22 | 0.56 | |
| management | 10 | 20 | 0.51 | |
| high | 4 | 18 | 0.46 | |
| knowledge | 9 | 18 | 0.46 | |
| set | 3 | 16 | 0.41 | |
| conduct | 7 | 15 | 0.38 | |
| demonstrate | 11 | 15 | 0.38 | |
| ensures | 7 | 14 | 0.36 | |
| qualified | 9 | 14 | 0.36 | |
| support | 7 | 14 | 0.36 | |
| leadership | 10 | 13 | 0.33 | |
| vision | 6 | 13 | 0.33 | |
| behaviour | 9 | 12 | 0.31 | |
| national | 8 | 12 | 0.31 | |
| subject | 7 | 12 | 0.31 | |
| understanding | 13 | 12 | 0.31 | |
| values | 6 | 12 | 0.31 | |
| assess | 6 | 11 | 0.28 | |
| culture | 7 | 11 | 0.28 | |
| document | 8 | 11 | 0.28 | |
| england | 7 | 11 | 0.28 | |
| principles | 10 | 11 | 0.28 | |
| range | 5 | 11 | 0.28 | |
| regulations | 11 | 11 | 0.28 | |
| relevant | 8 | 11 | 0.28 | |
| achieve | 7 | 10 | 0.25 | |
| curriculum | 10 | 10 | 0.25 | |
| evaluation | 10 | 10 | 0.25 | |
| induction | 9 | 10 | 0.25 | |
| responsibility | 14 | 10 | 0.25 | |
| actions | 7 | 9 | 0.23 | |
| appraisal | 9 | 9 | 0.23 | |
| improvement | 11 | 9 | 0.23 | |
| relationships | 13 | 9 | 0.23 | |
| statutory | 9 | 9 | 0.23 | |
| strategic | 9 | 9 | 0.23 | |
| training | 8 | 9 | 0.23 | |
| using | 5 | 9 | 0.23 | |
| assessment | 10 | 8 | 0.20 | |
| committed | 9 | 8 | 0.20 | |
| developing | 10 | 8 | 0.20 | |
| meet | 4 | 8 | 0.20 | |
| order | 5 | 8 | 0.20 | |
| progress | 8 | 8 | 0.20 | |
| qualities | 9 | 8 | 0.20 | |
| resources | 9 | 8 | 0.20 | |
| responsibilities | 16 | 8 | 0.20 | |
| review | 6 | 8 | 0.20 | |
| status | 6 | 8 | 0.20 | |
| accountability | 14 | 7 | 0.18 | |
| build | 5 | 7 | 0.18 | |
| challenge | 9 | 7 | 0.18 | |
| environment | 11 | 7 | 0.18 | |
| expectations | 12 | 7 | 0.18 | |
| feedback | 8 | 7 | 0.18 | |
| framework | 9 | 7 | 0.18 | |
| introduction | 12 | 7 | 0.18 | |
| maintain | 8 | 7 | 0.18 | |
| outcomes | 8 | 7 | 0.18 | |
| planning | 8 | 7 | 0.18 | |
| positive | 8 | 7 | 0.18 | |
| promote | 7 | 7 | 0.18 | |
| provide | 7 | 7 | 0.18 | |
| secure | 6 | 7 | 0.18 | |
| skills | 6 | 7 | 0.18 | |

# Appendix 2: Word Frequency of 2015 Head Teachers' Standards

Word Frequency Query_Excellence for Head Teachers, 2015

| Word | Length | Count | Weighted Percentage (%) | |
|---|---|---|---|---|
| professional | 12 | 57 | 1.05 | |
| learning | 8 | 46 | 0.85 | |
| development | 11 | 45 | 0.83 | |
| education | 9 | 35 | 0.65 | |
| performance | 11 | 34 | 0.63 | |
| practice | 8 | 34 | 0.63 | |
| effective | 9 | 31 | 0.57 | |
| community | 9 | 30 | 0.55 | |
| use | 3 | 29 | 0.54 | |
| set | 3 | 27 | 0.50 | |
| support | 7 | 27 | 0.50 | |
| used | 4 | 27 | 0.50 | |
| national | 8 | 25 | 0.46 | |
| high | 4 | 24 | 0.44 | |
| knowledge | 9 | 23 | 0.42 | |
| leadership | 10 | 20 | 0.37 | |
| management | 10 | 20 | 0.37 | |
| conduct | 7 | 18 | 0.33 | |
| demonstrate | 11 | 16 | 0.30 | |
| relevant | 8 | 16 | 0.30 | |
| behaviour | 9 | 15 | 0.28 | |
| vision | 6 | 15 | 0.28 | |
| advice | 6 | 14 | 0.26 | |
| ensures | 7 | 14 | 0.26 | |
| excellence | 10 | 14 | 0.26 | |
| expected | 8 | 14 | 0.26 | |
| governors | 9 | 14 | 0.26 | |
| improvement | 11 | 14 | 0.26 | |
| qualified | 9 | 14 | 0.26 | |
| strategies | 10 | 14 | 0.26 | |
| understanding | 13 | 14 | 0.26 | |
| values | 6 | 14 | 0.26 | |
| appropriate | 11 | 13 | 0.24 | |
| context | 7 | 13 | 0.24 | |
| curriculum | 10 | 13 | 0.24 | |
| principles | 10 | 13 | 0.24 | |
| range | 5 | 13 | 0.24 | |
| subject | 7 | 13 | 0.24 | |
| culture | 7 | 12 | 0.22 | |
| england | 7 | 12 | 0.22 | |
| headship | 8 | 12 | 0.22 | |
| leaders | 7 | 12 | 0.22 | |
| regulations | 11 | 12 | 0.22 | |
| secure | 6 | 12 | 0.22 | |
| skills | 6 | 12 | 0.22 | |
| training | 8 | 12 | 0.22 | |
| assess | 6 | 11 | 0.20 | |
| core | 4 | 11 | 0.20 | |
| parents | 7 | 11 | 0.20 | |
| provide | 7 | 11 | 0.20 | |
| relationships | 13 | 11 | 0.20 | |
| statutory | 9 | 11 | 0.20 | |
| strategic | 9 | 11 | 0.20 | |
| using | 5 | 11 | 0.20 | |
| achieve | 7 | 10 | 0.18 | |
| actions | 7 | 10 | 0.18 | |
| challenge | 9 | 10 | 0.18 | |
| develop | 7 | 10 | 0.18 | |
| evaluation | 10 | 10 | 0.18 | |
| framework | 9 | 10 | 0.18 | |
| induction | 9 | 10 | 0.18 | |
| order | 5 | 10 | 0.18 | |
| progress | 8 | 10 | 0.18 | |
| qualities | 9 | 10 | 0.18 | |
| quality | 7 | 10 | 0.18 | |
| responsibility | 14 | 10 | 0.18 | |
| review | 6 | 10 | 0.18 | |
| account | 7 | 9 | 0.17 | |
| accountability | 14 | 9 | 0.17 | |
| best | 4 | 9 | 0.17 | |
| clear | 5 | 9 | 0.17 | |
| developing | 10 | 9 | 0.17 | |
| ensure | 6 | 9 | 0.17 | |

# Appendix 3: Word Frequency of 2007 Teachers' Standards

Word Frequency Query_Teacher Standards_Core_2007

| Word | Length | Count | Weighted Percentage (%) | | |
|---|---|---|---|---|---|
| professional | 12 | 97 | 1.30 | | |
| learning | 8 | 76 | 1.02 | | |
| development | 11 | 70 | 0.94 | | |
| practice | 8 | 43 | 0.57 | | |
| performance | 11 | 39 | 0.52 | | |
| education | 9 | 38 | 0.51 | | |
| effective | 9 | 38 | 0.51 | | |
| knowledge | 9 | 37 | 0.49 | | |
| set | 3 | 37 | 0.49 | | |
| support | 7 | 35 | 0.47 | | |
| national | 8 | 31 | 0.41 | | |
| community | 9 | 30 | 0.40 | | |
| skills | 6 | 27 | 0.36 | | |
| high | 4 | 26 | 0.35 | | |
| relevant | 8 | 26 | 0.35 | | |
| management | 10 | 25 | 0.33 | | |
| progress | 8 | 24 | 0.32 | | |
| range | 5 | 24 | 0.32 | | |
| understanding | 13 | 24 | 0.32 | | |
| career | 6 | 23 | 0.31 | | |
| leadership | 10 | 23 | 0.31 | | |
| appropriate | 11 | 22 | 0.29 | | |
| curriculum | 10 | 21 | 0.28 | | |
| framework | 9 | 21 | 0.28 | | |
| behaviour | 9 | 20 | 0.27 | | |
| expected | 8 | 20 | 0.27 | | |
| conduct | 7 | 19 | 0.25 | | |
| context | 7 | 19 | 0.25 | | |
| strategies | 10 | 19 | 0.25 | | |
| demonstrate | 11 | 18 | 0.24 | | |
| improvement | 11 | 18 | 0.24 | | |
| meet | 4 | 18 | 0.24 | | |
| appraisal | 9 | 17 | 0.23 | | |
| assessment | 10 | 17 | 0.23 | | |
| advice | 6 | 16 | 0.21 | | |
| excellent | 9 | 16 | 0.21 | | |
| know | 4 | 16 | 0.21 | | |
| review | 6 | 16 | 0.21 | | |
| training | 8 | 16 | 0.21 | | |
| act | 3 | 15 | 0.20 | | |
| develop | 7 | 15 | 0.20 | | |
| england | 7 | 15 | 0.20 | | |
| secure | 6 | 15 | 0.20 | | |
| subject | 7 | 15 | 0.20 | | |
| values | 6 | 15 | 0.20 | | |
| vision | 6 | 15 | 0.20 | | |
| achieve | 7 | 14 | 0.19 | | |
| identify | 8 | 14 | 0.19 | | |
| induction | 9 | 14 | 0.19 | | |
| order | 5 | 14 | 0.19 | | |
| qualified | 9 | 14 | 0.19 | | |
| relationships | 13 | 14 | 0.19 | | |
| statutory | 9 | 14 | 0.19 | | |
| feedback | 8 | 13 | 0.17 | | |
| principles | 10 | 13 | 0.17 | | |
| promote | 7 | 13 | 0.17 | | |
| responsibility | 14 | 13 | 0.17 | | |
| status | 6 | 13 | 0.17 | | |
| teach | 5 | 13 | 0.17 | | |
| account | 7 | 12 | 0.16 | | |
| assess | 6 | 12 | 0.16 | | |
| attainment | 10 | 12 | 0.16 | | |
| culture | 7 | 12 | 0.16 | | |
| guidance | 8 | 12 | 0.16 | | |
| improve | 7 | 12 | 0.16 | | |
| leaders | 7 | 12 | 0.16 | | |
| regulations | 11 | 12 | 0.16 | | |
| responsibilities | 16 | 12 | 0.16 | | |
| special | 7 | 12 | 0.16 | | |
| threshold | 9 | 12 | 0.16 | | |
| evaluation | 10 | 11 | 0.15 | | |
| plan | 4 | 11 | 0.15 | | |
| strategic | 9 | 11 | 0.15 | | |

