

Teacher Professionalism and Identity in Policy Texts in the Republic of Ireland; A Critical  
Discourse Analysis.

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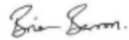
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January 2022

## Declaration

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## **Dedication**

To my wife Eimear who has been an incredible support and help throughout this doctoral experience. I am blessed to have you in my life.

To my children Daniel and Tess, I love you both more than you can imagine.

“Let us, then, be up and doing,  
With a heart for any fate;  
Still achieving, still pursuing,  
Learn to labor and to wait.”

A Psalm of Life by H.W Longfellow

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## Acronyms

CPD	Continuous Professional Development
DES	Department of Education and Skills
EdD	Doctorate in Education
EU	European Union
IBEC	Irish Business and Employers Confederation
ICT	Information and Communication Technology
ICTU	Irish Congress of Trade Unions
INTO	Irish National Teachers' Organisation
ISMT	In-School Management Team
<i>LAOS</i>	Looking at Our Schools
NCCA	National Council for Curriculum and Assessment
NCSE	National Council for Special Education
NEPS	National Education Psychology Service
NEWB	National Education Welfare Board
OECD	The Organisation for Economic Co-operation and Development
PDST	Professional Development Service for Teachers
SEN	Special Education Needs
SSE	School Self-Evaluation
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
WSE	Whole School Evaluation

## **Abstract**

### **Teacher Professionalism and Identity in Policy Texts in the Republic of Ireland; A Critical Discourse Analysis.**

**Brian Barron**

This study examines the professionalism and identity of primary school teachers in the Republic of Ireland as presented in policies from the Department of Education and Skills (DES) and the Teaching Council of Ireland. Critical Discourse Analysis (CDA) was used to analyse policy texts. Taylor's (1997) framework was used to structure the study and allowed a critical examination of the policy context, the policy text and the policy consequences. Gee's (2014) tools for performing a CDA were used for an in-depth analysis of the texts.

The research problem was identified as the changing understanding of teacher professionalism internationally, in particular the influence of economic rationality and marketisation on education and the role of the teacher. The following research questions emerged, (1) What types of teacher professionalism are implied by policy makers in Ireland (2) What identities are primary school teachers in Ireland described as having by policy makers? (3) What tasks are primary school teachers in Ireland expected to carry out by policy makers?

The study is a CDA of two policy texts and a content analysis of a small sample of Whole School Evaluation reports. The researcher concludes that there is a dilemma in the policy texts between an occupational and organisational (Evetts, 2008) understanding of teacher professionalism. Four types of teacher professionalism are identified through the CDA. Teacher as managed professional, teacher as conforming professional, teacher as instrument of change and teacher as (potentially) agentic profession. The study presents a dynamic between teacher professionalism, teacher professional identity and teachers' tasks where one begets the other and the three are inter-connected. The study concludes by comparing and contrasting teacher professionalism and identity as presented in *Looking our Schools* (DES, 2016a), *Cosán* (Teaching Council, 2016b) and a sample of WSE reports.



## Chapter One

This research is a policy analysis focused on primary school teacher professionalism and identity in the Republic of Ireland. It aims to describe how teachers are presented in two policy texts; 1) *Looking at our Schools 2016* (2016a) from the Department of Education and Skills Inspectorate and *Cosán Framework for Teachers' Learning* (2016b) from the Teaching Council of Ireland. The rationale for this research stems from my work as a teacher and now as a primary school principal (head teacher). As a principal of a primary school with two hundred and seventy pupils, seventeen teachers, five Special Needs Assistants, one hundred and fifty families and three ancillary staff members, I feel responsible for what goes on in the school. I hope to enlighten myself and, in time, my peers to the possibility of activism around policy in Ireland. An opportunity for teachers and principals to critically engage with the policy documents that emerge in education. Principals and teachers do not shepherd policies into existence in their totality in schools. Aspects of the policy are brought into focus, others are intentionally left opaque, some aspects rename or re-label existing practices and others cause more fundamental changes. As principals balance often competing interests such as local needs versus system needs and compliance versus autonomy, it is possible they would resort to implementing policy which reflect the need of government and their agencies but not the local need (Clarke & Dempster, 2020).

The chapter begins by discussing my personal motivation for doing this research, as a desire to ignite my own policy activism (Taylor, 2004). Following this the research problem is outlined as the changing ideas of teacher professionalism and teacher identity both internationally and nationally. The research aims are then outlined and the conceptual framework for this study is presented using Taylor's (1997) framework examining policy

context, text and consequences. To offer context to the study a brief overview of the structure of primary education in the Republic of Ireland is followed by an overview of the Teaching Council of Ireland and the Inspectorate. My personal motivation for carrying out this research will now be discussed.

## **Policy Activism**

Sandra Taylor (1997) writing from an Australian viewpoint, argues that CDA can document multiple, competing and shifting discourses in policy texts. She goes on to argue that an understanding of policy processes can be very useful to educators on the ground, at the coal face of policy implementation and change. She suggests that seeing policy processes as the “politics of discourse” (p.34) is a powerful tool for educators. Policy documents should not be seen as a coherent document that speak with one voice from on high. Policies come into being through myriad organisations and personalities who work within those organisations (Singh, Thomas & Harris, 2013). It is through the conflict of ideas and discourses that policies come into being. The process is complex, reliant on context and value laden (Singh et al., 2013). Policies have the power to take ideas and present them as one coherent and common-sense truth (Ball, 2008; Larsen, 2010). For example, in my school, when we were reengaging with the School Self Evaluation (SSE) process, there was a disconnect between how the policy described our work and how we understood it. The SSE process is laid out and explained in the *School Self Evaluation Guidelines 2016-2020* (2016c) and *Looking at our Schools 2016* (2016a). The quality framework in both texts culminates in four domains; 1) learner outcomes, 2) learner experiences, 3) teacher’s individual practice and 4) teachers’ collective/collaborative practice. The domains are broken down further into sixteen standards which are described by statements of effective practice and highly effective practice. At our first staff meeting about SSE in 2018 we walked through the results of a

survey we had carried out and we prioritised the areas for improvement in the school, the strategies for improvement, the staff members to coordinate each aspect and timelines for each. Our first priority was comprehension strategies, and I showed the staff the domains, standards and statements of effective and highly effective practice. What struck me was the sense of exasperation when the nuanced differences between the statements was discussed. “Students assess their progress” versus “students assess their progress realistically” or “pupils are able to negotiate their learning” versus “pupils negotiate their learning” (DES, 2016a, p.26). Our school improvement, or how we thought about it or assessed it, was funnelled into a pre-existing rating mechanism where the teachers struggled to recognise themselves or their practice. It was a powerful example of policy presenting “highly effective practice” (DES, 2016a, p.26), while the teachers charged to realise it struggled to fuse the language of the policy and their own in-school reality. Seeing the policy through the “politics of discourse” (Taylor, 2004) may illuminate why the teachers in my school found it so difficult to reconcile their identity as teachers with the identity presented in *Looking at our Schools* (2016a) and *School Self Evaluation Guidelines 2016-2020* (2016c).

Yeatman (1998) describes a policy activist as,

An actor who is prepared to stand for and by his or her vision and values within what is an openly contested territory concerning which and whose values are to prevail in setting the culture and orienting the structures of a particular governmental jurisdiction (p.35).

Policy activism as defined by Yeatman (1998) is about the institutional insider who is prepared to make changes and make a stand for what they believe to be right. Taylor (2004) explains that policy activists read, write and rewrite policy in a critical way. If we accept that policies are influenced by competing and sometimes contradictory discourses and that these

policies affect teachers' practices, teachers' identities (Buchanan, 2015) and professionalism (Larsen, 2010), then it is important that they be deconstructed (Luke, 2002) as an act of policy activism; to identify what teachers are being asked to do and who teachers are being asked to be. Yeatman (1998) describes the activist as standing up for their values in contested territory, while Dugdale (1998) describes the activist as an institutional insider who is motivated by the greater good. They take a rational and informed approach, while listening to and understanding other points of view. Having outlined the importance of policy activism as a motivation for undertaking this research, the research problem will now be described in terms of teacher professionalism and identity.

### **The Research Problem**

Research shows a decline in teacher morale over the last thirty years internationally and an acknowledgement that teaching has increasingly become a more demanding profession (Conway, Murphy, Rath & Hall, 2009; Walsh & Dolan, 2019; van der Want et al., 2019). Expectations in developed education systems of who teachers are and what they do, have changed profoundly (Carlgren & Klette, 2008; Mooney Simmie, 2014) and are linked to a global demand for higher standards (Sahlberg, 2016). Accountability measures, education reforms, curriculum planning and design, and a focus on the standards agenda have meant a shift in the role and identity of the teacher (Buchanan, 2015; Holloway & Brass 2017; Sahlberg, 2016; Ummanel, McNamara & Stynes, 2016).

A significant body of research attributes the changes in education internationally to the dominance of neoliberalism and globalisation in the modern world (Connell, 2013; Grek 2009 & 2014; Locke, Vulliamy, Webb & Hill, 2005; Mackenzie, 2007; Mooney Simmie, 2014). Neoliberalism is not one thing, but it can be understood as the current phase of capitalism which believes that individual freedom is best achieved by embracing individual

entrepreneurial ideals characterised by free markets and free trade while also encouraging strong state interventions to sustain itself (Gray, O'Regan & Wallace, 2018). Grek (2014) identified international organisations such as the OECD (Organisation for Economic Co-Operation and Development), EU (European Union) and UNESCO (United Nations Educational, Scientific and Cultural Organization) as being part of the Europeanisation of education which is a conduit to a globalising and converging policy process (Grek, 2009). Sahlberg (2011) describes this as the Global Education Reform Movement (GERM) where international exchange of policy ideas becomes the norm, particularly the language of standards, outcomes, corporate governance and education as a business. Lewis and Holloway (2018) argue that this internationalising process is based on the datafying of teacher professionalism. The GERM movement relies on the gathering of data on education systems globally with numbers relied on to compare countries, students and teachers.

This trend internationally towards economic rationality has reshaped the teacher's role and identity. Lewis and Holloway (2018) argue that this reliance on international data moves authority around what is important in education from teachers to third party external organisations, who can process and quantify data. Teacher performance has been reconceptualised as that which can be measured and quantified, relying on standards and benchmarks (Holloway & Brass, 2017). The expectations of what teachers can and should be responsible for has also expanded as teachers are expected to respond to the cultural, personal and social needs of pupils and their families (Brown et al., 2017). Schools are charged to address socio-economic issues, student morale, develop a culture of lifelong learning and develop community engagement in education (Brown et al., 2017).

Given the changes and evolution of teachers' identities and practice internationally, the problem being posed in this research is; how are primary school teachers being positioned

by the DES and the Teaching Council? This is important because teaching in Ireland is an attractive profession with pay for experienced teachers well above the OECD average (Heinz & Keane, 2018; Hennessey & Lynch, 2017). Sahlberg, Munn and Furlong (2012) in their international review of teacher education noted that Irish teachers are among the highest, if not the highest, academic achievers in the world. How teachers are being described and what tasks they are expected to carry out by the DES and the Teaching Council is important as it may indicate if teaching will remain an attractive profession in Ireland or proceed down the international road of high levels of burnout and stress amongst practitioners (van der Want, et al., 2019). Having outlined my own motivation to ignite my policy activism through this research and having described the research problem as the changing identity and professionalism of teachers internationally, the aims of this research will now be described.

## **Research Aims**

This research is a study in the Critical Discourse Analysis (CDA) tradition. It includes a qualitative analysis of two policy documents combined with a content analysis of Whole School Evaluation (WSE) reports. This Critical Discourse Analysis will investigate how teacher's identities and professionalism are constructed in the policy documents. The policy documents will be examined by asking three questions (1) What types of teacher professionalism are implied by policy makers in Ireland? (2) What identities are primary school teachers in Ireland described as having by policy makers? (3) What tasks are primary school teachers in Ireland expected to carry out by policy makers? The three research questions developed over the course of the research to reflect the complexity of the findings. It became apparent that teacher professionalism, teacher professional identity and the tasks teachers are expected to carry out were intertwined. To understand how policy texts create positions for teachers to take up, it was important to examine teacher professionalism, teacher

identity and teachers' tasks. This research did not look for teachers' opinions or experiences of the texts under analysis, instead it was interested in the types of professionalism and identities the texts create for teachers and what teachers are expected to do as a result. Inspired by the structure used by Taylor (1997) this research focused on the context the text comes from, the policy text itself and the policy consequences. This will now be outlined as this study's conceptual framework.

### ***Conceptual Framework for this Study***

Drawing from her own work in feminist policy and feminist cultural studies Taylor (1997) argues that discourse theories enable policy analysis in a number of ways. First, they enable an analysis of the policy making process within the discursive context they are created in (policy context). Second, they allow a textual analysis of the text, which can tease out the values and competing discourses in the text (policy text). Third, Taylor argues that discourse theories are useful in examining policy implementation and how policy texts are read and used in context (policy consequences). These three features of policy analysis will now be discussed in more detail.

**Policy Context.** A history or review of policy development in education in the Republic of Ireland is the first context for this study. It was necessary to understand the history of the organisations and ideas which are influential in Irish education policy making. My aim in reading the literature on teacher professionalism and identity was to attune myself to the current international trends in these areas. I then focused on the national research covering teacher identity and professionalism and any additional areas that emerged from the reading. Moving from the context to the text was an iterative process. By identifying language and discourses in the policy text I was forced back into the national or international research to see if or how an idea had been discussed or analysed previously. The aim is to

“disrupt and render problematic the themes and power relations of everyday talk and writing” (Luke, 1995, p.7). Bacchi (2000) urges a recognition of the “non-innocence” (p.50) of how problems are framed in policy texts. She states that the frames define what can be talked about and what cannot. The frames have the power to legitimise or delegitimise a particular course of action (Coburn, 2006) and ways of seeing the world. It is important for this CDA to identify the worldviews, social, political, economic and cultural, that are implicit and explicit in the texts. I am also aware that I am already constructed by discourses myself and that I am likely to see and interpret the literature through those discourses or lenses. Limiting bias is discussed in chapter six.

**Policy Text.** The analysis of the policy documents aims to identify how competing discourses have been stitched together in the text (Taylor, 1997). CDA is not an attempt to identify a single person or group in the policy creation process. In fact, Bacchi (2000) warns against such a mindset when she explains that discourses are not the product of direct manipulation by individuals or key actors, but neither do they operate outside of human intervention. Gee’s (2014) seven building tools will be used to carry out the initial stages of coding. This will be followed by using Gee’s (2014) six theoretical tools to complete the CDA. This process is outlined in chapters three and four.

**Policy Consequence.** The policy consequences will be examined using a content analysis of WSE reports. WSE reports are created by the Inspectorate following a school evaluation. They are published on the DES website and are available to all stakeholders. The content analysis will test if the discourses of teacher professionalism and identity identified through the CDA are present in a sample of WSE reports. Examining the WSE reports in this way will illuminate if there is consistency in how teachers are positioned in policy and in-school during the WSE process. Having outlined my personal motivation for this study as



igniting my own policy activism, the research problem as changing expectations of teachers and their role internationally and the research aims as identifying how teachers' identities and professionalism are positioned in policy documents by the DES and Teaching Council, an overview of the structure of primary education in Ireland will now follow to offer context to the research.

### **Overview of the Structure of Primary Education in Ireland**

A brief overview of primary education in Ireland from 1960 will illuminate the context of this research. Coolahan (2017) identified major changes in Irish society and education since 1960. The period 1990 to 2020 is given particular focus here, as the increase in policy activity during this time is still impacting education in Ireland today. The role of the Inspectorate, their context and who they are will then be outlined followed by a discussion of the Teaching Council of Ireland and its role as a policy maker.

Coolahan (2017) notes how the 1960's and 70's saw major changes in Irish society, which were reflected in the education system. Ireland began looking to Europe and joined the EEC (European Economic Community) in 1973. It extended its links to other organisations such as the OECD (Organisation for Economic Co-Operation and Development), the United Nations and UNESCO (United Nations Educational, Scientific and Cultural Organization) (Coolahan, 2017). During this period there was a new emphasis on education as an economic investment and the success of the economy became linked to the availability of an educated workforce. Two thirds of national schools were one or two teacher schools located in rural areas and the amalgamation of smaller schools was one of the main policy drives of this time.

Coolahan (2017) states that the 1980's by contrast were a time of cutbacks and frustrated ambition in Irish education. There was lots of debate but a "paucity of educational legislation" (p.174) and the phrase 'if financial resources permit' was symptomatic of the

wider economic depression. The 1990's saw a change in society and education in Ireland and the three decades between 1990 and 2020 warrant a more detailed review as the policy decisions made during this period are still shaping teacher professionalism and identity today.

## **The 1990s**

In 1991 an OECD report (*Reviews of National Policies for Education: Ireland*) was highly critical of the Department of Education (DES) for being overly centralised and not giving enough time to policy planning. At the same time, the Irish government released the *Programme for Economic and Social Progress* (1991) which confirmed the importance of the education system for the country's wellbeing and economic prosperity. The DES commissioned two internal reports which guided them to become more accountable and to give more time to policy development and the devolution of responsibility to other bodies (Coolahan, 2017). The main bodies to emerge over the following decade following this devolution were the National Council for Curriculum and Assessment (NCCA), the National Council for Special Education (NCSE), Professional Development Service for Teachers (PDST), the National Educational Psychology Service (NEPS), the Teaching Council and the National Education Welfare Board (NEWB).

A Government *Green Paper on Education: Education for a Changing World* (1992) and its *White Paper: Charting Our Education Future* (1995) laid the foundations for a sweeping raft of changes which are still being implemented today in Irish education. Coolahan (2007) says that the nineties were an unprecedented era of "analysis, appraisal, consultation, educational policy formulation and legislation" (p.5), which generated a climate of partnership in Irish education. The OECD (1991) report, although critical of the DES in some areas was very positive about the quality of teachers in the Republic of Ireland (Coolahan, 2007). The three I's, initial teacher education (ITE), induction and in-career

education were advocated by the OECD (1991) report and appeared formally in the *Green Paper* (1992). In November 1992, the first ever forum on educational research occurred between the DES and academics working in education. The findings of the forum can be seen throughout the *White Paper* (1995) and signify intent by all parties to engage in fundamental changes to the Irish education system. The *White Paper* (1995) foregrounded learning to teach as a continuum involving ITE, induction and in-career development. The suggestion for induction was a radical shift from the traditional inspector led probation period. The *White Paper* (1995) suggested an induction year where the NQT is mentored by peers in school and at the end of the year will be assessed and recommended for registration with the Teaching Council by the principal (there was no Teaching Council in Ireland in 1995). The *White Paper* (1995) also recommended that the Inspectorate's role in assessment of NQTs be reduced to a quality assurance role of assessing a sample selection of NQTs annually. The *White Paper* (1995) echoed the OECD (1991) report and the report of the National Convention on the need for continued in-career learning when it committed to spend £40 million on CPD for teachers between 1994 and 1999.

Coolahan (2017) states that the ten to fifteen years after the OECD report (1991) saw the DES become more regulation focused. The *Universities Act* (1997) and the *Education Act* (1998) followed the *Green* and *White* papers. After the *Education Act* (1998) the DES published a series of policies covering a continuum of education: *Ready to Learn*; *White Paper on Early Childhood Education* (1999b), *Learning for Life*; *White Paper on Adult Education* (2000b), *Education (Welfare) Act 2000* (2000a), the *Teaching Council Act* (2001) and the *Education for Persons with Special Educational Needs Act (EPSEN)* (2004).

## The 2000s

By the turn of the new century the role and structure of the DES had been reformed and a host of new agencies had been formed to respond to the needs of the education system (Coolahan, 2017). The *Education Act* (1998) had given statutory recognition to agencies such as the Inspectorate, the NCCA and school management boards. During this period Ireland experienced unprecedented economic growth and extensive reviews and changes occurred in the education system. A series of evaluations and reports were carried out by the Inspectorate, on the education of marginalised groups; *Pre-School for Travellers: National Evaluation Report* (2003), a review of provision for children with autism spectrum disorder, a review of provision for children with special educational needs and *Literacy and Numeracy in Disadvantaged Schools: Challenges for Teachers and Learners: An Evaluation by the Department of Education and Science Inspectorate* (2005). In 2005 the Delivering Equality of Opportunity in Schools (DEIS) was a major development. DEIS allocated additional funds and resources to schools who were classified as disadvantaged.

In 2003 after extensive negotiations over three years, the DES issued a framework for school inspection and self-evaluation (McNamara & O'Hara, 2012). *Looking at Our Schools* (2003) comprised five areas for evaluation: (1) quality learning and teaching in subjects, (2) quality of supports for students, (3) quality of school management, (4) quality of school planning, and (5) quality of curriculum provision (DES, 2003). These areas were then divided into 143 themes, and schools were asked to gather evidence and rate themselves against each theme. This process of self-evaluation informed the work of external department inspectors.

In 2016 the DES published two complimentary documents, *School Self-Evaluation Guidelines 2016-2020* (2016c) for primary and post-primary schools and *Looking at our Schools, A Quality Framework 2016* (2016a) for primary and post-primary schools. These

documents supported Whole School Evaluations (WSE) carried out by the Inspectorate and mandatory School Self Evaluation (SSE) carried out by the school community. These two texts are central to the DES focus on SSE as a process to complement traditional school inspection. Since SSE focuses on holding the school as a whole to account, and not on individual teachers, it could be seen as a low stakes accountability system (Brady, 2019). *Looking at our Schools* (2016a) and the *SSE Guidelines* (2016c) both contain the Quality Framework for Primary Schools (Figure 1). This framework has two dimensions; teaching and learning and leadership and management. The two dimensions are then divided into four domains for teaching and learning and four domains for leadership and management. These domains are broken down into standards and these standards are further broken down into statements of effective and highly effective practice. The statements of effective practice are a shared language by which teachers and schools can rate what is working well and what needs to be improved (DES, 2016a). They also ensure that all stakeholders have access to the discussion around what teachers should and should not be doing in their classrooms (Brady, 2019). The SSE paperwork must show engagement with the Quality Framework's standards and statements of effective practice.

A new Mathematics Curriculum for primary schools was delayed until 2021/22 and a redeveloped primary curriculum was due to enter the consultation phase in autumn 2019 for release in the coming years. In 2018, the then Minister for Education Joe McHugh, said “there is a sense of “initiative overload” among teachers who feel pressured into implementing a range of policies and reforms” (O’Brien, 2018). After an intense period of change there seemed to be recognition that the rate and implementation of reforms was overloading teachers. To conclude this overview of Irish primary education the bodies who

wrote *LAOS* (2016a) and *Cosán* (2016b), the Inspectorate and the Teaching Council of Ireland will be discussed in more detail.

	DOMAINS	STANDARDS
TEACHING AND LEARNING	Learner outcomes	Pupils: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge and skills to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the primary curriculum achieve the stated learning objectives for the term and year
	Learner experiences	Pupils: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	The teacher: has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress pupils' learning selects and uses teaching approaches appropriate to the learning objectives and to pupils' learning needs responds to individual learning needs and differentiates teaching and learning activities as necessary
	Teachers' collective / collaborative practice	Teachers: value and engage in professional development and professional collaboration work together to devise learning opportunities for pupils across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise
LEADERSHIP AND MANAGEMENT	Leading learning and teaching	School leaders: promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil manage the planning and implementation of the curriculum foster teacher professional development that enriches teachers' and pupils' learning
	Managing the organisation	School leaders: establish an orderly, secure and healthy learning environment, and maintain it through effective communication manage the school's human, physical and financial resources so as to create and maintain a learning organisation manage challenging and complex situations in a manner that demonstrates equality, fairness and justice develop and implement a system to promote professional responsibility and accountability
	Leading school development	School leaders: communicate the guiding vision for the school and lead its realisation lead the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	Developing leadership capacity	School leaders: critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles promote and facilitate the development of pupil voice, pupil participation, and pupil leadership build professional networks with other school leaders

**Figure 1.**

*Quality Framework for Primary schools (Looking at Our Schools 2016a, p.12).*

## **The Inspectorate**

The Inspectorate in Ireland was instituted in 1831 and has been in continuous existence ever since (Coolahan & O'Donovan, 2009). The Inspectorate is part of the Department of Education and all inspectors are experienced teachers, many have worked as school leaders, in educational support services and research (DES, 2021). The Inspectorate was made a statutory organisation by the Education Act (1998) and their core statutory remit was summarised as; programme on inspection in schools, promoting compliance with regulation and legislation, advisory role for schools and the Department and contribution to policy development (Coolahan & O'Donovan, 2009). Discursively, the literature suggests that the Inspectorate in Ireland may be set on a dual course of creating co-professional, collaborative relationships with stakeholders, while simultaneously embracing the Europeanisation of education through their work with the OECD and a converging, international policy process (Grek, 2009).

Inspection in Ireland aims to perform both accountability and improvement functions (Hislop, 2017). Dillon (2011) found that in an Irish post primary context teachers performed for the Inspectorate and although Inspectorate feedback led to reflection and feelings of esteem in teachers, they still perceived inspection as a fault-finding exercise. The chief inspector Harold Hislop maintains that the Inspectorate aims to collaborate with stakeholders in education and build co-professional partnerships with them (Hislop, 2017). In 2015, the Inspectorate published a Code of Practice (DES, 2015a) which underpinned their work under four key principles; 1) A focus on learners, 2) Development and improvement, which focuses on school and system improvement, 3) Respectful engagement, with school staff and stakeholders and 4) Responsibility and accountability, which commits them to report fairly on schools and provide public assurance about the quality of teaching and learning. The

principles aim to foster a commitment to mutual respect and trust as a foundation for the development of a positive professional relationship between inspectors and the school community. The Inspectorate state that they want partnership and collaboration through the participation of the school community in the evaluation process; and to engage in dialogue with school staff and the education partners (McNamara & O'Hara, 2012).

The Inspectorate in Ireland followed the international trend of developing indicators of system effectiveness for schools (Dillon, 2011). Inspection reports in Ireland do not grade or rank schools. The Inspectorate in Ireland favours measurement and comparison to standards as documented in *LAOS* (2016a). Hislop (2017) argues that although narrow measurements of data and performance can be problematic, schools in Ireland are not using data effectively and that this needs to be addressed to help inspections and school self-evaluation be better informed and context specific. In chapter four, the discursive movement of the Department of Education to measurable standards and outcomes is clearly documented.

The Inspectorate works with international bodies like the OECD on international testing such as PISA (Programme for International Student Assessment) which allows international comparisons of education systems. In 2009 Ireland performed poorly on PISA, this performance reflected what some saw as the worrying decline in literacy and mathematical achievement amongst Ireland's students (Hislop, 2012). To address the perceived low levels of literacy and numeracy at the time, the DES published *The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020* (2011). This strategy resulted in a raft of changes at primary and post primary level and a new emphasis on achieving higher standards in these subject areas (Coolahan, 2017). Hislop (2012) said that the PISA results should help Irish education shake off a sense of complacency around standards in schools. Having highlighted the Inspectorate's dual focus



on measurement of system effectiveness both locally and internationally and their desire for co-professional collaboration with school communities, the Teaching Council of Ireland will now be discussed as policy makers in Ireland.

### **The Teaching Council of Ireland**

The Teaching Council was established on a statutory basis in 2006 and it advises the Minister on key areas of education. It differs from other bodies because it is funded by the teaching profession (Nic Craith, 2013). This contribution must be paid annually for a teacher to remain registered with the Council. Twenty-two of the Council's thirty-seven members are practicing teachers (eleven from primary and eleven from post primary). Of these eleven members from both primary and post primary, nine are elected and two are teacher union nominees. In addition, there are two members nominated by colleges of education, two members nominated by specified third-level bodies, four members nominated by school management (two primary and two post-primary), two members nominated by parents' associations (one primary and one post-primary) and five members nominated by the Minister for Education and Skills, including one representing IBEC (Irish Business and Employers' Confederation) and one representing ICTU (Irish Congress of Trade Unions). Áine Lawlor (2009) was the first Chief Executive/Director of the Council and she explained that the Council's vision was "to be at the heart of teaching and learning, promoting, supporting and regulating the teaching profession" (p.10). Coolahan (2017) states that the Council acquired extensive responsibilities and the profession took control of defining the continuum of teacher education, through the Council. In 2007, the Council created its first policy document for the profession, the *Code of Professional Conduct for Teachers* (2007) which set out the parameters for teachers' professional practice and behaviour (Coolahan, 2017).

In 2009, Conway et al. (2009) from University College Cork (UCC) were commissioned to create: *Learning to Teach and its Implications for the Continuum of Teacher Education: A Nine-Country Cross-National Study*. This report focused on ITE and induction internationally, but concluded by summarising the changes it felt were required for the continuum of teacher education. They stated that the continuum should be oriented around inquiry, research and reflective practices. Lawlor (2009) states that this research along with the *Kellaghan Report, Preparing Teachers for the 21<sup>st</sup> Century* (2002), *The Byrne Report, Advisory Group on Post-Primary Teacher Education* (2002), *A Review Paper on Thinking and Policies Relating to Teacher Education in Ireland* (Coolahan, 2007) and the OECD report *Teachers Matter* (2005) informed the Council's drafting of the *Policy on the Continuum of Teacher Education* (2011b). *The Continuum* (2011b) outlined the Council's plans for ITE, induction and CPD in Ireland. *Initial Teacher Education: Criteria and Guidelines for Programme Providers* (2011a) was published the same year which for the first time, in Ireland, listed the dispositions, attitudes and competences all ITE providers needed to focus on and show evidence of in their program planning.

The Council continued to legislate for the continuum of education and in 2013 it piloted its induction process, *Droichead* (Irish word for Bridge). The council broke with the tradition of partnership in Irish education and commissioned an Economic and Social Research Institute (ESRI) report (Smyth et al. 2016) on their pilot project instead of a wider consultation (Harford & O'Doherty, 2016). Because of this break with traditional partnership arrangements, the Irish National Teachers Organisation (INTO) balloted its members and with effect from July 2016, INTO members refused to cooperate with the rollout of *Droichead* (INTO, 2016). After a series of revisions in 2017, the INTO engaged with the *Droichead* process again. *Droichead* (2017) removes the Inspectorate for NQT induction and

replaces it with an in-school professional support team (PST) made up of three members of staff. Droichead is now the only pathway for NQTs to become registered teachers in Ireland.

*Cosán Framework for Teachers' Learning* (2016b) is the Council's policy on CPD (*Cosán* is the Irish word for pathway). The *Cosán* document provides the key regulatory context in which to consider the development of CPD policy and practice for teachers in Ireland (Coolahan, Drudy, Hogan, Hyland, McGuinness, 2017). It was devised using a bottom-up approach with stakeholder contributions sought online, and in face-to-face seminars (Eberhardt & Heinz, 2017). Among the values articulated in the text are teachers as autonomous professionals, flexibility for teachers choosing CPD and prioritising teachers' learning which benefits them and their pupils. Coolahan (2017) states that *Cosán* recognises teachers' learning as a formative process involving complex intermingling of dimensions such as formal, informal and school based, external. Although it is called a framework, *Cosán* is more of an outline of an envisaged framework, a statement of intent from the Council (Coolahan et al., 2017). The Council launched its Teachers Research Exchange (TREX) in February 2019 to facilitate teachers sharing practice and research in an online environment. The Council also provides a research library and several research bursaries to registered teachers. The Council is still an advisory body with the Minister for Education as final arbitrator.

## **Conclusion**

This chapter introduced my personal motivation for carrying out this study. I hope to ignite my policy activism through this research and carry it forward beyond this work. In addition, I hope to enlighten others to the idea of policy activism and engaging with policy in an active and critical way. The research problem was presented as the changing ideas around teacher professionalism and identity internationally. Some of these changes are synonymous

with the globalising influence on policy creation and the datafying of education internationally (Grek, 2014; Holloway & Brass, 2017; Lewis and Holloway, 2018; Sahlberg, 2011). The aim of this research is to “disrupt and render problematic” (Luke, 1995) the ideas of teacher professionalism and identity articulated in policy texts from the DES and Teaching Council. Taylor’s (1997) framework of examining the policy context, text and consequences will be the conceptual framework for this research.

Coolahan (2017) says that Ireland has been concerned with the economic benefits of education and with working with international organisations like the OECD and UNESCO since the 1960s. An overview of the structure of primary education, the Inspectorate and the Teaching Council illuminated three decades of intense consultation, review and policy implementation in Ireland. How cooperation with international organisations, Europeanisation (Grek, 2009) and decades of change within Ireland have impacted on teacher professionalism and identity may be seen in the coming chapters. Chapter two is a literature review concerned with ideas of teacher professionalism and identity internationally and in the Republic of Ireland. Following on from the overview of primary education in Ireland, the literature review will pay particular attention to how teacher professionalism and professional identity are influenced by macro policy ideas such as those emanating from neoliberalism. A focus on measurement, data and the standardisation of education are ideas which will be brought forward into the literature review, to see how they are discussed in relation to teacher professionalism and identity. In addition, it will be interesting to see in chapter four if policy makers in Ireland have embraced a neoliberal approach to teacher professionalism or if there is a focus on ideas of teacher autonomy and agency. The literature review will further illuminate the policy context of *Looking at our School* (2016a) and *Cosán* (2016b).

## **Chapter Two: Literature Review**

Having outlined the rationale for this research in the previous chapter, the next step is to discuss the international and national literature on teacher professionalism and identity.

### **Organisation of the Literature Review**

This review of literature initially involved the identification of key ideas in the area of teacher professionalism and identity. A keyword-focused search was conducted using Google Scholar, Research Gate, JSTOR, ERIC, Taylor & Francis Online, Elsevier, DORAS, DCU Library E-Books and Sage databases. The search involved electronically searching databases for pertinent literature using a combination of key terms including: professionalism, teacher professionalism, teacher identity, teacher professional identity, teacher agency and teacher professional agency. Books were retrieved from the library at Dublin City University (DCU) and through interlibrary loans where necessary. Following an initial screening, a number of studies were retained and full-text articles examined. Research literature was also sought from related conference presentations, the Department of Education and Skills (DES) publications and the Teaching Council website. I focused on authoritative literature which was referenced by others in academic journals and books. I did not set a timeframe to draw literature from and instead I used a method akin to snowball sampling, where one reading's reference list suggested the next piece of research to read.

An early example of this approach was when Mausethagen and Granlund (2012) introduced me to the work of Evetts (2008) who defined organisational and occupational types of professionalism. They also referenced the work of Carlgren and Klette (2008) who asked seemingly simple research questions; “(1) what are the teachers’ central tasks? and (2) what are their central competences and qualifications?” (p.119), which inspired this work’s research questions. This literature review succeeded in continuously yielding findings which

were both relevant and beneficial to the overall study and highlighted the complexities of teacher professionalism and identity.

Doctoral theses researching teacher professionalism and identity in Ireland were accessed to compensate for the lack of published research on experienced primary teachers' professionalism and identity. The keywords used to search databases were; teacher professionalism, teacher identity, whole school evaluations, school self-evaluation, teacher agency, teacher voice and primary school teachers. Nic Craith (2013), O'Donovan (2013) and Quinn (2014) were found to be relevant. Only two (Nic Craith, 2013; O'Donovan, 2013) were primary teacher focused. Quinn (2014) is referenced in chapter three as he used similar methods to the ones used in this research.

The chapter begins with a discussion of professionalism, which focuses on the work of Evetts (2008) on occupational and organisational professionalism. This leads to a review of literature which identifies binary alternatives for forms of teacher professionalism. Following this discussion CPD, action research and collaboration are examined as these are recurring themes in the literature on teacher professionalism. Teacher CPD is also the focus of *Cosán*, one of the policy texts in this research. Teacher professionalism during Covid 19 is then discussed through a combination of literature review and personal narrative.

In the next section, teacher identity will be explored using Rodgers and Scott's (2008) assumptions of identity, identity as contextual, identity as relational and emotional and identity as storied. Teacher agency and voice, which Rodgers and Scott (2008) include in their work, is reviewed as an aspect of teacher identity

Finally, this chapter closes with a discussion of teacher centrality. Larsen (2010) stated that there is an identifiable trend in educational policy to elevate the qualities and work of the teacher to such a height that it inevitably sets them up for a fall.

## **Professionalism**

Professionalism is a multi-faceted and multi-definitional term that is widely used about many workplaces and activities; from assumptions about behaviour in the workplace, to ideas about deportment and attitude, professionalism and being professional are generally seen as desirable attributes. Similarly, the use of the term in education to describe teachers and their relationship to their work is common (Locke, Vulliamy, Webb & Hill, 2005). Locke et al. (2005) described two main approaches that have been taken to define teacher professionalism. The first is an essentialist approach which defines ideal characteristics for professions. This allows for the taxonomy of qualities to be generated against which any profession can be measured. These characteristics include high levels of skill, a code of conduct, client-centredness, high degrees of independent decision making and autonomy. In contrast, a social constructionist approach sees a definition of professionalism as a historically situated idea which is open to various incarnations and constructions depending on the time and circumstances in which it is invoked (Locke et al., 2005). Mausethagen and Granlund (2012) argue it is important to locate professionalism in its specific historical context to investigate how it is used by policy makers and professionals themselves.

Evetts (2008) described two different interpretations of professionalism that have developed over time, organisational and occupational professionalism. Occupational professionalism originates from within professional occupational groups while organisational professionalism is generated by those in power, those with influence outside the profession. Evetts (2008) identified trust, discretion and competence as the three central attributes of a profession. She states that when occupational professionalism is strong, close managerial supervision is not required. This is because professions are established and maintained by relationships of practitioner trust, autonomy and discretionary judgement and evaluation.

Practitioners are guided by codes of professional conduct and are monitored by professional bodies and therefore externally imposed rules are minimal (Mausethagen & Granlund, 2012). Organisational structures change the language of professions from trust, competence and discretion to hierarchical control, organisational objectives, the standardisation of work practices, performance targets and accountability (Evetts, 2008). Organisational professionalism appears to be in the ascendancy in many developed education systems such as the UK, USA and Australia (Mockler, 2013; Sachs, 2016; Locke et al., 2005).

Organisational professionalism seeks to control and influence professionals through accountability measures and increased occupational training (Evetts, 2008). Mockler (2013), reflecting on the Australian context, argued that teacher accountability, teacher standards, and performance measures all serve a quality assurance role in an attempt to position teaching closer to the classical professions of law and medicine. She warns however, that this approach brings teachers into a dangerous relationship with governments where student learning might be sacrificed for good test scores. This rise in performance cultures globally and the imposition of teacher standards is an attempt by government to demonstrably improve student outcomes by improving the quality of teaching (Sachs, 2016).

Evetts' (2008) work is applicable to many sectors and is not specific to education. Building on Evetts' (2008) distinction between organisational and occupational professionalism, other versions of this binary were identified in key literature on teacher professionalism.

### ***Binaries in the Literature on Teacher Professionalism***

Hoyle (2008), reflecting on his own work on teacher professionalism used the term dilemmas, to describe what I have called binaries. He quoted Ogawa, Crowson and Goldring (1999) and uses their understanding of dilemmas as presenting two equally valued



dichotomies, which cannot be solved or resolved. Hoyle (2008) identified an overarching dilemma in public sector organisations which he described as the professional and the bureaucratic (managerial). The professional way of organising teacher professionalism favoured academic credentials, a university connection for initial teacher education (ITE) and continuous professional development (CPD), a self-governing professional body, teacher autonomy and a code of ethics. He explains how in the 1980s in the UK, a new managerialism focused on accountability and attempted to reduce the power of professions. This movement became known as the education reform movement and reduced teacher autonomy, marginalised teacher associations, and weakened the links with universities in terms of ITE and CPD. Hoyle (2008) suggested that these reforms triggered a process of deprofessionalisation.

Over four decades ago, Hoyle (1974) presented another binary of teacher professionalism; restricted professional and extended professional. The restricted professional was purely classroom focused and did not engage in CPD. They relied on experience and valued their autonomy. The extended professional on the other hand, engaged in CPD and a collaborative form of professionalism which had a wider social and cultural understanding of the teacher's role. Hoyle (2008) acknowledged that the restricted professionalism he described was no longer present in the UK in 2008 and that it had been replaced by the educational reform movement and its focus on CPD. He reflected that there is still a dilemma at the heart of organising teacher professionalism between the bureaucratic (managerial) and the professional.

Hargreaves (2000) presented another binary of teacher professionalism, post-professional and postmodern professional. He warned that there was potential for a period of deprofessionalisation in education, leading to a state of post-professionalism where the

teacher is considered an amateur. Buchanan (2015) concurred that this post-professional age best described the state of teaching in America and Mockler (2013) writing from an Australian perspective characterised the Australian situation in the same terms. Mockler (2013) believed that in previous ages there was a focus on teaching quality, but in post-professional times the focus is on teacher quality. Teacher quality pivots the focus of education from teacher professional learning, collaboration and the pursuit of good teaching practice to narrow measurements of teachers' work via test scores, standardised practice and the assigning of blame to teachers when students do not perform (Mockler, 2013).

Hargreaves' (2000) second possibility for teacher professionalism was postmodern professionalism. Postmodern professionalism values a number of features of teacher professionalism from the modern age, such as competitive salaries and regulating teacher education. In addition, the postmodern professional works collaboratively with all school stakeholders, engages in CPD and their practice is informed by research. Hargreaves (2000) pointed out that in the postmodern world the needs of children expanded exponentially. This led to teachers dealing more regularly with parents and external agencies. Hargreaves (2000) believed that this could potentially lead to a more open and collaborative profession.

Sachs (2016) presented another binary which again, offers two alternate versions of teacher professionalism, managerial and activist professionalism. Sachs (2016) believed that managerial professionalism best describes the situation in education in the anglophone world with increased accountability, increased surveillance and the development and measuring of performance cultures. Sachs (2003) ended her book on teacher activism by calling for an activist teaching profession that is "educated and politically astute" (p.154). Activist teachers are focused on collaborative work practices and collegial relations. Sachs (2016) stated that teachers must produce and consume research, as well as establish trust among all

stakeholders and remove barriers to change. She advocated politically charged CPD for teachers which engages them as activists in their own profession. This professionalism is democratic, critical, and political and fosters new forms of public and professional engagement. In this environment of activist professionalism, the expertise of all stakeholders is respected, the aims of education are articulated clearly and the ideas of equity and social justice are central tenets.

Dehghan (2020), in her recent study in Iran also found two distinct types of teacher professionalism. The first she describes as bottom-up professionalism, where changes and improvements originate from teachers, inside the profession itself. The second is top-down professionalism, which is managerial in nature and is prescribed by organisations external to the profession. She found that although the participants mostly identified with the latter type of professionalism, their decisions to pursue CPD or other forms of learning resulted in positive impacts on their mentality, viewpoints and in their classrooms.