# Appendix 4: Word Frequency of 2012 Teachers' Standards

Word Frequency Query_Teacher Standards, 2012

| Word | Length | Count | Weighted Percentage (%) | | |
|---|---|---|---|---|---|
| professional | 12 | 25 | 1.32 | | |
| teaching | 8 | 22 | 1.16 | | |
| education | 9 | 16 | 0.84 | | |
| conduct | 7 | 15 | 0.79 | | |
| qualified | 9 | 14 | 0.74 | | |
| set | 3 | 14 | 0.74 | | |
| use | 3 | 13 | 0.68 | | |
| demonstrate | 11 | 12 | 0.63 | | |
| practice | 8 | 12 | 0.63 | | |
| assess | 6 | 11 | 0.58 | | |
| england | 7 | 11 | 0.58 | | |
| expected | 8 | 11 | 0.58 | | |
| performance | 11 | 11 | 0.58 | | |
| subject | 7 | 11 | 0.58 | | |
| understanding | 13 | 11 | 0.58 | | |
| behaviour | 9 | 10 | 0.53 | | |
| development | 11 | 10 | 0.53 | | |
| regulations | 11 | 10 | 0.53 | | |
| appraisal | 9 | 9 | 0.47 | | |
| document | 8 | 9 | 0.47 | | |
| induction | 9 | 9 | 0.47 | | |
| knowledge | 9 | 9 | 0.47 | | |
| statutory | 9 | 8 | 0.42 | | |
| training | 8 | 8 | 0.42 | | |
| high | 4 | 7 | 0.37 | | |
| learning | 8 | 7 | 0.37 | | |
| progress | 8 | 7 | 0.37 | | |
| status | 6 | 7 | 0.37 | | |
| assessment | 10 | 5 | 0.26 | | |
| career | 6 | 5 | 0.26 | | |
| code | 4 | 5 | 0.26 | | |
| curriculum | 10 | 5 | 0.26 | | |
| national | 8 | 5 | 0.26 | | |
| respect | 7 | 5 | 0.26 | | |
| special | 7 | 5 | 0.26 | | |
| standard | 8 | 5 | 0.26 | | |
| act | 3 | 4 | 0.21 | | |
| apply | 5 | 4 | 0.21 | | |
| consistently | 12 | 4 | 0.21 | | |
| define | 6 | 4 | 0.21 | | |
| feedback | 8 | 4 | 0.21 | | |
| leadership | 10 | 4 | 0.21 | | |
| maintain | 8 | 4 | 0.21 | | |
| meet | 4 | 4 | 0.21 | | |
| plan | 4 | 4 | 0.21 | | |
| promote | 7 | 4 | 0.21 | | |
| relationships | 13 | 4 | 0.21 | | |
| required | 8 | 4 | 0.21 | | |
| schedule | 8 | 4 | 0.21 | | |
| skills | 6 | 4 | 0.21 | | |
| support | 7 | 4 | 0.21 | | |
| consistent | 10 | 3 | 0.16 | | |
| critical | 8 | 3 | 0.16 | | |
| ensure | 6 | 3 | 0.16 | | |
| expectations | 12 | 3 | 0.16 | | |
| framework | 9 | 3 | 0.16 | | |
| know | 4 | 3 | 0.16 | | |
| misconduct | 10 | 3 | 0.16 | | |
| order | 5 | 3 | 0.16 | | |
| positive | 8 | 3 | 0.16 | | |
| reflect | 7 | 3 | 0.16 | | |
| responsibility | 14 | 3 | 0.16 | | |
| review | 6 | 3 | 0.16 | | |
| secure | 6 | 3 | 0.16 | | |
| specified | 9 | 3 | 0.16 | | |
| tolerance | 9 | 3 | 0.16 | | |
| values | 6 | 3 | 0.16 | | |
| accountable | 11 | 2 | 0.11 | | |
| accurate | 8 | 2 | 0.11 | | |
| adapt | 5 | 2 | 0.11 | | |
| advice | 6 | 2 | 0.11 | | |
| attitudes | 9 | 2 | 0.11 | | |
| authority | 9 | 2 | 0.11 | | |

## Appendix 5: Example Extract of Verb Use over Time across all Standards

| | | CORE Teacher 2007 | Teacher 2012 | Head teacher 2004 | Head teacher 2015 | **Language of** |
|---|---|---|---|---|---|---|
| | | | | | | |
| Accept | | | | | | collaboration |
| Access | | | | | | accountability |
| Acknowledge | | | | | | collaboration |
| Act upon | | | | | | accountability |
| Adapt | | | | | | autonomy |
| Address | | | | | | accountability |
| Adopt | | | | | | accountability |
| Analyse | | | | | | accountability |
| Articulate | | | | | | autonomy |
| Assess | | | | | | accountability |
| Build | | | | | | autonomy |
| Celebrate | | | | | | collaboration |
| Challenge | | | | | | accountability |
| Champion | | | | | | collaboration |
| Collaborate | | | | | | collaboration |
| Collect | | | | | | accountability |
| Combine | | | | | | accountability |
| Communicate | | | | | | collaboration |
| Conduct | | | | | | accountability |

## Appendix 6: National Standards for Head teachers 2004

Guidance

Organisation
& Management

# National Standards for Headteachers

**Staff Management**

Status: Information

Date of issue: 10/2004

Ref: DfES/0083/2004

department for
education and skills
creating opportunity, releasing potential, achieving excellence

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# Introduction to the National Standards for Headteachers

This revision to the National Standards for Headteachers is published following widespread consultation within the profession. It reflects the evolving role of headship in the early 21st century and incorporates current government thinking and guidance. The Standards recognise the key role that headteachers play in engaging in the development and delivery of government policy and in raising and maintaining levels of attainment in schools in order to meet the needs of every child.

The Standards embody three key principles, namely that the work of headteachers should be: learning-centred, focused on leadership and reflect the highest possible professional standards. These principles have guided this development and underpin the core purpose and key areas of headship.

## The Core Purpose of the Headteacher

The core purpose of the headteacher is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils.

The headteacher is the leading professional in the school. Accountable to the governing body, the headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the LEA, higher education institutions and employers. Through such partnerships and other activities, headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

## The key areas

The Standards are set out in six key non-hierarchical areas. These six key areas, when taken together, represent the role of the headteacher.

- ☐ Shaping the Future
- ☐ Leading Learning and Teaching
- ☐ Developing Self and Working with Others
- ☐ Managing the Organisation
- ☐ Securing Accountability
- ☐ Strengthening Community

Within each of these key areas, the knowledge requirements, professional qualities (skills, dispositions and personal capabilities headteachers bring to the role) and actions needed to achieve the core purpose are identified. Whilst particular knowledge and professional qualities are assigned to one of the six key areas, it is important to emphasise that they are interdependent and many are applicable to all key areas. Headteachers will attach relative importance to the actions, and add others, as they define the strategic and operational priorities within their own diverse contexts.

Effective headteachers are responsive to the context of the school and maintain an overview that integrates their work into a coherent whole.

## Using the Standards

The National Standards for Headteachers are generic and are applicable to headteachers irrespective of phase and type of school. They are intended to provide a framework for professional development and action and to inform, challenge and enthuse serving and aspiring headteachers.

The Standards, therefore, have a range of uses. They will assist in the recruitment of headteachers and in performance management processes. They provide guidance to all school stakeholders in what should be expected from the role of the headteacher and are also used to identify threshold levels of performance for the assessment framework within the National Professional Qualification for Headship (NPQH).

This document is advisory and is part of a suite of resources (including, for example, Schoolteachers' Pay and Conditions, Ofsted Framework for Inspection; GTC Code of Professional Values and Practice) which inform and govern professional practice.

# Shaping the Future

Critical to the role of headship is working with the governing body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

## Knowledge

*Knows about:*

- ☐ Local, national and global trends
- ☐ Ways to build, communicate and implement a shared vision
- ☐ Strategic planning processes
- ☐ Strategies for communication both within and beyond the school
- ☐ New technologies, their use and impact
- ☐ Leading change, creativity and innovation

## Professional Qualities

*Is committed to:*

- ☐ A collaborative school vision of excellence and equity that sets high standards for every pupil
- ☐ The setting and achieving of ambitious, challenging goals and targets
- ☐ The use of appropriate new technologies
- ☐ Inclusion and the ability and right of all to be the best they can be

*Is able to:*

- ☐ Think strategically, build and communicate a coherent vision in a range of compelling ways
- ☐ Inspire, challenge, motivate and empower others to carry the vision forward
- ☐ Model the values and vision of the school

### Actions

- ☐ Ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- ☐ Works within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement
- ☐ Demonstrates the vision and values in everyday work and practice
- ☐ Motivates and works with others to create a shared culture and positive climate
- ☐ Ensures creativity, innovation and the use of appropriate new technologies to achieve excellence
- ☐ Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large

# Leading Learning & Teaching

Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

## Knowledge

*Knows about:*

- ☐ Strategies for raising achievement and achieving excellence
- ☐ The development of a personalised learning culture within the school
- ☐ Models of learning and teaching
- ☐ The use of new and emerging technologies to support learning and teaching
- ☐ Principles of effective teaching and assessment for learning
- ☐ Models of behaviour and attendance management
- ☐ Strategies for ensuring inclusion, diversity and access
- ☐ Curriculum design and management
- ☐ Tools for data collection and analysis
- ☐ Using research evidence to inform teaching and learning
- ☐ Monitoring and evaluating performance
- ☐ School self evaluation
- ☐ Strategies for developing effective teachers

## Professional Qualities

*Is committed to:*

- ☐ The raising standards for all in the pursuit of excellence
- ☐ The continuing learning of all members of the school community
- ☐ The entitlement of all pupils to effective teaching and learning
- ☐ Choice and flexibility in learning to meet the personalised learning needs of every child

*Is able to:*

- ☐ Demonstrate personal enthusiasm for and commitment to the learning process
- ☐ Demonstrate the principles and practice of effective teaching and learning
- ☐ Access, analyse and interpret information
- ☐ Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement
- ☐ Acknowledge excellence and challenge poor performance across the school

### Actions

- ☐ Ensures a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- ☐ Ensures that learning is at the centre of strategic planning and resource management
- ☐ Establishes creative, responsive and effective approaches to learning and teaching
- ☐ Ensures a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- ☐ Demonstrates and articulates high expectations and sets stretching targets for the whole school community
- ☐ Implements strategies which secure high standards of behaviour and attendance
- ☐ Determines, organises and implements a diverse, flexible curriculum and implements an effective assessment framework
- ☐ Takes a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
- ☐ Monitors, evaluates and reviews classroom practice and promotes improvement strategies
- ☐ Challenges underperformance at all levels and ensures effective corrective action and follow-up

# Developing Self and Working with Others

Effective relationships and communication are important in headship as headteachers work with and through others. Effective headteachers manage themselves and their relationships well. Headship is about building a professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, headteachers should be committed to their own continuing professional development.

## Knowledge

*Knows about:*

- ☐ The significance of interpersonal relationships, adult learning and models of continuing professional development (CPD)
- ☐ Strategies to promote individual and team development
- ☐ Building and sustaining a learning community
- ☐ The relationship between managing performance, CPD and sustained school improvement
- ☐ The impact of change on organisations and individuals

## Professional Qualities

*Is committed to:*

- ☐ Effective working relationships
- ☐ Shared leadership
- ☐ Effective team working
- ☐ Continuing professional development for self and all others within the school

*Is able to:*

- ☐ Foster an open, fair, equitable culture and manage conflict
- ☐ Develop, empower and sustain individuals and teams
- ☐ Collaborate and network with others within and beyond the school
- ☐ Challenge, influence and motivate others to attain high goals
- ☐ Give and receive effective feedback and act to improve personal performance
- ☐ Accept support from others including colleagues, governors and the LEA

### Actions

- ☐ Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- ☐ Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities
- ☐ Develops and maintains effective strategies and procedures for staff induction, professional development and performance review
- ☐ Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- ☐ Acknowledges the responsibilities and celebrates the achievements of individuals and teams
- ☐ Develops and maintains a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory
- ☐ Regularly reviews own practice, sets personal targets and takes responsibility for own personal development
- ☐ Manages own workload and that of others to allow an appropriate work/life balance

# Managing the Organisation

Headteachers need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Headteachers should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Headteachers should also seek to build successful organisations through effective collaborations with others.

## Knowledge

*Knows about:*

- ☐ Models of organisations and principles of organisational development
- ☐ Principles and models of self-evaluation
- ☐ Principles and practice of earned autonomy
- ☐ Principles and strategies of school improvement
- ☐ Project management for planning and implementing change
- ☐ Policy creation, through consultation and review
- ☐ Informed decision-making
- ☐ Strategic financial planning, budgetary management and principles of best value
- ☐ Performance management
- ☐ Personnel, governance, security and access issues relating to the diverse use of school facilities
- ☐ Legal issues relating to managing a school including Equal Opportunities, Race Relations, Disability, Human Rights and Employment legislation
- ☐ The use of new and emerging technologies to enhance organisational effectiveness

## Professional Qualities

*Is committed to:*

- ☐ Distributed leadership and management
- ☐ The equitable management of staff and resources
- ☐ The sustaining of personal motivation and that of all staff
- ☐ The developing and sustaining of a safe, secure and healthy school environment
- ☐ Collaborating with others in order to strengthen the school's organisational capacity and contribute to the development of capacity in other schools

*Is able to:*

- ☐ Establish and sustain appropriate structures and systems
- ☐ Manage the school efficiently and effectively on a day-to-day basis
- ☐ Delegate management tasks and monitor their implementation
- ☐ Prioritise, plan and organise themselves and others
- ☐ Make professional, managerial and organisational decisions based on informed judgements
- ☐ Think creatively to anticipate and solve problems

### Actions

- ☐ Creates an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- ☐ Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities
- ☐ Ensures that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives
- ☐ Manages the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- ☐ Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school
- ☐ Implements successful performance management processes with all staff
- ☐ Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- ☐ Ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- ☐ Uses and integrates a range of technologies effectively and efficiently to manage the school

# Securing Accountability

With values at the heart of their leadership, headteachers have a responsibility to the whole school community. In carrying out this responsibility, headteachers are accountable to a wide range of groups, particularly pupils, parents, carers, governors and the LEA. They are accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. Headteachers are legally and contractually accountable to the governing body for the school, its environment and all its work.

## Knowledge

*Knows about:*

- ☐ Statutory educational frameworks, including governance
- ☐ Public services policy and accountability frameworks, including self evaluation and multi-agency working
- ☐ The contribution that education makes to developing, promoting and sustaining a fair and equitable society
- ☐ The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance
- ☐ The principles and practice of quality assurance systems, including school review, self evaluation and performance management
- ☐ Stakeholder and community engagement in, and accountability for, the success and celebration of the school's performance

## Professional Qualities

*Is committed to:*

- ☐ Principles and practice of school self evaluation
- ☐ The school working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all its pupils
- ☐ Individual, team and whole-school accountability for pupil learning outcomes

*Is able to:*

- ☐ Demonstrate political insight and anticipate trends
- ☐ Engage the school community in the systematic and rigorous self-evaluation of the work of the school
- ☐ Collect and use a rich set of data to understand the strengths and weaknesses of the school
- ☐ Combine the outcomes of regular school self-review with external evaluations in order to develop the school

### Actions

- ☐ Fulfils commitments arising from contractual accountability to the governing body
- ☐ Develops a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- ☐ Ensures individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- ☐ Works with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities
- ☐ Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- ☐ Reflects on personal contribution to school achievements and takes account of feedback from others

# Strengthening Community

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. Headteachers should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. Headteachers share responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

## Knowledge

*Knows about:*

- ☐ Current issues and future trends that impact on the school community
- ☐ The rich and diverse resources within local communities – both human and physical
- ☐ The wider curriculum beyond school and the opportunities it provides for pupils and the school community
- ☐ Models of school, home, community and business partnerships
- ☐ The work of other agencies and opportunities for collaboration
- ☐ Strategies which encourage parents and carers to support their children's learning
- ☐ The strengths, capabilities and objectives of other schools

## Professional Qualities

*Is committed to:*

- ☐ Effective team work within the school and with external partners
- ☐ Work with other agencies for the well-being of all pupils and their families
- ☐ Involvement of parents and the community in supporting the learning of children and in defining and realising the school vision
- ☐ Collaboration and networking with other schools to improve outcomes

*Is able to:*

- ☐ Recognise and take account of the richness and diversity of the school's communities
- ☐ Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities
- ☐ Listen to, reflect and act on community feedback
- ☐ Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils

### Actions

- ☐ Builds a school culture and curriculum which takes account of the richness and diversity of the school's communities
- ☐ Creates and promotes positive strategies for challenging racial and other prejudice and dealing with racial harassment
- ☐ Ensures learning experiences for pupils are linked into and integrated with the wider community
- ☐ Ensures a range of community-based learning experiences
- ☐ Collaborates with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- ☐ Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- ☐ Seeks opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
- ☐ Contributes to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
- ☐ Co-operates and works with relevant agencies to protect children

You can download this publication or order copies online at
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Search using the ref: DfES/0083/2004

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PO Box 5050
Sherwood Park
Annesley
Nottingham NG15 0DJ.
Tel: 0845 60 222 60
Fax: 0845 60 333 60
Textphone: 0845 60 555 60
email: dfes@prolog.uk.com

Please quote ref: DfES/0083/2004

ISBN: 1-84478-314-6.