While a lot of research tends to see organisational types of teacher professionalism (managerial, post-professional, top-down and bureaucratic) negatively, there is some research evidence that shows how it increased teachers' sense of professionalism (Carlgren & Klette, 2008; Locke et al, 2005). Carlgren and Klette (2008), in a cross-country study, found anomalies between countries where some teachers felt empowered by policy documents which were highly prescriptive of teachers' practice (Norway), while others felt set adrift and uncertain of their new role as curriculum designers and creators (Sweden). Locke et al (2005) in their cross-country study of England and New Zealand, found that although teachers in both countries found their autonomy restricted by increased accountability measures, teachers in England found their professionalism increased by prescriptive policies when they saw an improvement in their pupils' outcomes. The New Zealand teachers saw the reforms as

increasing their knowledge base while leaving their classroom practices unscathed. Skerritt (2020b), in his study of high accountability school environments in England, found that some teachers experienced regular surveillance by management and their peers positively and welcomed it as a form of CPD and improvement.

### ***Summary of Professionalism***

There is a clear struggle evident in the research literature on teacher professionalism between discourses of occupational and organisational professionalism. The idea of teacher professionalism itself is a site of conflict and struggle between the various stakeholders (Sachs, 2016). In reality, and in policy however, the binaries of teacher professionalism, such as organisational or occupational (Evetts, 2008) are most likely to co-exist (Mausethagen & Granlund, 2012). This means that the politics and compromises that go into a policy, and the preferred meanings that are contained within it, need to be critically examined (Apple, 2019).

Throughout the literature above, CPD is discussed as an instrument through which reform of teacher professionalism can occur. CPD is identified as a key factor in enhancing or limiting teacher professionalism in the literature. CPD may reflect the organisational nature of the educational system and be transmissive, or the occupational nature of the system and be more transformative (Kennedy, 2014). In addition, teacher CPD features in *Looking at Our Schools* (2016a) and is the focus of *Cosán* (2016b), the two policies being analysed in this work. It is important to review the literature on CPD to see how it impacts on teacher professionalism and teacher professional identity. For example, if CPD is focused exclusively on pupil improvement, as measured by standardised means, how does it impact teachers? Alternatively, how do more collaborative and seemingly democratic forms of CPD such as professional learning communities impact on teachers' professionalism and professional identities.

## **Continuous Professional Development and Teacher Professionalism**

CPD is central to ideas of teacher professionalism and is seen as a way to improve teaching, learning and wellbeing for teachers and pupils, as well as maintaining teacher confidence and self-efficacy (Daniels, Hondeghem & Heystek, 2020; Yang, 2020). CPD is used here to describe any type of professional learning teachers engage in. Approaches to CPD often fall short in addressing the specific needs of teachers (Fairman, Smith, Pullen & Lebel, 2020). Many CPD activities are one off events, which are not school specific, are short term and tick a box for annual accreditation (Huijboom, Van Meeuwen, Rusman & Vermeulen, 2020). Bergmark (2020) says that CPD is affected by performativity and accountability measures and argues for CPD which moves beyond accountability and is dynamic and focused on student learning.

Sachs (2016) made the distinctions between a traditional training approach and a teacher learning orientation to CPD. The traditional training approach conceptualises teachers as managers of young peoples' learning rather than reflective, enquiring practitioners who make judgements about student learning. On the other hand, "the teacher learning approach is transformative in its intent and practice" (p.420). It is political and accepts the complexity of the education system and the intricate, ever moving milieu of schooling. Sachs (2016) argues that CPD should have a balance of both features. She concludes that teacher professional learning should have two outcomes: the development of competent practitioners able to deliver, assess and improve student learning and teachers who understand the importance of education and schooling.

According to Sachs (2016) teachers in systems of largely organisational professionalism can refine their professionalism through traditional training to be a controlled professional, where the teacher is a passive recipient of knowledge. Or through a teacher

learning orientation to be a collaborative professional, where the teacher works in prescribed collaborative networks, is reflective and works individually towards their own improvement. In systems of largely occupational professionalism, through traditional training, teachers can become compliant professionals where they comply with the government's change agenda and there is transmission of knowledge, or through a teacher learning orientation can become activist professionals, where the teacher is a researcher and collaborator who works collectively towards ongoing improvement. Activist professionals' privilege social justice, teacher agency and an attitude of openness and inclusion (Kennedy, 2014; Sachs, 2016). Organisational education systems tend towards a managerial, instrumentalist approach to CPD and are often more transmissive in nature. Systems that are largely occupational in nature promote a more collaborative culture and the inclusion of all stakeholders in education through transformative approaches to CPD (Kennedy, 2014).

CPD as a bottom-up process is seen as equipping teachers with the necessary skills to teach in the modern world (Dehghan, 2020; Hamilton, 2020). Fairman et al. (2020) state that CPD is not just formal learning but includes the informal learning that takes place on a daily basis as teachers interact with others and build their professional knowledge and skills. They say that the current conceptions of CPD emphasise social constructivist, context dependent learning, such as action research, teacher collaboration, communities of practice and professional learning communities. These elements are worth analysing in more detail given the claims made about them in the literature (Dehghan, 2020; Fairman et al. 2020; Guskey, 2014; Hamilton, 2020; King, 2016; Mockler, 2013; Sachs, 2016; Sherman and Teemant, 2020).

### ***Action Research based CPD***

A feature of education in Europe and internationally is the demand for research-based education which is designed to raise teacher professionalism and improve pupil outcomes (Bergmark, 2020). A report from the OECD (2011) stated that an emphasis on teachers using and carrying out research on teaching and learning is desirable (Edmond & Hayler, 2013). Lingard (2009) says that research needs to be central to teachers' identities; he argues that this process would strengthen the profession and would be effective in redefining teachers' professionalism. Cordingley (2015) made the distinction between engaging with research (reading, reflecting and responding to research) and engaging in research (doing the research for oneself).

Action research is embedded in the researchers work and based on the teachers identified priorities. The research occurs in cycles and is often supported by an external academic (Bergmark, 2020). Lambirth et al. (2019) argue that action research can affect teachers' identities and have them recognised as change agents by others. They say that the teachers' reflections and actions are informed by their personal histories and lay-theories and the action research process may help reveal latent knowledge. Action research can also be collaborative and action research communities are engaged in research which is school based, context specific and collaborative (Trabona et al., 2019).

The teachers in Trabona et al. (2019) action research group found it mostly a positive experience because it was voluntary; they were self-motivated, and had high expectations of what they could achieve. Tarbona et al. (2019) state that any challenges they faced could be overcome within the group through open communication and the use of reflective journals. Action research groups could be liable to the same pitfalls as other communities of practice, which will be outlined below. Lambirth et al. (2019) suggest that action research groups in

performative school contexts can limit teachers' agency and criticality while transformative learning could be pushed to the fringes. Other forms of collaborative CPD will now be discussed.

### ***Collaborative CPD***

Hargreaves and O'Connor (2018) state that strong connections have been observed in international research between professional collaboration and teacher effectiveness. They argue that for professional collaboration to last and to lead to improvement it requires solidarity between the members and a solid grounding in expertise and research. Competitive pay, high status, public regard, and rigorous ITE are key elements of what makes a strong teaching profession but what also matters is the quantity and quality of professional collaboration (Hargreaves, 2019b). Hargreaves (2019b) and Fullan and Hargreaves (2016) argue that professional learning is at the heart of what good teaching is and that the quality of teaching is the most important in-school factor which affects student learning. They argue that continuous professional learning and collaboration is key to what they describe as professional capital. Professional capital is broken down into three overlapping areas which they define as human capital, which is individual expertise improved and developed overtime. Decisional capital which is teachers' professional judgement and how it develops through experience and professional learning overtime. This learning is then shared through social capital, which is the capital teachers have together through networks of learning and shared CPD.

Clarke and Dempster (2020) state that teacher CPD should be self-selected by teachers and school leaders and it should be collaborative. Teachers are supported to work in constructivist ways to improve practices and pupil outcomes in their own contexts (Kennedy, 2007; Lambirth, et al., 2019). Communities of practice and professional learning



communities are two of the ways suggested in the literature to realise a collaborative, constructivist approach to CPD.

**Community of Practice (CoP).** Research suggests that teachers' value practical knowledge and they believe they know what works in their class but there is little tradition of sharing knowledge or theories about teaching, unless school management creates the space, time and resources for this to happen (Jensvoll & Lekang, 2018). Daniels et al., (2020) suggest that the importance of collaboration between professionals, the connectedness that working in a group creates and the power of a group is the three main reasons for establishing collaborative professional development. According to Lave and Wenger (1991) learning does not take place in isolation, nor is it an act of transmission from teacher to learner, it occurs in real-life situations, amongst people. Wenger (1998) said that humans are social and learning occurs in a social context. CoPs provide this environment for professional development. Parker, Patton and Tannehill (2012) working with experienced teachers in Ireland, found that collections of teachers working together could impact learning in their own classes but an authentic CoP had the potential to change school systems and culture.

Identity is a key aspect of a CoP. How members of the community view themselves in relation to others and their work underpins the meaning of community (Kirkby, Walsh & Keary, 2019). Identity is negotiated with the creation of new knowledge and practice over time. It is constructed through an individual's life experiences, experiences of practice and the stories others tell about that practice (Walsh & Dolan, 2019). According to Wenger (1998) identities develop and change during the learning process and the individual is always becoming. This becoming through learning, supports meaning-making and occurs in interaction with the social world (Bergmark, 2020).

A number of studies reported transformative outcomes for CoPs and for teachers. Kirkby et al. (2019) found that their CoP allowed learning to be contextualised and engaged professionals in collaboration over an extended period of time. They report that teachers came to support one another and were empowered to address challenging issues in their context. Walsh and Dolan (2019) state that their CoP allowed for discussion, debate and the creation of a shared culture and unique identities. The participants were the creators and users of knowledge who constantly reinvented and recreated practice and knowledge. Jensvoll and Lekang (2018) argue that CoPs enable knowledge which is implicit to become explicit through the development of new language and shared vocabulary to address issues in the context. CoPs are seen as an ideal way to establish interdisciplinary collaboration between teachers and experts in other fields (Hamilton, 2020; Kirkby et al., 2019). In addition, peer observation and feedback are suggested as a highly effective form of CoP, although they can be stressful for the teachers being observed (Hamilton, 2020; Jensvoll & Lekang, 2018; Yang, 2020).

Bergmark (2020) states that CoPs are not without their downsides. They can falter because members are resistant to change. They may be unwilling to adapt to collective decisions. Outcomes can be kept within the group and not spread amongst the whole staff and they can become cliques excluding new members. They can also be too big to be effective. There is evidence that CoPs can act as a threat to teacher agency. If school leaders initiate a CoP and teachers feel challenged about their pedagogical choices it can be demotivating and deprofessionalising (Jensvoll & Lekang, 2018). Professional learning communities (PLCs) are discussed in the literature as a subcategory or special case of a CoP which can impact teachers' professionalism.

**Professional Learning Communities (PLCs).** PLCs are a special case of CoP where teachers come together to engage in regular, systematic and sustained cycles of learning to

improve their capacity for teaching and pupil outcomes (Brodie, 2019). Haiyan and Allan (2020) state that PLCs are about teachers sharing and critically interrogating their practice. PLCs hold promise where traditional CPD has fallen short in creating an ongoing and sustained space for professional development (Brodie, 2019; Haiyan & Allan, 2020). Advocates for PLCs claim that they provide an environment for collaboration where teachers are actively engaged in their own and their colleagues' learning which should lead to improved practice and pupil outcomes (Huijboom et al., 2020).

Haiyan and Allan (2020) stress how PLCs require the public sharing of practice and reflective dialogue. This might include lesson studies or peer observation and feedback. After two systematic literature reviews, Brodie (2019) identified five key characteristics of successful PLCs; 1) a clear and shared focus, 2) long term inquiry into classroom-based questions, 3) collaboration leading to collective shifts in practice, 4) leadership support which allows enough time, resources and support, and 5) trust. Sanner and Bunderson (2015) describe the trust needed in group collaboration as psychological safety, where members can be open and feel safe to take risks without fear of ridicule or judgement.

PLCs possess some of the features of the CPD described in the literature which enables teacher's professionalism. They can be school and inquiry based, context specific, ongoing and collaborative. However, they are challenging to establish and run (Haiyan & Allan, 2020). When there is a lack of trust in the community, a lack of resources and time, an overly hierarchical structure, an unwillingness to collaborate or teachers have been brought together unwillingly, then it is unlikely to be a successful experience (Haiyan & Allan 2020). Hargreaves and O'Connor (2018) note how PLCs were found to be the most disliked form of CPD amongst teachers in a survey from the Boston Consulting Group. Although, the same survey found PLCs were popular amongst school leaders. Hargreaves (2019a) suggests this may be evidence that school leadership is hijacking the language of PLCs but not engaging or

collaborating with teachers in identifying their priorities and those of their pupils. He states that when leadership has emphasised schools' and teachers' goals and included teachers in decision-making, PLCs have energised educators and led to improvements in outcomes.

A recurring theme in the literature is the lack of time for effective collaboration in schools (Hargreaves, 2019b). Mockler (2013) warns policy makers against mandating hours for collaboration, dictating the content and looking for a paper trail of accountability, while not being concerned with whether there is an effect on teaching and learning. Locke et al., (2005) describe this approach as the co-opting of collegiality by policy reformers. The aim of this co-opting is teacher compliance, and the learning reflects the needs of school leadership, government and policy makers and not the needs of the professionals or the school. Trabona et al. (2019) found that PLC members engaged in superficial conversations and feedback which did not impact on professional practice. Hargreaves (2003) explains that this co-opting of CoPs and PLCs leads to what he terms "contrived collegiality," (p.165) where genuine opportunities for leadership and research are crowded out by limits and boundaries and teachers may collaborate less, once the initial surge of pressure to work together has passed.

### ***Summary of CPD and Teacher Professionalism***

CPD is central to ideas of teacher professionalism (Daniels, et al., 2020; Yang, 2020). This section examined the role of CPD in teacher professionalism. CPD is a recurring theme in the literature and is seen as a way for teachers to realise their activism or alternatively become controlled professionals (Sachs, 2013). Action research, collaborative CPD, CoPs and PLCs were discussed as they are methods through which teachers' professionalism can be enhanced or restricted, according to the literature. This review suggests that choosing the correct forms of CPD is a challenge for all stakeholders as what school leaders want is not always what teachers want (Hargreaves, 2019a). In addition, there is a necessity for high

levels of trust between participants, time for collaboration and teachers' priorities must be considered when deciding the focus of CPD, otherwise collaboration can end and a process of deprofessionalisation can occur (Jensvoll & Lekang, 2018).

Before moving on to review the literature on teacher identity, the impact of the Covid 19 pandemic on teacher professionalism will be discussed. Ireland is currently reopening slowly from our level five lockdown and vaccines are being rolled out. A review of the literature of teacher professionalism will now be combined with a personal narrative to reflect the impact of Covid on teacher professionalism.

### **Teacher Professionalism in a Time of Covid**

In March 2020, Covid 19 hit Ireland and schools were closed. The closing of school buildings to mitigate transmission, has been described as one the most significant shocks to ever hit Irish education (Flynn, Keane, Davitt, McCauley, Heinz & Mac Ruairc, 2021). Globally, one hundred and ninety-five countries sent sixty-three million teachers and 1.6bn pupils home (UNESCO, 2020). Hargreaves and Fullan (2020) argue that an open professionalism based on collaboration between teachers, school staff, pupils and parents is the optimum type of teacher professionalism in these times. They argue that their idea of professional capital can facilitate that. In professional capital there is equal and interactive human capital (individual expertise), social capital (relationships and collaborations with all stakeholders) and decisional capital (teachers being trusted to make informed, complex decisions) (Hargreaves & Fullan, 2012). This professional capital came into focus during Ireland's three waves of Covid 19. In a matter of weeks from March 12<sup>th</sup> 2020, teachers on a school-by-school basis redefined the Irish education system as an online system. No training or guidance was forthcoming during that initial period as teachers defined their own ways of working. The Inspectorate surveyed schools after some weeks and issued the findings of that

survey as examples of good practice. Flynn et al. (2021) found that parents and educators in Ireland wanted more consistency and direction from the Department of Education to ensure equity of access to the curriculum across schools. The onus fell on schools and individual teachers to interpret and define what teacher professionalism looked like in the online world (Hollweck & Doucet, 2020).

In my own school the teachers and SNAs collaborated with parents so that all pupils had the resources and tools needed to access education. Special education groups and nurture groups became zoom meetings. Phone calls, postcards, emails and text messages were all used to try to engage parents and pupils and offer collaboration around home-schooling. Daily lessons occurred on zoom for some classes, while others preferred weekly zoom check-ins. The Seesaw app was the new classroom and Seesaw etiquette became a topic for discussion. When parents posted their children's work at night teachers felt pressured to comment instantly. Should there be a time limit on when to post? Some pupils were not posting at all but parents were definite the work was being done. Zoom interactions needed defining, pupils must be sitting in a chair, not lying in a bed or on a couch. Children must be dressed and not in pyjamas. Renaming yourself a rude word and distracting backgrounds were discouraged. At the same time, a lot of teachers struggled to be teachers and parents to their own children, while being online teachers to thirty others. In Ireland, mothers took the greatest burden to provide home schooling, balancing work and domestic commitments, while parents reported a high degree of exhaustion and burnout (Flynn, et al. 2021).

Schools in Ireland reopened in September 2020 to a new type of schooling. Pods, bubbles, ventilation, isolation zones and face coverings were the new vocabulary. SSE and WSE were postponed and the Inspectorate moved into a dual role of advisor to schools and assessor of schools for the Health and Safety Authority, to ensure the Covid regulations were

being adhered to. This third-way of operating a school combined traditional face to face teaching, new social-distance and Covid responsible measures and the continuation of online support and home-school links via Seesaw and other apps. The DES made lots of money available to schools to invest in protective measures and schools defined their own systems and realities on the ground.

In January 2021 Ireland went into another lockdown and schools were closed again. With little notice schools reverted back to purely online learning and refined their systems and ways of working. The government started making announcements about reopening special schools and special classes in mainstream schools, but they did not have commitment from teacher or SNA unions on the matter. The airwaves and media were suddenly full of concerned voices demanding equity for special education. The Covid lockdown appeared to be shining a light on inequalities of access, support, funding and care in our education system (Hollweck & Doucet, 2020). Instead of addressing the root causes of this inequality, teachers and SNAs were moved into the firing line of public anger and frustration concerning school closures. The Minister for Education Norma Foley, attempted to frame the dispute as the interests of special needs and vulnerable children versus the needs of teachers and SNAs. In a debate in the Dáil (parliament) she said “she picked the side of children with additional needs, and that they are her "first priority"” (Kinsella, 2021). At the same time, Ireland’s Covid 19 numbers were the worst in the world and the Chief Medical Officer was making daily announcements that no one should be travelling or going to work. The level of fear amongst school staff of being forced back into unsafe environments was palpable.

Principals, teachers and SNAs were told via media announcements, tweets or leaks what was happening with schools. Government ministers and junior ministers would contradict each other’s announcements in a scramble to be the first with up-to-date news. The

lack of planning and foresight from the Minister and policy makers meant that they stumbled from one poorly conceived idea to another, causing confusion and distrust between all stakeholders, what the teacher unions characterised as “rushed and reckless” behaviour (O’Brien, 2021). Policy papers and circulars when they came were welcome guidance but often offered no new insights or resources to help schools.

Throughout the wet winter and spring of 2021, teachers were again beaming into pupils’ homes under the gaze of parents and other family members. Some people were calling for teachers to replicate full school days online via zoom, while others bemoaned the excessive workload and unrealistic expectations of their child’s school (Hargreaves & Fullan, 2020). Online skills were the human capital of value for teachers. Those who could not excel online were struggling in the full glare of the virtual gaze. Wellbeing of staff and pupils became a major concern during this lockdown with Zoom fatigue making collaboration difficult and parents reaching out due to concern for their previously happy child’s mental health. Flynn, et al. (2021) found that a lack of social interaction with peers and teachers was the most negative aspect of remote learning for pupils.

Since March 2021, schools have reopened and are back operating in the third way, in-school with Covid restrictions and blended online learning. Parents, teachers and other stakeholders have collaborated to make systems work in schools and to keep schools open across the country. Teachers responded to the unprecedented impact of Covid 19 and exhibited both decisional and social capital as they created a new way of schooling for their realities. The human capital of IT skills certainly came into focus and challenged some teachers but overall, it was the human capital of care and passion for pupils and their families that were most noticed and appreciated by stakeholders in our context. O’ Brien (2015) says



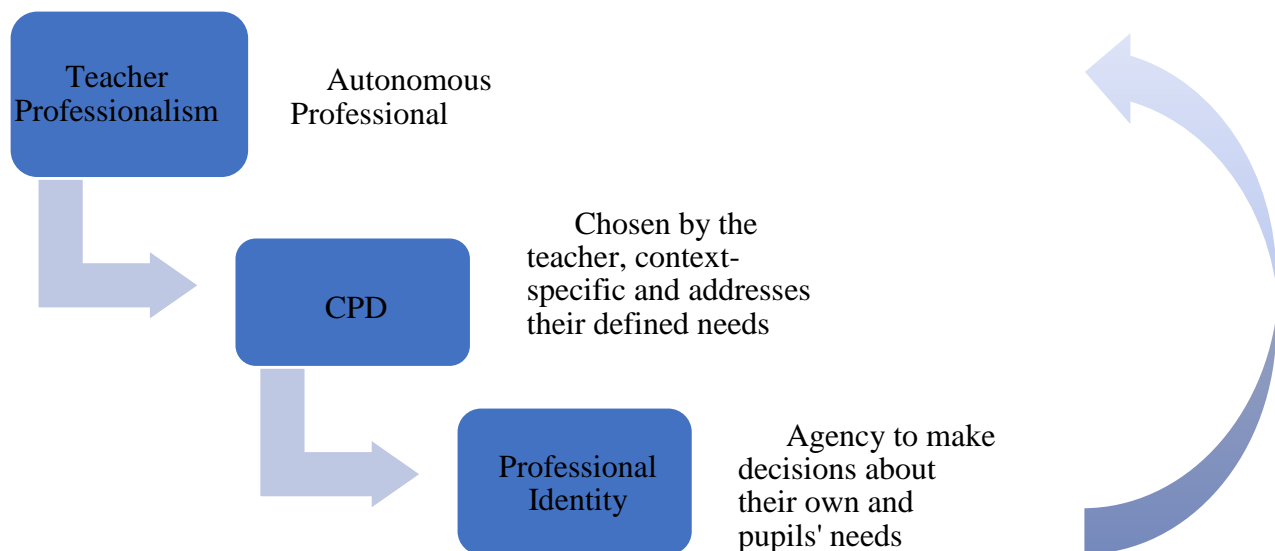
that due to the feminisation of primary teaching in Ireland, the care aspects of a teacher's professionalism and identity have been taken for granted.

The idea of teacher identity is closely linked to teacher professionalism. How teachers come to see themselves, their work and other stakeholders all contributes to their sense of who they are as teachers and what they should prioritise. An understanding of professional identity can give a deeper understanding of teacher professionalism. The connection between teacher professionalism and teacher professional identity will now be explained before moving on to review the literature on teacher professional identity.

### **Teacher Professionalism and Identity as Interconnected**

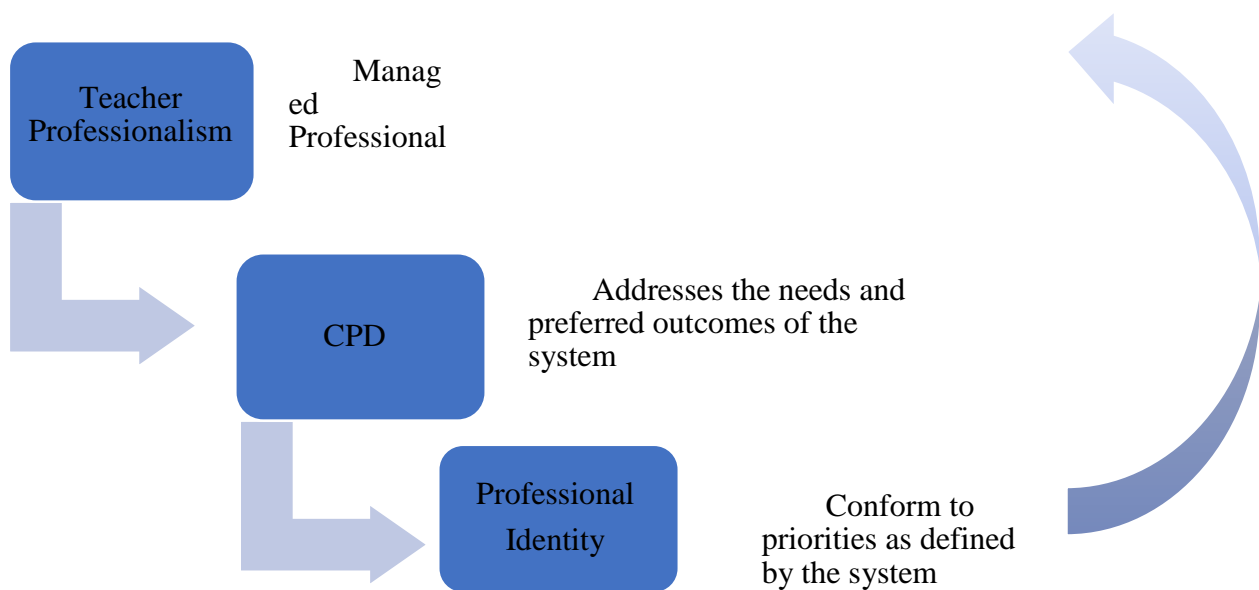
The literature on teacher professionalism highlighted binaries on how teacher professionalism can be conceptualised as well as the tools used to reinforce and strengthen a particular view of teacher professionalism. To achieve a fuller understanding of how these macro, meso and micro influences, for example national policy, school leadership or CPD impacts on a teacher's understanding of their own professionalism, the literature on teacher professional identity will be reviewed. The addition of teacher professional identity to the literature review will illuminate how policies position teachers and their professional identity and how teachers can assimilate to externally imposed identities or push back and foreground their own professional identity.

CPD was reviewed as a tool through which teachers' autonomy can be enhanced or a tool which reinforces the priorities of the system, at the expense of teachers' contextual concerns. Figure 2 and 3 give examples of how two types of teacher professionalism, one



**Figure 2.**

*How professionalism, CPD and professional identity are inter-connected in a democratic professionalism*



**Figure 3.**

*How professionalism, CPD and professional identity are inter-connected in a managerial professionalism*

democratic and one managerial in nature relate to CPD and teacher professional identity, which in turn feeds back to teacher professionalism.

Teachers' professional identity can be enhanced at the macro level of policy making but it can also be damaged, as will be discussed in the upcoming review of the literature. An understanding of both teacher professionalism and teacher professional identity is necessary to fully understand how policies can position teachers in certain ways and the impact that can have on an individual teacher's identity and professionalism. The literature on teacher identity will now be reviewed to provide a fuller understanding of teacher professionalism and identity.

### **Teacher Professional Identity**

In this section, several features of identity will be discussed. The role of emotion in forming identity, the role of discourse, narratives and reflection in forming identity and the link between identity, agency and context (Beauchamp & Thomas, 2009). Identity is a challenging concept to pin down; it is a complex notion open to conceptual pluralism (Furlong, 2013). Identity has been scrutinised in various disciplines such as sociology, psychology, philosophy and critical theory (Furlong, 2013; Mockler, 2011). Identity is being reviewed because it is important to understand how teachers' identities are created and influenced. The literature on teacher identity reveals how teachers are positioned (Gee, 2014) by themselves and others and how this can have repercussions at a personal, school and systems level. The review focuses on teacher professional identity as being contextual, being relational and emotional and being storied (Rodgers & Scott, 2008).

In the last twenty years a large number of studies have focused on the professional identity of teachers and the importance of teacher identity development for teaching well and staying in the profession (Van der Want et al., 2019). Separating personal identity from professional identity is problematic. Rodgers and Scott (2008) claimed teachers bring themselves into the classroom and they form their identities through interplay of internal and

external forces. Timostsuk and Ugaste (2010) argue that a teacher's past, present and future are set in tension when they enter the teaching profession, that a person can scrutinise who they are, what has influenced them and who they are to become.

Teacher identity or teacher professional identity, are terms which are used to describe that element of a person's identity which comes into focus when they become a teacher. Teacher identity is based on a person's core beliefs about teaching and being a teacher, these beliefs are constantly in a state of change through experience (Walkington, 2005). Teacher identity does not exist in a vacuum; it is acted on by forces that are internal and external to the person. Malderez, Hobson, Tracey and Kerr (2007) suggested that from the start, the development of a professional identity is at the core of becoming a teacher. Wenger (1998) argued that there is a deep connection between identity and practice. Through language and action identity is constructed within the individual and within the community (Kirkby et al., 2019; Walsh & Dolan, 2019). O'Donovan (2013) suggested that initial teacher education is only one factor which contributes to the creation of professional identity.

Mockler (2011) proposed that teacher professional identity describes how teachers collectively and individually see and understand themselves as teachers. She believes that professional identity is formed in and out of the narratives that create a teacher's life. Day and Kington (2008) suggested that a teacher's professional identity is formed from their technical knowledge of teaching such as classroom management and pedagogy, their personal experiences, beliefs and values but also the interaction between the wider policy and sociocultural context and the micro-politics of their school setting. Buchanan (2015) argued that a teacher's identity is formed long before they ever enter initial teacher education. She cited Lortie's (1975) idea of the apprenticeship of observation as showing how teachers construct a teacher identity from their own student experiences. Teacher professional identity

is at the core of the teaching profession, it is the site where teachers “construct their own ideas of ‘how to be’, ‘how to act’ and ‘how to understand’ their work and place in society” (Sachs, 2005 quoted in Beauchamp & Thomas, 2009, p.178).

Day and Kington (2008) found that a teacher’s professional identity can change over time and is influenced by different experiences in a person’s personal and working life such as having children or a change in school leadership. This leads them to conclude that a teacher’s professional identity can be more or less stable or more or less fragmented depending on the forces acting on the personal, professional and situational. Mockler (2011) made a similar claim when she says professional identity is constantly being reformed over an entire career by interplay of personal, professional and political dimensions of teachers’ lives. Given the complex and nuanced understandings of teacher identity in the literature, it was difficult as a neophyte researcher to review the literature and reflect that complexity. Rodgers and Scott (2008) discussed identity using assumptions; identity as contextual, identity as relational and emotional and identity as storied. They believe that contexts and relationships describe the external elements of identity formation while stories and emotions describe the internal elements. These assumptions were used to frame the review of the literature on teacher identity, starting with teacher identity as contextual. This section on teacher identity concludes with a discussion of teacher agency and voice which exist in the “contested place” (Rodgers & Scott, 2008, p.733) where the external demands meet the internal meaning making.

### **Teacher Identity as Contextual**

It is not always possible to be aware of our context. It could also be described as our reality and so easily understood as reality itself and therefore taken for granted and inevitable (Rodgers & Scott, 2008). Gee (2014) describes this as a figured world. It is our theories of

what is normal or abnormal, right or wrong, appropriate or inappropriate. Our figured worlds are not individual to us; they are shared by most people in our communities and help us construct our understanding of reality. Our contexts are micro such as race, genetics, family life and education and macro such as the economic systems and political structures we are born into.

### ***Macro Context***

Buchanan (2015) stated that teachers engage in practices that align with large social or discourse frames. When new practices come along, teachers bring their existing identities with them as they make sense of and carry out the fresh ways of working and being in their schools. Buchanan (2015) used the example of teachers in her study being critical of the over testing of children and yet seeing good test results as positive reinforcement of their own effective teaching. Day and Kington (2008) argued that professional identity reflects the social and political ideals of what a good teacher is. It is open to policy effects and the discourses of what makes a good teacher and could have several competing elements from global, national and local influence. Moore and Clarke (2016) argued that in organisational systems, teachers' identities and their professionalism is defined for them by definitive lists of professional standards and statements of best practice.

Mackensie (2007) writing about teacher morale in Australia stated that research shows that teacher status is most influenced at the macro level of society. Timostsuk and Ugaste (2010) said that policies can reshape a teacher's work and make teachers ask, "Can I be who I am in the classroom?" (p.1563). Ball's (2003) critique of the culture of performativity found that a teacher found herself adrift from her identity, which was based on care, in the cold macro reality of performance measures and accountability. Biesta, Priestley and Robinson (2015) found that teachers were not set adrift by policy but were reshaping or

reordering their teacher identities in line with the new curriculum. In their study of the Curriculum for Excellence in Scotland, they found that teachers bought into the discourses of the new curriculum, a curriculum that sees teachers as change agents and promotes interdisciplinary work. The teachers in their study spoke comfortably about being facilitators of learning as prescribed in the new curriculum. The teachers lacked a bigger picture view of the purpose of education but their beliefs seemed to be heavily influenced by the most recent policies, which in this case were accountability oriented (Biesta et al., 2015). The expectations that are created by policies have a major impact on teachers' attitude towards their work (Skinner, Leavey & Rothi, 2019). Teachers are constantly weighing up their value or worth to the school by balancing their own instincts about how to teach against the dictates of a new managerialism (Skinner et al., 2019). Moore and Clarke (2016) found that teachers' very motivations and convictions, as well as their broader social and ethical positions, were undermined by policy directives and left the tenability of their work fragile and vulnerable. Skinner et al., (2019) conclude that the loss of identity, agency and the role ambiguity which occurred due to the clash of macro teacher identity and individual teacher identity undermined the teachers in their study and destabilised their sense of wellbeing. They state that the standards setting of new-managerialism has meant teachers do not only have to differentiate and cater for the needs of their pupils, they also have to be cognisant of improving themselves and of their value to the school and its excellence.

Biesta et al. (2015) found that teachers appear to lack a systematic set of professional discourses over and above those provided by policy. This they argue limits teachers' abilities to confront and question the discourses and assumptions behind policy developments. This lack of professional discourses may also limit their ability to challenge competing discourses of teacher identity in policy texts.

### ***Meso and Micro Context***

Buchanan (2015) argued that macro discourses interact with a teacher's professional identity, but they are not simply accepted or absorbed by teachers as defining the entirety of who they are. They are mediated through the meso and micro realities of school and classroom interaction with pupils. How schools operationalise policy discourses, such as standards and accountability, affect how teachers form and reform their own professional identities. The school context exerts a powerful influence on a teacher's identity (Day & Kington, 2008).

Beauchamp and Thomas (2009) discuss the forming of a teacher's identity through practice in schools. They state that the school environment, the nature of the pupils and their background and the influence of colleagues and school leadership can all be influential in shaping a student teacher's identity. Teacher identity is partly created in the school environment; identities are constantly changing and being remade as teachers interact with and make sense of their school environment (Buchanan, 2015). Gee (2014) stated that to be recognised as a teacher, policeman or gang member one must act in certain ways and do certain things. He calls this a socially situated identity. This can include ways of dressing, taking part in certain activities and use of a social language such as academic language or a particular slang. A person also carries out socially situated activities linked to their particular socially situated identity. For example, a policeman can arrest people, a teacher can be hired and teach a class and a surfer goes surfing. The identities teachers develop in their local context shape their attitudes, what they see as obligations for their profession, where they focus their effort and whether they seek out CPD (Beauchamp & Thomas, 2009). Teachers' perceptions of their jobs and their professional identities can influence their ability to do their job (Dehghan, 2020). If a teacher's professional identity does not match with the aspirations



of the school in how the school operationalises overarching policy or national discourses, then the teacher may feel constrained and unable to realise their professional agency or function as a teacher (Skinner et al., 2019). O’Keeffe and Skerritt (2020) state that many teachers now work in environments with increased monitoring from leadership and colleagues, less social relationships and deprofessionalisation, resulting in an unhappy mismatch of personal and official identity. Skerritt (2020b) points out that not all teachers see being watched or cultures of surveillance as a negative and some see it as a way to improve. If the teacher’s identity and the culture of the school are in rhythm with each other, the teacher can feel like they belong (Buchanan, 2015). The second element of identity being relational and emotional will now be examined.

### **Teacher Identity as Relational and Emotional**

It is clear in the literature that becoming and being a teacher is emotional work (Timostuk & Ugaste, 2010; Beauchamp & Thomas, 2009) and the creation and maintenance of a professional identity is reliant on myriad relationships (Hargreaves, 2001). A teacher’s professional identity, their sense of competence, their worth and their wellbeing is achieved through interactions with others (Skinner et al., 2019).

Gee (2014) stated that to have an identity a person must be recognisable to others as a particular type or kind of person. He states that through social engagement and interaction with other people, a person’s identity is constructed. These interactions generate emotions between a person and the institution they work in (meso context). A teacher’s identity is not only subject to the relationships they have with colleagues in school and the emotions generated and felt within the walls of the institution. The relationships with parents, friends, spouses, children and the rest of their personal relationships (micro context) also influence their professional identity (Day & Kington, 2008).

### ***Macro Influences***

Buchanan (2015) said that the technical and rational elements of teaching have become prioritised in systems which focus on accountability in the macro sphere and that they devalue emotional and relational commitments, which she argues are the real heart of teaching. Mackensie (2007) believed that once society prioritises economic and materialistic values, then the status of work that occurs with people, or work that involves care, is devalued and lowered in status. Hebson, Earnshaw and Marchington (2007) concur with this finding in their work in the English context. They examined how teachers defined good teaching. Taking time to have a caring relationship with pupils was central to their understanding of good teaching. In the context of the standards agenda in English schools, a teacher who performs the technical aspects of the job well but not the emotional or relational aspects could be rated highly but a teacher who performs the emotional aspects well, and not the technical aspects, could be deemed incompetent (Hebson et al., 2007). They found that the standards agenda was not ignoring emotional work, but it was prescribing the emotional work that was important. The more tangible, accessible aspects of teaching were being focused on and encouraged while a more holistic, intangible approach to students and relationships was not encouraged. Skerritt (2019c) states that the participants in his study experienced a form of “identity-clash” (p.585) because they believed that schools in England prioritised looking good over doing good. Hebson et al. (2007) state that teachers only need to perform the prescribed, formulaic type of emotional work when being inspected. They can engage in a more holistic, caring form of teaching when inspectors are not present.

### ***Meso and Micro Influences***

Schools are not typical workplaces as the work itself is emotional work (Hargreaves, 2009). Teachers must maintain relationships with colleagues, special needs assistants,

students, management, parents, grandparents, external agencies and ancillary staff and these are critical aspects of identity formation (Timostsuk & Ugaste, 2010). Day and Kington (2008) stated that emotions are the link between the social structure where teachers work and the ways they act. Through relationships and interactions with others, teachers generate emotions which steer their actions. Hargreaves (2001) stated that teachers experience positive emotions with parents when they receive appreciation and support from them. By contrast, negative emotions occur when teachers feel their purpose is being threatened or lost, like when their academic purposes and expertise is questioned or devalued by parents.

Collaboration and communities of practice are a preferable way for teachers to engage in social interaction and CPD (Bergmark, 2020; Carter, 2015; Jensvoll & Lekhang, 2018; Hargreaves (2019b); Sachs, 2016). This means that for teachers to work successfully or effectively they must negotiate the relationships and micro politics of in-school collaboration. Trabona et al. (2019) found that through developing a research-based community, teachers' identities changed and they realised a research-based education system.

Day and Kington (2008) argued that teachers need to build resilience to ensure they create positive professional identities through the emotional process of identity creation. Teacher identity is influenced by the relationship's teachers have, the emotions they generate and the shared stories they create. The last element of identity creation is that it is constructed through stories; the stories a teacher tells about themselves and the stories others tell about them.

### **Teacher Identity as Storied**

Identity is created and changed through the stories we tell ourselves, the stories we tell to others and the stories others tell about us (Rodgers & Scott, 2008). It is through the process of storytelling that identity can come to fruition, change and become something

different. The impact of second and third-person narratives on our own identities is relevant, given that identity is so affected by relationships and contexts. If Rodgers and Scott (2008) are correct that “identity is dependent on the contexts we immerse ourselves in” (p.734) then the stories the people who make up those contexts tell, impact on our identity. In the literature there is an understanding that an individual organises and attempts to understand the variety of influences on their identity formation by talking about it (Beauchamp & Thomas, 2009; Mockler, 2011; Rodgers & Scott, 2008). The stories a person tells are central to understanding and communicating their identity to the internal and external world.

First, teachers must construct themselves as teachers in their own mind and then communicate that identity to the external world (Mockler, 2011). These stories are both temporally and contextually dependent (Rodgers & Scott, 2008). Beauchamp and Thomas (2009) argue that a person’s identity is simply the collection of stories they tell themselves and others, who in turn retell the stories, leading to a communal identity creation process for the individual.

### ***Stories One Tells Oneself***

The stories one tells oneself brings the self into play in identity formation. The self might be seen as sifting through the detritus of external stimuli and producing meaning for the individual, enabling them to be in the external world and share who they are with others. This process is a form of self-reflection. Reflection is a factor in identity formation as it helps a person understand how and where they fit in their contexts (Beauchamp & Thomas, 2009). Walkington (2005) suggested that reflection is the intellectual tool that provides strategies for ongoing identity formation that must go on over a long-term teaching career. Mockler (2011) believed that reflecting on their practice helps teachers draw links between their own moral purpose and their professional practice.

The stories we tell ourselves about who we are as teachers and what our moral purpose is, do not always tally with the stories other people tell about us and our moral purpose. Teachers must constantly make sense of the stories others tell about them whether it is national policy, school policy, parents or media and decide whether to integrate them into their own professional identity or not.

### ***Stories Others Tell About Us***

Policy makers, the media, external agencies, peers and people in our personal lives all tell us narratives that can affect our identity. In Mackensie's (2007) study, 81% of respondents felt that media coverage of teaching, which tended to dramatise the negative, had a negative impact on teacher morale. Day and Kington (2008) describe the narratives others tell about us as "feedback" (p.11) and that they can be sources of tension as a person's sense of identity can become out of step with the external narratives about them. This is also evident in policy documents which can describe teachers and teaching in a way that is not recognisable to a teacher. Gee (2014) calls this being positioned by a policy, discourse or narrative. Ball (2003) described it "as being made up differently" (p.218) by reform technologies. During the Covid-19 pandemic in Ireland, post-primary school teachers were positioned for the first time as assessors of their students for their high stakes, leaving certificate (end of secondary education) exam. Never before had these teachers been positioned as the final arbitrator or assessor of their students for calculated grades at national test level and Doyle, Lysaght and O'Leary (2021) describe it as a "remarkable event" (p.12).

In terms of external accountability to inspectors or other external groups, teachers can construct a version of themselves for assessment. These stories that teachers can tell others to match the external narratives of quality teaching undermine any genuine sense of a quality agenda and replace it with a performativity agenda (Ball, 2003). Ball (2003) described this

type of performance as using the right signifiers so that each of the boxes leading to an outstanding grade can be ticked. External narratives can be positive. In-school leadership can raise a person's self-esteem and enable them to see more of their potential; a policy can reinforce the high status of teaching and reaffirm the worth and multi-dimensional nature of the work. Having outlined the literature on teacher identity under the three headings above, teacher agency and voice will now be discussed as a potential outcome or casualty of teacher identity formation.

### **Teacher Agency and Voice**

The importance of teachers' agency is acknowledged in the literature (Biesta et al., 2015). Teacher agency has been defined as the agentic capacity to design and improve teaching as well as the capacity to influence leadership and enact leadership (Louws et al., 2020). Imants and Van der Wal (2020) state that agency can be understood as an individual characteristic which enables a person to exercise control over their life or as something in action which affects their work and professional identity. In their study in the UK, Biesta et al. (2015) argued that agency is not something a person can have but is something that people do. Buchanan (2015) concurred with this understanding of teacher agency as being in action. She says that as teachers construct an understanding of themselves, they act in ways they believe concur with that construct. In turn, those actions and their consequences feedback into the teachers on-going process of identity formation. Individuals and group agency is about deliberately making decisions and taking initiatives to reach a certain goal, in a given context (Imants & Van der Wal, 2020). A teacher's agency depends on the structures they work under and on the personal qualities they bring to their job, such as subject knowledge, pedagogical skills, beliefs and values (Biesta et al., 2015). In schools, agency is both constrained and empowered by social relations and structures of power. It is also influenced

by peoples' life histories and previous experiences (Brodie, 2019). Teachers' professional agency is said to positively influence teachers' professional development and a school's development, with teachers as change-agents (Louws et al., 2020). The literature on Professional Learning Communities (PLCs) suggests that they intentionally position teachers as professional agents in their own learning, by empowering them to identify their needs and knowledge base, even if this agency leads them to reject the usefulness of the PLC (Brodie, 2019). Imants and Van der Wal (2020) warn that agency should not be treated a priori as a positive factor for reform and development, agency can result in continuity as well as change.

Agency is also influenced by macro level discourses and cultural and historical forces, even though teachers can construct themselves in unique ways (Buchanan, 2015). The mismatch presented in some literature (Buchanan, 2015; Ball, 2003; Hargreaves, 2003) between an individual's moral purpose as a teacher, and the moral purpose as expressed and lived by their schools and wider context, leads to confusion and a limiting of teachers' agency (Biesta et al., 2015). Buchanan (2015) defined two types of agency resulting from this mismatch of the personal and contextual; stepping up and pushing back. Some teachers assimilate the macro discourses and step up to articulate them through their practice. Others push back, foregrounding their individual beliefs and identity above the macro interests of the school or system. In Buchanan's (2015) work, her key finding was that the extent to which a teacher could match their professional identity with that of their school was either an empowering or isolating experience for them. She says that the actions teachers take and the extent to which they can exercise their agency feeds back into their identities resulting in them being empowered or constrained.

Rodgers and Scott (2008), drawing on Britzman (1993) and Zembylas (2002; 2003) called for teachers to realize how their context, relationships, emotions and agency may

influence their identity and work as a teacher. They are eager for teachers to author themselves and not be authored by external forces and authorities, especially as the work teachers are asked to do changes and becomes more diverse, challenging and intensive (Walsh & Dolan, 2019). They encourage teachers and school leaders to access the tools of critical questioning and query who they are being asked to be. Ball (2003) asked how teachers recognise themselves and their work if the discourses around them are reimagining not only their role, but their very identity. To begin this process of self-awareness teachers must realize how their context, relationships, identities and agency are all in constant flux and negotiation.

### **Summary of Teacher Identity**

The literature on teacher identity was reviewed using the work of Rodgers and Scott (2008) who described identity as being contextual, relational and emotional and storied. The literature revealed how a teacher's professional identity is influenced by the macro policy context. Professional identity reflects the social and political ideals of what a good teacher is (Day and Kington, 2008). It is also created at the school and classroom level where macro influences are processed and operationalised. Teachers' identities are constantly in flux as they negotiate their school context (Buchanan, 2015). Becoming and being a teacher is emotional work (Timostuk & Ugaste, 2010; Beauchamp & Thomas, 2009) and the creation and maintenance of a professional identity is reliant on myriad relationships (Hargreaves, 2001). The literature reviewed on teacher agency showed how agency is seen as an important tool for teachers to author their own identities. Van der Wal (2020) warns that teacher agency does not always lead to improvement and may result in the maintenance of the status quo.

The last element to be examined in this literature review is the idea of teacher centrality (Larsen, 2010). This is an aspect of teacher professionalism and identity which has



been identified in policy texts internationally (Mausethagen & Granlund, 2012). The reason for highlighting it in a policy analysis in the Irish context will be outlined.

### **Teacher Centrality**

The claim that teachers are key to student success and to overcoming deprivation appears in national and international policy texts and literature (OECD, 2005; DES, 2016a). Mausethagen and Granlund (2012) in discussing teacher professionalism in Norway discuss how one government white paper identified Norwegian students' low-test scores on international tests as the problem and high-quality teachers using research informed practice as the solution to this problem. "These solutions are based on the findings of previous research stating that teachers are the most important factor in student learning" (p.823). Larsen (2010) points out that elevating the teacher in this way both glorifies the role of teacher and exposes it to unfair ridicule. In addition, it places unrealistic and unachievable expectations on schools and teachers to fix or overcome numerous problems in a student's life by the force of their own teaching talent. The GERM has generated a responsabilisation of teachers who are held accountable for expected policy outcomes (Willis, McGraw & Graham, 2019). The discourse of responsabilisation argues that when pupil success is an indicator of quality, then a lack of success is blamed on the individual pupil or teacher (Churchward & Willis, 2019). Connell (2009) criticises Teachers Matter (OECD, 2005) for the assertion that the most important influence on a student's learning, subject to change through policy intervention, is the quality of the teacher. Connell (2009) argues that issues of poverty, student ability and social background are assumed to not be open to change through policy intervention.

The discourse of teacher centrality potentially allows policy makers to create an ideal teacher on paper through standards and competencies, akin to what Sachs (2016) described as

controlled professionalism. The teacher has or develops a certain set of pre-defined attributes which enable them to overcome the societal issues that are otherwise insurmountable by governments and policy makers. Connell (2009) claimed that the competent teacher in this structure is called to conform not critique, to accept the competencies as the important attributes and side line others and to accept the curriculum as laid down and not question or alter it to best suit their students' needs. As this deprofessionalisation of the teacher occurs on one hand, on the other hand when the system fails its students, it is the teachers who are at fault because they are the controllable variable (Larsen, 2010). As Connell (2009) observed, a teacher's performance heavily depends on what other people are doing around them and what the other stakeholders in education are doing. Academically engaged pupils are more likely to be found in affluent areas (Connell, 2009) so teachers in those areas appear to be better teachers because the other stakeholders are also working hard to support the students. Sammons, Day Kington, Gu, Stobart, and Smees (2007) found that the commitment and resilience of teachers in schools serving more disadvantaged communities are more persistently challenged than others. They concluded that pupil attainment is likely to be higher if their teachers are resilient and committed.

In the Irish context the School Self-Evaluation process and the Whole School Evaluation process (inspector led) are both orchestrated around the quality framework for primary schools (DES, 2016a; 2016c). The quality framework lists standards and statements of effective and highly effective practice for teachers to rate themselves and their schools against. The Inspectorate in turn, rates the school and their SSE using the same framework. This moves responsibility for monitoring performance and standards away from the Inspectorate and on to schools (Brown et al., 2017). It means teachers are not only central to teaching and learning but to rating and measuring performance and outcomes using a

predefined mechanism. Teacher centrality defines the role of teacher and good teaching and so limits and bounds it for accountability purposes. It holds the teacher, and not the system, accountable when students do not succeed. Success is usually narrowly defined through high stakes testing and measurable targets. It elevates the teacher as a saviour or heroic figure who should be able to overcome complex and challenging realities. As Lingard (2009) stated, education continues to operate as a “garbage bin” (p.82) where politicians and policymakers tip miscellaneous social problems to be managed and mitigated, but not solved.

### **Conclusion**

The literature review has played a critical role in my development as a neophyte researcher. The literature review illuminated types of teacher professionalism and the milieu from which these understandings of teachers emerge. The review identified dilemmas or binaries of teacher professionalism. These binaries illustrate two types of teacher professionalism; one could be broadly described as organisational and exhibited features of new managerialism such as a focus on external accountability and a reduction in professional autonomy. The other could be described as occupational and was established on a basis of professional trust, an academic knowledge base and increased autonomy. The politics, compromises and the preferred meanings surrounding occupational or organisational teacher professionalism in *Looking at our Schools* (2016a) and *Cosán* (2016b) will be critically examined in this research (Apple, 2019).

CPD was reviewed as a key aspect of the literature on teacher professionalism. It was found that the language of PLCs and CoPs could be used by policy makers and school leaders without allowing the necessary control and agency for the teachers involved to make them a success. Collaborative CPD and teacher research were also reviewed and were identified as ways through which teachers could realise their agency, if they had sufficient input and time

to realise their goals. How CPD is described in the policy texts under analysis in this CDA may give some indication of the type of teacher professionalism being promoted by the DES and the Teaching Council. How the Inspectorate evaluates CPD, collaboration and teacher research during the WSE process will be examined through the content analysis and will illuminate how those elements are being promoted on the ground with teachers.

Teacher identity was reviewed using the assumptions from Rodgers and Scott (2008), identity as contextual, relational and emotional and storied. The review found that a teacher's identity is always in flux and can be influenced by the macro level of policy, the meso level of school and the micro level of classroom interactions and skills. Identity is relational and is formed through interactions with others and the emotions which this generates. A teacher's sense of their own identity can be set in conflict with how their identity is described by policy makers or school leaders. This research will see how teachers' identity is described by the DES and Teaching Council and how this is communicated to teachers during the WSE process.

Teacher centrality was reviewed as an aspect of teacher professionalism. In the Irish context the SSE and WSE processes put the teacher at the centre of evaluation. This research will examine how the DES and Teaching Council are conceptualising teachers' responsibilities towards pupils, the community and society more broadly. Primary school teachers in Ireland exist in a particular educational context, which is dominated by the Catholic Church, teacher unions, the influence of neoliberalism (Lynch & Grummell (2018) and a centralised DES. There appears to be a dearth of literature on experienced primary school teacher identity and professionalism in the Republic of Ireland. A review or meta-analysis of the literature on primary teacher professionalism and identity across the continuum of teachers' careers would be enlightening. There may be research that has

implications for primary school teacher identity and professionalism, for example research into CPD, SSE or inclusive education. A review of research carried out with experienced primary teachers, which draws conclusions about teacher professionalism and identity in Ireland would be very useful.

As my understanding of the issues surrounding teacher professionalism developed and grew from the readings, so did my interest in discourse analysis. The literature review also revealed different critical approaches and critical discourse analysis eventually emerged as the preferred option. Understanding CDA was challenging but it led me to Taylor (1997; 2004) and her approach to divide the analysis into policy context, policy text and policy consequence. In chapter three I aim to clearly explain my methodological orientation and analytical process.

### **Chapter Three: Methodological Orientation and Analytical Process**

This work aims to understand how primary school teachers in the Republic of Ireland are described by the DES and the Teaching Council of Ireland. How teachers' professionalism and identities are described in the policy documents and what tasks are they expected to carry out? This chapter starts by outlining the methodological orientation of this research, including the worldview and epistemology underpinning it. Critical, Discourse and Analysis will then be defined which leads to a discussion and rationale for mixed methods research and what I am calling critical mixed method research. The CDA is then outlined and issues of trustworthiness, generalisability and limitations are discussed. This is followed by an outline of the content analysis where issues of validity and reliability are discussed. The sampling for both CDA and the content analysis are then outlined. The second half of the chapter is a discussion of the analytical process which is undertaken in this work. The challenges I experienced as a neophyte researcher engaged in CDA are outlined and the solutions which I came up with are explained. The chapter finishes with a discussion of the ethics of this research.

#### **Methodological Orientation**

##### **Worldview**

A worldview (Carspecken, 2012) is a comprehensive belief system, a framework to guide research and practice. A worldview is a general philosophical understanding about the world and the nature of research that the researcher brings to their work (Creswell, 2014). Johnson and Onwuegbuzie (2004) explain how positivists look to the natural sciences and base their worldview on systematic observation and experiment. Roth and Mehta (2002), state that underpinning positivist research is the core belief in an objective reality which can be known through scientific research methods. In contrast, the constructivist tradition

believes that reality is constructed through human activity. For the constructivist, reality cannot be discovered because it does not exist prior to its social invention (Goldkuhl, 2012). Creswell (2014) encourages consideration of a third worldview, pragmatism. What concerns pragmatists is the research question, it does not commit them to either pole of positivism or constructivism. Weaver (2018) states that the pragmatic paradigm focuses on what works rather than what could be defined as truth or reality.

Asghar (2013) argues that a fourth paradigm, the critical paradigm, is often overlooked because of the polarising effects of the paradigm wars. He traces the emergence of the critical paradigm to the Frankfurt School and their work on critical theory. The Frankfurt School included social scientists and philosophers such as Max Horkheimer, Theodor Adorno and Jurgen Habermas who were associated with the Institute for Social Research in Frankfurt, Germany from 1929 (Willis, 2012a). Horkheimer (1982), one founder of the Frankfurt School, defined the term critical theory as “seeks human emancipation to liberate human beings from the circumstances that enslave them” (as cited in Ashgar, 2013, p.3123).

Critical theory derives from Marxist ideas and has at its core a concern for issues of power in society and strives for the emancipation of those oppressed (Willis, 2012a). Willis (2012a) explains that critical theory differs from traditional Marxism by investigating a wider range of power relationships such as issues of gender, race and ethnicity and not limiting itself to capitalist worker conflicts.

### ***My Worldview***

I identify my worldview as critical. I base this worldview on much reading and reflection throughout the doctoral process. I worked as a teacher and deputy principal in a private school in Dublin for over ten years, after which I moved to be principal in a medium

sized school in a socio-economically disadvantaged, rural area of Co. Waterford. These experiences have enlightened me to the distinct challenges and opportunities that exist for people in different socio-economic situations. I define my worldview as believing that there are structures of power in society, often unknown to the individual which work to define our reality and often oppress. Freire's (2017) work has been a source of inspiration and motivation as an energising and critical voice on education. Freire believed that critical pedagogy could help liberate the downtrodden of his native Brazil. He thought the creation of problem posing students who exist in an equal and mutually beneficial relationship with their teachers was key to this emancipation (Freire, 2017; Shih, 2018).

Freire (2017) saw the banking system of education, where students are treated as empty vessels and received educational deposits as dehumanising. He believed that conscientisation, questioning and critiquing literature and education could empower the individual to uncover the truth in society and work to change the aspects of reality that were oppressive and unfair (Avoseh, 2009). For Freire, education had the power to be a revolutionary and liberating force. Freire's ideas call for a critiquing of our accepted reality or figured worlds (Gee, 2014) through true reflection and the demythologising of that reality, but adds that it should stimulate action on and in reality. Willis (2012a) argues that some critical approaches have been too concerned with critique and not enough on making changes and causing action in the world.

Language, through dialogue and discussion is central to Freire's approach to liberate people from oppression. The centrality of language to power is something he shares with critical theorists like Apple (2017;2019), Fairclough (1993; 2013), Foucault (1988), Gee (2018; 2014), Taylor (1997; 2004) and Wodak and Meyer (2001). Freire believed that dialogue can free us from our own internal and external oppression, generating a



humanisation of the self and transformation of our world (O'Brien, 2011). Freire's ideas are criticised for being utopian and limited to the developing world (Avoseh, 2009). He is criticised for not engaging with feminist perspectives and using gender insensitive language, and for presenting a simple binary of oppressor and oppressed (Shudak & Avoseh, 2015). Freire's critical pedagogy was, for me, the doorway to explore critical theory and the work of Ball (2015), Taylor (1997; 2004), Fairclough (1993;2013) and Gee (2011; 2014; 2018). They wrote about education in a society I could recognise and relate to. They also provided tools and language to help me think about education in a critical way. It was through these researchers I moved from an interest in critical pedagogy to an interest in critical theory and post-structuralism. My own research interest throughout the doctoral process has been teacher's professionalism and how teachers are shaped by policy texts. Critical theory and critical pedagogy provided ideas and tools through which to pose questions about how teachers are positioned by policy makers. It also provided an insight into the non-innocence of policy making, the way policies can present a version of reality which can mistakenly be taken as the truth or the only possible reality. Taylor's (1997;2004) work provided a structure to analyse texts in their context, text and consequences, while James Gee (2014) provided critical tools to ask questions of a text and attempt to demythologise the reality presented by policy makers.

## **Epistemology**

Epistemology is what we can know about reality and how we know it (Willis, 2012b). Bryman (2016) illustrates this by contrasting the epistemological stance of positivism and interpretivism. Positivism he says, tests theories and provides evidence for the development of laws. Interpretivism aims to understand human behaviour not through a scientific method of the natural world but methods that reflect the subjective meanings of social actions such

as; a feminist epistemology, a phenomenological epistemology or a post-structural epistemology (Bryman, 2012; Willis, 2012b). A feminist epistemology is interested in the role of gender in knowledge production and the creation of norms and the elimination of the oppression of women. A phenomenological epistemology holds that social actions are meaningful to the actors, so should be interpreted from their point of view and the researcher should bracket out their own preconceptions (Bryman, 2012). Post-structuralism does not make claims to truth or objectivity, it embraces uncertainty and the belief that there is no universal truth (Graham, 2011). Post-structuralism emphasises the centrality of language and discourse. Carspecken (2012) points out that most contemporary critical research draws from both critical theory and post-structuralism. The two intersect at the level of core assumptions such as uncovering and transforming inequality, analyses that transcend the interpretation of language, a hope to explain the role language performs in the world and the belief that paradigms and points of view are never neutral, but embedded in context (Mullet, 2018).

### ***Discourse and Post-Structuralism***

Central to post-structuralism is the idea of discourses and how they are connected to mechanisms and institutions of power (Jager & Maier, 2016). Discourses exert power because they regulate and institutionalise ways of thinking, talking and being (Foucault, 1988). The relationship between power and knowledge can define how human beings are understood, what is desirable and what is not. People can be understood to have desirable traits in society. This makes it possible for a power relationship to occur where deviant or undesirable traits and behaviours can be punished or corrected (Yates & Hiles, 2010). In fact, post-structuralism questions whether there is such a thing as an essential human subject, agency or social reality independent of the discourses that construct and maintain them (Luke, 1997). Foucault (1980) takes from the individual the idea of an “elementary nucleus”

and instead argues that discourses “come to be identified and constituted as individuals” (p.98). So, discourse forms individual and mass consciousness and so constructs the individual and collective subject, the subject stops being an actor and becomes a product of discourses (Jager & Maier, 2016).

Foucault (1972) discussed the productive power of discourses and moved away from examining language as a direct reflection of the world (Larsen, 2010). Instead, he looked at how discourses construct our reality and how discourses are constructed by our reality. Discourses come to make what we consider the truth or common sense; they make up our reality. Gee (2014) states that discourses create figured worlds, which are our understanding of reality or our common-sense assumptions about how the world is, based on the discourses that form and inform us.

### ***Power and Post-Structuralism***

Foucault (1980) argued that a person only has power if they can access and influence discourses. This is itself a complex feat as Jager and Maier (2016) and Graham (2005; 2011) warns that the exertion of power by discourses should not be interpreted as the manipulation or will of some powerful individual or group. To take schools and institutions of education as an example, discourses make up a thick web of spoken, written and symbolic texts (Luke, 1997) such as policies, curriculums, circulars and every interpersonal interaction. In a post-structural epistemology, an appropriate query is to test how the discourses, texts and ways of being of the institution create the taken for granted, the individual, skills, knowledge and the institution itself (Luke, 1997). It is also legitimate to trace the influence of the powerful on discourses, although not attempting to identify a single source or individual but to frustrate, disturb and make clear the tools used to influence and shape discourses.

In this research one of the aims is to disturb the taken for granted version of teachers' professionalism and identity presented in the policy texts. Gee's (2014) tools for CDA empower the researcher to examine the figured world of a text, to ask; what assumptions about reality are being made in this text? The literature review illuminated a dilemma in understanding teacher professionalism. A binary between organisational and occupational (Evetts, 2008) types of teacher professionalism was found. Identifying which skills, ways of being and types of knowledge are foregrounded in the policy texts and which are ignored, will help disrupt the version of reality and the version of teachers being presented in the texts. Post-structuralism posits that discourses create identities for individuals to take up and act out in society. Identifying aspects of discourses of teacher professionalism and identity which are present in the text will illuminate how teachers are being positioned or made-up by the text. Arising from my worldview and epistemology, I was drawn to CDA as an approach to policy analysis. Bacchi (2000) and Anderson and Holloway (2018) both appeal for CDA practitioners to make their ontology and epistemology explicit in their work and to follow through on them in all aspects of their research design. CDA will now be framed theoretically, before moving on to discuss research design and CDA as a method.

## **Define Critical, Discourse and Analysis**

### ***The Critical in CDA***

Critical approaches attempt to identify problems, they advocate taking a stance and establishing a position. Rodgers (2011) explains that critical social theory and research is "a rejection of naturalism (that social practices, labels, and programs represent reality), rationality (the assumption that truth results from science and logic), neutrality (the assumption that truth does not reflect any particular interests), and individualism" (p.4). She states that different critical approaches locate domination in different arenas; racism,

capitalist structures, discourse itself, patriarchy—but they all share a common set of principles and assumptions. Gee (2011) states that critical approaches treat social practices, not in terms of social relationships but in terms of their consequences for issues of status, solidarity, the distribution of social goods and power. Chelf (2018) says that it is appropriate to use Critical Discourse Analysis to identify how individuals and groups are marginalised, advance awareness and attempt to give fair access to status and knowledge (leadership in her study). She argues that to dismantle and rebuild discursive practices is to dismantle and rebuild the power structure itself.

According to Foucault the relationship between knowledge and power throughout history has been the use of power to control knowledge (Rabinow, 1984). What the powerful claim to be scientific knowledge may actually be a means of social control. Reflecting on this perspective, policy documents can be seen as attempting to shape different behaviour, pedagogies, internal structures such as leadership, ways of being, identities and agency. For example, Maslen (2019) working in the U.K carried out a CDA of government policy targeted at encouraging social mobility. He examined the use of language such as metaphors and sports metaphors in particular. Maslen (2019) questions how poverty is framed and how the solutions are presented as individualistic and reminiscent of Thatcherism. He argues that poverty and its solutions are all understood to be about the individual and not society or social structures. A critical perspective is justified in this research because a policy text promotes particular discourses and ideologies; certain desirable traits and ways of being which define a teacher's role and identity. These perspectives can become taken for granted and seen as reality (Prins & Toso, 2008).

### *The Discourse in CDA*

Fairclough (1993) sees discourse as being more than language, he sees it as a social practice which involves social relationships where issues of solidarity, status and power are at stake. Discourses are the distinctive ways in which people talk, think and relate to one another. Anderson and Holloway (2018) state that discourse when defined in its broadest sense—includes talk, text, action and existing narratives, beliefs, and ways of seeing the world. Many also view discourse as motivated, it is motivated by political interests, power, ideologies and rhetorical positioning (Anderson & Holloway, 2018; Rogers, 2011). Rogers (2011) states that meanings are always embedded within social, historical, political, and ideological contexts. Discourses both construct and represent the social world and can be understood as constitutive, dialectical, and dialogic. “Discourse is never just an artefact but a set of consumptive, productive, distributive, and reproductive processes that exist in relation to the social world” (Rogers, 2011, p.6).

For Gee (2011) Discourse with a capital “D” is composed of “distinctive ways of speaking/ listening and often, too, writing/reading coupled with distinctive ways of acting, interacting, valuing, feeling, dressing, thinking, believing, with other people and with various objects, tools, and technologies, to enact specific socially recognizable identities” (p.37). Discourses in Gee’s understanding are about ways of being a certain type of person; there are ways of being a policeman, a teacher or a surgeon. There are also subcategories of Discourse within these groups so not all Irish men are the same or African-Americans or policemen are not all the same, there are kinds of people within kinds of people. Gee (2011) explains that for a person to mean anything to someone else or themselves, they have to communicate who they are (socially situated identity). They also have to communicate what they are doing (socially situated activity) in terms of what they are seeking to carry out.

Gee (2011) compares being in a Discourse to being able to recognise a particular dance. He argues that a person must be able to engage with the words, deeds, values, objects, places, tools, technologies and other people associated with the Discourse, to be recognised as a particular kind of person (socially situated identity) doing a particular type of activity (socially situated activity). The same Discourse can be identified in multiple, contradictory, disputed and negotiated ways (Gee, 2011). So, if Discourse is not seen as a representation of reality, but as constitutive of realities by making available certain ways of knowing and doing (Anderson & Holloway, 2018), this research aims to see which ways of knowing and doing being a primary school teacher are present in policies from the DES and Teaching Council.

### ***The Analysis in CDA***

The central point in CDA is that analyses are linked to a theory of the social world and a theory of language that is coherent (Rogers, 2011). Some methods are less linguistically focused and more focused on the context in which the discourse arises (Graham 2005; 2011). Gee (2014) states that whenever we talk or write we always build one of seven areas of reality and we often build more than one area simultaneously with the same words and actions. He describes these areas as the seven building tasks of language. To construct meaning from networks of Discourses, an analyst can ask seven different questions of a piece of language in use. Gee (2011) states that “the actions we accomplish using language allow us to build (or destroy) things in the world” (p.29). These can be things like relationships or ideas of professionalism and identity.

Gee’s (2014) seven building tools will be used as a method of analysis in this CDA to “reverse engineer” (Gee, 2018, p.130) meaning from the policy documents. Gee’s (2014) seven building tools of CDA will examine what things are made significant or not; how specific activities, identities and relationships are enacted, what social goods (politics in

Gee's term) are promoted or distributed, how concepts and ideas are connected or not and how particular sign systems (forms of knowledge) are privileged or discredited.

In addition to the seven building tools Gee (2014) outlines six theoretical tools which he draws from a wide range of disciplines such as cognitive psychology, sociolinguistics and literary criticism. "Big C Conversations" (p.189), figured worlds, "Big D Discourses" (p.181), social languages, situated meanings and intertextuality can be seen as tools of inquiry, designed to examine "how language ties to the world and culture" (Gee, 2014, p.156). The seven building tools and the six theoretical tools will be discussed in detail later in this chapter. Having discussed the world view and epistemology underpinning this research and definitions of Critical, Discourse and Analysis, the research design will now be outlined.

### **Critical Mixed Methods Research Designs**

Critical theory is less methodologically focused than it is on the reason for doing research (Willis, 2012a). It is not the methods used which make a piece of research critical but the theory of knowledge and society used when designing the study and interpreting results (Carspecken, 2012). This work is a desk based, mixed methods, critical piece of policy research. Biesta (2015) argues that mixed-methods research does not automatically emerge from a pragmatic philosophical worldview. Critical research is ideological before it is methodologically focused, critical research will often combine several research methods (Carspecken, 2012).

There are national and international examples of research that follow this critical mixed-methods design. Mooney Simmie (2014) in her CDA of curriculum reform initiative in the Republic of Ireland used what she termed "a minor quantitative investigation" (p.194) counting word frequency in a text. Mooney Simmie (2014) does not characterise her work as



mixed methods but it does nonetheless integrate qualitative and quantitative methods and combines them at the point of analysis. She found that the five policy documents she analysed in relation to the reform of the Irish Junior Cert were strongly influenced by neo-liberal ideas more than progressive ideas and values. Mooney Simmie's (2014) quantitative word count agreed with her CDA findings that the clinical discourse of assessment and learning was favoured over a more democratic view of education.

Witschge (2008) carried out a critical mixed methods piece of research into discussions on an online forum in Holland. She combined CDA with the results of an online survey to examine three aspects of discourse in an online setting. Witschge (2008) claims this mixed-methods approach allowed for the enlarging of her conclusions. In terms of the online political communication which was the subject of her study she claims that to achieve a thorough understanding of it an analysis of the text by itself is insufficient. A nuanced and rich understanding can only be achieved by studying the discursive practice, the text and the social practices in one study.

Feltham-King and Macleod (2016) carried out what they term a Foucauldian Discourse Analysis followed by a content analysis in their study. They examined the representation of women and abortion in newspaper articles in South Africa. Feltham-King and Macleod (2016) used the content analysis to trace the weightings of particular discourses and tracked historical changes over time. They claim their results are evidence of the compatibility thesis that posits that methods from the qualitative and quantitative traditions can be compatible. While the CDA enabled them to identify discourses and the subject positions of women in newspapers over a twenty-eight-year period, they argue that the use of the content analysis after the CDA allowed them to test the frequency of subject positions appearing over time and how this changed over twenty-eight years.

Quinn (2014) carried out a CDA and content analysis to examine conceptualisations of leadership in WSE's (Whole School Evaluations) in the Irish context, for his doctoral thesis. He refers to CDA as his theoretical framework and justifies the use of content analysis by stating that CDA is not prescriptive about research techniques. Quinn (2014) used content analysis to find themes in the WSE reports which he then focused on for his CDA.

### **Mixed-Methods Research Designs**

Mixed-methods research encompasses both quantitative and qualitative data gathering and analysis techniques either sequentially or in parallel phases (Pinto, 2012). Johnson, Onwuegbuzie and Turner (2007) offer a very broad definition of mixed-methods research, "mixed methods research is the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study or set of related studies" (p.120). This definition allows for the mixing of methods down to the level of language or as Johnson et al. (2007) state, mixing discourses from varying worldviews or paradigms. Johnson et al. (2007) explains a continuum of mixed methods research from qualitative dominant (QUAL + quan) to quantitative dominant (QUAN + qual). Qualitative dominant approaches favour those who have a constructivist or critical worldview but accept that adding a quantitative element would improve their study, by enabling the researcher to ask a wider range of research questions. Quantitative dominant designs suit a positivist viewpoint which believes that some qualitative findings would improve their research by giving some rich description or participant perspective to enhance the overall findings.

Creswell and Plano Clark (2017) provide a table that illustrates their mixed methods designs since 2003 (Figure 4). Figure 4 illustrates how they present three alternative mixed methods designs in 2017 from an original six in 2003.

TABLE 3.2 ■ Our Changing Typologies			
Our 2003 Typology (Creswell, Plano Clark, Gutmann, & Hanson, 2003)	Our 2007 Typology (Creswell & Plano Clark, 2007)	Our 2011 Typology (Creswell & Plano Clark, 2011)	Our Present Typology of Core Designs
Sequential explanatory	Explanatory design	Explanatory sequential design	Explanatory sequential design
Sequential exploratory	Exploratory design	Exploratory sequential design	Exploratory sequential design
Sequential transformative		Transformative design	
Concurrent triangulation	Triangulation design	Convergent parallel design	Convergent design
Concurrent nested	Embedded design	Embedded design	
Concurrent transformative		Transformative design	
		Multiphase design	

**Figure 4.**

*Image from Creswell and Plano Clark (2017, p.59)*

The exploratory sequential design is the most relevant for this study. This design begins with and prioritises the collection and analysis of qualitative data in the first phase. Building from the exploratory results, the researcher conducts a development phase by designing a quantitative feature based on the qualitative results. In the third phase, the investigator quantitatively tests the new feature. In this study the results of the CDA will inform the content analysis, so this design is suitable for this study.

Researchers use mixed method techniques to expand and deepen the insights of their studies (Sandelowski, 2000). Johnson et al. (2007) state that elements of qualitative and quantitative methods are combined to gain corroboration, breadth and depth of understanding. While qualitative research is at the core of discourse analysis, a quantitative

method such as word counts, words in context and word frequency can illuminate the qualitative findings (Jager & Maier, 2016). Teddlie and Tashakkori (2012) use the term methodological eclecticism to explain how researchers select and integrate the most appropriate techniques from the wide array available in the qualitative and quantitative traditions, to interrogate a phenomenon rigorously. This study's design can be illustrated as QUAL–quan. One reason to choose this approach is the researchers and the research questions orientation to qualitative methods over quantitative (Creswell & Plano Clark, 2017). Once the qualitative and quantitative phases are complete, the researcher integrates the two sets of results and draws “integrated conclusions about how the quantitative results built on the qualitatively informed instrument” (Creswell & Plano Clark, 2017, p.86). The CDA of two policy texts for this study will now be outlined, followed by an outline of the content analysis.

### **Critical Discourse Analysis of Policy Texts**

#### **Rationale for CDA**

Vaara (2015) states that CDA has to be; (1) Critical, from its initial questions to its conclusions, (2) it must provide a detailed reading of texts that provide the empirical basis for arguments to be made and (3) these texts must be placed in their social context. This CDA will use the building tools and the theoretical tools described by Gee (2014) to examine the policy texts. This CDA aims to use the descriptive power of discourse analysis more than an in-depth examination of grammar and syntax. Taylor (2004) states that Foucault influenced discourse analysis is less linguistically focused and takes the historic and social context of text as its focus. Likewise, Graham (2011) argues that unlike the CDA of Fairclough and van Dijk, discourse analysis inspired by Foucault focuses on the macro-elements of a text, what the text makes or creates rather than what it comprises. Taylor (1997) in her critical policy

analysis moves away from the “fine-grained analysis in the use of language” (p.27) while still engaging in textual analysis to identify the constitutive practices of the text. This research follows the work of Taylor (1997) by focusing on the context the documents were created in, identifying features of competing discourses and the use of language within the text and examining the policy consequences through the work of the Inspectorate’s evaluations of teachers and schools. A key question in any research is validity. Although not agreed on by all qualitative researchers, the terms trustworthiness and transferability are generally preferred to validity and generalisability (Bryman, 2016) in qualitative research. I will now outline how this CDA intends to achieve these attributes.

### **Trustworthiness**

Glaser and Strauss (1967) are credited with coining the term trustworthiness for qualitative research. Lincoln and Guba (1985) are also credited with establishing the first iteration of trustworthiness in qualitative research (Morgan & Ravitch, 2018). Lincoln (2011) states that trustworthiness criteria provide measures by which the rigor, validity, systematic nature of methods used, and findings of qualitative studies may be judged. She finds that trustworthiness is appropriate for the critical paradigm. Kincheloe and McLaren (1998) use the term trustworthiness in critical research, arguing that the use of the term validity reflects a hope for acceptance within the positivist paradigm, which is not an aspiration of those working with a critical worldview.

Trustworthiness provides qualitative researchers with tools by which they can illustrate the worth of their project outside of the definitions of validity proposed by positivist research (Given & Saumure 2012). The concepts of generalisability, internal validity, reliability, and objectivity are reimagined in qualitative research as transferability, credibility, dependability, and confirmability.

### ***Transferability***

Instead of discussing internal validity or generalisability, this research focuses on the transferability of the research finding by the extent to which it can be applied in other contexts and studies (Dick, 2014). It is the researcher's responsibility to illustrate a clear picture of the context and then allow the reader to determine if the work is transferable to their context (Jensen, 2012). A study's worthiness is determined by how well others can determine (i.e., through a paper trail) which alternative contexts the findings might apply to (Given & Saumure 2012). The second half of this chapter outlines the analytical process followed in this research. It is a transparent account of the context and tools used for this research. The audit trail (Appendix A) offers a detailed account of the research process and insights into the researcher's decision making.

### ***Credibility***

Given and Saumure (2012) explains that credibility is achieved through rich description of the phenomenon being studied. The goal is to present the data accurately. In this research the findings of the CDA will be discussed in detail with ample quotes from the text to support any claim. In addition, codebooks for the CDA of each text are provided as appendices to the research (Appendix B & D).

### ***Confirmability***

Confirmability is achieved by confirming that findings match the data. The researcher does not make claims that the data does not support. Bryman (2016) states that while recognising that complete objectivity is not possible, the researcher has to be seen to have acted in good faith. It should be obvious that the researcher has not allowed values or inclinations to sway the conduct of the research or the findings. In this research, codebooks

(Appendices B, D & F), an audit trail (Appendix A) and direct quotes from the text are all provided to ensure confirmability.

### ***Dependability***

For dependability, the researcher makes their procedure very clear so that others can attempt to collect data in similar conditions. If the same conditions are applied, a similar explanation for the phenomenon should be found (Given & Saumure 2012). A detailed audit trail (Appendix A) is provided to illustrate each stage of the coding process in a descriptive, step by step manner. A research journal (Appendix G) details the emerging nature of the research. The approach to coding and the research journal for this research will be discussed in a little more detail.

**Coding.** Braun and Clarke (2006) outline a coding process for thematic analysis in psychology. Braun and Clarke's (2006) process is a six-stage approach which was adapted to a four-stage approach for this CDA. Stage one familiarising yourself with the data, stage two generating initial codes, stage three searching for categories and exploring relationships and stage four review and define categories.

This project will use Nvivo coding software to code both policies in the CDA and for the content analysis. A codebook will be generated for each policy and for the content analysis (Appendices B, D & F). As a neophyte researcher I examined alternative methods to coding data, for example using post-its and highlighters or software. In March 2019, I undertook two days training with Ben Meehan of QDA Training Ltd in DCU. This training made it very clear that Nvivo requires a human judgement and perspective for coding and is not an automated, computer driven coding software. I understand that the software cannot code the data and that the researcher does the coding and analysing; the software is a tool. Nvivo allowed me to upload electronic pdf copies of policy texts which maintained all

formatting and visual consistency with the hard copy. The software allows the researcher to then highlight text of interest and copy it into nodes for coding. In this case, Nvivo facilitated the coding process, in the same way Microsoft Word facilitated the writing of this thesis, the work is carried out by the researcher. Wilk, Soutar and Harrigan (2019) state that a limitation of Nvivo is how researcher driven it is. The researcher decides the concepts and data of interest and then creates the nodes and codes which is a subjective, time consuming and elaborate process. The analytical process section of this chapter outlines in detail, with supporting images from Nvivo, how the procedures for CDA were followed in this research.

**Research Journal.** For this work I have included a research journal (Appendix G). This is an account of the research process and is evidence of the emerging nature of the design. The journal is also an example of the rich description necessary to increase the trustworthiness of the study. The journal also acts as a reflective aid, described by Seale (1999, p.158) as “showing the audience of research studies as much as is possible of procedures that have led to a particular set of conclusions” (cited in Ritchie & Lewis, 2003, p.271). In this instance the journal was very helpful in enabling reflection on various methods and conundrums that presented themselves during the research process. The research journal starts in April 2018, when I presented my research idea to our EdD class. The journal allowed for lots of reflective moments between that day and the end of the research process. Having outlined the qualitative method of CDA, the content analysis for this study will now be described.

### **Content Analysis of WSE Reports**

To explore the consequences of the two policy texts a further method was needed. The consequences of the policies needed to be examined in a way that preserved the integrity of the critical lens. I chose content analysis as the tool to examine the WSE reports because it



provides a well-structured method to trace if the reports reflect the discourses identified in the policies. I accessed the WSE reports from the DES' website; [www.education.ie](http://www.education.ie).

Content analysis was defined in 1952 by Berelson (1952, p.55) as a “research technique for the objective systematic and quantitative description of the manifest content of communication” (cited in Kassirjian, 1977). Krippendorff (2012) criticises this definition because it restricts the analysis to manifest content and makes no provision for analysing latent content. Krippendorff (2012) challenges the use of the word quantitative in the definition, he states that reading documents is itself a qualitative endeavour. Bryman (2016) states that content analysis seeks to quantify content in terms of predetermined categories and in a systematic and replicable way. Stemler (2001) described content analysis as a systematic, replicable method for reducing large bodies of text into fewer content categories by using explicit coding rules, while Holman (2018) adds objective to her definition stating that content analysis is a quantitative description based on a specific context.

Words, word sense, sentences, paragraphs, themes and a complete text can all be recording units in a systematic search where inferences are drawn from the text about a certain theme or common characteristic of communication (Schram, 2014). In this work the Big C Conversations that are identified by the CDA will be the coding unit. The content analysis will test if these Big C Conversations feature in the WSE reports.

### **Rationale for Using Content Analysis**

My research questions are: (1) What types of teacher professionalism are implied by policy makers in Ireland (2) What identities are primary school teachers in Ireland described as having by policy makers? (3) What tasks are primary school teachers in Ireland expected to carry out by policy makers? The conceptual framework moves beyond the policy documents and aims to see if the intent of the policies is being experienced by teachers on the

ground. A content analysis of a sample of WSE reports should enable me to see if teachers are being recognised for realising their roles in line with the policy documents and if the Inspectorate is encouraging schools and teachers to work in line with how they are described in the policies. It may also help establish what areas of the policy texts the Inspectorate are prioritising when they visit schools and what areas they are not.

I wish to see the policies and WSE reports as part of a chain of texts through intertextuality. This means that the meaning of a particular discursive act is difficult to understand without knowledge of what went before it (Vaara, 2015). Gee (2014) provides intertextuality as one of his six theoretical tools, which includes the direct quoting or referencing of a text and the tracing of other social languages between texts. This means examining which styles of language and Discourses a text draws on and how it articulates them.

## **Validity**

Validity is the extent to which an instrument measures what it is designed to measure (Kassarjian, 1977). Stemler (2001) states that multiple sources of information should validate the inferences made from one analytic approach. Kassarjian (1977) states that the choice of categories and recording units enhances or diminishes validity. In this study, Nvivo 12 will be used to make the coding process as transparent as possible. The Big C Conversations identified in the CDA of the policy text will be used as the coding unit in the content analysis. Each Big C Conversation will be assigned a node and if an example of that Conversation is found in the text that piece of data will be dropped into the relevant node. Through coding and recoding the data in this way, a picture of how the Big C Conversations are discussed in the WSE reports should emerge. I engaged the Education Research Centre (ERC) in Dublin, as a critical friend when creating my sample for the content analysis. I wanted to use a small

sample for the content analysis as the CDA is the main part of this research. The ERC helped me decide on a sample plan, which is described below. The final sample was agreed to be appropriate and valid for the research being undertaken.

## **Reliability**

Reliability relies on the categorisation of units of meaning being consistent. Weber (1990) states that issues of reliability arise around vagueness in categorisation, unit meaning and coding protocols. In this work there is an explicit coding protocol to be followed and an audit trail is also presented so that stability/intra-rater reliability and reproducibility/inter-rater reliability can be established. The type of content analysis in this research is described by Hsieh and Shannon (2005) as “directed content analysis” (p.1278). Existing research provides predictions about the variables of interest or about the relationships among variables and helps to determine the initial coding scheme. Hsieh and Shannon (2005) describe directed content analysis as beginning the coding process immediately with predetermined codes by reading the text and highlighting all instances where those codes occur.