PPAPG/D(Eng)/1004/34

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INVESTOR IN PEOPLE

**Appendix 7: National Standards of Excellence for Head teachers 2015**

Department for Education

# National standards of excellence for headteachers

## Departmental advice for headteachers, governing boards and aspiring headteachers

**January 2015**

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# Summary

## About this departmental advice

This is departmental advice from the Department for Education. This advice is non-statutory, and has been produced for headteachers, governing bodies and aspiring headteachers.

## Review date

This advice will next be reviewed by 2020.

## Who is this advice for?

This guidance is for:

- Headteachers and aspiring headteachers
- Governing boards

## Main point

These standards replace the National Standards for Headteachers 2004.

# National Standards of Excellence for Headteachers (2015)

## Purpose

The *National Standards of Excellence for Headteachers* (2014) define high standards which are applicable to all headteacher roles within a self-improving school system. These standards are designed to inspire public confidence in headteachers, raise aspirations, secure high academic standards in the nation's schools, and empower the teaching profession.

The context for headteachers changes constantly. In most contexts, a headteacher has led one school; in some settings headteachers are responsible for leading more than one school. Job titles are various - including principal, executive, associate and co-headteacher – as are the governance arrangements to which headteachers are accountable.

These standards are intended as *guidance* to underpin best practice, whatever the particular job description of the headteacher. They are to be interpreted in the context of each individual headteacher and school, and designed to be relevant to all headteachers, irrespective of length of service in post.

The standards can be used to:

- shape headteachers' own practice and professional development, within and beyond the school
- inform the appraisal of headteachers
- support the recruitment and appointment of headteachers
- provide a framework for training middle and senior leaders, aspiring to headship.

The Teachers' Standards (2011, as amended), including the Personal and Professional Code of Conduct which applies to all teachers, provide a foundation upon which the standards for headteachers are built.

## Preamble: the role of the headteacher

Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the

nation's classrooms. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools.

## The Four Domains

The *National Standards of Excellence for Headteachers* are set out in four domains, beginning with a Preamble. There are four 'Excellence As Standard' domains:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the nation's headteachers.

### Domain One

#### Excellent headteachers: qualities and knowledge

*Headteachers:*

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

## Domain Two

### Excellent headteachers: pupils and staff

*Headteachers:*

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

## Domain Three

### Excellent headteachers: systems and process

*Headteachers:*

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.

5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

## Domain Four

### Excellent headteachers: the self-improving school system

*Headteachers:*

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

# Supporting guidance

## Who are the standards for?

1. The standards are intended to be a helpful tool for headteachers, those responsible for governance and aspiring headteachers.

## What are the standards for?

2. The intention is for these standards to represent contemporary headship in schools today, inspire public confidence in headteachers, secure high academic standards in the nation's schools, and empower the teaching profession. They are intended to replace the 2004 National Headteacher Standards by bringing the standards up to date so that they are relevant for the school system that has developed since 2004.
3. They have been written to be relevant to all headteachers, irrespective of setting or length of service, but are to be interpreted in context.
4. These standards are designed to be thought-provoking, and to require discussion in schools.
5. They are developmental. All headteachers are on a journey to improve throughout their career, and the standards can be used to support this.
6. The standards will help headteachers to develop and increase their capability to support the development of the school-led system, and in many cases lead this development. The standards challenge headteachers to develop and improve themselves, their own schools, and other schools.
7. The standards are aspirational and challenging.

## What are the standards not for?

1. The standards are different from The Teachers' Standards in that they are non-mandatory and they do not set a baseline of expected performance. They therefore should not be used as a checklist or as a baseline, and any shortcoming with respect to the standards is not, in and of itself, the basis for questioning competence or initiating capability.
2. This being the case, it would be inappropriate to create complex 'levels' or gradations for each characteristic set out in the standards.
3. While the standards, taken together, can help to identify areas for development in a particular context, it is important not to lose sight of the full range of characteristics of highly effective leadership which the standards as a whole describe.

## Using the Standards

1. **They can be used by headteachers to shape their own practice and professional development, within and beyond the school**

    - Self-development is key to the development of a headteacher. These standards can be used by headteachers as a framework for such self-development, for them to consider what they have done already or need to do going forward to move closer to the aspirations set out in the standards. They may choose to seek feedback from colleagues and governors based on the standards.
    - Headteachers can use the standards to have a constructive conversation with their governors about the areas in which the headteacher feels they need support to develop. Headteachers should feel empowered and entitled to seek such support.
    - Headteachers can use the standards as part of supporting their staff, and for identifying the skills and knowledge they need in their leadership team.

2. **They can be used by governors, to inform the appraisal of headteachers**

    - These standards can be used to inform the appraisal of headteachers by serving as a background document to assist governing boards, rather than as a set of standards against which the headteacher's performance can be assessed in an appraisal process.
    - For example, the standards may be used to inform objective setting. The headteacher standards should not be used as 'cut and paste' objectives. Objectives must be tailored so that they are relevant to the context of the individual school and headteacher. It is good practice for governors to set headteachers specific school-related objectives and targets linked to their school or schools' priorities on an annual basis. Governors should use the standards aspirationally and developmentally. Actions for the headteacher can be agreed with these aspirational standards in mind, but will need to be in the context of where the school is now in a certain area and what is needed to move it to the next step of improvement.
    - Governors can use the headteacher standards in appraisal to frame a broad overview of leadership in the specific context of the school. The standards may further serve as a starting point for the identification of specific objectives for the next stage of the school's continuous improvement journey, as well as to identify areas of development where the headteacher requires support and improvement.
    - Governors should work with headteachers to understand what the school needs in order to progress. They should consider what needs to be done to support the headteacher to implement the school improvement plan and support colleagues.

3. **They can be used by governors, to support the recruitment and appointment of headteachers**

- The standards can be used to underpin and shape role descriptions and person specifications. It is important to focus on the particular context of the individual school, as schools in differing contexts and at different stages of development will require differing blends of skills and experience of headteachers. Governors may want to investigate some of the characteristics set out in the standards in more detail than others with prospective headteachers.
- Equally, given the broad and holistic nature of the standards, governing boards can use the standards as a check to ensure that their selection process is sufficiently comprehensive, covering all of the key areas of headship set out in the standards.

**4. They can be used by headteachers, governing boards and aspirant headteachers, to provide a framework for training middle and senior leaders, aspiring to headship.**

- The transition to headship involves mastering a broad range of competences. The standards are not an exclusive or complete list of these skills.
- Headteachers and governors may use the standards to help them identify potential future leaders. The standards can be used to shape the developmental experiences offered to middle and senior leaders.
- Aspirant headteachers can use the standards to evaluate their own progress towards being prepared for headship, and to identify and articulate the areas they want to gain more experience in. For example, a middle leader may decide that they have not as much experience of the fourth domain of the standards and so may seek experience as part of school collaboration in a different school in order to broaden their experience.

# Further information

## Appraisal

- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Governors' Handbook
- The Schoolteachers' Pay and Conditions Document
- 'Implementing your school's approach to pay, Departmental advice for maintained schools and local authorities' (September 2014)
- 'A guide to recruiting and selecting a new headteacher', NCSL and NGA

## Equalities Issues

Links to advice on the Equalities Act 2010:

- The Equalities and Human Rights Commission (EHRC)
- The Equality Act 2010: advice for schools
- EHRC Publication - Equal Pay: Statutory Code of Practice

## National programmes to support the development of middle leaders and senior leaders

- National Professional Qualifications for Middle Leaders
- National Professional Qualifications for Senior Leaders

## Teachers' Standards

The Teachers' Standards can be found in Annex 1 of the Schoolteachers' Pay and Conditions Document. More information is available at