## **Sampling**

### **Sample Texts for CDA**

For the CDA I used purposive sampling. This is sampling where units are chosen because of their particular characteristics that will enable in-depth exploration and understanding of the central themes (Richie & Lewis, 2013). *Looking at our Schools 2016* (2016a) is central to both the school self-evaluation process which is on-going in every primary school in Ireland and to the whole school evaluation process. *Looking at our Schools 2016* (2016a) outlines what the DES define as effective and highly effective practice in primary education via their Quality Framework for Primary School. The aim of this research

is to examine teacher professionalism and identity in the Republic of Ireland, how teachers are described and what tasks they are described as carrying out. The framework outlines the domains, standards and statements of effective and highly effective practice for teaching and learning and leadership and management in primary schools. This work aims to analyse what is being espoused as good practice, what discourses are at play in the policy document and what is lauded as desired improvement. Whether the qualities promoted in the framework are recognised in WSE reports will be tested by the content analysis.

*Cosán Framework for Teacher's Learning* (2016b) will be the second policy document analysed as part of this CDA because it aims to define how teachers engage in CPD and positions them in particular ways (Gee, 2014). Teachers undertaking CPD was a central theme in the literature on teacher professionalism and so deserves to be analysed in the Irish context. It may also be interesting to see if the DES and the Teaching Council share a vision for teachers and teaching or if they promote contradictory versions of teachers' professionalism. Teachers as lifelong learners are at the heart of the work being carried out by the Teaching Council. Defining how teachers in Ireland are to engage in CPD and research and mandating certain practices and ways of working will potentially have a major impact on teacher professionalism and identity. *Cosán* (2016b) contributes to the aim of this research, to better understand how policymakers see teacher professionalism and identity in Ireland.

### **Sample for Content Analysis**

The sample population is WSE reports published on the DES website dated from 2017 to 2019, a year after the publication of *Looking at our Schools* (2016a) and the *Cosán* (2016b) framework. The list of all available members of the population is called the sampling frame (Huck, Esquivel & Beavers, 2012). To extract a sample from this population, systematic sampling was originally considered where every  $k$ th member ( $k$  is the interval

between every member of the list) is chosen. There was no way to guarantee a geographical or socio-economic spread within the sample using this method.

Stratified sampling was then used where the population is divided into non-overlapping strata (groups) by a relevant dimension such as gender, race, geography. The criterion that came to be seen as most important in this research was the geographic location of the schools. This is to ensure that the WSE reports analysed are generated by as wide a range of inspectors as possible. For example, an inspector working in Co. Waterford may assist in inspections of schools in neighbouring counties, meaning if the sample was drawn predominantly from the South East of Ireland, it is possible that a few inspectors generated them. To off-set this possibility four strata were created; Munster, Ulster, Connaught and Leinster (the four provinces of Ireland).

Besides geography, DEIS (Delivering Equality of Opportunity in Schools) status was identified as an important factor because the DEIS system is such a central descriptor of schools in the Irish context.

DEIS schools differ markedly from non-DEIS schools in terms of the social class background, parental education, household income and family structures of their students. Schools classified as DEIS urban Band 1 have a much higher concentration of disadvantage than other schools and also cater for more complex needs, with a greater prevalence of students from Traveller backgrounds, non-English speaking students and students with special educational needs. (Smyth, McCoy, Kingston, 2015, p.vii).

In the WSE reports whether a school is DEIS is stated in the school's description along with school name and location. There are three grades of disadvantage; DEIS 1, DEIS 2, and Rural DEIS. DEIS schools receive extra funding, they can have smaller class sizes, breakfast and homework clubs, they have home school community liaison (HSCL) who work with families

to enable all pupils to complete their education. DEIS schools are not required to engage in SSE. The school's DEIS action plan is the equivalent of the school improvement plan for SSE. Since DEIS schools engage with the Quality Framework differently to non-DEIS schools, it is interesting to see if there is a difference in how the WSE reports treat this. This led to each stratum being split into three additional sections; DEIS, rural DEIS and non-DEIS. Each stratum had a different number of WSE reports available, because of province size and population.

### ***Sample Size***

Given that this is mixed-methods research with the content analysis being the smaller element, a small sample size was more desirable. Stempel (1952, cited in Krippendorff, 1980) says that after carrying out a content analysis on 6, 12, 18, 24 and 48 newspaper articles, increasing the sample size beyond twelve did little to produce more accurate reports. Although WSE reports are not newspapers, they follow a set format, they have a predictable vocabulary, they have a limited word count and they have a similar distribution of content. The ERC acted as a critical friend in choosing the sample size; they were clear that a sample size of 10 could not be proportionately representative of all WSE reports and that a minimum of 100 reports would be needed to make that claim. They agreed that given the structure of this research and that the provinces would not be compared with each other, a sample size of 10 which attempted to be proportionately representative, while understanding that it is not, is a legitimate sampling plan.

### ***Sampling Plan***

First, four strata were created - Ulster, Munster, Connaught and Leinster. Second the strata were subdivided by DEIS, non-DEIS and rural DEIS primary schools. There were then 12 strata to draw from. In total there was a population of 332 WSE reports.

**Table 1**

*The Number of WSE Reports Chosen by Province and DEIS Status*

Province	Non-DEIS School	DEIS School	Rural DEIS School
Munster	1	1	1
Leinster	2	2	1
Connaught	1	0	0
Ulster	1	0	0

Munster has 110 WSE reports out of a total population of 332 which is 33% of the total number of WSE reports. The sample size is 10, so 33% of 10 is 3.2. I rounded that to 3 and took 3 WSE reports from Munster, 1 non-DEIS, 1 DEIS and 1 rural DEIS. The reports were selected using a random number generator found online.

Leinster has 142 reports out of 332 total population which is 42.7% of the total reports. 42.7% of 10 (sample size) is 4.27. 5 reports from Leinster were chosen, 2 DEIS, 1 rural-DEIS and 2 non-DEIS. Two reports were taken from the larger stratum DEIS and non-DEIS.

Ulster has 35 WSE reports out of 332 total population which is 10.5% of the total reports. 10.5% of 10 (sample size) is 1.05. One report from Ulster was chosen - a non-DEIS report as that is the largest strata.

Connaught has 45 reports out of 332 total population which is 13.5% of the total reports. 13.5% of 10 (sample size) is 1.35. One report from Connaught was chosen, 1 non-DEIS as that was the largest strata.

Having outlined the studies structure an in-depth discussion of the process of CDA is required. As a neophyte researcher the process of analysis was very challenging and did not happen in a linear fashion. After a first failed attempt to code the data, I was forced to go

back to the start and create two new tools to help order and categorise the data I was coding, this process will now be outlined.

### **Analytical Process**

This section outlines the coding process for *Looking at our Schools 2016* (2016a) (*LAOS*) and *Cosán* (2016b). Gee's (2014) seven building tools were used to carry out the first three stages of coding. Gee (2014) states that a piece of text has the potential to create one of seven areas of reality and sometimes more than one simultaneously. Gee's seven building tools for CDA are outlined in detail. The section goes on to illustrate how stages three and four of coding which involved identifying and defining categories and relationships were very challenging for a neophyte researcher. After a failed first attempt to complete the coding process a new approach was adopted. Inspired by the work of Scott (2004) in Grounded Theory and Gee (2014), two new tools for coding CDA were developed, the Building Tools Relationship Guide and the Reflective Coding Matrix for CDA. The creation and development of both tools is explained. The four-stage coding process used in this research will now be discussed, starting with stage one, familiarising yourself with the data.

#### **Stage One - Familiarising Yourself with the Data**

A four-stage approach to coding was adapted from Braun and Clarke (2006); 1) Familiarising yourself with the data, 2) Generating initial codes, 3) Searching for categories and exploring the relationships, 4) Review and define categories. Nvivo Pro 12 was used to code stages one, two and three. In stage one of coding, I read and reread a hard copy of the text, making notes as I went. *LAOS* is a glossy, magazine type policy document; it is thirty-two pages long and presents a quality framework for primary schools. The framework offers two dimensions; 1) teaching and learning and 2) leadership and management. Each



dimension is subdivided into four domains, sixteen standards and numerous statements of effective and highly effective practice. The first dimension, teaching and learning, is divided into four domains; 1) learner outcomes, 2) learner experiences, 3) teachers' individual practice and 4) teachers collective/collaborative practice. The second dimension, leadership and management is divided into four domains; 1) leading learning and teaching, 2) managing the organisation, 3) leading school development, and 4) developing leadership capacity (see Figure 5 for an overview).

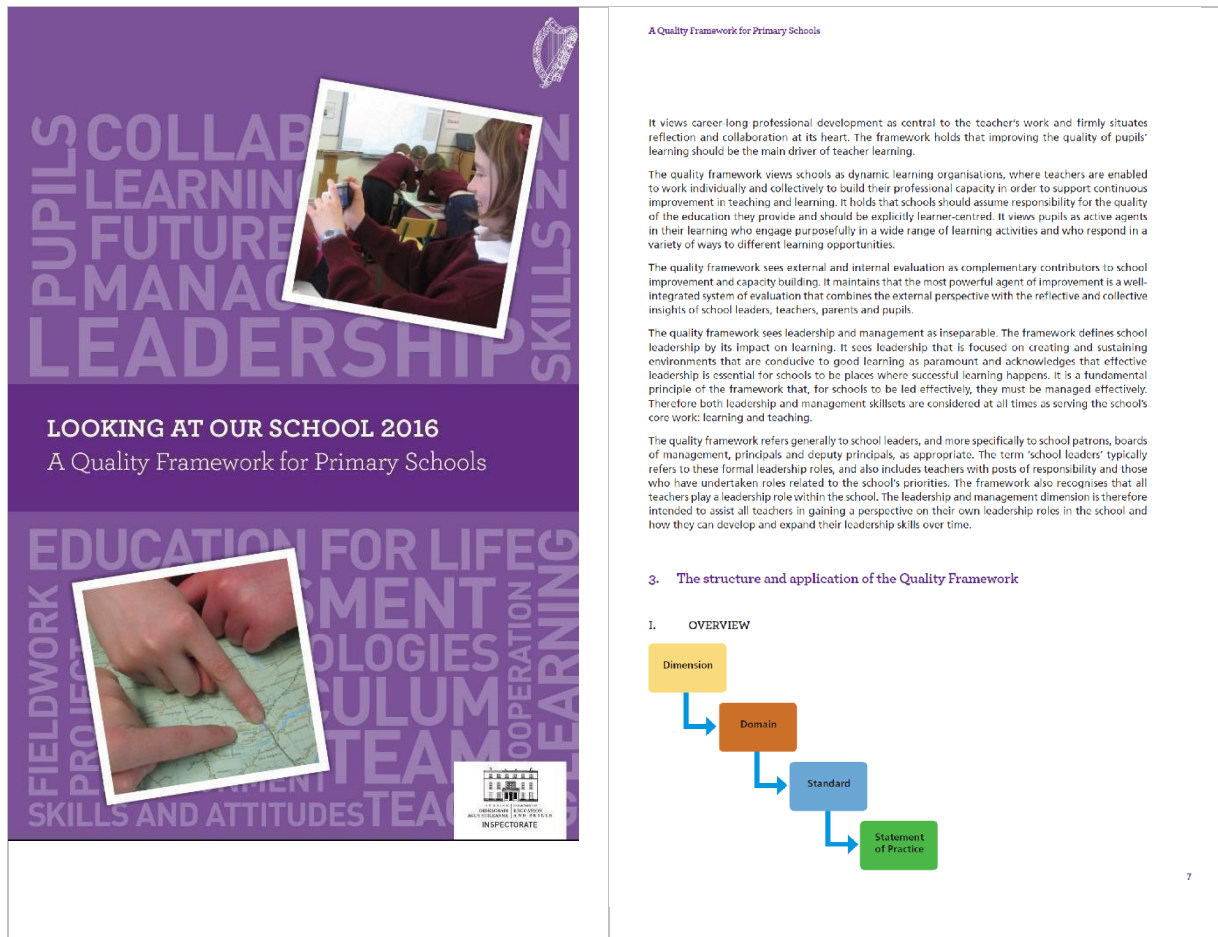
Table 1: Quality Framework for Primary Schools – Overview

	DOMAINS	STANDARDS
TEACHING AND LEARNING	Learner outcomes	Pupils: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge and skills to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the primary curriculum achieve the stated learning objectives for the term and year
	Learner experiences	Pupils: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	The teacher: has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress pupils' learning selects and uses teaching approaches appropriate to the learning objectives and to pupils' learning needs responds to individual learning needs and differentiates teaching and learning activities as necessary
	Teachers' collective / collaborative practice	Teachers: value and engage in professional development and professional collaboration work together to devise learning opportunities for pupils across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise
LEADERSHIP AND MANAGEMENT	Leading learning and teaching	School leaders: promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil manage the planning and implementation of the curriculum foster teacher professional development that enriches teachers' and pupils' learning
	Managing the organisation	School leaders: establish an orderly, secure and healthy learning environment, and maintain it through effective communication manage the school's human, physical and financial resources so as to create and maintain a learning organisation manage challenging and complex situations in a manner that demonstrates equality, fairness and justice develop and implement a system to promote professional responsibility and accountability
	Leading school development	School leaders: communicate the guiding vision for the school and lead its realisation lead the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	Developing leadership capacity	School leaders: critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles promote and facilitate the development of pupil voice, pupil participation, and pupil leadership build professional networks with other school leaders

Figure 5

*The Quality Framework Overview (p.12)*

There are no photographs or images in the document. On page seven (Figure 6) there is a small flow chart showing the movement from dimension through domain and standards to statements of practice. The framework itself is then presented as a large table with the teaching and learning domain in blue and the leadership and management domain in red.



**Figure 6**

*Images from LAOS 2016*

Having read and reread the hard copy of the text and still in stage one (familiarising yourself with the data), I was ready to start using Nvivo to code. Gee (2014) states that we are constantly building and destroying things in the world. We do this using language, actions, technologies, ways of thinking, feeling and believing, amongst others. He argues that any speech or text builds one of seven areas of reality and often we build several areas of reality

at once. Gee calls these seven areas the seven building tasks. Gee outlines seven tools a critical discourse analyst can use to understand and analyse language in use, as it builds or destroys the seven areas. Each of the seven tools has an accompanying question which enables the researcher to examine a piece of text at a grammatical and textual level as well as examining the text through a critical lens. Gee's tools allow the researcher to examine how the form and function at the textual level map onto and create social practice. Gee's building tools address social practices such as; activity, identity, connections and social relationships (Rodgers, 2011).

1) The Activity Building Tool – According to Gee (2014) we use language to be recognised as being involved in a certain sort of activity. He uses the word activity to mean both a one-off action or a series of actions which one might also call a practice. The researcher asks what activity or activities a communication is building or enacting? What activity or activities is the communication seeking to get others to recognise as being accomplished? What social groups, institutions or cultures support and set norms for whatever activities are being built? (Gee, 2014).

2) The Connections Building Tool – Things can be connected to each other in many ways. Some things are connected to each other regardless of language. Gee (2014) gives the example of poverty and malaria. Other things are connected through how we think and talk about them; wearing a face mask to protect others from a virus and patriotism or climate change and individualism for example. The researcher can ask how words and grammar are used in a communication to connect or disconnect things or to ignore connections between things. One should always ask how the words and grammar being used in a communication make things relevant or irrelevant to other things or ignore their relevance to each other (Gee, 2014).

3) The Identity Building Tool – “We use language to get recognized as taking on a certain identity or role, that is, to build an identity here and now” (Gee, 2014, p.95). A teacher may speak differently to students in class as a teacher, to how they might speak at home to their own children as a parent. The researcher can ask how the speaker’s (or texts) language treats other people’s identities and what sorts of identities the speaker recognises for others in relation to their own. How is the speaker positioning others? What identities are they inviting others to take up and be within? (Gee, 2014).

4) The Politics Building Tool – “By “politics” I do not mean government and political parties. I mean any situation where the distribution of social goods is at stake. By “social goods” I mean anything a social group or society as a whole take as a good worth having” (Gee, 2014, p.96). Gee believes that the sharing or withholding of social goods deems others as normal or accepted in society and that ultimately allows them access power or denies them access to power. The researcher can ask how words and grammatical devices are being used to build (construct, assume) what counts as a social good and to distribute this good to, or withhold it from, listeners or others. One should always ask how words and grammatical devices are being used to build a viewpoint on how social goods are or should be distributed in society (Gee, 2014).

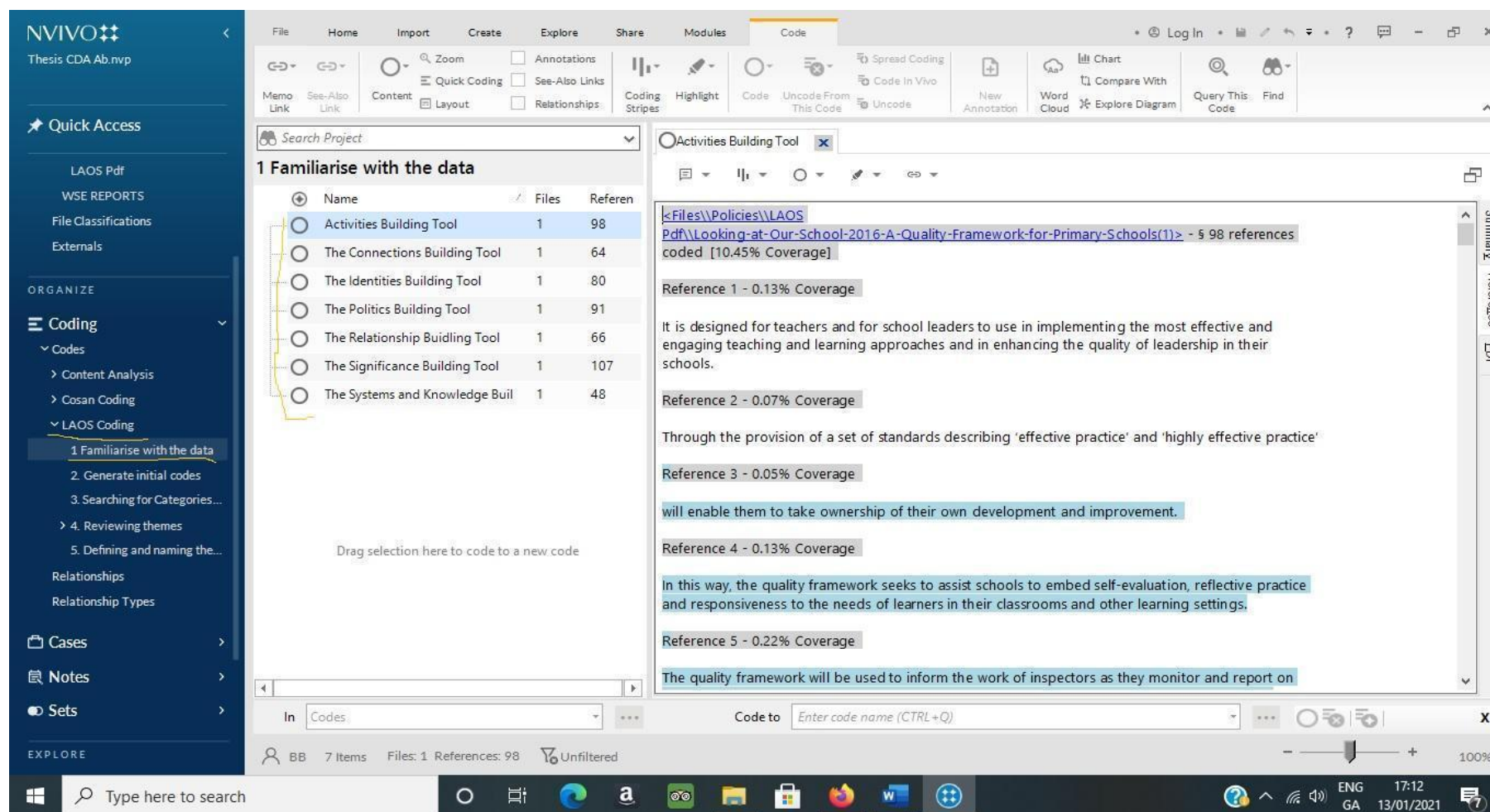
5) The Relationship Building Tool – We use language to build and destroy relationships of all types, relationships with other people, institutions and groups. The researcher can ask how words and various grammatical devices are used to build and sustain or change relationships of various sorts among the speaker, other people, social groups, cultures and/or institutions (Gee, 2014).

6) The Significance Building Tool – “We use language to make things significant (to give them meaning or value) in certain ways. We build significance. As the saying goes, we

make “mountains out of mole hills.”” (Gee, 2014, p.95). The researcher can ask how words and grammatical devices are used to build up or lessen significance; main clause versus subordinate clause or foregrounded versus backgrounded (Gee, 2014).

7) The Sign System and Knowledge Building Tool – There are many different languages and dialects within languages which people feel passionate about. For example, native Irish speakers have their own areas in Ireland called Gaeltachts and they are passionate about the Irish language, similar to French-Canadians in Quebec. Different sign-systems also communicate beliefs about superior types of language or ways to communicate, for example someone using poetry instead of prose or academic language over everyday language because they feel it is a better way to communicate. The researcher can ask how the words and grammar being used privilege or de-privilege specific sign systems (e.g., Spanish vs English, technical language vs. everyday language, words v images) or different ways of knowing and believing or claims to knowledge and belief? (Gee, 2014).

In Nvivo, I created a node for each of Gee’s seven building tools (Figure 7). The questions outlined above are the guiding questions I used to carry out the analysis of the text. As I read through the electronic version of the text uploaded to Nvivo, I highlighted any text which answered a building tools question and put it in the corresponding node in Nvivo, e.g.: activity building tool node, relationship building tool node.



**Figure 7**

*A Screenshot of Stage One of Coding in NVivo, with a Node for each Building Tool*

By way of illustration, Table 2 shows text coded from *LAOS* under each building tool node.

**Table 2**

*Gee's Seven Building Tools and Sample Text*

The building tools	Sample of coded text from <i>Looking at our Schools 2016</i>	Rationale
The Activity Building Tool	“In this way, the quality framework seeks to assist schools to embed self-evaluation, reflective practice and responsiveness to the needs of learners in their classrooms and other learning settings” (p.6).	SSE and reflective practice are deliberate and conscious activities teachers partake in.
The Connections Building Tool	“The quality framework sees external and internal evaluation as complementary contributors to school improvement and capacity building” (p.7).	External and internal evaluation are connected by the text. Evaluations connected to school improvement.
The Identities Building Tool	“Teachers, through their own enthusiasm for and enjoyment of the subjects of the Primary School Curriculum, motivate pupils to engage in and enjoy their learning” (p.17).	The creation of part of teachers’ identity as enjoying and being enthusiastic about the 12 curriculum subjects.
The Politics Building Tool	“In this way, the quality framework seeks to assist schools to embed self-evaluation, reflective practice and responsiveness to the needs of learners in their classrooms and other learning settings” (p.6).	The text positions the framework as an important entity, enabling the social goods of reflective practice, SSE, learning beyond the classroom and addressing individual needs.
The Relationships Building Tool	“In this way, while the framework will be used flexibly, it will ensure consistency in Inspectorate evaluations” (p.6).	Relationship established between the framework and external evaluations and between all Inspectorate evaluations.

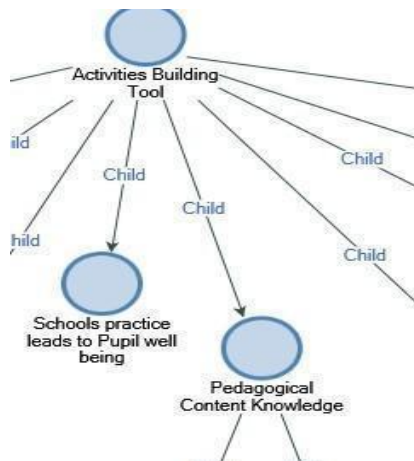


The building tools	Sample of coded text from <i>Looking at our Schools 2016</i>	Rationale
The Significance Building Tool	“Transparency, accountability and improvement. Throughout the system there is a need for great clarity regarding what happens when teaching, learning and leadership is working well” (p.11).	Prioritising the significance of; transparency of schools, accountability of teachers and leaders, and improvement by schools.
The Sign System and Knowledge Building Tool	“The quality framework recognises the importance of quality teaching and draws on a wide body of research that suggests that excellence in teaching is the most powerful influence on pupil achievement” (p.6).	Privileges the knowledge of academic research and positions the framework as being research based and clear on what quality teaching is.

Having dissected the text rather bluntly in stage one of coding, I was ready to move onto stage two. Stage two and three of coding necessitated a more precise wielding of the seven building tools for CDA.

### **Stage Two - Generating Initial Codes**

During this second stage of coding the data from the text was grouped together to create codes within each building tool. As can be seen in Figure 8 the activity tool node became a parent node and the initial codes became child nodes. If the parent node (activity building tool) is the question, then the child nodes (school practice leads to pupil wellbeing and pedagogical content knowledge) are the answers.

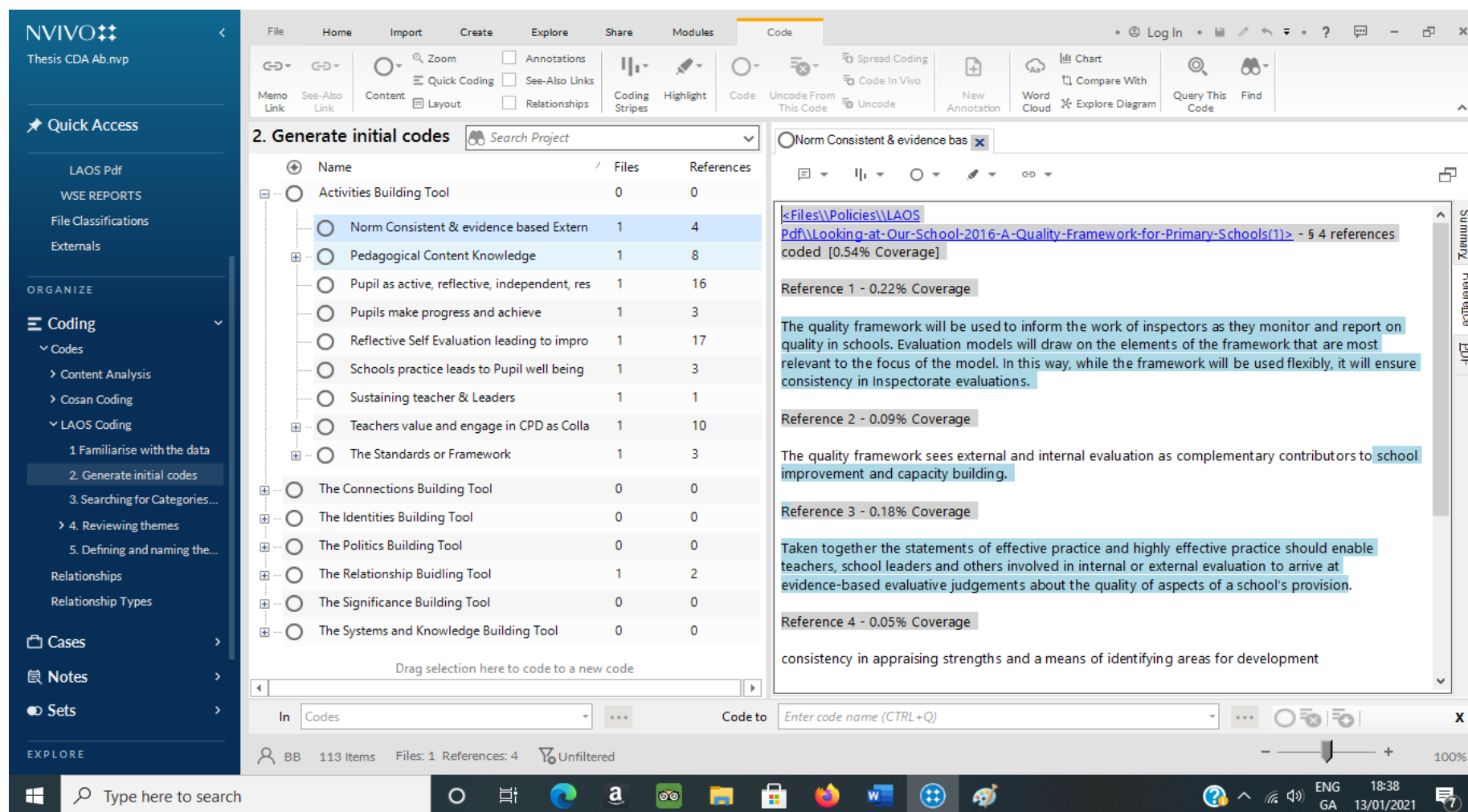


**Figure 8**

*The Activity Building Tool Node and Two Child Nodes*

The process was inductive as the data suggested the nodes, they were not predetermined. I was very conscious to name and describe each child node in the language of the policy or as close to it as possible. I constantly compared data across the seven tools to compare similar nodes and to ensure I was consistent in my interpretation of the text. Fram (2013) says that constant comparison can help novice researchers to systematically organise and reduce data. I treated each building tool as a separate entity, so that a piece of text could feature in multiple building tools and not just in one. Gee (2014) is clear that any piece of text can create more than one thing and that it can create multiple areas of reality simultaneously.

By constantly comparing the data under each building tool and refining codes, I hoped to ensure consistency in the application of what an activity is, what a connection is, what a relationship is and so on. Having moved through stage two of coding, each of the building tools in Nvivo had numerous child nodes underneath it, as can be seen in Figure 9. After coding and recoding during stage two I was ready to move onto stage three, being the search for categories and exploring the relationships between them.

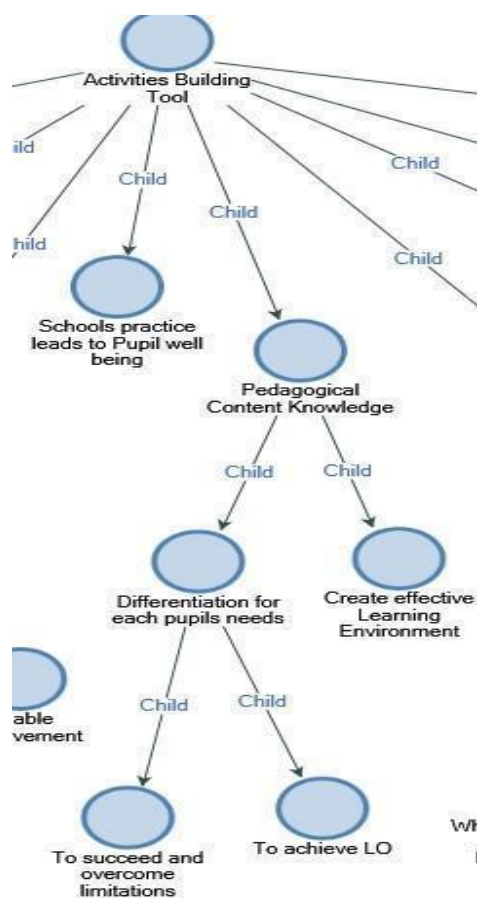


**Figure 9**

*A Screenshot of Stage Two of Coding in Nvivo*

### Stage Three - Searching for Categories and Exploring the Relationships

In stage three the codes were further refined by combining nodes or by splitting one node into two which captured the complexity of meaning more accurately. Comparing my coding of the data to the policy text enabled me to sort the many nodes into groups. I often grouped nodes under a shared parent node. For example, I had a node in the Activity Tool named *Pedagogical content knowledge* under which I had the child nodes *Differentiation for each pupil* and *Create an effective learning environment* (Figure 10).



**Figure 10**

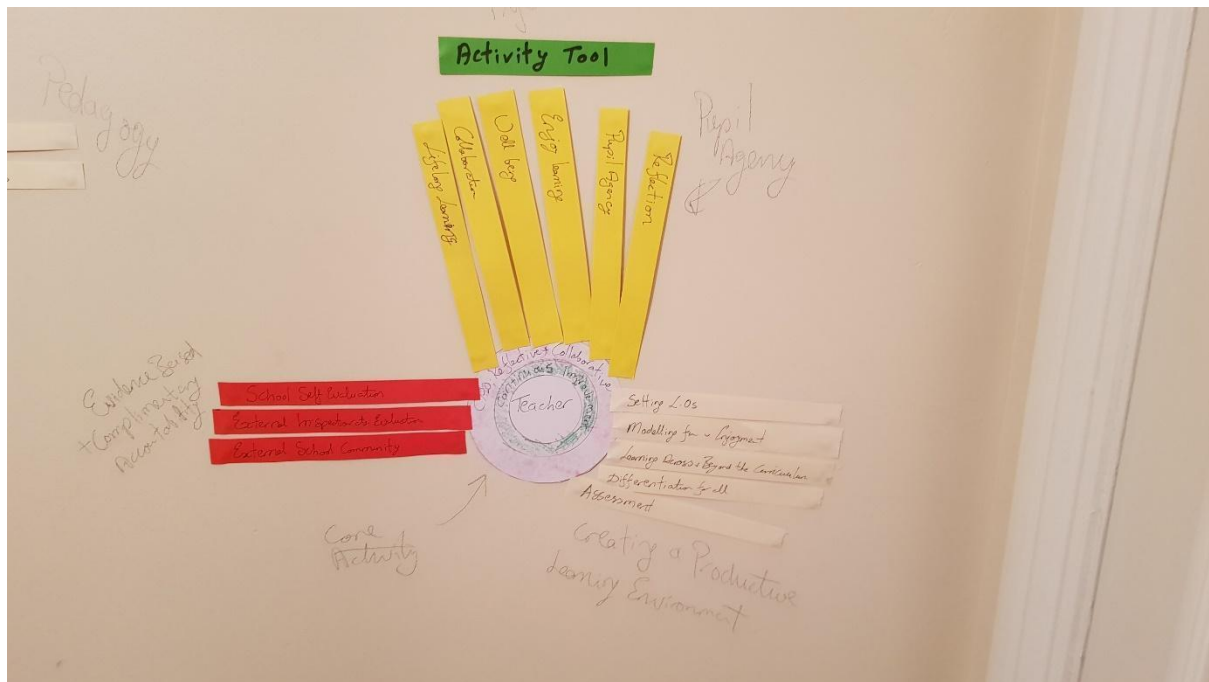
*Example from Nvivo (stage 3) of Grouping Parent and Child Nodes Together*

As this was my first time using Nvivo or coding data, grouping the nodes in this way helped me to organise my thinking. As a neophyte researcher I found it very challenging to identify

categories and relationships at the end of stage three of coding. Although generating initial codes and refining them in Nvivo was a challenge in itself, once that stage of coding was complete collating the nodes into coherent categories or tracing relationships between them proved difficult.

The research journal (Appendix G) outlines the initial unsuccessful attempts to find categories and relationships. I initially created mind maps (Figure 11) with the word teacher at the centre and then combined nodes which I thought were related into groups. I colour coded the groups and tried to name each group as a category. For example, in Figure 11 the yellow group is named pupil agency and the red group is named evidence based and complementary accountability. I created similar maps for each building tool. Combining the nodes to create the colour coded groups made sense but it lacked rigour and criticality.

I could not link the categories or the seven tools together in a coherent way that revealed anything about the text. In the end, my main conclusion was that teachers in *LAOS* are expected to constantly improve while engaged in continuous professional development. This conclusion was pretty benign and did not reflect the detail I had coded from the text. I abandoned that approach and returned to the literature to identify a way to progress to the latter stages of coding. Scott (2004) identified that neophyte researchers working in the area of Grounded Theory had trouble moving through the latter stages of coding. She devised two tools to help bridge the gaps between open, axial and selective coding; 1) the Conditional Relationship Guide (Table 3) and 2) the Reflective Coding Matrix (Table 4).



**Figure 11**

*A Photo of a Mind Map from my First Attempt to Identify Categories and Relationships*

### ***Creating two Tools for CDA***

Scott (2004) found that neophyte researchers found it difficult to move from open to axial and then to selective coding. She developed the Conditional Relationship Guide (Table 3) and the Reflective Coding Matrix (Table 4) to help researchers working in Grounded Theory get to the point of generating theory. The Conditional Relationship Guide allows the researcher to ask Strauss and Corbin's (1998) six investigative questions; what, when, where, why, how, and with what consequence. Consequences are the culmination of the guide and these consequences play a pivotal role in creating the eventual theory.

**Table 3**

*Conditional Relationship Guide for Grounded Theory (Scott & Howell, 2008)*

Category	What	When	Where	Why	How	Consequences
Bring ideas together	Process of each discipline sharing their ideas with one another	Collaboration, Brainstorming, Disagreement, Creating goals for treatment Group process	Teams (groups and partners) Informal meetings Work outside and inside of class Safe environment	Educated opinions Needs practical information Problem solving Steps to generating outcomes Stretches my understanding	Contribute Present ideas Support good ideas Use the idea Let the idea evolve Not being self-centred in your ideas	Open to new ideas

The second tool, the Reflective Coding Matrix (Table 4), helps conceptualise a core category that explains the central theory (Scott, 2004). In the Matrix, the categories and their consequences from the Conditional Relationship Guide describe the core category. The Matrix depicts hierarchical relationships of descriptive subcategories to the core category. It lists its subcategories vertically; properties, processes, dimensions, contexts and modes for understanding the consequences. The Grounded Theory researcher then uses the consequences from their Relationship Guide to fill in their Matrix and generate their core category. A Grounded Theory approach would not have been applicable in this CDA so both tools had to be reimagined for CDA. This was not a technical adjustment but a clear orientation towards criticality.

Unlike Grounded Theory, CDA is not usually about immersion in the field. CDA examines language use and traces Discourses in text. It identifies the use of power and aims to liberate those subjugated by the misuse of power. CDA does not identify a core category or generate theory, so Scott's (2004) matrices were not applicable to this CDA research. The audit trail (Appendix A) outlines how the language and terminology of what I have called the Building Tools Relationship Guide (Table 5) and Reflective Coding Matrix for CDA (Table 6) were developed using the tools for CDA provided by Gee (2014). The process of developing both tools for CDA will now be outlined.



**Table 4**

*Reflective Coding Matrix for Grounded Theory (Scott & Howell, 2008)*

<b>Reflective Coding Matrix</b>					
<b>Core Category</b>	<i>Learning in a culture of mutual respect among disciplines</i>				
<b>Processes</b>	Representing the profession of occupational therapy	Holding your weight	Solving Problems	Working as a team	Learning
<b>Properties</b>	Value the unique perspective of OT	Confidence	Open to ideas	Efficiency	Ownership
<b>Dimensions</b>	OT not well recognised	Gauging the feel of the group	Bring ideas together	Work well with team mates	Open to making mistakes
	Sense of responsibility	Learn personal styles of communication	Think out of the box	Time management	Push boundaries
	Educate about OT		Help each other	Share time	
	Knowledge of your own field	Leadership Skills	Disagreement	Respect of others	Not always knowing
	Define yourself	Team Skills	Can't change thinking	Support	Become more knowledgeable
<b>Contexts</b>	Want respect from other disciplines	Equal participation	Acceptance	Give feedback	Learn from each other
	Building respect	Peeking order			Individual learning
<b>Modes of understanding the consequences</b>	Understand other perspectives	Balancing the playing field	Establishing mutual goals	Being on the same page	Getting the most out of the experience
		Awareness of professional self	Trust the process	Enjoy collaboration	Learn to work on a team in practice

**Building Tools Relationship Guide.** This CDA used Gee's (2014) seven building tools to code *LAOS* and *Cosán* and examine how teachers' professionalism and identities are defined by powerful policy makers. I finished coding stage 3 but I had not successfully found categories or relationships between them. I needed a way to layout the nodes from stage 3 of coding to help me see relationships and interactions between the seven tools. The table format Scott (2004) used for her Conditional Relationship Guide for Grounded Theory allowed for large amounts of information to be read easily. This format was used to create the Building Tools Relationship Guide. This approach meant that although the Guides are formatted similarly, the Building Tools Relationship Guide is true to Gee's (2014) approach to CDA. Table 5 shows page one of the Building Tools Relationship Guide which illustrates how the seven building tools are lined up across the top of the page. Underneath each tool is an entry which is a node taken directly from Nvivo. Categories is the word used in the first column of the Grounded Theory Conditional Relationship Guide, but at this point in coding I was searching for categories so that was not an appropriate term to use in the first column of the Building Tools Relationship Guide. I needed the first column to be a general column which told what the proceeding information was generally about. The term coded idea was finally chosen.

**Coded Idea.** This is the kernel of a code; what it is about. In Table 5 External Evaluation is the first coded idea. I started with that because external evaluation was the first node in the Activity Tool in Nvivo. In total there were twenty coded ideas (Appendix C). In Nvivo, I looked under the remaining building tools and took the node which best matched the coded idea External Evaluation. The entries under each building tool in Table 5 are taken directly from Nvivo. After doing this for External Evaluation I then moved onto the second coded idea, SSE, and repeated the process of transferring nodes from Nvivo into the Building Tools Relationship Guide. The process did not progress in a linear fashion and the Building

Tools Relationship Guide forced me to revisit nodes and to constantly compare them and the terminology used to describe them. I returned to the policy text to reread the original to ensure I was not misrepresenting the data. The Building Tools Relationship Guide enabled me to order my nodes and map out a picture they were creating about the policy text. By constantly comparing nodes, I also noticed gaps in my coding. This meant I had to return to Nvivo and recode or combine nodes to reflect a fuller picture of the text which the Building Tools Relationship Guide was helping me realise. The far-right column of the Guide took some time to create. In Grounded Theory consequences are the culmination of the Conditional Relationship Guide and these consequences play a pivotal role in creating theory. Consequences does not capture the critical nature of this research process. Gee (2014) states that “whenever we speak or write, we always and simultaneously build one of seven things or seven areas of “reality”” (p.94). This gave me the confidence to say that the culmination of the seven building tools is an aspect of reality, in this case an aspect of *Looking at our Schools (LAOS)* reality.

**Table 5***Building Tools Relationship Guide page 1 of 8*

Coded idea	<i>Activity tool</i>	<i>Connections tool</i>	<i>Identities tool</i>	<i>Politics tool</i>	<i>Relationship tool</i>	<i>Sign Systems &amp; knowledge tool</i>	<i>Significance tool</i>	Aspect of LAOS reality
External Evaluation	Evidence based, consistent, complements internal evaluation standards, normed.	Complements internal evaluation and is connected to improvement.	/	External evaluation will be flexible, consistent and shaped by framework	External evaluation complements internal evaluation, standards based and leads to improvement.	Privileges the framework making external evaluation consistent and complementary	External evaluation will be flexible, consistent, complement SSE and shaped by framework	External evaluations will be shaped by the framework, consistent, complement SSE and be improvement focused.
School Self-Evaluation (SSE)	Using the Framework to identify its various elements, teachers carry out SSE to improve teaching and learning.	The Framework is connected to SSE by defining good practice, guiding improvement and framing the SSE process	Teachers carrying out reflective, continuous self- evaluation leads to improvement	SSE is standard based and complementary to external evaluations	Relationship between SSE, improvement and external evaluation	Privileges the process of SSE & external evaluation as driving improvement	SSE and external evaluations which are complementary and consistent leads to improvement in school capacity, provision and teaching and learning	SSE should be reflective, ongoing, framework based, improvement focused and will be complemented by external inspections.

***Aspect of LAOS Reality.*** An Aspect of *LAOS* Reality is the area of reality that is created or addressed by the Building Tools that precede it. To accurately articulate each Aspect of *LAOS* Reality as the culmination of the Building Tools, I attempted to capture the language of each of the preceding tools. I was very conscious to not miss a word or assume meaning. Each Aspect would need to stand on its own merits. I continued to lean on the vocabulary of *LAOS* and used verbs like “enable” (p.6) and “create” (p.15).

After several rounds of working and reworking the Building Tools Relationship Guide and with Scott’s input as critical friend (see Audit Trail for more detailed account), I was ready to move to the second tool for analysis, the Reflective Coding Matrix for CDA (Table 6). The Building Tools Relationship Guide helps to organise and illustrate the relationships between the building tools. However, it does not generate categories or illuminate the relationships between categories. So, while the coded idea of External Evaluation may be understood more by reading from left to right in the Building Tools Relationship Guide, its relationship with SSE (the next coded idea) is not clear. To generate categories and identify relationships between them Gee’s (2014) six theoretical tools for CDA were used to create the Reflective Coding Matrix for CDA (Table 6).

**Reflective Coding Matrix for CDA.** The subcategories used in the Grounded Theory Reflective Coding Matrix have no relationship to CDA. To maintain the critical nature of the analysis, Gee’s (2014) six theoretical tools were used; 1) The Situated Meaning Tool, 2) The Social Languages Tool, 3) The Intertextuality Tool, 4) The Figured Worlds Tool, 5) The Big D Discourse Tool, 6) The Big C Conversation Tool.

### The Situated Meaning Tool:

Examines what specific meanings do listeners have to attribute to the words and phrases used given the context and how the context is construed? Turning to structures, rather than words: while the subjects of sentences are always “topic-like” (this is their general meaning), in different situations of use, subjects take on a range of more specific meanings (Gee, 2014, p.158 & 159).

For example, if you read a policy on education which uses the word customers instead of parents and pupils it may be confusing if you do not understand schools as competitive entities engaged in competition traditionally associated with businesses. To fully grasp the meaning of the word customer in this context you have to understand that schools can be construed as economic entities.

The Big C Conversations were the ideas that recurred in the policy text and in the international literature on teacher professionalism and are identified by researchers as central to understanding teacher identity and professionalism. The other theoretical tools inform the Big C Conversation. The tools overlap so that Discourses inform the Figured World which informs Social Languages so that all the tools exist in a dialogical and dynamic relationship where they inform and create each other. The Big C Conversations were the first things to be identified from the text and put into the Reflective Coding Matrix for CDA:

For Big C Conversations we are talking and taking part in debates among the Discourses that make up society. The themes and values that enter into Conversations circulate in a multitude of texts and media. They are the products of historical disputes between and among different Discourses. Can the communication be seen as carrying out a historical or widely known

debate or discussion between or among Discourses? Which Discourses? (Gee, 2014, p.189 & 191).

The Social Languages Tool focuses on what socially situated identity is being ascribed to teachers from the words and language of the text:

To know any specific social language is to know how its characteristic lexical and grammatical resources are combined to enact specific socially situated identities. The term “social language” applies to specific varieties of language used to enact specific identities and carry out specific sorts of practices or activities (Gee, 2014, p.164 & 165).

The Figured World Tool asks:

What typical stories the words and phrases of the communication are assuming and inviting listeners to assume. What participants, activities, ways of interacting, forms of language, people, objects, environments, and institutions, as well as values, are in these figured worlds? (Gee, 2014, p.177 & 180).

The Figured World tool attempts to identify what assumptions have been made by the policy makers about the Big C Conversations and what picture of reality they present as taken for granted in the text. The other tools inform the Figured World and it, in turn, informs them. The Big D Discourses helped to shape the understanding of the Figured Worlds suggested in the Reflective Coding Matrix for CDA (Table 6).

In the Reflective Coding Matrix for CDA, the Big D Discourses Tool provided the detailed descriptors of who teachers are expected to be and what things they are expected to do. This is where the Aspects of *LAOS* Reality mostly fit and were the second items to be

filled in on the Matrix. The Big D Discourses provide detail and illumination of how the Big C Conversation is realised in the text:

To mean anything to someone else (or even to myself) I have to communicate *who* I am (in the sense of what socially situated identity am I taking on here and now). I also have to communicate *what* I am doing in terms of what socially situated activity I am seeking to carry out, since Big D Discourses (being and doing kinds of people) exist in part to allow people to carry out certain distinctive activities (e.g., arresting people for a policeman, taking communion for a Catholic, getting an “A” for a good student) (Gee, 2014, p.183).

The Intertextuality Tool examines:

How words and grammatical structures (e.g., direct or indirect quotation) are used to quote, refer to, or allude to other “texts” that is, what others have said or written) or other styles of language (social languages) (Gee, 2014, p.172).

Texts are seen as part of a chain, so particular discursive acts are difficult to understand without knowledge of what went before it (Vaara, 2015). The Intertextuality tool was not used to identify the Categories and Relationships in the Reflective Coding Matrix for CDA, but it did add a valuable insight into the context the texts were written in. *LAOS* does not reference or quote any text directly but the “style of language” (Gee, 2014, p.172) used, can be placed in its context through the Intertextuality tool.

Using Gee’s (2014) six theoretical tools after the seven building tools allowed a more holistic critical analysis and the implementation of all of Gee’s (2014) tools for CDA.

Appendix A outlines the discussions and iterations of the Reflective Coding Matrix for CDA



as it developed to name categories and illustrate relationships. Table 6, the Reflective Coding Matrix for CDA *LAOS* starts chapter four of this research. Chapter three now concludes with a discussion of the ethics of this research and a conclusion.

### **Ethics**

In CDA ethical considerations include presenting the discourse in context and accounting for differing viewpoints to present the data fairly. The ethics of CDA are predominantly directed at context, in its broadest sense, as both the site of injustice and the target of transformation (Graham, 2018). Graham (2018) summarises the earliest ethics of CDA as a critique of context, that is social structures and social conventions, to transform consciousness with the intended result that it would free people from unequal power relations, endemic in their context. In this way CDA is a moral pursuit, as a researcher I must be honest and clear about the what, why, how and to what end I am carrying out this research.

In this study I acknowledge my critical ontological position and understand that in the process of research I may not find my perspective grounded in the data (Chelf, 2018). WSE reports and the policy documents are purposely placed in the public domain similar to newspaper reports (Quinn, 2014). Educational research considerations regarding confidentiality or human subjects do not apply as the evidence used for research is freely available to the public.

### **Conclusion**

This chapter was split into two parts, methodological orientation and analytical process. The methodological orientation established this as a critical mixed methods study based in a post-structural epistemology. Critical, Discourse and Analysis were defined and the rationale and trustworthiness of this CDA were outlined. The content analysis which is

the second part of this exploratory sequential design, was justified for use in a critical study and issues of validity and sampling were addressed.

The second part of the chapter outlined the analytical process of this CDA. This section attempted to outline and clarify a complicated and intricate process which involved a four-stage coding process using Nvivo and the creation of two new tools for coding in CDA research, the building tools relationship guide and the reflective coding matrix for CDA. The research diary (Appendix G) and audit trail (Appendix A) accompanying this research help illuminate the evolution of the analytical process further. Having used Gee's seven building tools to create the building tools relationship guide, his six theoretical tools were used to create the reflective coding matrix for CDA. The reflective coding matrix for CDA *LAOS*, starts chapter four where the findings of the CDA are discussed.

## Chapter Four: Research Findings

The focus of the research is teacher professionalism and identity as outlined in chapters one and two. This chapter is divided into two sections. Section one starts with the Reflective Coding Matrix for CDA *LAOS* as discussed in chapter three. After that, the fourth stage of the coding process, reviewing and defining categories is outlined. It describes the findings of the CDA of *LAOS* under Gee's (2014) six theoretical tools. Categories are defined and the relationships that exist between them are outlined. After the categories and relationships are defined, the sixth theoretical tool, the Intertextuality tool is used to give an understanding of the intertextual links identified in *LAOS* and brings the section to a close.

Section two of this chapter is an analysis of the findings from the CDA of *Cosán*. The section outlines the same coding process as was used with *LAOS*. The Building Tools Relationship Guide and the Reflective Coding Matrix for CDA *Cosán* were used to help finalise the coding process, by identifying categories and relationships between them in the text. After the categories are defined the Intertextuality tool is used to give an understanding of the intertextual links identified in *Cosán*.

As part of the write up of the findings of both *LAOS* and *Cosán*, the findings of the content analysis of ten WSE (Whole School Evaluation) reports are outlined. This is done so that the findings of the CDA of each text can be read with the benefit of the policy consequences, through a sample of WSE reports. This chapter begins with Table 6, the Reflective Coding Matrix for CDA *LAOS*, which is followed by a description of how to read the Matrix and stage four of the coding process, reviewing and defining categories.

## Section One

**Table 6**

### *Reflective Coding Matrix for CDA LAOS*

<b>Big C Conversations</b>	External Accountability	School Self-Evaluation	Continuing Professional Development	Collaborative improvement of teaching and learning	Teacher centrality to pupil outcomes
<b>Figured Worlds</b>	Teachers are accountable to external stakeholders.	Ongoing self-evaluation, scaffolded by defined standards improves teaching and learning.	Reflective and collaborative CPD is valued by teachers, is intrinsic to who they are and what they do and leads to improvement	Teachers work collectively and reflectively to drive improvement of teaching and learning	Including context and dispositions teachers and teaching are the most powerful influence on pupil achievement
<b>Big D Discourses</b>	<p>External evaluation will be shaped by the framework, consistent, complement SSE and be improvement focused.</p> <p>Teachers collaborate with and are accountable to external stakeholders and this is facilitated by the framework</p>	<p>SSE should be reflective, ongoing, framework based, improvement focused and will be complemented by external inspections</p> <p>The framework will help guide and define excellence in teaching and learning</p>	<p>Teachers have formal qualification, demonstrate pedagogical skills and have engaged in CPD relevant to pupil learning.</p> <p>The school is the primary locus of CPD which is action research based.</p>	<p>Differentiation is carried out for each student, at each stage of the teaching process and allows pupils succeed as learners.</p> <p>Pupils enjoy learning because it is achievement focused</p>	<p>Teachers create the environment that enables pupil agency and autonomy</p> <p>Teachers enable pupils' wellbeing which is an enabler and outcome of learning</p> <p>Teachers actively teach and enable the ability to transfer skills and knowledge to other contexts</p> <p>Teachers enable pupils to value and pursue lifelong learning</p>

			Teachers engage in professional networks to improve teaching and learning, stay abreast of changes in education and build relationships	Assessment is systematic (created and administered collectively by teachers) and specific to each pupil. It is improvement focused and engages the pupil in the strategies for improvement  Learning outcomes/objectives are central to planning, differentiation, teaching, assessment and pupil learning.  Teachers build a culture of professional accountability and collaborative review	Teachers create the environment that enables pupil self-motivation and learning.
<b>Social Languages</b> (Socially situated identity)	Teacher as externally managed professional.	Teacher as framework managed professional.	Teacher as a <b>conforming member</b> of a collaborative community of improvement.	Teacher as a conforming member of a <b>collaborative community of improvement</b>	Teacher as nucleus of pupil achievement.
<b>Situated Meanings</b>	External stakeholders such as inspectors and parents can hold teachers accountable	The standards define quality teaching and learning for all.	CPD improves teacher practice and pupil outcomes.	Collaboration and improvement are central to teachers’ work.	Teacher attributes and skills surmount external factors.
Relationships	Defined standards and targets for teacher accountability and practice.		Defined roles and attributes for teacher as improvement focused collaborator.		Teacher as controllable enabler of pupil achievement
Categories	Teacher as managed professional		Teacher as conforming professional		Teacher as instrument of change
<b>Intertextuality</b>	Style of Language; The discursive movement was to measurement, outcomes and improved performance.				

## **How to Read the Reflective Coding Matrix for CDA *LAOS***

Each Big C Conversation should be read vertically downward first and should be given context and meaning by the proceeding theoretical tools. The matrix is concluded by defining the relationships between the Big C Conversations and their associated theoretical tools and finally by generating categories. The table can be read from left to right as one category relates to the others. The Reflective Coding Matrix for CDA is the culmination of the third stage of coding in this research. The final stage is reviewing and defining categories which is the discussion that follows. Reviewing and defining categories refers constantly to the Reflective Coding Matrix for CDA *LAOS* (Table 6) which helps illustrate the research findings in table form.

### **Stage Four - Reviewing and Defining Categories**

The purpose of this study was to explore through CDA how primary school teachers' identities and practices are described in *LAOS* (2016a) and *Cosán* (2016b). The focus of this research is what the text creates rather than what it comprises (Graham, 2011). Three research questions were developed; (1) What types of teacher professionalism are implied by policy makers in Ireland (2) What identities are primary school teachers in Ireland described as having by policy makers? (3) What tasks are primary school teachers in Ireland expected to carry out by policy makers? In the discussion that follows, references to Gee's (2014) six theoretical tools, to the Categories and to the Relationships from Table 6 are capitalised. This is to enable the reader to identify them as being from the Reflective Coding Matrix for CDA *LAOS*. All of the descriptors from the Reflective Coding Matrix for CDA *LAOS* are in *italics* for the same reason.

After each Category is outlined, the findings of the content analysis for the Big C Conversations that make-up that Category will be discussed. This is intended to give an

insight into what aspects of the policy text the Inspectorate is focusing on during the Whole School Evaluation (WSE) process and which aspects they are not. At no time, should the findings of the content analysis be read as an attempt to generalise beyond the ten sampled reports. The intent is to illuminate the policy consequences and to identify if the six Big C Conversations identified in the CDA of *LAOS* and *Cosán* appear in a small sample of WSE reports. This is an additional work of intertextuality as the Big C Conversations are traced from the policy texts to the WSE texts.

Wilkinson (2016) outlines how the results of a content analysis can be presented quantitatively with frequency charts or qualitatively with written descriptions and quotes. In this research, the sample is too small to generalise from so offering frequency counts or quantitative results seemed redundant. Instead, the results will be presented as text with some quotes. The aim is to offer an understanding of how the Big C Conversations identified in the CDA play out in a WSE. This content analysis is a method described by Hsieh and Shannon (2005) as “directed content analysis” (p.1278). Existing research provides predictions about the variables of interest or about the relationships among variables and helps to determine the initial coding scheme.

The enquiry undertaken here is an exploration into power (Rodgers, 2011). At the conclusion of the Reflective Coding Matrix for CDA *LAOS*, three categories were identified. They are *teacher as managed professional*, *teacher as conforming professional* and *teacher as instrument of change*. The three categories will now be considered using Gee’s (2014) theoretical tools for CDA and the literature on teacher professionalism and identity internationally.

### ***Category 1 - Teacher as Managed Professional***

This category comprises two Big C Conversations; *external accountability* and *school*

*self-evaluation (SSE)*. Codd (2005) uses the term managed professional to describe how teachers are managed so their productivity can be measured in terms of pupil's test results. He states that teachers are expected to have specific competencies that can be measured by performance indicators. Managed professionals are typically associated with a reduction in autonomy and control of their working conditions (Gappa, 2000; Rhoades, 1998). The *teacher as managed professional* category describes teachers being held to account and influenced by the Inspectorate who will use the quality framework in *LAOS* to “monitor and report on quality in schools” (p.6). Parents and the community also hold teachers accountable with the help of the framework which will act as “a transparent guide to support teachers and leaders in being accountable to their communities” (p.11). Internally the same framework of standards scaffolds the teachers work on SSE focusing on measurable targets for improvement by helping teachers in “gathering and considering evidence” (p.9) and adapting their practice through “the statement of highly effective practice (which) will also help identify specific areas that teachers should focus on in order to bring about and sustain improvements” (p.9). *External accountability* is the first Big C Conversation in this category and will now be discussed. This is followed by an analysis of *SSE* as the second Big C Conversation in this category.

**Big C Conversation - External Accountability.** *LAOS* describes a central role for the Inspectorate in evaluating schools. The Inspectorate holds schools to account publicly through published WSE reports. Part of the Inspectorate's role is to complement the *SSE* process by combining their “external perspective with the reflective and collective insights of school leaders, teachers, parents and pupils” (p.7). The text extends schools' accountability to parents and the community (P.11) and positions the quality framework as the tool to be used for “meaningful dialogue” (p.6) about school quality with all stakeholders.



The Figured World underlying *external accountability* is that *teachers are accountable to external stakeholders*, the Inspectorate and parents in particular (p.11). The framework enables this accountability by being “used to inform the work of inspectors as they monitor and report on quality in schools” (p.6), by guaranteeing “consistency” (p.6) of external evaluation and by offering “support” to teachers to be accountable to their community (p.11). This leads to the Situated Meaning that *external stakeholders such as inspectors and parents can hold teachers accountable*, which maintains the status quo of the Inspectorate in a traditional role as evaluator (p.5) and assessor while extending a related remit to parents and the wider community via the quality framework. Brown et al. (2020) state that external stakeholder involvement in education is championed as an empowering process that will maximise school improvement. Brown et al. (2020) found that unlike other jurisdictions there is no great resistance to parents’ involvement in the school self-evaluation process in Ireland.

*Teachers collaborate with and are accountable to external stakeholders and this is facilitated by the framework*, is the aspect of *external accountability* where the text positions the quality framework as the enabler of teacher collaboration and accountability, equipping external stakeholders with the language and tools to hold teachers to account (p.6 & p.11). On one level the text positions teachers as engaging with stakeholders, especially parents “very constructively” and collaborating with them in “meaningful” (p.20) relationships. LAOS offers the quality framework to enable conversations to take place about pupils’ “development as learners” (p.20) and for all stakeholders to assess a “school’s provision” (p.8) using the statements of (highly) effective practice. Highly effective teaching may have previously been a subjective judgement, but with the publication of the quality framework in LAOS what effective or good teaching is, is defined by the Inspectorate and monitored

through external inspections (Skerritt, 2019a). At the same time the text extends accountability to the community (p.11) and the framework is suggested as a “transparent guide” to “support” (p.11) teachers in being accountable. The teacher as a collaborative professional is twinned with the teacher as an accountable professional and the language of the framework enables collaboration and accountability.

*External evaluation will be shaped by the framework, will be consistent, complement SSE and will be improvement focused* is an aspect of *external accountability*. One effect of using a school’s self-evaluation to “inform the work of the inspectors” (p.6), is to legitimise both the framework and the internal process of *SSE* by making them part of the Inspectorate’s evaluation and the resulting published WSE report. Hopkins et al (2016) found that when *SSE* was evaluated by inspectors it was seen by teachers as necessary, because the inspectors wish to see it and a positive review by the Inspectorate reflected well on the school overall. Teachers also took fewer risks with *SSE* when it informed an external evaluation (Hopkins et al., 2016). Jones et al. (2017) in their cross-country study found that when teachers experienced increased pressure from inspections, the curriculum being taught was narrowed, teachers’ methods became limited and so did teacher autonomy. Some schools were found to misrepresent themselves to the Inspectorate by manipulating the data presented. *LAOS* states that schools have “considerable flexibility in deciding which statements (of effective practice) to focus on” (p.10) when carrying out their *SSE* but the Discourse of accountability still looms large. As schools are “gathering and considering evidence” (p.9) to “arrive at evidence-based evaluative judgements” (p.8) they must “use each of the domains and standards to reflect on key areas” (p.10), “identify and prioritise the areas where improvement is needed” and “chart the improvement journey” (p.9). Charting the improvement journey for assessment by the Inspectorate, which they then critique in the

published WSE report, could have a limiting effect on teachers' practice, if as Hopkins et al. (2016) and Jones et al. (2017) noted, teachers took fewer risks with their pedagogy.

The Social Languages tool names the socially situated identity and activity which emerges as part of the Big C Conversation in the text. It applies to specific varieties of language used to enact specific identities and carry out specific sorts of practices or activities (Gee, 2014). In the context of *external accountability* and the potential external influence on schools, LAOS positions teachers in the Republic of Ireland as *externally managed professionals*. LAOS is in line with international trends where the imposition of standards is an attempt by governments (in the broadest sense) to show an improvement in student outcomes by influencing teachers' practice (Sachs, 2016). Teachers are being managed by both external stakeholders and internally prescribed practices, which are given status through the process of external evaluation. The framework acts as a tool of guidance or control created by the policy makers for use by all teachers in all contexts. The Discourse of improvement is a central part of the accountability process. The framework offers standards and statements of (highly) effective practice (p.13-29) but Biesta (2009) cautions that standards and statements should not become mistaken for quality in and of themselves, that means become ends. Moore and Clarke (2016) argue that once lists of professional standards like the quality framework in *Looking at our Schools* (2016a) have been instituted then any conversation about teacher professionalism is null and void. The standards and framework attempt to define teacher professionalism for all and may restrict discussions about professionalism by teachers. The second Big C Conversation in the Category *teacher as managed professional* is *School Self Evaluation (SSE)*, which will now be outlined using Gee's (2014) theoretical tools.

**Big C Conversation - School Self-Evaluation.** Mandatory *SSE* was introduced in Ireland in 2012 (Brown et al., 2020). *SSE* moved to the centre of the external evaluation process where the inspectors were recast as assuring the quality of schools' *SSE*. This change was in keeping with international trends in evaluation (Brown, McNamara, O'Hara & O'Brien, 2017). The *SSE* process places the framework as a central tool in Irish primary education. *SSE* is a mandatory process and school improvement rather than accountability is said to be its primary aim (Hislop, 2013). MacBeath (2006) argues that *SSE* empowers teacher professionalism and that many teachers internationally are being de-professionalised because an external body does the evaluating (Humphreys, 2015). *LAOS* "maintains that the most powerful agent of improvement is a well-integrated system of evaluation that combines the external perspective with the reflective and collective insights of school leaders, teachers, parents and pupils" (p.7) *SSE* in Ireland is in keeping with an international trend where responsibility for improvement and monitoring performance is moved away from the Inspectorate and onto schools themselves (Brown et al., 2017). It is part of a Figured World which believes that *on-going self-evaluation, scaffolded by defined standards improves teaching and learning*. *LAOS* states that "it's widely accepted that where schools reflect on the quality of their work and plan for how it can be improved...schools... find new, creative and effective solutions to improve the learning of their pupils" (p.5). The standards and statements of effective practice are said to give "clarity regarding what effective teaching and learning...looks like" (p.11). By defining standards and effective practice the text claims the framework gives schools "ownership of their own development and improvement" (p.6) while also embedding "self-evaluation, reflective practice and responsiveness to the needs of learners" (p.6) in the life of the school.

*The standards define quality teaching and learning for all* becomes the Situated Meaning that emerges from *LAOS* for all stakeholders. The framework moves beyond being advisory or an exemplar to being the definition of what effective practice is and what the outcomes of *SSE* should be. The framework offers “clarity regarding what effective teaching and learning” (p.11) looks like. It enables all stakeholders to measure the work of a school and “to arrive at evidence-based evaluative judgements about the quality of aspects of a school’s provision” (p.8). The text states that “schools should assume responsibility for the quality of the education they provide” (p.7) and that the framework “will enable them to take ownership of their own development and improvement” (p.6) but that development and improvement may be defined by the standards and statements set in the policy text.

*The framework will help, guide and define excellence in teaching and learning* is an aspect of *SSE* as a Big C Conversation. This is in keeping with international trends in education, where educators are subject to ever greater scrutiny, surveillance and regulation (Murphy, 2019). Teachers are instructed to “work purposefully and very effectively to ensure that actions implemented lead to measurable and identifiable improvements in learner outcomes” (p.26). It reinforces the organisational Discourse of standards and measurement in education by defining excellence through a set of desirable outcomes. Sachs (2013) warns that setting standards in this way often leads to a narrowing of what is measured and teachers present an avatar of who they really are and what they really do for assessment purposes. The framework may exert a standardising effect on teachers’ practice by defining desired outcomes, practices and delivering “consistency in appraising strengths and ... areas for development” (p.11) for all schools and “consistency in Inspectorate evaluations” (p.6). *LAOS* supplies a consistent and measurable set of desirable outcomes for all schools to use to frame their self-evaluation. Brady (2019) writing in the Irish context found that although the

Irish system of *SSE* is less punitive than other jurisdictions it has impacted the ways teachers understand teaching and a teacher's role in the classroom. She states that frameworks for *SSE* gradually restrict what can be discussed, what is thought of as effective teaching and what and how to measure things for verification. Lewis and Holloway (2018) state that through the datafication of education, data becomes teachers' focus and teachers can only recognise good teaching through the metrics of measurement and data.

*SSE should be reflective, on-going, framework based, improvement focused and will be complemented by external inspections* is an aspect of this Big C Conversation. *SSE* is improvement focused (Hislop, 2013) with defined outcomes playing a central role in assessing a school's provision. Pupils' performances need to be measurable to "demonstrate that they have achieved, and at times surpassed, the stated learning objectives for the term and year" (p.14). The framework aims to embed "reflective practice" (p.6) in schools which Kohli et al. (2020) say is crucial to critiquing practice in schools. The framework also enables those involved in "external evaluation to arrive at evidence-based evaluative judgements about the quality of aspects of a school's provision" (p.8). The use of data for school improvement is a widespread trend internationally and is replacing teacher intuition in informing practice (O'Brien, et al., 2019). *Teacher as framework managed professional* is suggested as the socially situated identity given to teachers through the text (Social Languages tool). This identity redefines the teacher's role and ways of working through the framework. While the Inspectorate attempts to manage and influence what teachers do through inspections and reports, the framework manages what teachers do through internal school policy. This is done by defining the internal school improvement process where "all the domains and almost all of the standards are applicable to all schools, regardless of context" (p.10). Brady (2019) states that *SSE* in Ireland is primarily concerned with the

technicised and performative aspects of teaching which can be measured and evaluated. The framework requires teachers to document and report on what they do and how successful or otherwise their “improvement journey” (p.9) is. The framework could potentially be an instrument of performativity (Ball, 2003) which narrows teachers’ practice for assessment purposes and where the authentic teacher’s identity is repressed in exchange for a professionalism which is measurable and standards compliant (Brady, 2019; Lewis & Holloway, 2018).

**Relationship - Between External Accountability and SSE.** The relationship between the Big C Conversations *external accountability* and *SSE* is that there are *defined standards and targets for teacher accountability and practice*. *LAOS* provides a set of statements of practice which are outcomes and descriptors for teachers to prioritise and these inform *SSE* and *WSE*. The Inspectorate will evaluate and hold schools accountable for their engagement with the framework. Likewise, parents and the wider community can use the framework to shape their collaboration with teachers and hold teachers to account using the standards. Whether the standards themselves are desirable, achievable or have value to a particular pupil or context is a different matter.

Self-evaluation has been seen by teachers as something the Inspectorate required, with their judgement of the quality of *SSE* being a significant indicator of the quality of the school (Hopkins et al., 2016). This resulted in teachers taking fewer risks with their pedagogy. The approach to *SSE* where it is evaluated by the Inspectorate and schools are held accountable to an external authority may have a reductive and performative effect (Ball, 2012a) where schools are focusing on what they can document and not what is a priority. Brady (2019) states that *SSE* imagines the teacher as a fixed object that is easily measured and assessed in terms of effective practice. She argues that in this system teachers alienate

themselves from their real teacher identity in favour of an identity more amenable to measurement. Teachers are expected to conform to the expectations and ways of working laid out by the text. There is no punitive or reward structure built into the Irish evaluation system so it could be seen as a soft accountability process. However, the positioning of teachers and the defining of their practice by the Inspectorate in *LAOS* and the subsequent evaluations which use the framework to create a model for inspection could potentially have a reductive and limiting influence on teachers' work and professionalism.

### ***Findings from the Content Analysis of ten WSE Reports***

**External Accountability.** WSE reports themselves, are a result of *External Accountability*. The reports rate the standards of teaching and learning in school and identify areas of good practice and areas in need of improvement. The reports do not identify individual classes or teachers except in the case of the Principal and Deputy Principal whose leadership and management can be praised but can also be criticised. The WSE reports focus on measurable targets for achievement and schools are praised for their target setting; “Within the school community there is very evident commitment to reflection on practice and to setting targets for improvement through the DEIS planning process.” (Leinster DEIS 2, 2019, p.6). Schools are encouraged to use measurable targets for improvement where they are lacking; “There is need to develop measurable targets in the school improvement plan so that the impact and effectiveness of the SSE process on pupils' learning outcomes can be monitored and evaluated”. (Ulster non - DEIS, 2019, p.5). This aligns with the findings of the CDA that target setting, learning outcomes and improvement are central to how the Inspectorate judges praise worthy schooling.

Parents or the community in the WSE reports are not characterised as a body who should hold teachers to account. This contrasts with the findings of the CDA. The language



around parents in these ten reports is more tentative. Schools are instructed to invite them to “contribute” (Leinster Non-DEIS 2, 2019, p.2) “open dialogue” (Ulster Non-DEIS, 2019, p.3) or “consult more widely with parents” (Leinster Rural-DEIS, 2018, p.5). These WSE reports largely correspond to the findings of the CDA that external evaluation will be shaped by the framework and will be improvement and target focused. However, the role of parents as a body who should hold teachers to account is not characterised the same way in the reports as in the policy.

**School Self- Evaluation.** *SSE* is one of the five areas which the WSE process focuses on. The other four are, “1. The quality of pupils’ learning, 2. The quality of teaching, 3. The quality of support for pupils’ well-being, 4. The quality of leadership and management” (Leinster DEIS, 2017, p.1).

In schools where engagement in *SSE* was rated, it was rated as good, very good or very effective. Using data to set targets for achievement and improvement in *SSE* was also praised in several reports. “Clear targets have been identified and strategies have been implemented that are impacting positively on pupils’ learning. Annual reviews have been conducted in literacy and numeracy and good progress has been achieved in relation to identified targets” (Munster Rural DEIS, 2017, p.5). This corresponds to the findings of the CDA where *SSE* is improvement focused and has the framework at its core to set targets and define outcomes.

*SSE* was suggested as a tool to enhance student voice (Leinster DEIS 2) and the position of parents in *SSE* was highlighted when the inspectors felt a school needed to clarify its *SSE* outcomes; “Parental involvement in *SSE* is commendable but the knowledge of parents’ representatives about this aspect of school operation is unclear. There is need to re-examine how the summary outcomes of *SSE* are conveyed to the parent body” (Leinster,

DEIS 2, P.6). In one report it was suggested that *SSE* had been used to increase collaboration amongst teachers and lead to improvement. “A culture of collaboration and improvement has been nurtured through the school’s purposeful engagement in the *SSE* process, focusing on aspects of literacy, numeracy and wellbeing” (Ulster Non DEIS, 2019, p.4).

*SSE* is mainly discussed as a way to set targets and desired outcomes for teaching and learning across a range of curricular and non-curricular areas such as Maths, English, Irish and pupil voice. The WSE reports look for evidence-based evaluations of improvements. “There is need to develop measurable targets in the school improvement plan so that the impact and effectiveness of the *SSE* process on pupils’ learning outcomes can be monitored and evaluated” (Ulster Non DEIS, 2019, p.4). This finding complements the finding of the CDA that the *SSE* process is target or framework based and improvement focused. The *SSE* process is centred on evidence and trackable targets which lead to improvement. *SSE* is a key element of the WSE process. Having outlined the first category in this CDA as *teacher as managed professional*, the second category *teacher as conforming professional* will now be discussed.

### ***Category 2 - Teacher as Conforming Professional***

*Teacher as conforming professional* presents teachers as accepting and prioritising the ways of working outlined by the text without critical examination. *LAOS* promotes teachers as reflective and collaborative professionals in terms of their own work and describes teachers engaged in “self-reflection where professionals question their actions and examine the impact of those actions as a way of improving both. It may also involve structured reflection with others in seeking to enhance teaching and learning and leadership in their school” (p.10). However, it simultaneously positions teachers and their view of collaboration and *CPD* when it states “teachers recognise and affirm *continuing professional development*

(*CPD*) and collaboration as intrinsic to their work” (p.20) and “teachers’ value and engage in professional development and professional collaboration” (p.20). The contradiction here is that the framework encourages teachers to reflect on their work while simultaneously telling all stakeholders how teachers should feel about *CPD* and collaboration and inviting teachers to assimilate that view themselves and conform to the ways of working described by the standards and statements of effective practice. This category comprises two Big C Conversations, *continuing professional development (CPD)* and *collaborative improvement of teaching and learning*. There is significant overlap between these two Big C Conversations which will now be outlined.

**Big C Conversation - Continuing Professional Development.** *LAOS* reinforces the international trend of identifying *CPD* as essential to improving pupils’ learning (Guskey, 2014) and teachers’ individual and collective practice when it states “teachers identify and engage in *CPD* that develops their own practice, meets the needs of pupils and the school, and enhances collective practice” (p20). The text projects that value onto teachers themselves when it positions them as seeing *CPD* as “intrinsic” (p.20) to their work and identity as teachers (p.20). Through language and actions, identity is constructed within the individual and within the wider community (Kirkby et al., 2019; Walsh & Dolan, 2019). The positioning of teachers as valuing *CPD* as central to their work and identities suggests a Figured World where, *reflective and collaborative CPD is valued by teachers, is intrinsic to who they are and what they do and leads to improvement*. The Figured World creates an identity for teachers to occupy, tells them what they value, what is “intrinsic” (p.20) to their identities and what they do in practice as a result. Here, the teacher is positioned as valuing reflective and collaborative *CPD* to “support continuous improvement in teaching and learning” (p.7). As a result, the Situated Meaning of this Big C Conversation is that *CPD improves teacher*

*practice and pupil outcomes*. This is a widely held belief internationally although the evidence for it is contested. Research states it is difficult to identify or track *CPDs* impact on teacher practices and student outcomes (Guskey & Yoon, 2009; Guskey, 2014; King, 2016).

*CPD* is at the core of the literature on teacher professionalism internationally (Bergmark, 2020; Clarke & Dempster, 2020; Mockler, 2013; Sachs, 2016). *Teachers engage in professional networks to improve teaching and learning, stay abreast of changes in education and build relationships* is an aspect of *CPD* which encourages “the active participation of teachers in professional networks to improve pupil learning” (p.23). Teachers’ engagement in professional development through professional networks is said to help them “keep abreast of thinking, developments and changes in the broader educational environment and use this information positively for the benefit of the school” (p.27). School leadership is described as building relationships externally with “other schools and education providers”, (p.27) and contributing to the “professional learning community” (p.29) of other school leaders external to their school. They are seen as encouraging teachers to participate in teacher professional networks (p.27) and in mentoring networks in school, “to support teachers in new roles and to develop the leadership capacity of mentors” (p.28).

*Teachers have formal qualifications, demonstrate pedagogical skills and have engaged in CPD relevant to pupil learning* is an aspect of this Big C Conversation which positions teachers as qualified and “engaged in a range of continuing professional development (CPD) courses and further study relevant to pupils’ learning” (p.17). The focus on formal, academic qualifications is in-keeping with teaching being an exclusively graduate profession in Ireland (O’Doherty & Harford, 2018). While *LAOS* does not mandate the *CPD* engaged in by teachers, it does articulate the aspect of this Big C Conversation that *the school is the primary locus of CPD which is action research based* and “firmly situates reflection

and collaboration at its heart” (p.7). This echoes the more occupational understanding of *CPD* being context specific and driven by teacher needs (Guskey, 2014; Kennedy, 2014). The text states that “leaders in the school ensure that professional development is firmly based on action research” (p.23) which positions the teacher as researcher in their school. It may signal a less system-needs model of *CPD* and a more context-needs model, where the needs of the individual teacher and school drive *CPD*. Systems of largely occupational professionalism are said to have teachers who engage in context specific, reflective, collegial *CPD* (Daniels et al., 2020), research (Bergmark, 2020) and in politically charged learning, leading to an activist profession (Sachs, 2016). *CPD* is celebrated as a possible emancipatory tool for teachers (Mockler, 2013; Sachs, 2016). Cordingley et al., (2019) in their cross-country study on teacher identity found that most teachers saw their own development and on-going learning as the single biggest influence on their professional identities, although most teachers valued informal collaboration over formal taught *CPD*. In *LAOS*, the highly effective practice desired by the Inspectorate is outlined in the quality framework. Teachers are positioned as feeling positively about *CPD* and having professional development and collaboration as “intrinsic” (p.20) to their practice and identities. Therefore, *teacher as a **conforming member** of a collaborative community of improvement* is the appropriate socially situated identity (Social Languages tool). ***Conforming member*** is in bold in the Reflective Coding Matrix CDA *LAOS* and in this discussion of the findings, to emphasize the assumption in the text that teachers will engage with *CPD*, action research, collaboration and improvement as outlined by the framework. Teachers are positioned as valuing a school based, collaborative *CPD* that culminates in pre-defined ends. The teacher must accept that the framework defines what is best for their pupils and their classroom practice and teachers must conform to *CPD* in these terms. *Community of improvement* is presented here as teachers working together to achieve one overall goal being improvement. This is an

instrumental value of education with the processes and outcomes limited by the framework; the ultimate good of education is reduced to ideas of quality, improvement and achievement (Biesta, 2009). These are not negative things in and of themselves, but when teachers must conform to them and limit their reflections and aspirations for their pupils and themselves, to be in line with these standards they may be a limiting factor in teachers' lifelong learning. Lewis and Holloway (2018) say that teachers are positioned in a state of perpetual imperfection so they must stay competitive and constantly strive to achieve better versions of themselves.

The Big C Conversation *Continuing Professional Development* as outlined shows a mixture of occupational and organisational aspirations. It identifies teachers as having formal qualifications to teach. It places *CPD* in schools and describes it as action research based. This suggests it can be context specific and encourages collaboration and reflection which many researchers identify as essential for professionalism in an occupational setting (Hargreaves, 2003; Sachs, 2016; Mockler, 2013). In contrast, it positions teachers by assigning values to them and places the framework as the ultimate arbitrator of effective practice. Such a prescriptive approach is more symptomatic of an organisational system which prioritises a top-down approach or a system needs approach to *CPD* (Dehghan, 2020; King, 2016). Locke et al. (2005) describe prescriptive collaboration and *CPD* as the co-opting of collegiality and if policy makers are not careful, genuine collaboration and improvement could be undermined and could end after official pressure from the Inspectorate or school leadership is removed. Teachers working collaboratively in almost all areas of their work is at the heart of *LAOS* and is the second Big C Conversation in this category.

### **Big C Conversation - Collaborative Improvement of Teaching and Learning.**

This Big C Conversation is the second part of the category *teacher as conforming*

*professional*. Collaboration in LAOS is not limited to CPD and informal learning. The text says that “teachers work together to devise learning opportunities for pupils across and beyond the curriculum” (p.20). They “collaboratively plan learning experiences that enable and empower pupils to see learning as a holistic and lifelong endeavour” (p.20). They collaborate around assessment, working with parents, working with external agencies (p.20) and “collectively agree and implement whole-school approaches to teaching and learning to improve pupils’ experiences and outcomes” (p.20). *Teachers work collectively and reflectively to drive improvement of teaching and learning* is the Figured World identified for this Big C Conversation. The collaboration described in the text covers almost all areas of a teacher’s practice. Teachers are positioned in the text as collaborating with colleagues and pupils to track and measure each pupil’s achievement to defined outcomes. They “approach assessment as a collaborative endeavour to support pupils’ learning and to measure their attainment” (p. 21). Therefore, *collaboration and improvement are central to teachers’ work* is the appropriate Situated Meaning for this presentation of teacher collaboration. The framework acts “to support continuous improvement in teaching and learning” (p.7) and to “measure their (pupils’) attainment” (p.21). The text could be seen to engage in a narrowing of teacher collaboration to pupil learning and a potential narrowing of learning to achieving outcomes. In fact, pupils’ enjoyment of learning is described through the lens of achievement; “Pupils’ enjoyment in learning is evident and arises from a sense of making progress and of achievement” (p.13) which gives rise to the aspect of this Big C Conversation, *pupils enjoy learning because it is achievement focused*.

Collaboration for “assessment” (p.21), “learning experiences” (p.20), and other “whole-school approaches” (p.20) are oriented around learning outcomes in the text. *Learning outcomes/objectives are central to planning, differentiation, teaching, assessment*

*and pupil learning* is an aspect of this Big C Conversation and the Discourse of improvement and measurement influential in education. Biesta (2017) calls our current time “the age of measurement” (p.1) and worries that what is being measured becomes valued, even if it is not a measure of what “good education” (p.2) is. The goal is to rate and compare pupils, schools and even entire countries and use the information gathered to inform changes under the “banner of ‘raising standards’” (Biesta, 2009, p.33). *LAOS* positions learning outcomes as central to planning (p.18), differentiation (p.18), assessment (p.14), effective teaching which progresses “pupils’ learning” (p. 18) and pupils’ motivation “to learn through having a clear sense of attainable and challenging learning outcomes” (p.13). The focus on learning outcomes is about measurement and accountability, with the possible unintended consequence of having a reductive effect on education, where what can be summarised as an objective becomes prioritised over more nuanced goals. What is measurable becomes important while things that are important, but more difficult to measure, may be side-lined.

Another aspect of the Big C Conversation *collaborative improvement of teaching and learning* is that *assessment is systematic (created and administered collectively by teachers) and specific to each pupil. It is improvement focused and engages the pupil in the strategies for improvement.* The text requires a systematic and organised approach to assessment when it states “teachers collectively develop and implement consistent and dependable formative and summative assessment practices” (p.20). In addition, teachers should collectively create a “policy on assessment”, “an approach to give feedback”, and “assessment records” (p.21). Assessment practices should be individualised as “teachers tailor assessment strategies to meet individual learning needs” (p.18). Assessment itself should be carried out both collaboratively and individually by teachers (p.21). The text positions teachers as using “feedback to work with pupils on clear strategies for improvement” (p.18). The improvement



focused aspect of this collaboration could reduce a strategy for improvement to a strategy for measurable improvement. The prioritising of documenting improvement may cause teachers to prioritise the measurable aspects of a pupil's education with the corollary of undervaluing the immeasurable.

*Differentiation is carried out for each student, at each stage of the teaching process and allows pupils succeed as learners* is another evidence driven, collaborative aspect of this Big C Conversation. Teachers collaborate with pupils to set “clear strategies for improvement” (p.18). Highly effective practice is described as “meaningfully differentiate content and activities in order to ensure that all pupils are challenged by the learning activities and experience success as learners” (p.19). In order to achieve this, teachers are described in *LAOS* as “modify(ing) their teaching practice to build on opportunities and address any limitations” (p.19) presented by a pupil's opinions, dispositions or their wider context (p.19). Teachers create “personalised learning opportunities” for each pupil which are “informed by meaningful use of data” (p.18). Teachers must differentiate learning objectives for pupils as well as the content of lessons (p.18). The text describes this level of individual differentiation as “personalised interventions” (p.19) and these data informed interventions “empower pupils” to overcome their “challenges” and “limitations” (p.19).