- Teachers' standards

Department
for Education

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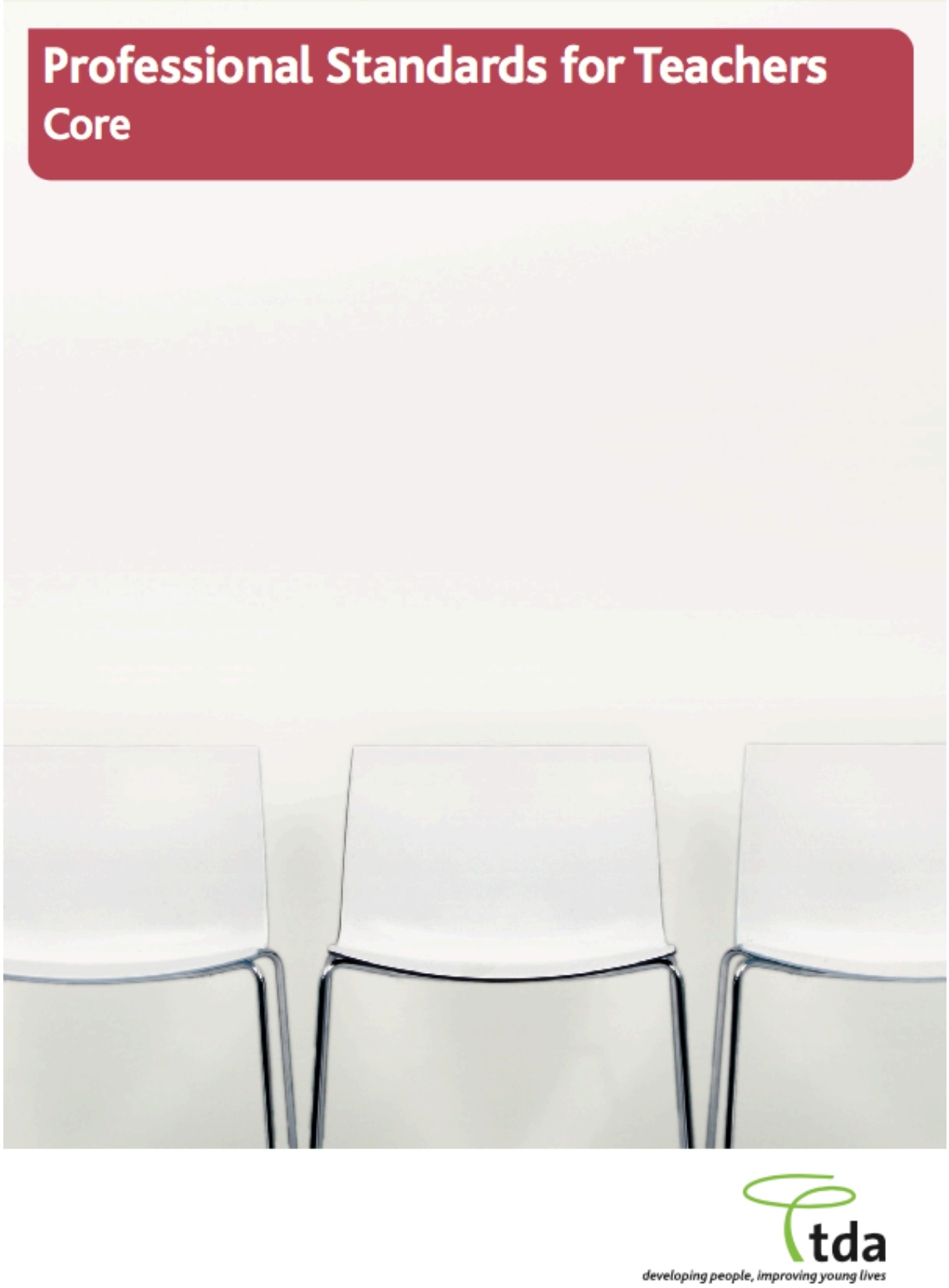
## Appendix 8: Teachers' Standards 2007



# Introduction

## Professional Standards for Teachers in England from September 2007[1]

## Bringing coherence to the professional and occupational standards for the whole school workforce

1. The framework of professional standards for teachers will form part of a wider framework of standards for the whole school workforce. This includes the Training and Development Agency for Schools' (TDA) review of the national occupational standards for teaching/classroom assistants and the professional standards for higher level teaching assistants in consultation with social partners and other key stakeholders and a review of leadership standards informed by the independent review of the roles and responsibilities of head teachers and the leadership group.

## What these standards cover

2. The framework of professional standards for teachers set out below defines the characteristics of teachers at each career stage. Specifically it provides professional standards for:

- the award of Qualified Teacher Status (QTS) (Q)
- teachers on the main scale (Core) (C)
- teachers on the upper pay scale (Post Threshold Teachers) (P)
- Excellent Teachers (E)
- Advanced Skills Teachers (ASTs) (A).

3. Professional standards are statements of a teacher's professional attributes, professional knowledge and understanding, and professional skills. They provide clarity of the expectations at each career stage. The standards are not to be confused with and do not replace the professional duties contained in the School Teachers' Pay and Conditions Document, which sets out the roles and responsibilities of teachers.

4. The framework of standards below is arranged in three interrelated sections covering:

a. professional attributes
b. professional knowledge and understanding
c. professional skills.

## How the standards will be used

5. The standards provide the framework for a teacher's career and clarify what progression looks like. As now, to access each career stage a teacher will need to demonstrate that he/she has met the relevant standards. The process for this varies depending on the standards concerned. Teachers seeking Excellent Teacher or AST status need to apply and be assessed through an external assessment process. Teachers seeking to cross the threshold are assessed by their head teacher. The standards for Post Threshold Teachers, Excellent Teachers and ASTs are pay standards and teachers who are assessed as meeting them also access the relevant pay scale.

6. The standards clarify the professional characteristics that a teacher should be expected to maintain and to build on at their current career stage. After the induction year, therefore, teachers would be expected to continue to meet the core standards and to broaden and deepen their professional attributes, knowledge, understanding and skills within that context. This principle applies at all subsequent career stages. So, for example, teachers who have gone through the threshold would be expected to meet the core and post-threshold standards and to broaden and deepen their professional attributes, knowledge,

[1] The framework as a whole, as set out here, applies in England only. The standards for Post Threshold Teachers, Excellent Teachers and ASTs are pay standards (as set out in the School Teachers' Pay and Conditions Document) and apply in England and Wales.

understanding and skills in that context. There are no new criteria for pay progression for teachers paid on the upper pay scale in the 2006 School Teachers' Pay and Conditions Document.

7. The standards will support teachers in identifying their professional development needs. Where teachers wish to progress to the next career stage, the next level of the framework provides a reference point for all teachers when considering future development. Whilst not all teachers will necessarily want to move to the next career stage, the standards will also support teachers in identifying ways to broaden and deepen their expertise within their current career stages.

8. All teachers should have a professional responsibility to be engaged in effective, sustained and relevant professional development throughout their careers and all teachers should have a contractual entitlement to effective, sustained and relevant professional development throughout their careers. There should be a continuum of expectations about the level of engagement in professional development that provides clarity and appropriate differentiation for each career stage. The expectations about the contribution teachers make to the development of others should take account of their levels of skills, expertise and experience, their role within the school, and reflect their use of up-to-date subject knowledge and pedagogy.[2]

9. In all these cases, performance management is the key process. Performance management provides the context for regular discussions about teachers' career aspirations and their future development, within or beyond their current career stage. The framework of professional standards will provide a backdrop to discussions about how a teacher's performance should be viewed in relation to their current career stage and the career stage they are approaching. The relevant standards should be looked at as a whole in order to help teachers identify areas of strength and areas for further professional development. For example, a teacher who aspires to become an AST will need to reflect on and discuss how they might plan their future development so they can work towards becoming an AST, and performance management would provide evidence for the teacher's future application.

10. All qualified teachers in maintained schools and non-maintained special schools are required to be registered with the GTCE. To maintain registration they must uphold the GTCE's Code of Conduct and Practice for Registered Teachers.

11. The recommendation for the award of qualified teacher status and registration with the GTCE is made by an accredited Initial Teacher Training (ITT) provider following an assessment which shows that all of the QTS standards have been met. The Newly Qualified Teacher (NQT) may then begin the induction period. NQTs will not be required to meet fully the core standards until the end of their induction period. The core standards underpin all the subsequent standards and, where there is no progression at subsequent career stages, are valid at all points of teachers' careers within both their immediate workplace and the wider professional context in which they work. Each set of standards builds on the previous set, so that a teacher being considered for the threshold would need to satisfy the post-threshold standards (P) and meet the core standards (C);

[2] Extract from the Rewards and Incentives Group's (RIG) evidence (Section 9 'The New Teacher Professionalism') to the School Teachers' Review Body (STRB) on 25 May 2005.

"Core standards underpin all the standards and are valid at all points of a teacher's career"

a teacher aspiring to become an Excellent Teacher would need to satisfy the standards that are specific to that status (E) and meet the preceding standards (C and P); and a teacher aspiring to become an AST would need to satisfy the standards that are specific to that status (A) as well as meet the preceding standards (C, P and E) – although they can apply for an AST post before going through the threshold. In practice, the standards relating to the excellence of their own teaching are common to ASTs and Excellent Teachers; the three additional AST standards are focused on their ability to carry out their work with other schools and on their leadership role.

12. The framework of standards is progressive, reflecting the progression expected of teachers as their professional attributes, knowledge, understanding and skills develop and they demonstrate increasing effectiveness in their roles. Post Threshold Teachers are able to act as role models for teaching and learning, make a distinctive contribution to raising standards across the school, continue to develop their expertise post threshold and provide regular coaching and mentoring to less experienced teachers. Excellent Teachers provide an exemplary model to others through their professional expertise, have a leading role in raising standards by supporting improvements in teaching practice and support and help their colleagues to improve their effectiveness and to address their development needs through highly effective coaching and mentoring. ASTs provide models of excellent and innovative teaching and use their skills to enhance teaching and learning by undertaking and leading school improvement activities and continuing professional development (CPD) for other teachers. They carry out developmental work across a range of workplaces and draw on the experience they gain elsewhere to improve practice in their own and other schools.

13. All the standards are underpinned by the five key outcomes for children and young people identified in Every Child Matters and the six areas of the Common Core of skills and knowledge for the children's workforce. The work of practising teachers should be informed by an awareness, appropriate to their level of experience and responsibility, of legislation concerning the development and well-being of children and young people expressed in the Children Act 2004, the Disability Discrimination Acts 1995 and 2005 and relevant associated guidance, the special educational needs provisions in the Education Act 1996 and the associated Special Educational Needs: Code of Practice (DfES 2001), the Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000, and the guidance Safeguarding Children in Education (DfES 0027 2004).

14. The professional standards must operate in the context of teachers' legal rights and contractual entitlements.

15. Nothing in the professional standards militates against teachers taking lawful industrial action.

## Note on the terminology used in the standards

• The term 'learners' is used instead of 'children and young people' when learning per se is the main focus of the standard. It refers to all children and young people including those with particular needs, for example, those with special educational needs, looked after children, those for whom English is an additional language, those who are not reaching their potential or those who are gifted and talented.

• The term 'colleagues' is used for all those professionals with whom a teacher might work. It encompasses teaching colleagues, the wider workforce within an educational establishment, and also those from outside with whom teachers may be expected to have professional working relationships, for example early years and health professionals and colleagues working in children's services.

• The term 'classroom' is used to encompass all the settings within and beyond the workplace where teaching and learning take place.

• The term 'workplace' refers to the range of educational establishments, contexts and settings (both in and outside the classroom) where teaching takes place.

• The term 'subjects/curriculum areas' is used to cover all forms of organised learning experienced across the curriculum. For example, areas of learning in the foundation stage, broad areas of curricular experience and learning through play in the early years, thematically structured work in the primary phase, single subjects, vocational subjects and cross-curricular work in the 14–19 phase.

• The terms 'lessons' or 'sequences of lessons' are used to cover teaching and learning activities wherever they take place, whatever their nature and length, and however they might be organised, and are applicable to all educational phases and contexts.

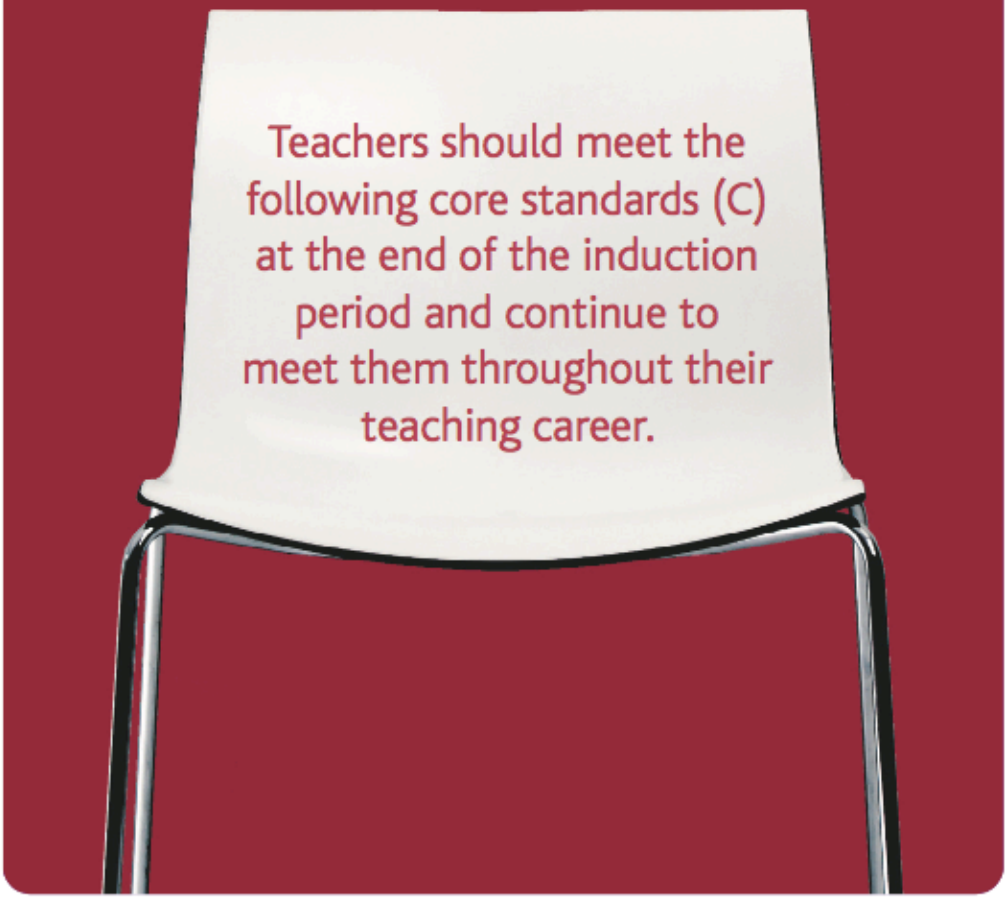
• Where the phrase 'parents and carers' is used, it is understood that the term 'parents' includes both mothers and fathers.

• The term 'well-being' refers to the rights of children and young people (as set out and consulted upon in the Every Child Matters: Green Paper and subsequently set out in the Children Act 2004), in relation to:

- physical and mental health and emotional well-being
- protection from harm and neglect
- education, training and recreation
- the contribution made by them to society
- social and economic well-being.

• The term 'personalised learning' means maintaining a focus on individual progress, in order to maximise all learners' capacity to learn, achieve and participate. This means supporting and challenging each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives. 'Personalising learning' is not about individual lesson plans or individualisation (where learners are taught separately or largely through a one-to-one approach).

# Core


Teachers should meet the following core standards (C) at the end of the induction period and continue to meet them throughout their teaching career.

6

# Professional attributes

All teachers should:

## Relationships with children and young people

**C1** Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

**C2** Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

## Frameworks

**C3** Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

## Communicating and working with others

**C4**
(a) Communicate effectively with children, young people and colleagues.
(b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
(c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.

**C5** Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

**C6** Have a commitment to collaboration and co-operative working where appropriate.

## Personal professional development

**C7** Evaluate their performance and be committed to improving their practice through appropriate professional development.

**C8** Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.

**C9** Act upon advice and feedback and be open to coaching and mentoring.

# Professional knowledge and understanding

All teachers should:

## Teaching and learning

**C10** Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

## Assessment and monitoring

**C11** Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.

**C12** Know a range of approaches to assessment, including the importance of formative assessment.

**C13** Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

**C14** Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

## Subjects and curriculum

**C15** Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.

**C16** Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

## Literacy, numeracy and ICT

**C17** Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

## Achievement and diversity

**C18** Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

**C19** Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

**C20** Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.

**C21** Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

## Health and well-being

**C22** Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

**C23** Know the local arrangements concerning the safeguarding of children and young people.

**C24** Know how to identify potential child abuse or neglect and follow safeguarding procedures.

**C25** Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

# Professional skills

All teachers should:

## Planning

**C26** Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.

**C27** Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.

**C28** Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

## Teaching

**C29** Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:

(a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion

(b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress

(c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills

(d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively

(e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

**C30** Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

## Assessing, monitoring and giving feedback

**C31** Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

**C32** Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

**C33** Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

**C34** Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

## Reviewing teaching and learning

**C35** Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

**C36** Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

## Learning environment

**C37**

(a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.

(b) Make use of the local arrangements concerning the safeguarding of children and young people.

(c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.

**C38**

(a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
(b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.

**C39**

Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

## Team working and collaboration

**C40**

Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

**C41**

Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

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**Appendix 9: Teachers' Standards 2012**

# Teachers' Standards

## Guidance for school leaders, school staff and governing bodies

**July 2011(introduction updated June 2013)**

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# Summary

## About the standards

These are the Teachers' Standards for use in schools in England from September 2012. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS).

The Teachers' Standards are used to assess all trainees working towards QTS, and all those completing their statutory induction period. They are also used to assess the performance of all teachers with QTS who are subject to The Education (School Teachers' Appraisal) (England) Regulations 2012, and may additionally be used to assess the performance of teachers who are subject to these regulations and who hold qualified teacher learning and skills (QTLS) status.

The standards were introduced following the recommendations in the reports of the independent Review of Teachers' Standards, chaired by Sally Coates. These reports are available from GOV.UK.

## Expiry or review date

These standards will apply until further notice.

## What legislation do the standards refer to?

Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003

The Education (School Teachers' Appraisal) (England) Regulations 2012

## Who are the standards for?

The Teachers' Standards apply to:

- trainees working towards QTS;
- all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and
- teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

The National College for Teaching and Leadership (NCTL) will use Part Two of the Teachers' Standards, which relates to personal and professional conduct, when assessing cases of serious misconduct, regardless of the education sector in which the teacher works.

## What documents do the standards replace?

These standards replaced the standards for qualified teacher status (QTS) and the core professional standards, published by the former Training and Development Agency for Schools (TDA); and the General Teaching Council for England's Code of Conduct and Practice for Registered Teachers.

## Introduction, legal standing and interpretation

1. The Teachers' Standards published by the Secretary of State for Education introduced some significant changes in terms of structure, content and application. This document is designed to assist those who will be using the standards to understand those changes and to implement the standards effectively.

2. The Teachers' Standards contained in this document came into effect on 1 September 2012, though the Teaching Agency (now the National College for Teaching and Leadership) has used the conduct elements since 1 April 2012 as a reference point when considering whether a teacher's conduct has fallen significantly short of the standard of behaviour expected of a teacher. They replaced the standards for qualified teacher status (QTS) and the core professional standards previously published by the Training and Development Agency for Schools (TDA),[1] as well as the General Teaching Council for England's Code of Conduct and Practice for Registered Teachers.