*Teachers build a culture of professional accountability and collaborative review* is an aspect of this Big C Conversation which positions teachers as engaged in “personal and collaborative reflection” (p.28) which the text describes as “an effective, professional accountability process” (p.25). Teachers are described as collaborating with each other to review their teaching and its outcomes. These reviews could require a more public sharing of practice, similar to lesson study or peer observation (Qian and Walker, 2020). The literature suggests that any type of collaborative review, which requires teachers to publicly share their

practice must be based on an abundance of trust or they can be demotivating and demoralising (Hamilton, 2020; Jensvoll & Lekang, 2018; Yang, 2020). In addition, teachers are to meet with the principal “annually to discuss their work and their professional development” (p.25). School leadership is to facilitate this “professional accountability process” (p.25) in “an affirming and developmental manner” (p.25). The professional accountability and review described in the text appear to bear the hallmarks of communities of practice or professional learning communities but the text never uses either of these phrases about teachers’ work.

The socially situated identity (Social Languages tool) for this Big C Conversation is identified as *teacher as a conforming member of a **collaborative community of improvement***. This is the same socially situated identity as identified under *continuous professional development* and speaks to the cross over between these two Big C Conversations. In this Big C Conversation, the ***collaborative community of improvement*** is in bold to highlight the focus on collaboration for improvement in schools. ***Collaborative community of improvement*** is a teaching staff working together with a unified vision of what their pupils need, being improvement. This improvement is data backed, pre-defined and outcome focused. In *LAOS* the focus on improvement through collaboration may have the effect of limiting teacher collaboration to generating targets or measurable outcomes to be tracked and recorded. Improving teaching could be interpreted as changing pedagogical practices to those that enable pupils to achieve the learning outcomes, regardless of the value of the outcomes themselves or their value to the pupil or context. The text positions teachers as viewing the framework as the ultimate arbitrator of what effective teaching is, by describing standards and ways of working to emulate. This could potentially have the effect of blinkering teachers to prioritise learning outcomes, measurement, and the production of data over the

immeasurable or difficult to measure aspects of education. Connell (2013) cautions that if testing and audit cultures are allowed to grow unchallenged, they could lead to a process of de-professionalisation.

**Relationship - Between CPD and Collaborative Improvement of Teaching and Learning.** The Relationship between *CPD* and *collaborative improvement of teaching and learning* is that there are *defined roles and attributes for teachers as improvement focused collaborators*. The roles and attributes have been outlined above with the teacher engaging in *CPD* and collaboration to achieve outcomes which are shaped by the quality framework. The teacher's creativity and instincts may be narrowed and their freedom to identify the desired outcomes for their pupils may be restricted to measurable objectives. A constant desire for improvement of teaching and learning and the goal of proving pupil improvement through measurable interventions permeate the text.

The teacher is positioned as a conforming professional who accepts the nature of collaboration and *CPD* as laid out by the text. Reflection, collaboration, action research and a context-driven approach to *CPD* are highlighted in the text and do speak to the possibility of an occupational understanding of teacher professionalism. The centrality of the standards and statements of effective practice however, may limit the scope of reflection and possible actions. Teachers are positioned and animated by the framework but more by their performance of their role as outlined in the text (Ball, 2012a). By conforming to the ways of working as described by the text teachers may be complicit in limiting their own agency.

### ***Findings from the Content Analysis of ten WSE Reports***

**Continuing Professional Development.** School management is affirmed for supporting staff *CPD*, which leads to improved standards of practice among staff in some of the reports. "The school's management has facilitated continuing professional development

(CPD) for the school staff.” (Connaught Non DEIS, 2018, P.4). Staff are commended for sharing expertise learned during *CPD* with their colleagues. “Teachers engage in continuing professional development and the sharing of this expertise is highly commended” (Leinster Rural DEIS, 2018, P.4). One report asks for a *CPD* plan to be drawn up which will progress the staff and school priorities. “To build on this good practice, a CPD plan should be drawn up which is based on progressing the prioritised needs of the school and the staff” (Munster DEIS, 2017, P.4).

One WSE report mentions how CPD has led to a consistency of practice across the school. “This (CPD) has contributed to the high level of consistency in practice in the school” (Connaught Non DEIS, 2018, P.4). *LAOS* does have statements referring to consistency of assessment in school but does not have a standard or statement of practice which refers to consistency of practice throughout the school. The Inspectorate highlighting and praising uniformity of practice across the school is not reflective of the *LAOS* standards. The level of detail around *CPD* is sparse in the ten reports. The reports do not comment on particular types or topics of *CPD* or where it takes place. Management supporting *CPD* and teacher’s sharing expertise learned in *CPD* are the two features mentioned in these reports and where *CPD* is mentioned it is given a sentence or two. Engagement in professional networks is not mentioned and teachers being engaged in research of any kind is not mentioned. In fact, the word research appears once in the ten reports in reference to pupils’ research in a lesson. The action research engaged professionals of *LAOS* are not celebrated or discussed in these reports. *CPD* as a Big C Conversation is not a central feature of these WSE reports.

**Collaborative Improvement of Teaching and Learning.** In contrast to the generic discussion on CPD, the reports comment on a wide range of collaborative practices such as in-class team teaching and cooperation. “Class teachers and special education teachers work

closely together to support pupils. In-class support is now a feature of practice in the school” (Leinster Non DEIS 2, 2019, p.3). In addition, a whole staff approach to developing curriculum, whole school plans and other school policies is promoted in several reports. “It is now time for the school staff to finalise the school plan for Irish and implement it at whole-school level starting with oral language with an emphasis on communication skills” (Leinster Non DEIS 2, 2019, p.2). The reports encourage teachers to share expertise and practice, as this will help them prepare for lessons in a richer way. “Teachers’ professional collaborative discussions and their willingness to share their practice adds richness to their general preparedness for lessons” (Ulster Non DEIS, 2019, P.4).

The expectations found in the CDA of *LAOS*, of collaborating for differentiation, assessment, sharing practice and learning objectives are highlighted in several reports. “The quality of teachers’ planning should be further enhanced through agreeing a consistent, unified approach for all subjects and ensuring consistency in planning for differentiation in short-term plans through explicit detail on personalisation of learning objectives and approaches” (Leinster DEIS 2, 2019, P.2). Teachers are encouraged in some reports to use data to collectively review goals for improvement. “However, as a means to ensure that improvement plans are implemented by all the teaching staff, procedures should be put in place for teachers to collaboratively review progress towards the attainment of school improvement targets” (Leinster DEIS, 2017, P.2). This again emphasises the importance of measurement and improvement for the Inspectorate. One report comments on collaboration between school and parents to support pupils with identified learning needs. “Teachers work very effectively with each other and with parents to support pupils with identified learning needs” (Connaught Non DEIS, 2018, P.5).

Management is lauded for and encouraged to collaborate to build a culture of

improvement and leadership capacity among staff. “The principal and deputy principal create and motivate staff teams and working groups to lead developments in key areas, building leadership capacity in the school community” (Leinster DEIS 2, 2018, P.6). Reflection and collaboration are repeated themes in the WSE reports, although the formal annual review meeting with the principal is not mentioned in any report. Overall, the findings of the CDA are reflected in the WSE reports, regarding collaborative practice. There is an emphasis on *collaborative improvement of teaching and learning* across a broad spectrum of teacher’s work. The first category of teacher professionalism outlined in this discussion was *teacher as managed professional*, the second was *teacher as conforming professional*, the third and final category will now be discussed, *teacher as instrument of change*.

### ***Category 3 - Teacher as Instrument of Change***

Teachers are positioned through *LAOS* as affecting significant changes in pupils’ lives. These changes move well beyond the realm of academics and *LAOS* describes the outcomes teachers should aim for. *Instrument* is used to describe teachers in this category because they are positioned as realising an expansive array of changes for pupils as prescribed by the framework and because of the possibility of being used to address the priorities of the system above their contextual priorities.

**Big C Conversation - Teacher Centrality to Pupil Outcomes.** The category *teacher as instrument of change* comprises one Big C Conversation, *teacher centrality to pupil outcomes*. Teacher centrality is a term used by Larsen (2010) to describe how teachers are elevated in policy internationally as having the ability to overcome all other inequalities in a pupil’s life and enabling them to succeed. Teacher centrality places elevated expectations on schools and teachers to fix or overcome myriad problems in a student’s life by the force of their own teaching talent. The Big C Conversation *teacher centrality to pupil outcomes*

narrows the focus of a teacher's influence to pupil outcomes, although the text describes a broad sweep of outcomes which the teacher will enable; pupil "motivation" (p.13), pupil "reflection" on their behaviour and learning (p.16), pupil "autonomy" (p.16), pupil "wellbeing" (p.15), transfer of learning and skills to unfamiliar experiences (p.19) "enable and empower pupils to see learning as a holistic and lifelong endeavour" (p.20), and make pupils "active agents in their own learning" (p.7). This Big C Conversation illuminates the array of outcomes that *LAOS* describes for pupils and shows what tasks teachers are described as carrying out to realise these outcomes.

*Including context and dispositions teachers and teaching are the most powerful influence on pupil achievement* is identified as the Figured World in the text and is seen as the underlying assumption when considering what teachers and schools should be expected to achieve in this Big C Conversation. *LAOS* "recognises the importance of quality teaching and draws on a wide body of research that suggests that excellence in teaching is the most powerful influence on pupil achievement" (p.6). This statement is in keeping with other jurisdictions where teachers and teaching are identified as the most powerful determinants of pupil achievement (Connell, 2009; Larsen, 2010; Mausethagen & Granlund, 2012; O'Doherty & Harford, 2018). The Situated Meaning of this view of teachers is *teacher attributes and skills surmount external factors* because teachers are said to create an environment that mitigates a pupil's context, socio-economic background or family dynamic. The structural factors of pupils' lives, which are out of the teacher's control, can be countered by the "cooperative and productive learning environment" (p.15) created in the classroom.

*Teachers create the environment that enables pupil agency and autonomy* is a good example of the expansive aspect of this Big C Conversation. It expands the desired outcomes for pupils to the relational, interpersonal and psychological. When it is possible "pupils

negotiate their learning thereby increasing their autonomy and effectiveness as learners” (p.16). The text places the responsibility for profound and illusive constructs such as agency and autonomy at the feet of the teacher, who is positioned as creating a productive learning environment (p.15) to reach these outcomes. The Discourse of productive classroom environments imagines a classroom which is supportive to pupils; there is shared control over the thinking and learning processes which fulfil the pupils need for autonomy (Kierner, Gröschner, Kunter & Seidel, 2018). The literature promotes the idea that pupils should be given ownership of their learning so they can connect a sense of themselves with their learning and to avoid any sense that they are being coercively controlled by external agents (Ciani, Middleton, Summers & Sheldon, 2010). *LAOS* constructs the primary school classroom in similar terms when it says “teachers share success criteria with pupils so that they can assess their own learning through self-assessment and peer assessment, and identify strengths, areas for improvement and strategies to achieve improvement” (p.18).

*Teachers create the environment that enables pupil self-motivation and learning* is a closely related aspect of this Big C Conversation. Teachers are positioned by *LAOS* as sharing control over the learning process with pupils and ensuring that the pupil’s voice is heard. “Teachers model enthusiasm and enjoyment in learning, and thereby create a learning environment where pupils are self-motivated to engage in, extend and enjoy their learning” (p.17). Schools are encouraged to “promote and facilitate the development of pupil voice, pupil participation, and pupil leadership” (p.12) and pupils as active agents “in their learning... (who) engage purposefully in a wide range of learning activities and... respond in a variety of ways to different learning opportunities” (p.7). The research on productive learning environments argues that the quality of pupil learning, autonomy and self-motivation all increase in such a productive classroom environment (Nathan, Kim & Grant, 2018; Vetter, Schieble & Meacham, 2018; Kierner, et al., 2018).



*Teachers enable pupils' wellbeing which is an enabler and outcome of learning* is another aspect of *teacher centrality to pupil outcomes*. LAOS “recognises the crucial role of schools in promoting and nurturing pupils’ well-being through their practices” (p.6). The text emphasises the importance of relationships “between pupils and teachers (which) are very respectful and positive, and conducive to well-being” (p.15). The teacher is presented as nurturing and assuring a pupil’s wellbeing through their interactions, their practice, and how they manage their in-class time with pupils. The pupil’s wellbeing is “intrinsic to this holistic view of learning, both as an outcome of learning and as an enabler of learning” (p.6). Therefore, the teacher is seen as working in a way that creates, maintains and renews each pupil’s sense of wellbeing. O’Brien and O’Shea (2017) argue that it is an unproven assumption that enshrining wellbeing in schools will improve pupil learning and improvement. LAOS does not refer to teachers’ wellbeing except to say “leaders in the school attend successfully to their own wellbeing, as well as that of others” (p.28).

The final two aspects of this Big C Conversation are *teachers actively teach and enable the ability to transfer skills and knowledge to other contexts* and *teachers enable pupils to value and pursue lifelong learning*. LAOS states that “it emphasises the need for pupils to develop a broad range of skills, competences and values that enable personal well-being, active citizenship and lifelong learning” (p.6). These are dispositions that the pupil should assimilate from the productive classroom environment and in the case of lifelong learning should put into practice upon leaving post-primary school and then for the rest of their lives. The ability to be adaptable and to transfer skills is highly prized in the neo-liberal Discourse of education and is often re-conceptualised as skills for life in the knowledge economy (Patrick, 2013). Grek (2009) states that the focus on lifelong learning is indicative of the attempt to embed ideas of self-improvement in the learner from a young age.

*LAOS* creates a socially situated identity (Social Languages tool) for teachers as *teacher as nucleus of pupil achievement*. The teacher cultivates a set of skills, dispositions and ways of being that go onto form significant parts of the pupil's psyche and identity. Teachers are positioned as creating a learning environment that overcomes external factors of socio-economics or context to empower pupils to be self-motivated agents of their own learning, who share in the learning process and achieve without the external control or coercion of the teacher or other external agents. The teacher is cast as the central figure in this universe. Their work practices and ways of being in school should have the effect of producing this broad spectrum of achievements for all pupils.

**Relationship - Teacher as Controllable Enabler of Pupil Achievement.** *Teacher centrality to pupil outcomes* outlines a vast array of outcomes for teachers to realise for their pupils. The framework positions the teacher as addressing "any limitations" (p.19) presented by a child's opinions, dispositions or context and "empower(ing) pupils to exploit these opportunities and overcome their limitations" (p.19). The Relationship of this Category to the others is defined as *teacher as controllable enabler of pupil achievement*. The DES attempts to control teachers to enact education in keeping with the vision articulated in the text. The framework is improvement oriented and teachers are seen as upskilling and collaborating to create the school experience outlined in the text and to achieve through collaboration the quality school provision defined by the framework.

The framework outlines how teachers act and interact to create a productive learning environment (p.15 & 19). This environment will prevail over all other factors in the pupils' lives and produce pupil wellbeing, pupil as lifelong learner, pupil as self-motivated agent of their own learning, pupil as responsible citizen, and pupil as constantly improving student. The text attempts to exert control over teachers' practices, over how teachers think about

elements of their work such as *CPD*, collaboration and *SSE*. It attempts to influence teachers' identities and define what is intrinsic to them and what defines effective practice in all schools at all times. This is why this category is named *teacher as controllable instrument of change* as external powers attempt to control teachers' practice and use them to achieve their defined goals.

### ***Findings from the Content Analysis of ten WSE Reports***

**Teacher Centrality to Pupil Outcomes.** The quality of support for pupil wellbeing is the third area of school life which the WSE looks at. Commendable evidence of support for pupil wellbeing and schools as inclusive, respectful learning environments is commented on in several WSE reports. Support for student wellbeing is also rated in several evaluations as very good.

Support for pupils' well-being is commendable. In lessons observed during the evaluation, a high priority was afforded to pupils' well-being and all interactions observed were affirming and respectful. Pupils are enabled to engage purposefully with a broad variety of initiatives that support well-being (Leinster DEIS, 2017, P.4).

Four of the WSE reports comment on teachers modelling enthusiasm and creating positive learning environments resulting in self-motivated pupils. "Teachers very much model enthusiasm and enjoyment in learning, creating learning environments where pupils are self-motivated to engage in, extend and enjoy their learning." (Leinster DEIS 2. 2019, P.2). Pupils' feeling safe in the classroom is mentioned several times as is the children's positive behaviour during the inspection with respect and courtesy being named as admirable traits in particular. "Pupils' behaviour was exemplary during the evaluation" (Munster Rural DEIS, 2017, P.5). Positive and respectful relationships between students with each other and

with teachers are celebrated in a number of reports. “Respectful pupil-pupil and pupil-teacher relationships were observed in the classrooms visited” (Munster Non DEIS, 2017, p.4). This corresponds to the findings of the CDA where teachers, through their own enthusiasm for learning and the subjects of the curriculum, create productive learning environments which harness pupil agency and motivation.

Teachers are commended for working with parents and external agencies to support pupils’ wellbeing and needs. “Teachers work constructively with parents and statutory agencies to support pupils’ wellbeing” (Munster Rural DEIS, 2017, p.5). Pupil voice is mentioned in some reports and concerns student committees and councils. “Pupil voice, participation and leadership are promoted through the pupils’ involvement in environmental initiatives. To further enhance this valuable work in giving pupils a voice, consideration should be given to the establishment of a students’ council” (Leinster Non DEIS, 2018, p.5). The WSE reports echo the findings of the CDA regarding teacher centrality. In particular a focus on pupils’ wellbeing and the environment the teacher should create. This environment gives rise to respectful relationships, self-motivated pupils, pupil voice and collaborative work practices.

Although the Intertextuality tool did not help create the categories outlined above it is a valuable tool which enables the placing of *LAOS* in its context as part of a string of policies which came from the DES around the same time. Using the Intertextuality tool in this way gives a broader understanding of *LAOS* as seen in its wider context.

### **Intertextuality Tool - *LAOS***

Gee (2014) defines the Intertextuality tool as identifying “how words and grammatical structures (e.g., direct or indirect quotation) are used to quote, refer to, or allude to other “texts” (that is, what others have said or written) or other styles of language (social

languages)” (p.172). *LAOS* is part of a chain of texts which emerged from the Department of Education and Skills (DES) and exhibit similar discursive tendencies towards ideas of educational outcomes and measurement. In 2011, the DES launched *The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020* (2011). The strategy outlines “ambitious targets and describes the actions that we must take to improve the teaching and learning of literacy and numeracy” (p.5). It states that improving literacy and numeracy is an “urgent national priority” (p.14) and outlines how it will “set challenging targets for improvement...create a culture of continuous improvement...by improving radically the assessment and reporting of progress...by focussing school self-evaluation and inspection on literacy and numeracy...improve the professional skills of those who teach....assessing and monitoring progress, and in using assessment information to inform the next steps for learners” (p.14). As a result, from 2012 all schools in Ireland were required to engage in SSE using the Teaching and Learning Quality Framework (DES, 2012), which was a precursor to the 2016 framework in *LAOS* (Brown, et al. 2017). The 2012 version had three themes for evaluation; 1) Learner outcomes, 2) Learning experiences and 3) Teachers’ practice. These were subsequently broken down into evaluation criteria and quality statements. The language of the framework was “gathering evidence” (p.14), “evidence based” (p.13), and “improvement” (p.44).

In 2015 the DES launched its *Digital Strategy for Schools 2015-2020 Enhancing Teaching, Learning and Assessment* (2015b). This strategy outlines four themes to embed ICT in education. Each theme is restated in the text as a goal and is described using indicators of success. Each theme is then expounded further as a table with an objective, action, timeframe and lead partners. The text is very complex and uses terminology such as setting “learning goals” (p.13), “targets” (p.46) and “indicators of success” (p.19). The text is

complemented by densely detailed tables which add more detail. The text states that “the current education reform programme (in Ireland) is driven by a shared policy understanding focussed on school improvement, raising standards and better outcomes for all learners” (p.10).

In 2016 the DES launched an expansive *Action Plan for Education 2016-2019* (2016d). The *Action Plan* sets another five goals for education in Ireland and outlines each goal by naming the goal’s “objectives” (p.15), “actions” (p.15), “targets” (p.51) and “indicators” (p.16). Under goal one; “Improve the learning experience and the success of learners” (p.15) three of the targets/indicators detail a desired improvement in PISA scores (Figure 12).

PISA PERFORMANCE IN READING	INCREASE THE PROPORTION OF STUDENTS AT LEVEL 5 OR ABOVE FROM 11.4% (OECD AVERAGE 8.5%) TO 13% BY 2025
	CONSOLIDATE THE PROPORTION OF STUDENTS PERFORMING BELOW LEVEL 2 AT LESS THAN 10% (CURRENTLY 9.6%, WITH AN OECD AVERAGE OF 18%)
	CONSOLIDATE OUR POSITION IN THE TOP 10 PERFORMING OECD COUNTRIES
PISA PERFORMANCE IN SCIENCE	INCREASE THE PROPORTION OF STUDENTS AT LEVEL 5 OR ABOVE FROM 10.8% (OECD AVERAGE 8.4%) TO 13% BY 2025
	DECREASE THE PROPORTION OF STUDENTS PERFORMING BELOW LEVEL 2 (CURRENTLY 11.1%, WITH AN OECD AVERAGE OF 17.8%) TO LESS THAN 10% BY 2025
	CONSOLIDATE OUR POSITION IN THE TOP 10 PERFORMING OECD COUNTRIES
PISA PERFORMANCE MATHS	INCREASE THE PROPORTION OF STUDENTS AT LEVEL 5 OR ABOVE FROM 11% (OECD AVERAGE 13%) TO ABOVE THE OECD AVERAGE BY 2025
	DECREASE THE PROPORTION OF STUDENTS PERFORMING BELOW LEVEL 2 (CURRENTLY 16.9%, WITH AN OECD AVERAGE OF 23.1%) TO LESS THAN 10% BY 2025
	REACH AND CONSOLIDATE OUR POSITION IN THE TOP 10 PERFORMING OECD COUNTRIES

**Figure 12**

*Goal 1 Targets and Indicators (p.16).*

The text goes on to provide detailed tables and sub-tables providing intricate detail on how the five goals might be realised in the system and at local level. The *Action Plan* states how a new quality framework in *LAOS* (2016a) for external evaluation and SSE will support

continuous improvement and “challenge schools to reach the standards set out in *Looking at our Schools 2016*” (p.26).

*Looking at our Schools 2016* (2016a) and the *School Self Evaluation Guidelines* (2016c) were also launched in 2016. The *SSE Guidelines* (2016c) complement *LAOS* (2016a) and focuses on “gathering evidence” (p.46) “data-gathering” (p.36) “improvement targets” (p.40) “effective practice” (p.13) and “measurable improvement” (p.41).

Tracing the policies that preceded *LAOS* allows the text to be understood as part of an intertextual chain. The discursive movement from the DES was to measurement, outcomes and improved performance. These policies are very detailed with complex tables and cascading levels of themes, goals and indicators of success. Brady (2019) states that such language has become ingrained in how education is spoken about in Ireland and ensures that everyone is on the same page about education and what teachers should and should not be focused on in the classroom. *LAOS* can be seen as a text which perpetuates the DES’ focus on targets, measurable performance and statements/indicators of best practice for schools in Ireland.

### **Summary of the CDA of *LAOS***

This CDA of *LAOS* identified three categories in the text. These categories can be seen as three ways of understanding teacher professionalism; *teacher as managed professional*, *teacher as conforming professional* and *teacher as instrument of change*. Each type of teacher professionalism has been described in detail above and each has repercussions for teachers’ professional identities and the tasks teachers are expected to carry out. Table 7 is a summary of the findings of the CDA of *LAOS* under the three research questions.

**Table 7***Summary findings of CDA of LAOS.*

What types of teacher professionalism are implied by policy makers in Ireland?	What identities are primary school teachers described as having by policy makers?	What tasks are primary school teachers described as carrying out by policy makers?
<p>Teacher as Managed Professional</p> <p>Teacher as Conforming Professional</p> <p>Teacher as Instrument of Change</p>	<p>Formally qualified and lifelong learners.</p> <p>Be accountable to external stakeholders.</p> <p>Reflective.</p> <p>Improvement and achievement focused.</p> <p>Be able to overcome “any limitation” (p.19) in a pupil’s context and be the most powerful influence on pupil achievement.</p> <p>Believe that collaboration and CPD are intrinsic to their work and lead to improvement.</p>	<p>Collaborate with external stakeholders</p> <p>Engage in SSE as a reflective, on-going, evidence backed, improvement focused process.</p> <p>Use the Quality Framework to define excellence in teaching and learning</p> <p>Engage in reflective and collaborative. CPD relevant to pupils learning.</p> <p>Work reflectively and collectively to drive continuous improvement.</p> <p>Assessment, differentiation, teaching and planning carried out as “personalised interventions” (p.19) for each pupil which are informed by data.</p> <p>Use learning objectives as central to their work.</p> <p>Action researcher.</p> <p>Engage in professional networks.</p> <p>Build a culture of professional accountability and collaborative review.</p> <p>Create an environment to enable pupil; agency, autonomy, voice, wellbeing, the ability to transfer skills and knowledge to other contexts, value and pursue lifelong learning, self-motivation and learning</p>



There is a tension within *LAOS* which mirrors the wider tension evident in Irish education between organisational and occupational views of teacher professionalism. The primary school teacher in Ireland has traditionally experienced a lot of freedom in interpreting the curriculum and adapting programs to reflect the local need (Coolahan, 2017). While at the same time the language of neoliberalism is deeply rooted in Irish education which has followed the global trend to a more accountable, individual and market driven system (Lynch & Grummell, 2018).

Table 7 shows that *LAOS* describes teachers as being qualified, reflective and collaborative professionals engaged in context specific CPD and action research, which speaks to the possibility of an activist profession (Sachs, 2016). While at the same time the text institutes an internal and external evaluation system which looks for evidence of improvement, measurable outcomes and paper trails. Teachers are seen as collaborating with parents and external stakeholders using the framework as common ground, while simultaneously being positioned as being accountable to parents and the community about school quality which can be assessed using the framework.

*LAOS* prioritises pupil wellbeing in pupil centred schools and expands the remit of education well beyond academics but defines teachers' practices and professional identity by prioritising the standards and statements of practice in its framework. Szeto, Sin and Leung (2020) caution that although teachers play a leading role in pupils' holistic development, academic achievement is prioritised in standardised measures of school performance and issues of social justice remain on the periphery. Table 7 illustrates the expanse of what *LAOS* identifies teachers as being responsible for and illustrates the phenomenon of teacher centrality (Larsen, 2010), where teachers are held responsible for wider social and environmental concerns regardless of what other stakeholders in education are doing around them (Connell, 2009).

The text positions teachers and defines their practice, their priorities, their opinions on CPD, collaboration and what constitutes a productive learning environment and ultimately their professional identity. Teachers are encouraged to reflect on their practice and learning while accepting the framework's version of themselves and their profession. O'Keefe and Skerritt (2020) say that teacher autonomy in Ireland is becoming severely restricted by such standards and the policing of teaching by external powers. *LAOS* describes schools as being at a stage on an "improvement journey" (p.8) and this journey must be evidence based; data backed and subject to assessment from external stakeholders. The teacher is placed at the centre of this system with responsibility for numerous outcomes and defined as overcoming structural factors in a pupil's life by creating the school environment described in the text.

This CDA of *LAOS* identified that the Discourses of occupational professionalism such as teacher as collaborator, teacher engaged in bottom-up *CPD*, teacher concerned with social justice and issues of care or wellbeing exist in the text but they co-exist with Discourses of organisational professionalism such as external evaluation, evidence based self-assessment which is assessed by an inspector, data driven schools, and a prioritising of measurable achievement. Which of these Discourses wins out in practice may be largely decided by the Inspectorate and where they focus their attention during school evaluations? The findings of the content analysis show how some areas of the framework appear to be prioritised such as; collaborative planning, measurable targets, pupil wellbeing, improvement and embedding SSE in practice. While others are mentioned much less or not at all; teacher as researcher, teacher engaged in school based CPD, teacher having annual review meetings with the principal, parents holding teachers to account through the framework and teachers engaged in professional networks. Moore and Clarke (2016) sound the warning that once lists of professional standards are implemented the discussion about what teacher professionalism might mean becomes defunct.

The Intertextuality tool did not contribute to identifying the Categories and Relationships described above. *LAOS* does not quote or reference any other texts but the “style of language” (Gee, 2014, p.172) used in the text can be helpful in placing *LAOS* as part of a chain of texts whose discursive movement was towards measurement, outcomes and improvement. Section two of this chapter will outline the CDA of *Cosán*. First a synopsis of stages one to three of coding will be outlined, followed by a discussion of the Building Tools Relationship Guide and Reflective Coding Matrix for CDA *Cosán*.

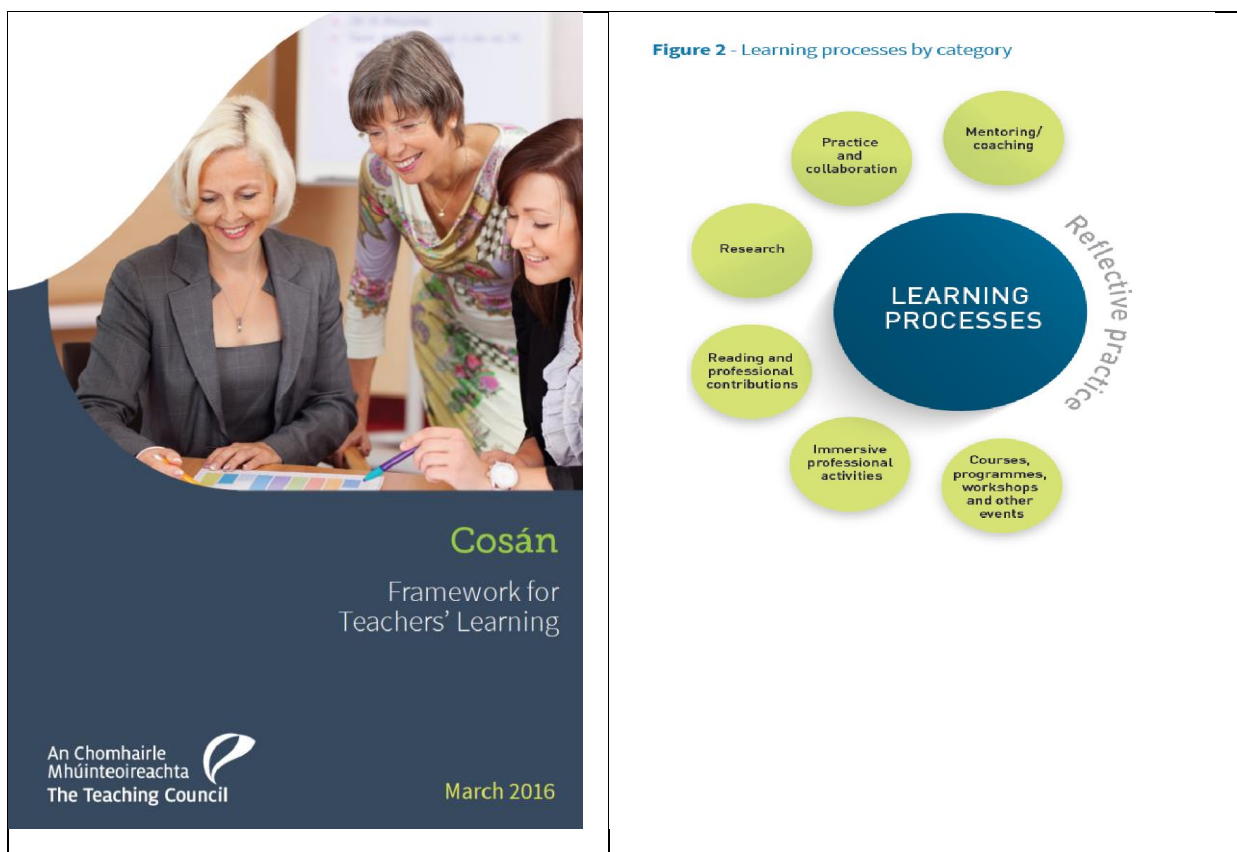
## Section Two

The purpose of this study was to explore through CDA how primary school teachers’ identities and practices are described in *Cosán Framework for Teachers’ Learning* (2016) and *LAOS*. Three research questions were developed; (1) What types of teacher professionalism are implied by policy makers in Ireland (2) What identities are primary school teachers in Ireland described as having by policy makers? (3) What tasks are primary school teachers in Ireland expected to carry out by policy makers? The same four stage process was used to code *Cosán* that was used to code *LAOS*. This section begins with an outline of stage one and two of coding. The Building Tools Relationship Guide and the Reflective Coding Matrix for CDA *Cosán* were used to conclude the third stage of coding before moving onto stage four.

Stage four is the discussion of the findings, where Categories are reviewed and defined. After each Category has been outlined the findings of the content analysis will be discussed to illustrate how the Big C Conversations identified in *Cosán* (Irish word for pathway) are dealt with in the WSE reports. This section concludes with an examination of *Cosán* under the Intertextuality tool which shows the intertextual links evident in the text.

## Stage One - Familiarising Yourself with the Data

Stage one revealed *Cosán* to be a very different text to *LAOS*. *Cosán* reads as a more dynamic and free flowing text, with lots of information packed into each sentence. Teachers and academic research are quoted regularly. It is twenty-eight pages long and full of colourful diagrams and charts (Figure 13) which illustrate the Council's vision for teacher learning. *Cosán* is the name of the policy text but it is also the name of the *framework for teachers' learning* which the text describes and begins to create. Stage one of coding involved reading a digital version of the text, which had been uploaded to Nvivo. Gee's (2014) seven building tools were used to code the text. Relevant data was highlighted and dropped into the relevant building tool node in Nvivo.



**Figure 13**

*Images from Cosán Framework for Teachers' Learning (2016)*

## **Stage Two - Generating Initial Codes**

Stage two of coding involved refining the codes from stage one by creating child nodes within each building tool e.g.; Activity Tool, Connections tool, and so on. Coding was an iterative process of moving forward and back between Nvivo and the text.

## **Stage Three - Searching for Categories and Exploring the Relationships**

Stage three involved the refining of coding with data being moved between nodes, while other nodes were deleted or combined to try and reflect the meaning in the text. Stage three ended with the use of the Building Tools Relationship Guide (Appendix E) and the Reflective Coding Matrix for CDA *Cosán* (Table 8). The Reflective Coding Matrix for CDA *Cosán* will now be outlined. It was created using all the Aspects of *Cosán* Reality from the Building Tools Relationship Guide (Appendix E).

**Table 8**

*Reflective Coding Matrix for CDA Cosán*

<b>Reflective Coding Matrix CDA COSÁN</b>				
<b>Big C Conversations</b>	External Accountability	Teacher Autonomy	Continuing Professional Development	Teacher centrality to pupil outcomes
<b>Figured Worlds</b>	Teachers are accountable to external stakeholders.	Teachers are responsible professionals who are trusted to act individually and collectively in the interests of others regarding teacher learning.	Collaborative and individual CPD is valued by teachers, is intrinsic to who they are and what they do and leads to improvement	Including context and dispositions teachers and teaching are the most powerful influence on pupil achievement
<b>Big D Discourses</b>	<p>TC as statutory, regulatory body for teaching profession and evidence based CPD</p> <p><i>Cosán</i> will reassure public and profession about the quality of teachers' CPD</p> <p>Teacher to document how CPD has improved their practice to reassure the profession and public</p> <p><i>Cosán</i> provides a tool to withhold registration unless evidence of CPD is supplied</p>	<p>Teacher as autonomous and responsible to choose their own CPD</p> <p>Teachers will influence the development phase of <i>Cosán</i> through action research and consultation</p> <p><i>Cosán</i> is flexible to address the needs of teachers, pupils and the system</p> <p>Individual learning processes reflect complexity of teaching</p> <p>Teachers assure quality of their own learning by choosing relevant, context specific &amp; effective CPD</p>	<p><i>Cosán</i> facilitates personalised learning and reflective pathways</p> <p>Collaborative CPD and reflection is valued by teachers and <i>Cosán</i></p> <p>Teachers professional learning can lead to communities of practice and professional learning communities which extend expertise</p> <p><i>Cosán</i> values formal, informal, in-school, out of school and personal and professional learning</p> <p>Teachers encouraged to carry out research</p>	<p>Teacher wellbeing is central to pupil wellbeing, endeavour and learning</p> <p>Teachers engage in CPD to meet schools expanding, diverse responsibilities</p>

	Standards central to guide teaching, learning, reflection, assessment and to document them	Teachers collaborate with stakeholders about teaching and learning using <i>Cosán</i> as a context  <i>Cosán</i> will showcase, affirm and recognise teachers' learning for all stakeholders	Teachers need dedicated time for CPD  Leading learning, inclusion, wellbeing, ICT, literacy & numeracy and supporting teachers' learning are the 6 areas CPD can be chosen from  Teachers engage in continuing learning for their own and pupils' benefit and empowerment	
<b>Social Languages</b> (Socially situated identity)	Teacher as externally managed professional.	Teacher as potential agent of their own learning.	Teacher as practicing member of a collaborative community of improvement.	Teacher as nucleus of pupil achievement.
<b>Situated Meanings</b>	External stakeholders such as the Teaching Council can hold teachers accountable.	Teachers individually and collectively are best placed to identify their learning needs	CPD improves teacher practice and pupil outcomes.	Teacher attributes and skills surmount external factors.
Relationships	Defined standards and mechanisms for teacher accountability and practice.	Potential for teachers' voice to influence <i>Cosán</i> and teachers' learning		Teacher as responsible enabler of change.
Categories	Teacher as managed professional	Teacher as (potentially) agentic professional		Teacher as instrument of change

<b>Intertextuality</b>	<p><i>Cosán</i> extensively references or quotes from academic research to position itself</p> <p><i>Cosán</i> extensively references or quotes from other Teaching Council policies to position itself</p> <p><i>Cosán</i> references teachers' voice and quotes teachers extensively</p> <p>Style of language – Mix of occupational and organisational language</p>
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## Stage Four - Review and Define Categories

Four Big C Conversations were identified through the Reflective Coding Matrix for CDA *Cosán*; *external accountability*, *teacher autonomy*, *continuing professional development* and *teacher centrality to pupil outcomes*. After analysing the Big C Conversations under the remaining four theoretical tools, three categories were identified; *teacher as managed professional*, *teacher as (potentially) agentic professional* and *teacher as instrument of change*. These three categories will now be outlined considering Gee's (2014) theoretical tools for CDA and the international literature on teacher professionalism and identity. The findings of the content analysis will be discussed after each category. The Big C Conversation *teacher autonomy* was not identified during the CDA of *LAOS* so it is the only Big C Conversation that is unique to *Cosán* in the resulting content analysis.

### ***Category 1 - Teacher as Managed Professional***

The category *teacher as managed professional* has the same meaning here as it did in the *LAOS* category. It positions teachers as managed by external stakeholders such as the Teaching Council of Ireland and by policies such as *Cosán*. Managed professionals are typically associated with a reduction in autonomy and control of their working conditions (Gappa, 2000; Rhoades, 1998). The fifth sentence in *Cosán* emphasises that the Council is “the statutory professional standards body for teaching... (and are) mandated in law to both promote and regulate the profession”. The council regulates teacher registration, initial teacher education, teacher induction and through *Cosán* they intend to regulate CPD. *Teacher as managed professional* will now be described starting with its Big C Conversation *external accountability*.

**Big C Conversations - External Accountability.** The Figured World of this Big C Conversation is that *teachers are accountable to external stakeholders*. The Council asserts

its statutory authority over all stages of teachers' careers and particularly in *Cosán* over CPD (foreword). The text positions the Council as guaranteeing standards of CPD and teacher learning through "a range of quality assurance processes" (p.27). *External stakeholders such as the Teaching Council can hold teachers accountable* is the Situated Meaning which places the Council as a body who can influence teachers' practices with regard to their professional learning and hold them to account.

*Teaching Council as statutory, regulatory body for the teaching profession and evidence-based CPD* is an aspect of *external accountability* which asserts the Council's position as a powerbroker in teachers' professional lives. The text identifies "professionally-led regulation" (p.2) as one of the three values which underpin the Council's work. In *Cosán* the Teaching Council is identified as "the statutory professional standards body for teaching" (foreword) and as quality assurers of "professional learning" (p.3) in Ireland. The most striking aspect of this statutory regulation is how *Cosán provides a tool to withhold registration unless evidence of CPD is supplied*. The removal of a teacher's registration in Ireland would mean that a teacher could not be employed in a state school. Twice in the text, *Cosán* outlines the intention to link CPD to registration. Once under the subheading "Link to Registration - to explore how an appropriate and sustainable link to registration would be developed, which would reflect the values of the framework and not result in unnecessary paperwork" (p.25) and a second time when it says "the development phase will also explore how engagement in ongoing learning can be supported by structures, resources and processes at national, regional and local level, and linked with registration in a way that is appropriate and sustainable" (p.3). After the publication of *Cosán* in 2016 and objections from teachers' unions, the Teaching Council changed its position on linking registration to CPD and in a press release, now available as an FAQ on their website they state, "The Council has decided

that at this time, renewal of teachers' registration will not be subject to engagement in professional learning” (The Teaching Council, 2020).

*Standards are central to guide teaching, learning, reflection, assessment and to document them* is an aspect of this Big C Conversation. “Professional standards are central to all of the Council’s work” (p.22) and the text identifies two professional standards; “As learning professionals, teachers demonstrate a commitment to: quality teaching and learning for their students and themselves, and continued professional growth for enhanced professional practice, to support that quality teaching and learning in a sustainable way” (p.22). *Cosán* “sees them (standards) less as goals to be reached and left behind, and more as providing a focus for ongoing and dynamic teacher learning processes” (p.23). The text states that the Council hopes the development period following publication will “explore the use of the standards in guiding teachers’ learning, their reflection on learning, and the relationship between their learning and their practice” (p.25). As well as guiding “teachers’ learning journeys” (p.23) the standards will also help teachers by facilitating them in “demonstrating their ongoing commitments as learning professionals” (p.22). To whom teachers have to demonstrate their commitment is not clear.

*Teacher to document how CPD has improved their practice to reassure the profession and public* is an aspect of this Big C Conversation which might illuminate how teachers can demonstrate their “ongoing commitment as learning professionals” (p.22). The Council highlights reflection as part of teacher learning but that reflection must be recorded or documented somehow, “perhaps via a mediated online forum” (p.24) or in a “portfolio” (p.21). The Council mandates the use of a reflective journal/portfolio through ITE and induction which they call a teacher’s *Taisce* (Irish word for treasury). Hamilton (2020) states that evidence-based teaching portfolios are an authentic form of CPD which are useful across career stages and contexts. She says the portfolio allows teachers to conceptualise their

practice as a form of CPD through cycles of reflection and planning. *Cosán* repeatedly emphasises “the flexibility” (p.9) required when measuring the impact of teachers’ learning and how “in line with the flexible approach that underpins all aspects of *Cosán*, it is acknowledged that there will be no “one size fits all” model for reflection on learning, and teachers will be encouraged to develop approaches that work best for them” (p.31). While emphasising flexibility and freedom of choice the text side-steps the reality that engaging in life-long CPD, where the outcomes are assessed by teachers and then documented, is a radical new approach to professional learning in the Irish context. “Cordingley points out that “working with evidence is central to professional learning” and provides a means for teachers to demonstrate “their professional growth”” (p.20). A teacher demonstrating their professional growth for others in the profession, the public or for the Council’s satisfaction is not how CPD has occurred in Ireland previously and is a new dimension to teacher’s professionalism, one which the text may be underplaying or not fully acknowledging. Teachers are positioned as undertaking new tasks of measurement and assessment by identifying “from their own practice, examples of their teaching that will help them to determine the impact on practice” of CPD (p.20). The text offers flexibility or independence when describing how to carry out these new tasks, “relevant aspects may be shared (at the teacher’s discretion) to inform and support professional conversations with others” (p.20). This is an example where the text dresses-up new ways of working for teachers in Ireland in the language of choice and flexibility.

The text reassures teachers that their “learning can be acknowledged and quality assured, for the benefit of teachers and their students” (p.3). It also states that because of the Council’s quality assurance measures “the profession and the public can be assured as to the quality of teachers’ learning” (p.27). The text links the profession and the public several times in this way; “the Council will play a key role in assuring teachers and the public as to

the quality of that ongoing learning” (p.9), “provide reassurance to the profession and the public that teachers are engaging in life-long learning” (p.23), “enhance the public’s understanding of the importance of their (teachers) learning” (p.3). *Cosán will reassure the public and profession about the quality of teachers’ CPD* is an aspect of *external accountability* which extends teachers’ accountability for their professional learning to external stakeholders. This aspect could be read as an attempt by the Council to enhance public trust in teachers as a profession, to bring teachers in line with ideas from traditional professions such as the law and medicine where professionals operate with high levels of public trust (Darling-Hammond, 2009; Evetts, 2008). However, if public trust is not matched with other features of traditional professionalism such as autonomy and independent decision making (Locke et al., 2005) then teachers or the Council assuring (p.9) and reassuring (p.23) the public about the quality (p.9) and life-long nature (p.23) of teacher learning could become a paperwork exercise teachers are forced to engage in to document and justify their professional learning for public perception and accountability reasons. *Cosán* positions *teachers as externally managed professionals* (Social Languages tool) who will engage in practices such as “portfolio-based learning” (p.21). Teachers offer evidence of engagement in professional learning and improved practices. They are managed by the policy as a tool which outlines and normalises preferred ways of working and thinking about teacher learning.

**Relationship.** *Defined standards and mechanisms for teacher accountability and practice* is the relationship for this category of teacher professionalism. The relationship is created by the theoretical tools which led to it in the Reflective Coding Matrix for CDA *Cosán*. It also relates to the two Categories which come next in the Matrix. It positions the Teaching Council as a body that sets the standards and ways of understanding and working regarding CPD in Ireland. The text stresses the flexibility and choice for teachers around

CPD in *Cosán* but the ways of working outlined above are new in the Irish context and the text's emphasis on professional regulation, standards, quality assurance and the measuring of the impact of CPD speaks to a Discourse of external accountability in *Cosán*. The findings of the content analysis for this Big C Conversation will now be discussed.

### ***Findings from the Content Analysis of ten WSE Reports***

**External Accountability.** It is interesting to compare the Inspectorate's focus in the WSE reports to the Council's focus in *Cosán*. In relation to *external accountability* the WSE reports focus on target setting and measurable outcomes, especially in *SSE*. *Cosán*'s regulations and accountability mechanisms do not form part of the WSE process. This may leave the Council's assertion that teachers are accountable to them, with regard to CPD a little toothless. The different accountability mechanisms available to the Inspectorate which are not available to the Council, may explain why the Council has not fully withdrawn its initial idea to link CPD to teacher registration, as it is the most powerful tool of control the Council have. The Council is a professional body who clearly wishes to influence teachers' practice and hold those teachers to account who do not adhere to the prescribed ways of working. The lack of focus on CPD in the WSE reports may leave the Council searching for a way to ensure that their vision of who teachers are and what they do is given equal status to *LAOS* in the work of schools. The second Category in the Reflective Coding Matrix for CDA *Cosán*, *teacher as (potentially) agentic professional* will now be outlined.

### ***Category 2 - Teacher as (potentially) Agentic Professional***

**Big C Conversations - Teacher Autonomy and Continuing Professional Development.** This category is the product of two Big C Conversations, *teacher autonomy* and *Continuing Professional Development (CPD)*. This category captures the ebullient air of *Cosán* which describes itself as respecting the "professionalism of teachers and allow(ing)

them to exercise autonomy in identifying, and engaging in, the types of professional learning opportunities that benefit them and their students most” (p.6). Teachers are positioned as having “choice and autonomy” (p.7) as “responsible professionals” (p.20). Teachers and stakeholders are often described in the text as influencing the development of *Cosán* through a “consultation process” (p.5).

*Cosán* is an exhortatory text which encourages and promotes both *teacher autonomy* and *external accountability* simultaneously. *Teacher as (potentially) agentic professional* needs to be read in the round with the other two categories from the Reflective Coding Matrix for CDA *Cosán*. The previous Category *Teacher as managed professional* is a Category from the text which speaks to an organisational understanding of teacher professionalism with teachers being positioned by policy which influences their practices and creates audit mechanisms for them. At the same time, the text positions teachers as potentially autonomous agents who influence policy directly through consultation and research. There may be an opportunity in Ireland, through *Cosán*, for genuine teacher autonomy around *CPD*. This autonomy speaks to a more occupational understanding of teacher professionalism where teachers are influencing policy and engaged in research and *CPD* which is context specific. (*Potentially*) appears in brackets because teacher autonomy is a tentative idea that could be undermined by more organisational tendencies within the text and system. *Teacher autonomy* and *CPD*, the two Big C Conversations which make up this category, will now be outlined using the theoretical tools of the Reflective Coding Matrix for CDA *Cosán*.

**Big C Conversation -Teacher Autonomy.** *Teachers are responsible professionals who are trusted to act individually and collectively in the interests of others regarding teacher learning* is the Figured World for this Big C Conversation. *Cosán* positions teachers as “responsible professionals” (p.20) and “as professionals, are trusted and also committed to act in the interests of others” (p.6). Teachers are seen as acting altruistically where their

decisions benefit their pupils, other stakeholders and themselves. The Situated Meaning that *teachers individually and collectively are best placed to identify their learning needs* demonstrates the understanding of *teacher autonomy* in the text. *Cosán* emphasises how the framework is flexible and supports individual “learning journeys” (p.23) and reflection.

*Teachers as autonomous and responsible to choose their own CPD* is an aspect of this Big C Conversation where the text offers “a significant measure of choice and autonomy” (p.7) to teachers around *CPD*. This autonomy is coupled with a belief “that teachers should take personal responsibility for sustaining and improving the quality of their professional practice” (p.14), by engaging in reflective and critical evaluations of practice, knowledge and *CPD*. Teachers are positioned as being “intrinsically motivated to take ownership of their professional development and steer the course of their own learning journeys” (p.7). There are limits to this autonomy however, as “there is also an expectation that supported *CPD* should address school and system needs” (p.5) as well as any individual teacher needs.

*Teachers assure the quality of their own learning by choosing relevant, context specific & effective CPD* is an aspect through which the dual characteristics of autonomy and responsibility can be seen. Teachers are positioned as assuring the quality of their own learning for their benefit and for the benefit of other stakeholders; “*Cosán* also recognises teachers’ important role in assuring the quality of their own learning” (p.9).

The text states that it is following international best practice as “the best systems would appear to tend increasingly towards more teacher-led and less provider-driven *CPD*” (p.4). *Cosán* is in line with an occupational understanding of *CPD* where the needs of the teacher and pupils decide the *CPD* and not the needs of the system. The text identifies context-specific *CPD* as the most effective type of teacher learning “when it is continuous and sustained... when it fosters teacher professional collaboration, and when it coherently relates to broader school reform efforts” (p.7).



*Cosán* points to the complexity of teaching and learning and emphasises that individual learning processes cannot be uniform or centrally mandated to address this complexity. *Individual learning processes reflect the complexity of teaching* is an aspect of this Big C Conversation where “based on the feedback from the first phase of consultation” (p.14) the text offers a broad range of “learning processes” (p.14) for teachers to engage in as professional learning. This expansive view of the processes of teacher learning lends itself to a more teacher-led understanding of *CPD*. The array of possible learning processes reinforces the autonomous and context-specific view of teacher learning in the text. “It seems reasonable to assume that each teacher has a better idea of what will improve the learning of their students, in their classroom, in the context of what they are teaching them, than anyone else” (p.14). *Cosán is flexible to address the needs of teachers, pupils and the system* is a connected aspect of this Big C Conversation which speaks to the flexibility of *Cosán* which is emphasised by the text. It stresses how “the teaching profession is not a homogeneous group and the text takes account of teachers’ individual career patterns, their priorities and their stage in life as well as teachers’ values, emotions, motivation and professional confidence” (p.7). *Cosán* is also flexible in how it hopes to measure the impact of *CPD* as it “is not necessarily something that is readily measurable or limited to observable outcomes” (p.9).

The aspects *teachers collaborate with stakeholders about teaching and learning using Cosán as a context* and *Cosán will showcase, affirm and recognise teachers’ learning for all stakeholders* are two interconnected aspects of this Big C Conversation. The collaboration with parents is framed as enhancing parents’ understanding about the importance of teachers’ learning, “this can be done by teachers, working in partnership with other stakeholders” (p.3) and by giving rise to “new conversations” (foreword) about teaching and learning. These aspects also illustrate how the text aims to celebrate teachers’ learning; “*Cosán* will provide a long-awaited opportunity for teachers and stakeholders to formally acknowledge and

recognise teachers' learning" (p.8). The text stresses how important it is that teacher learning is acknowledged and recognised by all stakeholders (p.8) and that *Cosán* can provide the medium "to affirm the value of teachers' learning and acknowledge the full range of learning activities that teachers undertake for their own benefit and that of their students" (p.2). The text's desire to have teachers' learning celebrated by external stakeholders could be an attempt to elevate teachers' *CPD* to a higher status in society more broadly. It could also be a way to help make on-going *CPD* mandatory by default, as the stakes for engaging in it, or not, are raised by public scrutiny.

*Teachers will influence the development phase of Cosán through action research, and consultation* is the aspect of this Big C Conversation where the Council stresses how consultation with teachers before the creation of *Cosán* put "the shape and content of the framework in the hands of the profession" (p.5). The text emphasises that learning is "at the heart of the teaching profession" (p.5) and that teacher's influence is at the heart of the *Cosán Framework for Teachers' Learning*. In addition to the consultation phase, the next phase of development is where "teachers can begin to determine what the framework will look like for them, their students, classrooms and schools" (p.5) by engaging in "teacher-led research" (p.25). The Council's core value of professionally-led regulation is reflected in a commitment, "that participation by teachers in a development phase is the best way to inform and support the emergence of a national framework for teachers' professional learning" (p.26). In the text, teachers leading research which informs national policy is presented as an element of *teacher autonomy*. Teachers are positioned as "engag(ing) in a cyclical process of reflection, planning, action and further reflection on key features of the framework" (p.25) in their own contexts and contributing to a policy which directly impacts on them and their peers.

*Teacher as potential agent of their own learning* (Social Language tool) introduces the idea of *potential* to this category. It is important because the text possesses a combination of organisational and occupational Discourses of teacher professionalism. The text positions teachers as autonomous in choosing their own *CPD*. They are invited to contribute to the development phase of *Cosán* through research. The text proffers an opportunity for teachers to become active agents in the direction its professional body is taking regarding *CPD*. At the same time, it does position teachers as measuring the impact of their own learning on pupil learning which “is not necessarily something that is readily measurable or limited to observable outcomes” (p.9). Teachers may be expected to share those experiences with others or document them in some way. Teachers must also factor in school and system needs (p.5) when identifying *CPD* and the showcasing of teacher learning to external stakeholders for their affirmation may act as a form of oversight to pressure teachers to engage in career-long professional development. Teachers already make up the largest number of stakeholders on the Teaching Council but there is an opportunity through *Cosán* for teachers working within their own contexts to define their own needs for their individual and collective learning while influencing policy creation at the level of their professional body. The second Big C Conversation which makes up the category *teacher as (potentially) agentic professional* will now be outlined.

**Big C Conversation - Continuing Professional Development.** *Cosán* continues the international trend of linking teachers *CPD* to improvement in pupil outcomes (Guskey, 2014) while also linking *CPD* to teacher agency. Although the final diagram in *Cosán*, the “Key Elements of *Cosán* Framework for Teachers’ Learning” has “student learning” (p. 28) at its centre, the text focuses on teacher learning and improving teacher’s practice for the benefit of the school community. *Collaborative and individual CPD is valued by teachers, is intrinsic to who they are and what they do and leads to improvement* is the Figured World of

this Big C Conversation. Teachers are positioned as “intrinsically motivated to take ownership of their professional development” (p.6) by engaging in *CPD* to address “teachers’ needs, students’ needs and school needs” (p.7). *Cosán* positions teachers as valuing collaborative *CPD*; “based on feedback from teachers who attended workshops in Education Centres, collaborative teacher learning is considered to be the most important aspect of successful, positive *CPD*” (p.12). It positions teachers as dedicated to “steer the course of their own learning journeys” (p.6) which means that the Council “recognises that individual learning also has benefits and should be recognised in *Cosán*” (p.12). Teachers are self-motivated professionals who value *CPD* and “continue to improve throughout their career” (p.2). *CPD improves teacher practice and pupil outcomes* is the Situated Meaning of this Big C Conversation. “As the quality of student learning depends as much on teachers’ learning as on their teaching, this is a fundamental issue for every teacher, for every school, for every organisation or association with an involvement in education, and for Irish society more broadly” (p.6). Guskey (2014) says that high-quality professional learning is the foundation on which improvements in education must build, but cautions that effective *CPD* is difficult to plan and tracking the impact on pupil learning is also a challenge.

*Teachers engage in continuing learning for their own and pupils’ benefit and empowerment* is an aspect of this Big C Conversation which describes *CPD* as a quasi-altruistic undertaking, where teachers engage in *CPD* for their own benefit, but more than that, for the benefit of their students. “The Council is seeking to foster a culture of “powerful professional learning” based on teachers’ active engagement in their own learning, for their benefit and that of their students” (p.3). *Cosán* links teacher learning directly with pupil learning and suggests that teachers’ *CPD* can empower pupils to an array of outcomes “(not just in terms of student learning outcomes, but more broadly in terms of their levels of

motivation, interest, engagement, and enjoyment, etc.), school culture, and the wider school community” (p.10).

*Cosán facilitates personalised learning and reflective pathways* is the aspect of this Big C Conversation where the text argues that the framework will support personalised reflection (p.4) and *CPD*; “the Council, while emphasising the importance of purposeful collaboration, recognises that individual learning also has benefits and should be recognised” (p.12). *Collaborative CPD and reflection is valued by teachers and Cosán* is the aspect of this Big C Conversation which positions teachers as engaging in collective *CPD* and collective reflection on its impact; “collaborative reflection should be encouraged” (p.4) and “collaborative teacher learning is considered to be the most important aspect of successful, positive *CPD*” (p.12). The text suggests that *teachers’ professional learning can lead to communities of practice and professional learning communities which extend expertise*. This is an aspect where the text posits that teachers being engaged in collaboration or individual learning could improve “their practice as individuals, and also collectively, by cultivating professional learning communities” (p.9). The text does not define what it means by communities of practice or professional learning communities except to say that professional learning communities can occur because of *CPD* and “participation by teachers in communities of practice enables them to extend their expertise” (p.4). *Cosán* does not suggest a formal footing for these communities and instead seems to suggest that they could occur organically once teachers are communicating or networking about their ongoing learning and it “is at these points of intersection that teachers can strike an appropriate balance between the enhancement of their own practice as individuals on the one hand, and the creation of a responsive and dynamic community of practice on the other” (p.12).

In addition to collective and individual *CPD Cosán values formal, informal, in-school, out of school and personal and professional learning*. The text describes these as

“dimensions of teacher learning” (p.11) which “overlap to create an array of different learning opportunities” (p.11). The text does define some boundaries to *CPD* for teachers when it states that *leading learning, inclusion, wellbeing, ICT, literacy & numeracy and supporting teachers’ learning are the six areas CPD can be chosen from*. The text argues it is necessary to define six areas to capture the breadth of teacher learning. The Council plans for teachers to meet their learning needs under these headings.

*Teachers are encouraged to carry out research in Cosán* is an aspect which reflects international literature on increased agency and autonomy in teacher professionalism (Hargreaves, 2003; Mockler, 2013; Sachs, 2016). *Cosán* describes teachers engaged in research such as “action research, member of a research group, research carried out as part of an academic programme” (p.16). The text promotes *CPD*, which emphasises “action research and enquiry” (p.24). It also supports teachers to engage in cycles of action research as part of the development phase of *Cosán* (p.25). Another aspect of the text which endorses engagement in professional learning is that *teachers need dedicated time for CPD*. This call for non-teaching time for teachers to engage in research and *CPD* points to another aspect of an occupational system which empowers teachers to leave the classroom, if they wish, for periods of study, research or exchange. “The Council believes that all teachers are entitled to dedicated space and time for individual and collaborative learning and reflection on same” (p.8). The text states that with extended sabbaticals “teachers might engage in research, exchange programmes or other types of professional learning activities, which would support them as researchers and reflective practitioners” (p.8).

*Teacher as practicing member of a collaborative community of improvement* is the socially situated identity (Social Languages tool) teachers are invited to take up by the text. The teacher is seen as a *practicing member* because of the possibility of increased autonomy that *Cosán* presents regarding *CPD*. *Practicing* is understood here as pursuing a profession

and undertaking *CPD* habitually. *Collaborative* acknowledges *Cosán*'s preference for collective teacher learning while offering flexibility to other types. Whether it is individual or collective, personal or professional is not relevant, it is the pursuance of *CPD* as a central part of being a teacher which is suggested here. The *community of improvement* is what the text suggests as the outcome of engagement in *CPD*, teacher, pupil and system improvement. The type of *CPD* may vary but the teacher is engaged in their immediate school/community of improvement and being part of a national teacher community which itself is striving for improvement through *CPD*.

### **Relationship between - Teacher Autonomy and Continuing Professional**

**Development.** *Potential for teachers' voice to influence Cosán and teachers' learning* is identified as the relationship between these two Big C Conversations. *Cosán* appears to offer an opportunity for teachers to assert their voice through their professional standards body. Through the text the Council insists that teacher's engagement in the development of the final *Framework for Teachers' Learning* will be essential. Teachers are invited to take up action research and use it to engage in the development process. Although the text positions the Council as an external body who can wield accountability mechanisms and withhold teachers' registration if they do not engage in *CPD* and document their engagement satisfactorily. It simultaneously offers an invite for teachers to take up and attempt to exert their own agency and voice through *Cosán*.

### ***Findings from the Content Analysis of ten WSE Reports***

**Teacher Autonomy.** *Teacher autonomy*, teacher voice, teacher agency or anything referring to this Big C Conversation was not identified in any of the WSE reports. This may be a priority for the Teaching Council in *Cosán* but it has not filtered into this sample of WSE reports. The only time teachers' voice could have been construed from the data is when the

Inspectorate instructed a school's leadership to create school policy by consulting staff. "A class allocation policy should be devised and implemented in consultation with staff"

(Leinster DEIS, 2017, p.3). This was coded in a node called *Collaborate to implement new policies* because I decided it is more about teacher collaboration than voice or agency.

**CPD.** As noted in the *LAOS* discussion, *CPD* is not a priority in the WSE reports. Management supporting *CPD* and teacher's sharing expertise learned in *CPD* are the two features mentioned in these reports and where *CPD* is referenced it merits only a sentence or two; "The sharing of expertise and knowledge gained through participation in continuing professional development (CPD) by teachers is lauded" (Munster DEIS, p.4) The focus on research in *Cosán* and teacher as action researcher is not echoed in the WSE reports with no mention of teacher research. The WSE's do not mention school based *CPD* or teachers engaged in further study, publishing articles or taking sabbaticals. The teacher as described in *Cosán* is not being evaluated or celebrated by the Inspectorate in these WSE reports. This may present an issue for the Council in how to get teachers and school management to prioritise the Council's aspects of teacher professionalism which are not valued in the WSE reports. The third category *teacher as instrument of change* will now be discussed. Although not as evident in the text as the other two categories, its presence is important to note and to query what it says about the Teaching Council's view of schools and teachers.

### ***Category 3 - Teacher as Instrument of Change***

*Teacher as instrument of change* is the third category identified in the text. The category describes how teachers through engagement in *CPD* and collaboration can cause *change*. This *change* is seen in their own practice, pupil outcomes and at a systems level.

*Instrument* is used to describe teachers in this category because they are positioned as realising an expansive array of changes for pupils and because of the possibility of being used



to address the priorities of the system above their contextual priorities. However, *Cosán* seems to present an opportunity for teacher agency around *CPD*, which might mean that teachers are empowered to take control of their own priorities, teaching and learning.

**Big C Conversation - Teacher Centrality to Pupil Outcomes.** *Teacher centrality to pupil outcomes* is a Big C Conversation which is subtly present in the text. Teacher centrality positions the teacher as a particular type of employee in society. The teacher is a person who can take on myriad problems which concern society or the community. As society becomes more complex and fractured the teacher is expected to adapt and integrate solutions to societal issues in their daily work. *Including context and dispositions teachers and teaching are the most powerful influence on pupil achievement* is the Figured World of this Big C Conversation. The assumption in this Figured World is that a good teacher and good teaching can exert a greater influence than external factors on a child's outcomes in school. *Cosán* positions the teacher as "responsive to emerging needs" (p.4) and responsible to meet "higher social expectations of schools" (p.4). *Teachers engage in CPD to meet schools expanding and diverse responsibilities*, is an aspect of this Big C Conversation which positions teachers as handymen for society's problems. The teacher is at hand with the correct tool to fix and patch society's latest concerns or what the text calls "new types of responsibilities" (p.4). The expansion and diversification of school's responsibilities speaks to the way policy makers attempt to address issues by identifying the solution within schools, what Lingard (2008) identifies as schools acting as garbage bins where complex issues are dumped for teachers to manage. This approach also shifts responsibility from other stakeholders who can avoid tackling systemic problems of poverty or inequality by locating the solutions in schools and within the remit of teachers. This also places teachers in the firing line when complex issues are not resolved after they have been moved on to the curriculum as a reflection of the "higher social expectations of schools" (p.4).

*Teacher wellbeing is central to pupil wellbeing, endeavour and learning* is an aspect of this Big C Conversation which posits that teachers need to stay well so pupils can learn and stay well themselves. “Council recognises the importance of care of self so as to be able to care for others and, in that context, teachers’ well-being is vital if they are to effectively lead learning, and support and facilitate students in this endeavour” (p18). At first glance this could be read as a positive placing of teachers’ wellbeing as a central concern within *Cosán*. Teaching can be considered a high-stress occupation with rates of teacher burn-out and attrition higher than other professions, across many countries (van der Want, et al., 2019). Levels of work-engagement, self-efficacy and prolonged exposure to chronic emotional and interpersonal stressors in work can reduce teacher well-being (van der Want, et al., 2019). The linking of teacher wellbeing to pupil wellbeing and learning in the text could be seen as a dimension of teacher centrality, where teacher’s health and wellbeing is only relevant as it serves to empower pupils’ learning. Teachers need to stay well so that pupils can stay well and learn. It is possible that teachers staying well could be a legitimate policy goal for the Teaching Council, for its own sake, without linking it to pupil learning or wellbeing.

*Teacher as nucleus of pupil achievement* is the socially situated identity (Social Languages tool) teachers are invited to take up in this Big C Conversation. The teacher’s learning is at the centre of pupil achievement; “the quality of student learning depends as much on teachers’ learning as on their teaching” (p.6). Teachers must meet “the challenges of expanding fields of knowledge” (p.4) and accept “new types of responsibilities” (p.4) which are handed down from the top to address wider issues of concern in society. The teacher is positioned as being able to integrate these new elements into their practice by selecting the appropriate *CPD*; “CPD, in particular, is perceived as critical in ensuring that teachers are prepared to meet the challenges” (P.4). *Teacher attributes and skills surmount external factors* is the Situated Meaning for teachers in this Big C Conversation. The teacher is

expected to overcome systemic challenges and must be “responsive to emerging needs” (p.4) through their daily work and engagement in *CPD*.

**Relationship - Teacher as Responsible Enabler of Change.** *Teacher as responsible enabler of change* is the relationship between this category and the two previous categories. The teacher is positioned as *responsible* by the text and this suggests the possibility of agency. *Cosán* seems to present the opportunity for teachers to act out their agency when it comes to *CPD*. Through *CPD* the teacher is positioned as enabling changes in a broad spectrum of pupil outcomes which are not defined in the text but are seen as “diverse” and “expanding” (p.4). While teachers’ agency may be seen in choosing *CPD*, the “higher social expectations of schools and new types of responsibilities” (p.4) which schools may be forced to adopt are more likely to come from the top down and not as a teacher’s choice. Teachers are positioned as being responsible to address and effect *change* with regard to “challenges” (p.4) which are forced on schools by external powers.

### ***Findings from the Content Analysis of ten WSE Reports***

*Cosán* is a teacher centric text but even then, its mention of teacher wellbeing relates to supporting pupils engaged in learning. Teacher wellbeing is not a priority in the WSE reports and is only referenced once in the ten WSE reports: “It displays a strong sense of dedication to the creation of an inclusive school culture and is very committed to promoting the wellbeing of pupils and teachers” (Ulster non DEIS, 2019, p.3). As previously noted, engagement with *CPD* or the sharing of skills learned from *CPD* is noted in five of the WSE reports; “Teachers engage in continuing professional development and the sharing of this expertise is highly commended” (Leinster Rural DEIS, 2018, p.4). The lack of detail ascribed to *CPD* when it is mentioned in the reports compared to pupil wellbeing for example, illustrates that *CPD* and teacher wellbeing are not a priority in the WSE process. The sixth theoretical tool is the Intertextuality tool. It did not help construct the Categories or

Relationships in the Reflective Coding Matrix for CDA *Cosán*, but it does place *Cosán* in a chain of texts. *Cosán* quotes and references other texts regularly, while also being nested in the Council's continuum of teacher education.

### **Intertextuality Tool - *Cosán***

*Cosán extensively references or quotes from academic research to position itself*, is the first intertextual feature identified in the text. A pattern emerges in the text where a statement is made, it is supported by a quote from a teacher and then supported by a quote from academic research;

The impact of teachers' learning on their practice, their students, their schools or the wider education system was widely debated during the consultation process. Teachers highlighted the importance of their learning having a practical focus, with one school noting that professional learning "must enhance our teaching and learning in the classrooms". William echoes this, noting that the extent of participation in professional development alone is not sufficient to determine its effectiveness (p.9).

The referencing of academic research is used to strengthen the Council's positions and to give some sense of academic rigour or foundation to their plan. The text states how it is "drawing on a review of the literature and the feedback from the consultation process" (p.14) to inform its framework. The text uses footnotes extensively to reference, but it also includes substantial amounts of direct quotations from research, often whole paragraphs. The referencing of academic research appears as an attempt to position *Cosán* as part of a chain of texts which illustrate international best practice; "An extensive research literature shows that professional development is most effective in improving teachers' instructional practice..."

(p.7). Academic references and quotes are used to support and reinforce the Council's intentions and to add the weight of research to the *Cosán* framework.

*Cosán references teachers' voice and quotes teachers extensively* is another intertextual feature of *Cosán* which regularly appears alongside an academic reference or quote. Teachers' voice mostly occurs after the text articulates some action or intention. Quoting teachers in this way gives the impression that the idea came from teachers initially and the Council just acted on it; "In the words of one teacher; "If the CPD is accredited, then it gains value inwardly and outwardly"" (p.9). It gives the impression that the Council and the profession are in-sync on these issues; "More than half of the responses from the consultation workshops with teachers reflected a belief that a lack of recognition or accreditation contributed to a negative experience of CPD" (p.8). The text also celebrates how teachers' voices shaped the existing text and will engage in the development of the final framework; "This publication of *Cosán* now paves the way for a period of research, led by teachers, which will inform national implementation of the framework" (foreword).

*Cosán extensively references or quotes from other Teaching Council policies to position itself* is another intertextual feature in the text. The text regularly refers to other Teaching Council policy texts to identify its place on the continuum of teacher education. The referencing of the other policies illustrates the Council's policy focus; "since its establishment in 2006 the Council has been building a framework of standards for all stages of teachers' learning, including initial teacher education and induction" (foreword). The text positions *Cosán* in its place as the third instalment on the continuum of teacher education; "It marks the continuation of a journey that all teachers begin in initial teacher education (ITE), and builds on the progress made in Droichead, the new model of induction" (p.2). The text also quotes and references previous Council policy documents to legitimise *Cosán* by nesting it in previous Council policies and research. The earlier texts are referenced to justify the

continuity of the ideas in *Cosán* and where the ideas have come from. For example, in the space of two paragraphs in the Background section of the text the *Policy on the Continuum of Teacher Education* (2011b) is quoted as providing an “important definition of teachers’ professional learning” (p.4), and the *Code of Professional Conduct for Teachers* (2012) is described as “an important backdrop” (p.5) for setting standards for teachers’ learning. The Council’s background document *Teacher Education in Ireland and Internationally* (2010) is referenced as providing “valuable information on the policy context” (p.5).

In addition to the intertextual links discussed above, *Cosán* is part of a chain of policy texts which the Council created prior to *Cosán*. The Council’s *Code of Professional Conduct for Teachers* (2016a) has two earlier versions in 2007 and 2012. The 2016 version explains how the code has three purposes. The first is to act as a guiding compass for teachers in matters of ethics, honour and dignity. The second is to be used by all stakeholders to inform their expectations of the teaching profession and the third is as a reference point for the Council in its investigative and disciplinary role around fitness to teach (p.4). The text goes on to outline twenty-three standards for all registered teachers. The standards cover areas such as professional conduct, professional practice, professional collegiality and collaboration and professional development.

*Cosán* is the third part of the Council’s continuum for teacher education which they described in their *Policy on the Continuum of Teacher Education* (2011b). This policy addresses the periods of “initial teacher education, induction and in-career development” (p.8) and states that the continuum is constructed on the three pillars of “innovation, integration and improvement” (p.10). The Council followed the *Continuum* document with *Initial Teacher Education: Criteria and Guidelines for Programme Providers* (2011a). The policy lists the dispositions, attitudes and competences all ITE providers need to assess in their students. Providers must illustrate evidence of these “outcomes for graduates” (p.25) in

their programme planning. The policy describes the “inputs, process and outcomes” (p.7) for all ITE providers and gives a detailed breakdown of the desired learning outcomes for graduates to be rated against (Figure 14).

The Learning Outcomes for Graduates of Programmes of ITE

3.1 Knowledge-Breadth <sup>5</sup> Knowledge-Kind <sup>6</sup>	The graduate will demonstrate knowledge and understanding of:
Ethical Standards and Professional Behaviour	<ul style="list-style-type: none"> <li>the unique role of the teacher as professional in providing for the holistic development of students, and the complex and intricate nature of teaching, as explicated in the <i>Code of Professional Conduct for Teachers</i></li> <li>the continuum of teacher education and the life-long learning journey of the teacher, recognising the stage he/she has reached on that journey.</li> </ul>
Education and the Education System	<ul style="list-style-type: none"> <li>the nature and purposes of education and the social and policy contexts in which the aims of education are defined and implemented</li> <li>the origins and development of the statutory and policy-making framework pertaining to education, his/her specific role and responsibilities emanating from that framework, together with the roles and responsibilities of all stakeholders, including parents</li> <li>children’s rights, including their right to a voice in various matters that relate to their lives</li> <li>the sector in which he/she will be teaching and his/her professional responsibilities within it</li> <li>other education sectors and factors which may impact on pupils’ transition from one sector to another</li> <li>school culture and how it impacts on teaching and learning and the implementation of curriculum policy</li> <li>educational research and its contribution to teaching, learning and assessment.</li> </ul>

**Figure 14**

*The Initial Teacher Education: Criteria and Guidelines for Programme Providers (2011a, p.25)*

It is worth noting that the Council updated this policy and renamed it *Céim: Standards for Initial Teacher Education* (2020) (meaning Degree). *Céim* contains an updated list of “graduate teacher standards” (p.20) to support student teachers and course providers. The graduate teacher standards are outlined as a list of learning outcomes. The outcomes are set out under three headings, “professional values, professional skills and practice and professional knowledge and understanding” (p.20).

In 2011, the Council followed *Initial Teacher Education* (2011) with the second part of the continuum, their policy on teacher induction, which after a troubled development

process ended with a final revised version, *Droichead* (2017a). *Droichead* (2017a) removed the Inspectorate from the induction system and put the responsibility on the profession. Schools were required to form Professional Support Teams (PST) to guide the NQT through their induction period. The Council stress that induction is about the process and not perfection and that the three standards in *Droichead* are supportive, not evaluative;

1. have engaged professionally with school-based induction and additional professional learning activities
2. have shown their professional commitment to quality teaching and learning for their pupils/students
3. have engaged in reflective practice that supports their professional learning and practice, both individually and collaboratively (2017, p.8)

The PST has the power to withhold completion of the induction process from an NQT if they feel they have not reached the required standards. However, the process is envisioned as a collegial and supportive process and is not a high-stakes induction scenario.

*Cosán* (2016b) is part of this chain of texts which define the continuum of teacher education with a combination of organisational and occupational language. The intertextuality tool shows that this combination is found across the Council's policies on the continuum of teacher education from the outcome focused and standards oriented *Initial Teacher Education: Criteria and Guidelines for Programme Providers* (2011a), to the collegial and process focused *Droichead* (2017a) to *Cosán* (2016b) which describes an autonomous profession who are managed externally by the Council, in respect of CPD.



## Summary of CDA of *Cosán*

Three Categories were identified from the text of *Cosán*; *teacher as managed professional*, *teacher as (potentially) agentic professional* and *teacher as instrument of change*. These categories can be understood as three types of teacher professionalism. How each type of professionalism potentially affects teachers' professional identity and the tasks teachers are expected to perform was outlined above. Table 9 is a summary of the findings of the CDA of *Cosán* under the three research questions.

*Cosán* uses the language of choice and autonomy throughout the text but *teacher as managed professional* illuminates' *external accountability* in the text. As can be seen in Table 9 teachers are positioned as valuing and engaging in *CPD* which leads to improvement of teaching and learning and the empowerment of pupils and teachers. Teachers are also described as measuring and documenting CPD's impact on their practice. The text states that there will be no "one size fits all" (p.31) approach to follow, but suggests "portfolio-based learning" (p.21) and "mediated online forums" (p.24) as possible options. Teachers and the Council must assure others working in education and the public of the ongoing and quality nature of teachers' learning. These new tasks for teachers in Ireland as seen in Table 9, where professional learning is measured in terms of improved practice and accounted for publicly, could be tools of external control which dictate how and why teachers engage in *CPD* and to whom they must justify themselves.

In *Cosán*, the Council stresses their statutory and regulatory position in teachers' lives and position standards as central to their own work and the work of teachers. Although the professional standards are not a long list of desired outcomes, the text does claim that the standards should shape teachers' learning, reflection, practice and help them to demonstrate their "ongoing commitments as learning professionals" (p.22).

**Table 9***Summary findings of CDA of Cosán*

What types of teacher professionalism are implied by policy makers in Ireland	What identities are primary school teachers described as having by policy makers?	What tasks are primary school teachers described as carrying out by policy makers?
Teacher as Managed Professional	Reflective.	Document how CPD has improved practice.
Teacher as (potentially) Agentic Professional	Responsible to act in the interest of others regarding CPD.	Reassure public and profession of their improvement.
Teacher as Instrument of Change	Be accountable to external stakeholders.	“Demonstrate their commitment as learning professionals” (p.22).
	Improvement focused.	Choose their own CPD.
	Value CPD which is intrinsic to their work and leads to improvement and empowerment of teacher and pupil.	Help develop <i>Cosán</i> through action research and consultation.
		Assure quality of their own learning.
		Collaborate with external stakeholders.
		Engage in individual and collaborative CPD.
		Extend expertise through communities of practice and professional learning communities.
		Action researcher & engage in and with research.
		Meet schools’ expanding and diverse responsibilities and society’s emerging needs.
		Stay well (well-being) to lead and support pupils learning.

*Cosán* also states how it will control teachers’ engagement with *CPD* by linking it to teacher registration, although it is not clear what the Council will finally decide on that issue.

*Teacher as managed professional* is a type of teacher professionalism which results in a teacher identity where teachers are managed by the Teaching Council with regard to *CPD*,

while being accountable to both the Council and the public about the quality, impact and duration of their professional learning.

The second type of professionalism which can be seen in Table 9 is *teacher as (potentially) agentic professional*. This professionalism outlines how *Cosán* positions teachers as active researchers and learners, defining their own contextual needs, identifying their own *CPD* and influencing the outcome of Council policy by engaging in the development phase of *Cosán*. The text outlines expansive “learning pathways” (p.18), “dimensions of learning” (p.11) and “learning areas” (p.18) which cast a very wide net in terms of teacher learning. Teachers are positioned as pursuing “personalised learning pathways” (p.12) which expand the traditional, formal, one-off *CPD* to seemingly endless options including doing research, reading research, mentoring, PLCs, COPs and sabbaticals. The text calls for teachers to be given time to pursue *CPD* and research for the benefit of all stakeholders. *Cosán* encourages teachers to collaborate with stakeholders about teaching and learning but in reality, the text describes this collaboration as making the public aware of the quality and on-going nature of teacher learning. The Council positions *Cosán* as the tool through which teachers can showcase their learning for public recognition and affirmation. This may emerge less as a celebration of teachers’ work and more as a tool to influence teachers and require them to engage in *CPD* as outlined by the text, for fear of appearing as unprofessional or as not dedicated.

The third type of professionalism in Table 9 is *teacher as instrument of change*. Although not as visible in the text as the other two types of professionalism its presence speaks to *teacher centrality to pupil outcomes* in the text. Teachers are positioned as addressing new challenges hoisted on them from changed “social expectations of schools” (p.4). This is where the Council seems to accept that schools should play a role in pupils’ lives based on society’s expectations of schools and not schools defining their own remit and

ways of working. The autonomy afforded to teachers in the text to choose their *CPD* may be undermined by the Council's acceptance that a school's remit is open to definition by external powers and stakeholders or to use Lingard's (2009) term, if Irish schools become a garbage bin, where policy makers dump problems to be managed and mitigated but not solved. The teacher in this professionalism is seen as being able to address any complex needs in society through the power of their own learning and improved practice.

The content analysis showed that CPD does not seem to be a priority for the Inspectorate when they evaluate the work of schools. Teacher autonomy and agency as described in *Cosán* was not found in the content analysis. Teachers in the WSE reports are encouraged to collaborate on school policies but autonomy or ideas of agency were not mentioned. The autonomous teacher described in *Cosán* who is engaged in and with research is not being evaluated by the Inspectorate in these WSE reports. This may present an issue for the Council in how to get teachers and school management to prioritise the Council's version of teacher professionalism and identity which are not valued by the Inspectorate in the WSE reports.

The Intertextuality tool showed that *Cosán* is part of a chain of texts which define the continuum of teacher education with a combination of organisational and occupational language. The intertextuality tool showed that this combination is found across the Council's policies on the continuum of teacher education from the outcome focused and standards oriented *Initial Teacher Education: Criteria and Guidelines for Programme Providers* (2011a), to the collegial and process focused *Droichead* (2017a), to *Cosán* (2016b) which describes an autonomous profession who are managed externally by the Council, in respect of CPD. Having described the CDA and content analysis for both texts in this chapter, chapter five will compare and contrast the types of teacher professionalism identified in *LAOS* and *Cosán*.

## Chapter Five: Comparison of Findings

This research has been focused on examining ideas of teacher identity and professionalism in the Republic of Ireland. Chapter four outlined the findings of the CDA of *Looking at our Schools 2016* (2016a) and *Cosán* (2016b) and the content analysis of ten WSE reports. At the end of the analysis of both documents, four categories emerged which are types of teacher professionalism; *teacher as managed professional*, *teacher as instrument of change*, *teacher as conforming professional* and *teacher as (potentially) agentic professional*. These categories speak to the balance in *Cosán* and *LAOS* of occupational and organisational ideas of teacher professionalism. *Teacher as managed professional* and *teacher as instrument of change* were identified in both texts while *teacher as conforming professional* was only identified in *LAOS* and *teacher as (potentially) agentic professional* was only identified in *Cosán*.

This chapter begins by comparing aspects of teacher professionalism and identity as outlined in *LAOS*, *Cosán* and the WSE reports. Table 10 enables a comparison of all three texts at a glance. The chapter continues with Table 11 which enables a more detailed comparison of how *LAOS* and *Cosán* position teachers in similar ways, while Table 12 contrasts how the policy texts position teachers differently.

### Aspects of Professionalism and Identity across Three Texts

Chapter four was a detailed analysis of the findings of the CDA of *LAOS*, and *Cosán* and a content analysis of a sample of WSE reports. At the end of the CDA four types of teacher professionalism were identified. These teacher professionalisms were described in detail and answered the three research questions. The three areas which are the focus of this research; professionalism, identity and tasks are inter-connected and one begets the other.

**Table 10**

*Aspects of teacher professionalism and identity found across the three texts*

Aspects of teacher professionalism and identity	Looking at Our Schools	Cosán	WSE reports
<b>Teacher as Managed Professional</b>	✓	✓	n/a
<b>Teacher as Instrument of Change</b>	✓	✓	n/a
<b>Teacher as Conforming Professional</b>	✓	✗	n/a
<b>Teacher as (potentially) Agentic Professional</b>	✗	✓	n/a
<b>External Accountability</b>	Inspectorate & parents shaped by the framework	Teaching Council, the profession & the public	Inspectorate
<b>External Collaboration</b>	Collaborate with and accountable to external stakeholders	With stakeholders using <i>Cosán</i> as a context	To support pupil wellbeing and needs
<b>School Self Evaluation</b>	Framework based; measurable & improvement focused	<i>Not mentioned</i>	Framework, target based and improvement focused
<b>CPD</b>	Collaborative & reflective School and action research based Relevant to pupils learning	Personalised learning and reflective pathways Teachers and pupils benefit and empowerment Documented	Supported by school management & teachers sharing learning from CPD

Aspects of teacher professionalism and identity	Looking at Our Schools	Cosán	WSE reports
<b>Collaborative Practice</b>	Collective and reflective Across a broad spectrum of teachers' work Drives improvement	Preferred type of CPD	Emphasised across a broad spectrum of teachers' work
<b>Communities of practice &amp; Professional learning communities</b>	For principals external to school	Occur as a result of teachers' professional learning	<i>Not mentioned</i>
<b>Teacher Autonomy</b>	<i>Not mentioned</i>	Teachers autonomous to choose own CPD	<i>Not mentioned</i>
<b>Teacher wellbeing</b>	School leaders attending to their own and others wellbeing	Central to pupil wellbeing and learning	Mentioned in one report with pupil wellbeing
<b>Pupil Autonomy</b>	Enabled by the teacher	<i>Not mentioned</i>	Pupil voice discussed as school committees
<b>Pupil wellbeing</b>	An enabler and outcome of learning Enabled by teachers	Vital to learning Linked to teacher wellbeing	Widely discussed in reports
<b>Teacher as Researcher</b>	Action researcher (CPD)	Teachers engage in and with research	<i>Not mentioned</i>
<b>Teacher contributing to national policy</b>	<i>Not mentioned</i>	Through action research and consultation around <i>Cosán</i> framework	<i>Not mentioned</i>
<b>Teacher contributing to school policy</b>	As part of collaborative practice	Part of practice and collaboration	As part of collaborative practice

The goal of Table 10 is to compare and contrast the findings of the CDA and content analysis and to map the terrain between the three texts. Table 10 starts the chapter by summarising how each of the texts addressed a recurring aspect of teacher professionalism and identity in this research.