3. **The standards apply to the vast majority of teachers regardless of their career stage.** The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period; and those covered by the new performance appraisal arrangements (subject to the exception described in para. 4 below). Part Two of the Teachers' Standards, which relates to professional and personal conduct, is used to assess cases of serious misconduct, regardless of the sector in which the teacher works.

4. Since 1 April 2012, teachers with qualified teacher learning and skills (QTLS) status have been able to teach in schools as fully qualified teachers. This change was made to give schools greater access to experienced teachers of vocational subjects, as recommended in Professor Alison Wolf's Review of Vocational Education. Headteachers have the freedom to decide the standards against which they assess the performance of QTLS holders. They can assess QTLS holders' performance against the Teachers' Standards, against any other set of standards relating to teacher performance issued by the Secretary of State, against any other professional standards that are relevant to their performance, or against any combination of those three. Before, or as soon as practicable after the start of each appraisal period, QTLS teachers (like other teachers) must be informed of the standards against which their performance in that appraisal period will be assessed.

[1] The standards for qualified teacher status and the core professional standards are available from The National Archives.

5. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS. The standards set out in this document constitute the 'specified standards' within the meaning given to that phrase in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003[2].

6. The standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of initial teacher training (ITT) should assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. Providers need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State's Initial Teacher Training (ITT) Criteria[3].

7. Similarly, headteachers (or appraisers) should assess teachers' performance against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether they are a newly qualified teacher (NQT), a mid-career teacher, or a more experienced practitioner). The professional judgement of headteachers and appraisers is therefore central to appraisal against these standards.

8. The standards replaced the previous core professional standards, and are used to assess an NQT's performance at the end of their induction period in employment. The standards themselves do not specify any new or different elements to the expectations placed on NQTs beyond those required for the award of QTS. The decision about whether an NQT has met the standards to a satisfactory level at the end of their first year of full employment therefore needs to be made on the basis of what should reasonably be expected of an NQT working in the relevant setting and circumstances, within the framework set out by the standards. That judgement should reflect the expectation that NQTs have effectively consolidated their training, and are demonstrating their ability to meet the standards consistently over a sustained period in their practice.

9. Following the period of induction, the standards continue to define the level of practice at which all qualified teachers are expected to perform. Teachers' performance is assessed against the standards as part of the new appraisal arrangements in maintained schools.

[2] Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003 is available from legislation.gov.uk.

[3] The Initial Teacher Training (ITT) Criteria are available from GOV.UK.

## Presentation of the standards

10. This document is presented in three parts, which together constitute the Teachers' Standards: the **Preamble**, **Part One** and **Part Two**.

11. The Preamble summarises the values and behaviour that all teachers must demonstrate throughout their careers. **Part One** comprises the Standards for Teaching; **Part Two** comprises the Standards for Personal and Professional Conduct.

12. In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the **Preamble**, and that they have met the standards in both **Part One** and **Part Two** of this document.

13. The standards are presented as separate headings, numbered from 1 to 8 in **Part One**, each of which is accompanied by a number of bulleted subheadings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted subheadings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard.

## Progression and professional development

14. The standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

## Date of introduction of the standards

15. The revised standards came into effect on 1 September 2012, on which date they became the 'specified standards' as defined in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003. The Regulations require that in order to be recommended for the award of QTS, in most cases[4] a person must meet the specified standards that are in place at the time of assessment. Providers of initial teacher training need to ensure that all trainees who complete their training after 1 September 2012 are assessed against the standards that are in place as at the time of assessment, in accordance with the Regulations.

16. NQTs who qualified under the previous standards but started induction on or after 1 September 2012, or had started but not completed induction by 1 September 2012, need to be assessed against the Teachers' Standards at the end of their induction.

17. Existing teachers who have already passed induction will be expected to use the Teachers' Standards instead of the previous core standards for appraisal, identifying professional development, and other related purposes.

18. When considering new cases of serious misconduct received from 1 April 2012, the National College for Teaching and Leadership (formerly the Teaching Agency), acting on behalf of the Secretary of State, must have regard to the personal and professional conduct aspects of the Teachers' Standards document instead of the General Teaching Council for England's (GTCE) Code of Conduct and Practice for Registered Teachers. The National College for Teaching and Leadership is still able to refer to the GTCE's Code of Conduct for any partially completed cases it received from the GTCE at the point of its abolition.

[4] For some categories QTS can be awarded without undertaking ITT in England and meeting the QTS standards. Those exempt from meeting the QTS standards are individuals who have already successfully completed ITT or are recognised as teachers in another UK country and EEA nationals who are recognised as teachers in another EEA member state. Qualified further education teachers who have qualified teacher learning and skills (QTLS) status may also be exempt from meeting the Teachers' Standards.

## Note on terminology used/glossary

Specific terminology used in the standards should be interpreted as having the following meaning:

- **'Fundamental British values'** is taken from the definition of extremism as articulated in the new Prevent Strategy, which was launched in June 2011. It includes 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.

- **'Parents'** is intended to include carers, guardians and other adults acting *in loco parentis*.

- **'Pupils'** is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in the Early Years Foundation Stage, and those in post-16 education.

- **'School'** means whatever educational setting the standards are applied in. The standards are required to be used by teachers in maintained schools and non-maintained special schools. Use of the standards in academies and free schools depends on the specific establishment arrangements of those schools. Independent schools are not required to use the standards, but may do so if they wish.

- **'Special educational needs'**, as defined by the Department for Education's Special Educational Needs Code of Practice (2001), refers to children who have a learning difficulty. This means that they either: have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

- **'Statutory frameworks'** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010. The term also covers the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions Document.

# Teachers' Standards

## Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## Part One: Teaching

### A teacher must:

1. **Set high expectations which inspire, motivate and challenge pupils**
    - establish a safe and stimulating environment for pupils, rooted in mutual respect
    - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
    - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. **Promote good progress and outcomes by pupils**
    - be accountable for pupils' attainment, progress and outcomes
    - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
    - guide pupils to reflect on the progress they have made and their emerging needs
    - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
    - encourage pupils to take a responsible and conscientious attitude to their own work and study.

**3. Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**4. Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**5. Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
    - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
    - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
    - showing tolerance of and respect for the rights of others
    - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
    - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Department
for Education

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Reference: DFE-00066-2011

## Appendix 10: Ethical Approval Form

## COLLEGE OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

When completing this form please remember that the purpose of the document is to clearly explain the ethical considerations of the research being undertaken. As a generic form it has been constructed to cover a wide-range of different projects so some sections may not seem relevant to you. Please include the information which addresses any ethical considerations for your particular project which will be needed by the SSIS Ethics Committee to approve your proposal.

Guidance on all aspects of the SSIS Ethics application process can be found on the SSIS intranet:

https://intranet.exeter.ac.uk/socialsciences/staff/research/researchenvironmentandpolicies/ethics/

All staff and postdoctoral students within SSIS should use this form to apply for ethical approval and then send it to one of the following email addresses:

ssis-ethics@exeter.ac.uk This email should be used by staff and postdoctoral students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

ssis-gseethics@exeter.ac.uk This email should be used by staff and postdoctoral students in the Graduate School of Education.

| **Applicant details** | |
|---|---|
| **Name** | **Nicola Crossley** |
| **Department** | **Graduate School of Education** |
| **UoE email address** | **Njc220@exeter.ac.uk** |

| **Duration for which permission is required** | | |
|---|---|---|
| You should request approval for the entire period of your research activity. The start date should be at least one month from the date that you submit this form. Students should use the anticipated date of completion of their course as the end date of their work. Please note that retrospective ethical approval will never be given. | | |
| **Start date:18/01/2016** | **End date:31/12/2017** | **Date submitted:18/12/2015** |

| **Students only** | |
|---|---|
| All students must discuss their research intentions with their supervisor/tutor prior to submitting an application for ethical approval. The discussion may be face to face or via email.<br><br>Prior to submitting your application in its final form to the SSIS Ethics Committee it should be approved by your first and second supervisor / dissertation supervisor/tutor. You should submit evidence of their approval with your application, e.g. a copy of their email approval. | |
| Student number | **590035699** |
| Programme of study | **Other**<br><br>**Doctor of Education Thesis** |
| Name of Supervisor(s)/tutors or Dissertation Tutor | **Professor Vivienne Baumfield**<br><br>**Dr Karen Walshe** |
| Have you attended any ethics training that is available to students? | Yes, I have taken part in ethics training at the University of Exeter<br><br>For example, the Research Integrity Ethics and Governance workshop:<br><br>http://as.exeter.ac.uk/rdp/postgraduateresearchers<br><br>**Research ethics and governance online training accessed in July as below and again on 12.12.15**<br><br>If yes, please give the date of the training:18/07/2015 |

| **Certification for all submissions** |
|---|
| I hereby certify that I will abide by the details given in this application and that I undertake in my research to respect the dignity and privacy of those participating in this research. I confirm that if my research should change radically I will complete a further ethics proposal form.<br><br>**Nicola Crossley**<br><br>Double click this box to confirm certification X<br><br>*Submission of this ethics proposal form confirms your acceptance of the above.* |

**TITLE OF YOUR PROJECT**

| |
|---|
| **The impact of government reform on the conceptualisations of professionalism in compulsory education in England; considering the National Standards of Excellence for Head Teachers and the Teachers' Standards through the lens of Critical Discourse Analysis.** |

**ETHICAL REVIEW BY AN EXTERNAL COMMITTEE**

No, my research is not funded by, or doesn't use data from, either the NHS or Ministry of Defence.

If you selected yes from the list above you should apply for ethics approval from the appropriate organisation (the NHS Health Research Authority or the Ministry of Defence Research Ethics Committee). You do not need to complete this form, but you must inform the Ethics Secretary of your project and your submission to an external committee.

**MENTAL CAPACITY ACT 2005**

No, my project does not involve participants aged 16 or over who are unable to give informed consent (e.g. people with learning disabilities

If you selected yes from the list above you should apply for ethics approval from the NHS Health Research Authority. You do not need to complete this form, but you must inform the Ethics Secretary of your project and your submission to an external committee.

**SYNOPSIS OF THE RESEARCH PROJECT**

*Maximum of 750 words.*

In recent years government reform has focused on the expectations of practice for professionals in the education sector. In the last three years alone, revised standards have been published for teachers and Head Teachers. But what model of professionalism do these standards seek to promote?

The focus of the work which follows is concerned with analysing the language used within such policies in order to evaluate whether conceptualisations of professionalism are altered over time, by charting the development of policy from 2004 to 2015 for the Head Teachers Standards and from 2007 to 2012 for the Teachers' Standards.

In exploring the language of the Standards, the author will also consider the nature of professionalism and discuss whether any conceptualisation can ever be articulated which can produce certainty and consensus of understanding.

The purpose of this thesis is to explore the impact of government reform on the conceptualisations of professionalism within compulsory education, considering the introduction and updating of education policy in the form of the National Standards of Excellence for Head Teachers and the Teachers' Standards.

For clarity, the timeframe of the study runs from January 2015 to February 2017; this is important to understand as continual political change almost rendered this an historical document even before I completed writing, however the themes and questions raised remain relevant and topical.

The aim is to produce research of doctoral quality, but which also remains accessible for teachers as my prime audience; I want the content and discussion to resonate with teachers, to incite discussion and to provide a springboard for further debate; exploring how government reform impacts on conceptualisations of professionalism.

Although the research questions may evolve further over time, my main research questions are around the following:

- Through the Standards, is professionalism depicted as something you 'do' or something you 'are' and how is this articulated?
- Are there varying levels of professionalism depending on whether you are a Head teacher or a teacher and how are these conceptualised?
- Is there evidence of a consistent professional theme across both sets of standards which unite each area of the profession and if so, what are they?
- Does the continued focus on establishing and reviewing professional standards implemented through government reform, simply serve to de-professionalise and deconstruct the conceptualisation of what it is to be a professional in education, and what is the evidence to support or refute this claim?
- In updating the standards, what does this say about the position of those who trained under previous policy? Could it be argued or interpreted that they are no longer meeting expectation and does the current policy rhetoric suggest they are less professional than they once were; if so, how?

**INTERNATIONAL RESEARCH**

N/a as research is taking place in the UK

The following sections require an assessment of possible ethical consideration in your research project. If particular sections do not seem relevant to your project please indicate this and clarify why.

**RESEARCH METHODS**

Qualitatively I will look at the nature of the language used within the semantic field and consider how this may impact on conceptualisations of professionalism. As a result of the themes of autonomy, accountability and collaboration which have been identified within the literature review, I will use these themes to analyse the data further, looking for examples of lemma over time.

Quantitatively, and through concordance software as described earlier, I will look at the occurrence of specific words, as identified through frequency, and discounting prepositions and conjunctions, to ascertain whether the positioning of power can be identified through the language choices made and whether the language of autonomy, accountability and collaboration is presented.

To clarify for the reader, I intend to:

- Word count the frequency of key characteristics to consider their importance
- Identify verbs to draw out the actions required of individuals
- Colour code across all standards to look for potential patterns and trends
- Categorise verbs to identify intent, e.g. Modals and imperatives
- Identify categories of language use which are associated to the themes of autonomy, accountability and collaboration and compare these over time

I will look for patterns in language over time through the creation of three stages of linguistic coding followed by an application of legitimation categorisation, from which comparisons will be made.

In using the NVivo10 software, I will use the 2004 Head teachers' Standards and the 2007 Teachers' Standards as the baseline data and from this identify the most consistently used words which appear, based on the frequency and weighted percentage, as shown below as an example, I will then identify the most frequently used words in each set of Standards to identify whether language choice has changed over time and if so how; this will then provide me with valuable comparative data.

The study does not involve discussion of any sensitive topics and as it is entirely text based should not induce any sort of stress, anxiety or harm on readers; particularly those whose policy I will be analysing.

**PARTICIPANTS**

There are no participants involved as I am engaging in critical discourse analysis.

**THE VOLUNTARY NATURE OF PARTICIPATION**

N/a

**SPECIAL ARRANGEMENTS**

N/a

**THE INFORMED NATURE OF PARTICIPATION**

N/a

**ASSESSMENT OF POSSIBLE HARM**

In considering the assessment of possible harm and in "weigh(ing) up all aspects of the process of conducting educational research within (this) given context" (BERA, 2011) it is my belief that the proposed study is "non-problematic" due to the fact that research is being conducted of textual analysis and does not involve any interaction with third parties.

There are no participants for the study and there is no threat to researcher safety due to the documents being accessible via online access or hard copy materials.

**DATA PROTECTION AND STORAGE**

At no point will personal data be accessed and there is therefore no issues with regards to data protection and storage.

There is no sensitive material being accessed; all documentation is publicly accessible and based in the UK. As a result there is no need for encrypted data or password protected files.

## DECLARATION OF INTERESTS

There is no conflict of interest presented in the research proposal. I work as a Senior Leader in a Multi Academy Trust with an interest in educational policy. I am accessing publically available materials and analysing their use of language and syntax to identify any particular perspective or viewpoint which is being promoted via policy.

Funding for the research is being met personally and there are no commercial interests.

Results of my research may be utilised by interested third parties, following publication, as per my: "responsibility to seek and to make public the results of…research for the benefit of educational professionals, policy makers and a wider public understanding of educational policy and practice". (BERA, 2011)

**USER ENGAGEMENT AND FEEDBACK**

N/a as no participants are involved however dissemination of outcomes and engagement with the observations made will be promoted through conferences and wider debate

**INFORMATION SHEET**

N/a as no participants are involved.

**CONSENT FORM**

N/a as no participants are involved.

**SUBMISSION PROCEDURE**

Staff and students should follow the procedure below.

In particular, students should discuss their application with their supervisor(s) / dissertation tutor / tutor and gain their approval prior to submission. Students should submit evidence of approval with their application, e.g. a copy of the supervisors email approval.

This application form and examples of your consent form, information sheet and translations of any documents which are not written in English should be submitted by email to the SSIS Ethics Secretary via one of the following email addresses:

ssis-ethics@exeter.ac.uk This email should be used by staff and postdoctoral students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

ssis-gseethics@exeter.ac.uk This email should be used by staff and postdoctoral students in the Graduate School of Education.

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**List of Acronyms and Abbreviations**

| | |
|---|---|
| AO | Assessment Only route to QTS |
| ATL | Association of Teachers and Lecturers |
| BERA | British Educational Research Association |
| CCT | Chartered College of Teaching |
| CDA | Critical Discourse Analysis |
| CEO | Chief Executive Officer |
| CLA | Corpus Linguistics Approach |
| CIF | Common Inspection Framework |
| CPD | Continuing Professional Development |
| DA | Dispositive Approach |
| DCSF | Department for Children, Schools and Families |
| DfE | Department for Education |
| DfES | Department for Education and Skills |
| DHA | Discourse Historical Approach |
| DRA | Dialectical-Relational Approach |
| EEF | Education Endowment Foundation |
| EBacc | English Baccalaureate qualification |
| GCSE | General Certificate of Secondary Education |
| GTC | General Teaching Council |
| GTCE | General Teaching Council of England |
| HMCI | Her Majesty's Chief Inspector |
| ITE | Initial Teacher Education |
| ITT | Initial Teacher Training |
| KS1 | Key Stage 1 |
| KS2 | Key Sage 2 |
| KS3 | Key Sage 3 |
| KS4 | Key Stage 4 |
| KS5 | Key Stage 5 |
| MAT | Multi Academy Trust |
| MLD | Moderate Learning Difficulties |
| MORI | Market and Opinion Research International |

| | |
|---|---|
| NPQH | National Professional Qualification for Headship |
| NPQML | National Professional Qualification for Middle Leadership |
| NPQSL | National Professional Qualification for Senior Leadership |
| NQT | Newly Qualified Teacher |
| OECD | Organisation for Economic Co-operation and Development |
| Ofsted | Office for Standards in Education |
| PGCE | Post Graduate Certificate of Education |
| PISA | Programme for International Student Assessment |
| PLC | Personal Learning Community |
| PP | Pupil Premium |
| QTS | Qualified Teacher Status |
| QTLS | Qualified Teacher Learning and Skills Status |
| SAA | Social Actors Approach |
| SATs | Statutory Assessment Testing |
| SEND | Special Educational Needs and Disabilities |
| SFR | Statistical First Release |
| SIP | School Improvement Adviser |
| TALIS | Teaching and Learning International Survey |
| UTC | University Technical College |

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