The four types of professionalism which come first in Table 10 will be dealt with separately below. The rest of Table 10 details how aspects of teacher professionalism and professional identity are discussed across the three texts. Table 10 allows the subtle differences between the texts to be seen at a glance. In *LAOS*, besides the Inspectorate, parents are positioned as an external body who should hold teachers to account but this is not followed through to the WSE process where parents are not described as holding teachers or schools to account. *Cosán* repeatedly uses the phrases “the public” (p.3) and “the profession” (p.23) when outlining who teachers need to assure and reassure. *Cosán* also positions the Council as a body who teachers are accountable to through standards and mechanisms of accountability, such as documenting experiences of CPD and tracking pupil improvement. External collaboration can be seen to have different priorities across the texts from pupil wellbeing in the WSE reports to teacher CPD in *Cosán*. *LAOS* positions teachers using the *LAOS* framework to collaborate with external stakeholders while being held accountable by them by use of the same framework. School self-evaluation is not mentioned in *Cosán* even though it is a central part of *LAOS*, the WSE process and the Inspectorate’s view of what is important in schools.

CPD and teacher research are very interesting examples of the tension between what *LAOS* promotes and what the Inspectorate focuses on in schools during a WSE. *LAOS* describes a context specific, action research oriented professional engaged in reflective and collaborative CPD. During the WSE process however, the focus is not on teacher CPD which gets a passing mention and teacher research is not mentioned at all. Collaborative practice is



encouraged in all three texts and leads to improvement. Communities of Practice and Professional Learning Communities get mixed reviews in the research literature and are no guarantee of democratic schools or engaged teachers. *Cosán* describes them as occurring in schools as a result of professional learning and is enthusiastic about them. *LAOS* only mentions CoPs once, for principals networking with other principals and the WSE reports make no mention of CoPs or PLCs. This again shows a disconnect between what the Council sees as important in schools and what the Inspectorate are looking at during WSE.

The area of pupil wellbeing is important in *LAOS* where it is seen as an enabler and outcome of learning and the responsibility of the teacher. The WSE process reinforces the importance of pupil wellbeing making it a central focus for evaluation. *Cosán* links pupil wellbeing to teacher wellbeing and sees it as vital to learning. Interestingly, teacher wellbeing is only mentioned once in *LAOS*, *Cosán* and the WSE reports and is not a priority in any of the texts. Teacher autonomy is not mentioned in *LAOS* or the WSE reports but it is central to *Cosán* and how it imagines teachers and their CPD. Conversely, pupil autonomy is not mentioned in *Cosán* but in *LAOS* it is one of many pupils' attributes the text makes the teacher's responsibility. The WSE reports discuss student councils as a way of accessing pupil voice.

The teacher described in *LAOS* and the WSE have no input at a national policy level, while in *Cosán* teachers are encouraged to engage in research and influence national policy. Collaborating to create school-based policies is promoted across the three texts. Table 10 enables the cross-overs and contradictions between the three texts to be laid bare. These aspects of teacher professionalism and identity warrant a more detailed comparison. Table 11 and Table 12 allow for the comparing and contrasting of how teachers are presented across the three texts. First, Table 11 compares how *LAOS* and *Cosán* position teachers similarly as *managed professionals* and *instruments of change*. Second, Table 12 contrasts how the two

policy texts position teachers differently as *conforming professionals* and (potentially) *agentic professionals*.

### Comparing *LAOS* and *Cosán*

*Teacher as managed professional* and *teacher as instrument of change* were found in both *LAOS* and *Cosán*. The similarities between how these types of professionalism are presented in both texts will now be analysed.

**Table 11**

*Summary of how LAOS and Cosán position teachers in comparable ways.*

Teacher as Managed Professional	Teacher as Instrument of Change
<ul style="list-style-type: none"> <li>Teachers are accountable to external stakeholders and are managed by in-school practices such as SSE (<i>LAOS</i>) and documenting the impact of CPD on their practice and pupils' learning (<i>Cosán</i>).</li> <li><i>LAOS</i> and <i>Cosán</i> define desired outcomes and how they want teachers to realise those outcomes e.g., collaborative practice, measurable pupil improvement, engage in ongoing CPD.</li> <li><i>LAOS</i> and <i>Cosán</i> present teachers as requiring monitoring and evaluation e.g., WSE process (<i>LAOS</i>) and “demonstrating their ongoing commitment as learning professionals” (<i>Cosán</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Both texts position teachers as responsible for realising an expansive array of outcomes for pupils, regardless of what other stakeholders are doing.</li> <li>Teachers empower pupils to overcome “any limitation” (<i>LAOS</i>) of context or disposition and engage in CPD to meet schools’ “expanding and diverse responsibilities” (<i>Cosán</i>).</li> <li>Both <i>Cosán</i> and <i>LAOS</i> contain a single reference to teacher wellbeing.</li> </ul>

### *Teacher as Managed Professional*

This professionalism is based in an organisational understanding of teacher professionalism associated with a reduction in autonomy and control over working conditions

(Gappa, 2000; Rhoades, 1998). The DES and Teaching Council use the policy texts to define desired outcomes and how they want teachers' practices to meet these desired outcomes. It is a professionalism that presents teachers in need of monitoring and evaluation and uses tools to influence teachers to adhere to the desired practices. These tools include external evaluation (*LAOS*, p.8), published WSE reports, possibly withholding teacher registration (*Cosán*, p.3 & 25) and creating expectations from the public and profession by making teachers' *CPD* more visible and measurable (*Cosán*, p.9 & p.23). Teachers are accountable to external stakeholders and are managed in-school by prescribed practices such as *SSE* (*LAOS*) or documenting the impact of *CPD* in a journal or online-forum (*Cosán*, p.22 & p.24).

*Teacher as managed professional* in *LAOS* is made up of two Big C Conversations; *external accountability* and *SSE*, while in *Cosán* it is only one; *external accountability*. *LAOS* offers its quality framework to perform a dual role between teachers and external stakeholders. On one hand it enables them to collaborate together (p.20) but the text also offers the framework as a "transparent guide" to "support" (p.11) teachers in being accountable to external stakeholders, such as parents. In *Cosán*, the Teaching Council is eager to state that "the profession and the public can be assured as to the quality of teachers' learning" (p.27). The linking of teachers' learning and the public points to an increased external accountability where the public have to be satisfied "that teachers are engaging in life-long learning" (p.23). How the Council will satisfy the public and the profession is not clear but they do suggest that teachers engage in reflection on *CPD* and improvement, "perhaps via a mediated online forum" (p.24) or in a "portfolio" (p.21).

In *LAOS*, standards and statements of desired outcomes are central to managing teachers. The teacher is managed in-school by the *SSE* process and a quality framework which defines excellence in teaching and learning. The WSE process reinforces the importance of *SSE* and its framework. *Cosán* describes a radically new approach to *CPD* in

Ireland that contains the language of “flexibility” (p.9) and teacher “autonomy” (p.6).

Teachers will have great flexibility in selecting their area of *CPD* based on their own contextual concerns, but this *CPD* will need to be accounted for publicly. Teachers reflect on their learning and select “from their own practice, examples of their teaching that will help them to determine the impact on practice” (p.20) of their *CPD*. *Cosán* states that this gives teachers the opportunity of “demonstrating their ongoing commitment as learning professionals” (p.22). Both texts position teachers engaged in accountability processes for external evaluation.

The Relationship identified in the CDA of *LAOS* for *teacher as managed professional* was *defined standards and targets for teacher accountability and practice*. This describes how the managed professionalism in *LAOS* relates to the other Categories by standards and defined targets. In *Cosán* the Relationship was described as *defined standards and mechanisms for teacher accountability and practice*. The word *mechanisms* was used in the case of *Cosán* because the text describes ways the Council might enact external accountability without defining exact targets for teachers to measure themselves against.

The content analysis of ten WSE reports showed that the Inspectorate emphasised certain aspects of the *LAOS* framework while paying little or no attention to other areas. The research suggests that the Inspectorate may be focused on the more organisational aspects of teachers’ professionalism identified in *LAOS*, at the expense of the more occupational aspects. For example, collaborative practice amongst teachers was widely encouraged, as was target setting and measuring improvement. At the same time, the content analysis showed that the WSE reports pay far less attention to areas such as teachers’ *CPD*, research or other types of teacher learning. While the Inspectorate has the WSE and other types of inspections to highlight their priorities and influence teacher’s practice, the Teaching Council may find itself somewhat toothless while attempting to radically alter how teachers engage in and

measure the impact of *CPD* in Ireland. The Council may be hoping that if the eventual framework for *CPD* has teacher input and a culture of quality assurance involving the Council, profession and the public, it will be adopted by the profession without the need for punitive sanctions. The second type of teacher professionalism, *teacher as instrument of change* occurs in both *Cosán* and *LAOS* and will be reviewed next.

### ***Teacher as Instrument of Change***

*Teacher as instrument of change* originates from the Big C Conversation *teacher centrality to pupil outcomes* in both *LAOS* and *Cosán*. It places the teacher as the central figure for pupil outcomes, and schools as the place equipped to create a “cooperative and productive learning environment” (*LAOS*, p.15) to overcome external factors in a pupil’s life. These classroom environments which teachers create meet “the challenges of expanding fields of knowledge” (*Cosán*, p.4) and rise to meet the “higher social expectations of schools” (*Cosán*, p.4) from society. *LAOS* states that “excellence in teaching is the most powerful influence on pupil achievement” (p.6). Teachers are described in this professionalism as an instrument because it suggests that they are being wielded or operated and often not by themselves but by the dictates of policy makers. *LAOS* defines what teachers should prioritise and how they should realise these priorities as statements of effective practice. The quality framework could be a tool of influence whose defined outcomes are embedded in teachers’ practice through the *SSE* and *WSE* processes. Teachers are positioned in *LAOS* as creating a classroom and school environment which has multiple and profound priorities including; pupil “wellbeing” (p.15), pupil “autonomy” (p.16), pupils able to transfer skills and knowledge to other contexts (p.19), pupils as reflective, active agents in their own learning (p.7 & p.16) and pupils as lifelong learners (p.20). *Teacher as instrument of change* makes teachers responsible for realising an expansive array of outcomes, regardless of what other stakeholders are doing. A good teacher as described in *LAOS* can realise the outcomes in the

text through the creation of a productive learning environment which overcomes “any limitations” (p.19) presented by a child’s opinions, dispositions or context and “empower(s) pupils to exploit these opportunities and overcome their limitations” (p.19). The content analysis showed how four WSE reports celebrated teachers modelling enthusiasm and creating productive learning environments to create self-motivated pupils.

Similarly, in *Cosán, teacher as instrument of change* is clear when the text acknowledges that teachers engage in *CPD* to meet schools’ expanding and diverse responsibilities (p.4). While *LAOS* is much more prescriptive in how it describes teachers and their work, *Cosán* positions teachers as engaging in *CPD* to respond to the heightened expectations society has of teachers and to meet the “challenges of expanding fields of knowledge” (p.4). Neither text questions whether schools are actually the correct place to address society’s increasing, diverse needs but both position teachers as upskilling and responding to the new areas of responsibility.

The Relationship for *teacher as instrument of change* in *LAOS* is defined as *teacher as controllable enabler of pupil achievement*, which addresses the external influence identified in *LAOS* and the texts focus on achievement. In *Cosán* the Relationship is identified as *teacher as responsible enabler of change*. This speaks to the opportunity for teacher autonomy in *Cosán* where the teacher is responsible for changes. The presence of *teacher as managed professional* in *Cosán*, which is a more managerial type of professionalism, means that teachers could still be influenced by policy makers and could still be used to realise system level needs above their own.

Both *Cosán* and *LAOS* contain a single reference to teacher wellbeing. *Cosán* states that teacher self-care is essential “to effectively lead learning, and support and facilitate students” (p.18). *LAOS* restricts its mention of teacher wellbeing to school leadership who should “attend successfully to their own wellbeing, as well as that of others” (p.28). The

content analysis showed that pupil wellbeing is a central part of the WSE process while teacher wellbeing was mentioned in one report. All three texts position teachers at the centre of pupil achievement and constant improvement but none prioritise the wellbeing of teachers as an end in itself.

### Contrasting *LAOS* and *Cosán*

Table 12 summarises how *LAOS* and *Cosán* position teachers differently through conforming and agentic types of professionalism.

**Table 12**

*Summary of how LAOS and Cosán position teachers in contrasting ways*

Teacher as Conforming Professional ( <i>LAOS</i> )	Teacher as (potentially) Agentic Professional ( <i>Cosán</i> )
<ul style="list-style-type: none"> <li>The <i>LAOS</i> framework defines the standards and practices teachers should work towards, with SSE as a tool for schools to ensure that “measurable and identifiable improvement in learner outcomes” (p.26) are achieved.</li> <li><i>LAOS</i> is prescriptive in this professionalism. Teachers are positioned as valuing CPD, reflection and collaboration to “support continuous improvement in teaching and learning” (p.7).</li> <li>The occupational language of <i>LAOS</i> (e.g., teachers engaged in research and context specific CPD) is undermined by the standardising effect of the framework.</li> </ul>	<ul style="list-style-type: none"> <li>This professionalism describes <i>Cosán</i>’s promotion of teacher autonomy around CPD.</li> <li>Teachers are positioned as being responsible for their own learning, working as researchers, in their own context with ample time for research and collaboration.</li> <li>Teachers can identify their own and their pupils’ learning needs and how best to address them (p.8 &amp; 16).</li> <li><i>Cosán</i> encourages the creation of communities of practice and professional learning communities in schools.</li> <li>Teacher agency around CPD is ultimately about the improvement of teaching and learning in schools.</li> </ul>

### ***Teacher as Conforming Professional***

*Teacher as conforming professional* is made up of two Big C Conversations which were identified in *LAOS*; *CPD* and *collaborative improvement of teaching and learning*. *LAOS* positions teachers as conforming to the standards and statements as laid out in the text. *LAOS* is prescriptive in its descriptions of teachers' practice and identities in this professionalism. The text positions teachers as seeing *CPD* as "intrinsic" (p.20) to their work and identity as teachers (p.20), while valuing reflection and collaboration to "support continuous improvement in teaching and learning" (p.7). The text uses the framework to define the outcomes teachers should work towards and *SSE* as a tool to track and measure the school's effectiveness at achieving those outcomes. Teachers are positioned as prioritising the framework's statements and standards in their own school contexts. *LAOS* is not a menu or suggested tool to use in school; it is a complete system which identifies ideal ways of being and working. It gives desired outcomes for all stakeholders; it is embedded by *SSE* and evaluated by the Inspectorate and other external stakeholders.

Action research, collaboration and a context-driven approach to *CPD* are outlined in *LAOS* and speak to the possibility of an occupational understanding of teacher professionalism. The text concludes by defining the outcomes teachers should aim for and the standards which need to be the focus of *SSE* and subsequent *WSE*. The text contains the language of an occupational understanding of teacher professionalism but the standardising effect of the quality framework undermines that. Teachers are instructed to "work purposefully and very effectively to ensure that actions implemented lead to measurable and identifiable improvements in learner outcomes" (p.26). The content analysis showed that while collaboration was a priority for the Inspectorate, context specific *CPD* and teacher research was not.



This professionalism was not identified in *Cosán*, because of the focus on teacher autonomy in that text. *Cosán* positions teachers as being “intrinsically motivated to take ownership of their professional development” (p.6) by engaging in *CPD* to address “teachers’ needs, students’ needs and school needs” (p.7). *Cosán* positions teachers as valuing collaborative *CPD* “based on feedback from teachers who attended workshops in Education Centres” (p.12). It positions teachers as dedicated to “steer the course of their own learning journeys” (p.6). The reason that the professionalism *teacher as conforming professional* was not identified in *Cosán* is that the focus on teacher autonomy and teachers actively co-creating the final version of the *Cosán* framework softens the edges of *Cosán* in terms of dictating what teachers do and how they do it. This leads to the fourth and final type of professionalism which was only identified in *Cosán*, *teacher as (potentially) agentic professional*.

### ***Teacher as (potentially) Agentic Professional***

*Teacher as (potentially) agentic professional* is a professionalism which is made up of two Big C Conversations; *teacher autonomy* and *CPD*. *Teacher as (potentially) agentic professional* was only found in *Cosán* and is occupational in its nature. It speaks to the text’s promotion of teacher autonomy. Potentially is in brackets because *teacher as managed professional* is also articulated in the text and is a much more controlling type of teacher professionalism. In addition, *teacher as instrument of change* describes a professionalism whose role is partly dictated by external forces such as “emerging needs” (p.4) in society and “higher social expectations of schools” (p.4). Whether the final text of *Cosán* reflects a genuine collaboration between teachers and the Council, with teachers’ autonomy to the fore, remains to be seen.

Through *teacher as (potentially) agentic professional*, *Cosán* offers the possibility for teachers to take charge of their own *CPD* and professional learning. The agentic professional can identify their own learning needs, their pupils' needs, and how best to address them (p.6 & p.7). Teachers can be researchers who are given adequate time to engage in and with research. They can take sabbaticals to engage in *CPD* (p.8 & p.16). The text favours action research (p.24), but a teacher who has realised their own agency would not be limited by that. *Cosán* acknowledges that at different stages of life teachers will have different focuses but that by identifying their own learning pathways they can be part of a collaborative community, with improvement of teaching and learning as its focus (p.9). In contrast to *LAOS*, *Cosán* encourages communities of practice and professional learning communities in schools as forms of *CPD* (p.4 & p.9). *LAOS* only mentions communities of practice once and it is in reference to school leaders contributing to leadership-communities of practice outside of the school.

In contrast to the autonomy promoted in *Cosán*, *LAOS* does not mention teacher agency or voice. The teacher in *LAOS* is active in so far as carrying out the ways of working and being as described in the text. The reflective, collaborative teacher of the text is focused on constant improvement and achieving the targets as described in the framework. The DES through *LAOS* proffers an organisational leaning teacher professionalism with standards and statements of effective practice being centrally mandated. *LAOS* does contain ideas of occupational professionalism which could allow for teacher agency, such as teacher as researcher and teacher engaged in context specific *CPD*, but these are undermined by the standardising effects of the framework. The WSE reports make no mention of teacher autonomy, agency or voice. The Teaching Council of Ireland, through *Cosán* illustrates what could be described as a finer balance between organisational and occupational

professionalism. *Cosán* is a teacher-centric text which celebrates teacher autonomy with great enthusiasm.

## Conclusion

The comparison of the findings from the CDA of *LAOS* and *Cosán* and the content analysis of WSE reports illustrate how each contain a combination of occupational and organisational understandings of teacher professionalism. *LAOS* is the more prescriptive text with the standards and statements of effective practice to be used by all schools in all contexts. *LAOS* encourages occupational ideas of context specific *CPD*, teacher as researcher and teachers engaged in professional networks, however this is balanced with a prescriptive approach to *SSE* based on measurement and targets. *Cosán*, by comparison, is full of occupational language of choice and agency. It foregrounds teacher autonomy around *CPD* and teacher input into creating the final *Cosán* framework itself. *Cosán* does position teachers as accountable to external stakeholders such as the Council and the public and it wants teachers to demonstrate their commitment as learning professionals. Both texts place teachers at the centre of pupil achievement, up-skilling to create productive learning environments which meet society's changing needs and expectations of schools.

The content analysis of WSE reports revealed that the Inspectorate may be prioritising the more organisational aspects of the *LAOS* framework when they evaluate schools. How the Teaching Council will realise their vision of an autonomous profession, who adhere to the new ways of working and documenting *CPD* outlined in the text, remains to be seen. Imants and Van der Wal (2020) warn that agency should not be treated a priori as a positive factor for reform and development, agency can result in continuity or as Brodie (2019) observed rejection of an initiative. Having compared and contrasted the findings of the CDA and content analysis the research now concludes in chapter six, which will explore the implications of the research findings for policy and practice.

## **Chapter Six**

This chapter draws the study to a close. A summary of the dissertation, including a summary of key findings is presented. This chapter also identifies limitations of the study, implications for future research, policy, and practice and a dissemination strategy for the study.

### **Summary of the Research Approach**

This research set out to examine how primary school teachers in the Republic of Ireland are presented in policy texts from the DES and the Teaching Council of Ireland. Three questions were asked; (1) What types of teacher professionalism are implied by policy makers in Ireland (2) What identities are primary school teachers in Ireland described as having by policy makers? (3) What tasks are primary school teachers in Ireland expected to carry out by policy makers? This work was undertaken out of a desire to awaken my own “policy activism” (Taylor, 2004) as a primary school principal and teacher and to help others working in primary school education to realise their activism. The conceptual framework was inspired by Taylor (1997) and examined the policy context, text and consequence with the tools of CDA. Chapter one provided a brief history of the DES and the Teaching Council, which provided the historical context for the policies. This enables the researcher to trace how policy problems are constructed and how particular issues get to be on the policy agenda. Illustrating the context in this way shows how economic, social, political and cultural contexts shape the content and language of policy documents (Taylor, 1997).

Chapter two, the literature review, provided the context for understanding teacher identity and professionalism internationally and in Ireland which was key to further understanding the policies. Professionalism as understood by Hoyle (1975), Hargreaves (2000), Sachs (2001; 2013), Evetts (2008) and Dehghan (2020) was outlined. This

highlighted a dilemma between an organisational and occupational approach (Evetts, 2008) to teacher professionalism. An organisational model of professionalism is characterised by close supervision and accountability measures. An occupational model of professionalism on the other hand, is characterised by ideas of practitioner trust and autonomy. The trend in teacher professionalism internationally appears to be towards more organisational models of teacher professionalism with the increased influence of neo-liberal ideas such as individualism, goal setting and improvement (King, 2016, Mockler, 2013, Sachs, 2016).

Teacher identity was examined in chapter two using the characteristics of identity described by Rodgers and Scott (2008). This enabled an examination of teacher identity under the headings; identity as contextual, identity as relational and emotional, identity as storied and teacher agency and voice. Reflecting on the Irish literature it was found that there may be a lack of research on experienced primary school teacher identity in Ireland. The impact of Covid 19 on teacher professionalism was discussed drawing on personal narrative and national and international literature. Chapter two concluded by discussing teacher centrality. This is the idea that teachers can be elevated in policy and positioned as the fixers of all education and society's woes. Larsen (2010) points out that the elevation of the teacher in this way both glorifies the role of teacher and exposes it to unfair ridicule.

Chapter three was divided into two sections, methodological orientation and analytical process. The methodological orientation was described as a critical mixed methods study. This study was grounded in a critical ontology and post-structural epistemology. The research combined a CDA and content analysis in an exploratory sequential design. The analytical process was outlined as a four-stage coding process using Nvivo software. *Looking at our Schools 2016* (2016a) and *Cosán Framework for Teachers' Learning* (2016b) were subjected to CDA. Gee's (2014) seven building tools and six theoretical tools for CDA were used. As a neophyte researcher, moving through the latter stages of coding proved to be

difficult. Inspired by the work of Scott (2004) in Grounded Theory, I developed two tools for coding in CDA; the Building Tools Relationship Guide and the Reflective Coding Matrix for CDA. Both texts were analysed and the findings were described in chapter four.

A content analysis of ten WSE reports was carried out to illuminate the policy consequences. Directed content analysis as described by Hsieh and Shannon (2005) was used. The findings of the CDA provided the variables of interest and the coding process could begin immediately with the predetermined codes. In this case the Big C Conversations from the CDA were the predetermined codes. The policy consequences were compared to the findings of the CDA in chapter four. The CDA identified four types of teacher professionalism from the texts; teacher as managed professional, teacher as conforming professional, teacher as instrument of change and teacher as (potentially) agentic professional.

### **Summary of the Key Findings**

The three research questions were answered by the identification of four types of teacher professionalism between both texts. The CDA allowed for a systematic and detailed description of each type of teacher professionalism, how it described teachers' identities and what tasks it described them as carrying out.

#### ***Teacher as Managed Professional***

The Reflective Coding Matrix for CDA enables a researcher to present Gee's (2014) six theoretical tools in a way which tells the story of the Categories identified in the text. The story starts with a Big C Conversation and culminates in the creation of Categories and the naming of the Relationships between Big C Conversations and Categories. *Teacher as managed professional* was identified in both *LAOS* and *Cosán*. In *LAOS* it was made up of the Big C Conversations *external accountability* and *SSE*.

**External Accountability in LAOS.** The dual performance of collaborating with external stakeholders while simultaneously being accountable to them for the performance of your duties as a teacher is articulated by the text when it positions teachers as engaging with stakeholders, especially parents. At the same time the text extends teachers' accountability to the community (p.11) and the quality framework in *LAOS* is suggested as a “transparent guide” to “support” (p.11) teachers in being accountable. The role of the Inspectorate as external evaluator of schools and teachers is articulated very clearly in *LAOS*. The text positions its quality framework as central to both the WSE and SSE processes. The findings of the content analysis of ten WSE reports found that the identification of targets and the measuring of performance in *SSE* was a central focus for the Inspectorate in those WSE reports.

**SSE in LAOS.** *SSE* was the second Big C Conversation identified in *teacher as managed professional*. In *LAOS*, *SSE* was moved to the centre of the external evaluation process where the inspectors were recast as assuring the quality of schools' *SSE*. Teachers are instructed in *LAOS* to “work purposefully and very effectively to ensure that actions implemented lead to measurable and identifiable improvements in learner outcomes” (p.26). The text reinforces the organisational Discourse of standards and measurement in education by defining excellence through a set of desirable outcomes. *LAOS* supplies a consistent and measurable set of desirable outcomes for all schools to use to frame their self-evaluation.

The Big C Conversations *external accountability* and *SSE* were seen to share a relationship where there are *defined standards and targets for teacher accountability and practice*. The quality framework in *LAOS* provides statements of practice which are outcomes and descriptors for teachers to prioritise and these inform *SSE* and WSE. The category *teacher as managed professional* was named as the culmination of two Big C Conversations and was the first of the four types of teacher professionalism identified in this research.

*Teacher as managed professional* was also identified in *Cosán* where it was informed by one Big C Conversation; *external accountability*.

**External Accountability in *Cosán*.** In *Cosán*, the Teaching Council is identified as “the statutory professional standards body for teaching” (foreword) and as quality assurers of “professional learning” (p.3) in Ireland. The Council highlights reflection as part of teacher learning but that reflection must be recorded or documented somehow, “perhaps via a mediated online forum” (p.24) or in a “portfolio” (p.21). Teachers are positioned as undertaking new tasks of measurement and assessment by identifying “from their own practice, examples of their teaching that will help them to determine the impact on practice” of CPD (p.20). *Defined standards and mechanisms for teacher accountability and practice* was the relationship between this Big C Conversation as the others identified in *Cosán*. The language of flexibility, choice and autonomy are abundant in the text, but the Discourse of *external accountability* and the mechanisms the Council imagines using to wield it are also clear. The second type of teacher professionalism identified in this research was also identified in both *LAOS* and *Cosán*, it is *teacher as instrument of change*.

### ***Teacher as Instrument of Change***

*Teacher as instrument of change* was identified in both *LAOS* and *Cosán* and speaks to the phenomenon of teacher centrality (Larsen, 2010) which places increasingly high levels of expectation at teachers’ feet. *Teacher as instrument of change* is made up of one Big C Conversation in both *LAOS* and *Cosán*, *teacher centrality to pupil outcomes*.

**Teacher Centrality to Pupil Outcomes in *LAOS*.** Teacher centrality places elevated expectations on schools and teachers to fix or overcome myriad problems in a student’s life by virtue of their own teaching talent. The Big C Conversation *teacher centrality to pupil outcomes* narrows the focus of a teacher’s influence to pupil outcomes, although *LAOS*



describes a wide range of outcomes which the teacher will enable. The text places the responsibility for complex constructs such as pupil agency and autonomy at the feet of the teacher, who is positioned as creating a productive learning environment (p.15) to reach these outcomes. The Relationship between this Category and the others identified in *LAOS* is, *teacher as controllable enabler of pupil achievement*. This relationship speaks to how *LAOS* manages and controls teachers through external and internal tools, such as WSE and SSE.

**Teacher Centrality to Pupil Outcomes in *Cosán*.** In *Cosán*, teachers are positioned to take on a wide array of problems which concern society or the community. As society becomes more complex and fractured the teacher is expected to adapt and integrate solutions to societal issues in their daily work. This Big C Conversation positions teachers as the handymen for society's problems. The teacher is at hand with the correct tool to fix and patch society's latest concerns, what the text calls "new types of responsibilities" (p.4). The expansion and diversification of school's responsibilities speaks to the way policy makers attempt to address issues by identifying the solution within schools. *Teacher as responsible enabler of change* was the relationship identified for this Category in *Cosán*. The relationship speaks to the possibility of autonomy in *Cosán*, which is less achievement oriented than *LAOS*. The third type of teacher professionalism identified in the text was only seen in *LAOS* and is *teacher as conforming professional*.

### ***Teacher as Conforming Professional***

*Teacher as conforming professional* presents teachers as accepting and prioritising the ways of working outlined by *LAOS*. This Category only features in *LAOS* and comprises two Big C Conversations, *continuing professional development (CPD)* and *collaborative improvement of teaching and learning*. There is significant overlap within these two Big C Conversations which will now be summarised.

**CPD in LAOS.** *LAOS* reinforces the international trend of identifying *CPD* as essential to improving pupils' learning (Guskey, 2014) and teachers' individual and collective practice. The text projects that value onto teachers themselves when it positions them as seeing *CPD* as "intrinsic" (p.20) to their work and identity as teachers (p.20). *LAOS* encourages "the active participation of teachers in professional networks to improve pupil learning" (p.23). While *LAOS* does not mandate the *CPD* engaged in by teachers, it does articulate that *the school is the primary locus of CPD which is action research based* and "firmly situates reflection and collaboration at its heart" (p.7). This echoes the more occupational understanding of *CPD* being context specific and driven by teacher needs (Guskey, 2014; Kennedy, 2014). The text states that "leaders in the school ensure that professional development is firmly based on action research" (p.23) which positions the teacher as researcher in their school. There is a contradiction in this Big C Conversation where the text on one hand promotes an occupational understanding of context specific, action research based *CPD*, while on the other prescribes desired outcomes and defines effective practice for teachers to emulate in all contexts.

The content analysis showed that any discussion of *CPD* in the WSE reports was limited to praising teachers for sharing practice acquired through *CPD* and affirming school leadership for encouraging *CPD*. The second Big C Conversation which makes up this Category is *collaborative improvement of teaching and learning*.

**Collaborative Improvement of Teaching and Learning in LAOS.** Collaboration in *LAOS* is not limited to *CPD* and teacher learning. The text says that "teachers work together to devise learning opportunities for pupils across and beyond the curriculum" (p.20). They collaborate to; plan learning experiences that make lifelong learners (p.20), to plan assessment and cooperate with external agencies (p.20), to implement whole-school approaches to teaching and learning (p.20). *LAOS* positions learning outcomes as central to

planning (p.18), differentiation (p.18), assessment (p.14), effective teaching which progresses “pupils’ learning” (p. 18) and pupils’ motivation “to learn through having a clear sense of attainable and challenging learning outcomes” (p.13). The focus on learning outcomes is about measurement and accountability, with the possible unintended consequence of having a reductive effect on education, where what can be summarised as an objective becomes prioritised over more nuanced goals. The Relationship for this Category was identified as *defined roles and attributes for teacher as improvement focused collaborator*. The content analysis found that there was an emphasis on *collaborative improvement of teaching and learning* across a broad spectrum of teacher’s work. The final type of teacher professionalism identified through the CDA of *Cosán*, *teacher as (potentially) agentic professional* will now be outlined.

### ***Teacher as (potentially) Agentic Professional***

This category captures the energetic air of *Cosán* which describes itself as respecting the “professionalism of teachers” (p.6). Teachers are positioned as having “choice and autonomy” (p.7), as “responsible professionals” (p.20). Teachers and stakeholders are often described in the text as influencing the development of *Cosán* through a “consultation process” (p.5). There may be an opportunity in Ireland, through *Cosán*, for genuine teacher autonomy around *CPD*. *Teacher autonomy* and *CPD* are the two Big C Conversations which make up this Category.

**Teacher Autonomy in *Cosán*.** The text offers “a significant measure of choice and autonomy” (p.7) to teachers around *CPD*. This autonomy is coupled with a belief “that teachers should take personal responsibility for sustaining and improving the quality of their professional practice” (p.14), by engaging in reflective and critical evaluations of practice, knowledge and *CPD*. *Cosán* is in line with an occupational understanding of *CPD* where the

needs of the teacher and pupils decide the *CPD* before the needs of the system. The text identifies context-specific *CPD* as the most effective type of teacher learning “when it is continuous and sustained... when it fosters teacher professional collaboration, and when it coherently relates to broader school reform efforts” (p.7).

The Council stresses how consultation with teachers before the creation of *Cosán* put “the shape and content of the framework in the hands of the profession” (p.5). In addition to the consultation phase, the next phase of development is where “teachers can begin to determine what the framework will look like for them, their students, classrooms and schools” (p.5) by engaging in “teacher-led research” (p.25).

**CPD in *Cosán*.** *CPD* is the second Big C Conversation which makes up the Category *teacher as (potentially) agentic professional*. *Cosán* links teacher learning directly with pupil learning and suggests that teachers’ *CPD* can empower pupils to an array of outcomes. *Cosán* emphasises its flexible approach to *CPD* and promotes personalised, individual and collaborative *CPD*.

*Cosán* (p.16) describes teachers engaged in research. It also supports teachers to engage in cycles of action research as part of the development phase of *Cosán* (p.25). The text calls for non-teaching time for teachers to engage in research and *CPD*, which points to another aspect of an occupational system which empowers teachers to leave the classroom, if they wish, for periods of study, research or exchange. *Potential for teachers’ voice to influence Cosán and teachers’ learning* is identified as the relationship between these two Big C Conversations. *Cosán* appears to offer an opportunity for teachers to assert their voice through their professional standards body.

The Intertextuality tool (Gee, 2014) is the sixth theoretical tool for CDA. It was not used to identify the categories from the text but it offers an insight to the intertextual links in *LAOS* and *Cosán*.

### ***Intertextuality Tool***

***LAOS.*** *LAOS* is part of a chain of texts which emerged from the Department of Education and Skills (DES) and exhibit similar discursive tendencies towards ideas of educational outcomes and measurement. These texts include; *The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020* (2011), *Digital Strategy for Schools 2015-2020 Enhancing Teaching, Learning and Assessment* (2015b), *Action Plan for Education 2016-2019* (2016d) and *School Self Evaluation Guidelines* (2016c). The discursive movement from the DES was to measurement, outcomes and improved performance. These policies are very detailed, with complex tables and cascading levels of themes, goals and indicators of success. Brady (2019) states that such language has become ingrained in how education is spoken about in Ireland and ensures that everyone is on the same page about education and what teachers should and should not be focused on in the classroom. *LAOS* can be seen as a text which perpetuates the DES focus on targets, measurable performance and statements/indicators of best practice for schools in Ireland.

***Cosán.*** *Cosán extensively references or quotes from academic research to position itself*, is the first intertextual feature identified in the text. The referencing of academic research is used to strengthen the Council's positions and to give some sense of academic rigour or foundation to their plan. *Cosán references teachers' voice and quotes teachers extensively* is another intertextual feature of *Cosán*. Teachers' voices mostly occur after the text articulates some action or intention. Quoting teachers in this way, gives the impression

that the idea came from teachers initially and the Council just acted on it. *Cosán extensively references or quotes from other Teaching Council policies to position itself* is another intertextual feature in the text. The text regularly refers to other Teaching Council policy texts to identify its place on the continuum of teacher education. The text positions *Cosán* in its place as the third instalment on the continuum of teacher education.

In addition to the features of intertextuality outlined above, the Council has published policies which have had significant impact on all stages of teacher learning; *Policy on the Continuum of Teacher Education* (2011b), *Initial Teacher Education: Criteria and Guidelines for Programme Providers* (2011a) and *Droichead* (2016). *Cosán* (2016b) is part of this chain of texts which define the continuum of teacher education with a combination of occupational and organisational language such as outcomes, standards, measurement and improvement on the one hand and teacher autonomy, choice and flexibility on the other. *Initial Teacher Education: Criteria and Guidelines for Programme Providers* (2011) is highly prescriptive in its standards and desired outcomes, *Droichead* (2016) is much more about a collegial and supported process. The CDA of *Cosán* found that it mirrors this dilemma of balancing both occupational and organisational ideas of teacher professionalism.

### **Limitations of the Research**

Mogashoa (2014) asserts that the array of methodological options available to researchers because of the eclectic theoretical underpinnings of CDA can lead to murkiness around epistemologies, concepts, procedures and a definition of discourse itself. This research clearly outlined a critical worldview which was first inspired by the critical pedagogy of Paulo Freire. In addition, this work asserts a post-structuralist epistemology. Post-structuralism posits that discourses create identities for individuals to take up and act out in society. Graham (2011) argues that unlike the CDA of Fairclough and van Dijk, discourse

analysis inspired by post-structuralism focuses on the macro-elements of a text, what the text makes or creates rather than what it comprises. This is the position taken in this research. This research used Gee's (2014) definition of Discourse with a capital D and used the tools provided by Gee to carry out the CDA.

Mogashoa (2014) states that the lack of explicit tools and techniques for practitioners of CDA is a limitation. Breeze (2011) argues that there is unsuccessful mixing of incompatible concepts and unsystematic methodologies in CDA research. In this research a clear conceptual framework was articulated based on the work of Taylor (1997). Gee's (2014) building tools and theoretical tools were outlined and used to carry out the CDA of both texts and two new tools for coding in CDA were developed. The Building Tools Relationship Guide and the Reflective Coding Matrix for CDA make the coding process explicit.

Stubbs (1997) argues that not much data is analysed in CDA, that often CDA projects do not analyse enough examples of the texts under scrutiny. Breeze (2011) says that researchers can limit this problem if they are consistent with their methods while Stubbs (1997) says that texts should be compared to other texts and that analysis needs to be extensive in terms of texts and linguistic features. While only one text from the DES and one from the Teaching Council was analysed in this research, the process of analysis is consistent and transparent as outlined in chapter three. In chapter five I compared the two texts and the outcomes of the CDA and content analysis in keeping with Breeze's (2011) recommendation.

Willis (2012) states that critical theorists have been more successful at criticising than empowering or freeing anyone, and that few projects bring about change. Van Leeuwen (2018) states that CDA should examine discourses that bring people together and show how humans can overcome differences of religion, ethnicity or class to work and live-in harmony.

In this research, I hoped to illustrate the Discourses present in the policy text whether they were harmonious or not. The findings of the CDA reflected a dilemma between occupational and organisational Discourses in both texts and this was explained in detail. The literature review identified that there is evidence that teachers experience organisational models of professionalism positively (Locke et al, 2005; Carlgren & Klette, 2008) and negatively (Mockler, 2013; Sachs, 2013). This CDA identified Discourses in the texts and the researcher hopes not to promote harmony or disharmony but to ignite some activism and criticality around teacher professionalism and identity in the Republic of Ireland.

A limitation of the content analysis is the small sample size. This research never attempts to generalise from the content analysis to a bigger population of reports. It is understood that the findings of the content analysis can be compared to the findings of the CDA but those findings cannot be generalised beyond the sample.

### **Recommendations for Practice, Policy and Future Research**

The research findings from this study have implications for practice, policy, and future research in the field as described below. Ways to disseminate the findings of this research are also discussed.

#### ***Recommendations for Practice***

One of the aims of this research was to spark my own policy activism as a primary school teacher and principal. Having carried out two CDA of policies which directly affect my work, I have a new understanding of the power of policies, language and Discourses. Developing and implementing policy is not explicitly discussed in either *Circular 16/73* (1973), which defines the job description for primary school principals in Ireland or under the Leadership and Management standards in *Looking at our Schools 2016* (2016a). While Morgan and Sugrue (2008) found that policy development and implementation are two of the



biggest challenges faced by principals in Ireland. Given this situation, it is recommended that policy analysis, particularly from a critical standpoint should be available as CPD for school leaders in Ireland. The literature on teacher professionalism prioritises action research as a way for teachers to engage in research about their own practice and context; however, an activist professionalism needs more criticality around policy, the DES and the Teaching Council in Ireland. I hope to publish the findings of this research in publications which are sent to all school leaders and teachers such as the INTO (Irish National Teachers Organisation) and IPPN (Irish Primary Principals Network) magazines.

This research suggests that the Inspectorate may be focused on a narrow interpretation of teacher professionalism during the WSE process. It is recommended that the Inspectorate would embrace the more occupational elements of *LAOS* and celebrate such things as quality, context specific CPD and teachers engaged in research. This research showed a potential disconnect between the priorities of the Inspectorate and those of the Teaching Council of Ireland. It is recommended that both organisations clarify their vision for teacher professionalism and teacher identity in Ireland, to find a more coherent and consistent position, which is clearly communicated to teachers. I hope to share this recommendation with both bodies by presenting at conferences such as the Educational Studies Association of Ireland (ESAI) conference.

### ***Recommendations for Policy***

The research findings have implications for understanding teacher professionalism in the Republic of Ireland. This research adds to the literature on teacher professionalism in Ireland and suggests new types of teacher professionalism emerging from the DES through *LAOS* and from the Teaching Council through *Cosán*. The findings of the research suggest that there is conflict in the policy texts between ideas of organisational professionalism and

occupational professionalism. A recommendation for policy from this research is that the DES considers making teacher agency a more central tenet of their future policy texts. Positioning the teacher as being responsible for a vast array of outcomes but not embracing the creativity and talent of teachers and schools to address their own needs and the needs of their pupils, could lead to a disempowered and disenfranchised profession.

*Cosán* presents a view of teacher professionalism which leans a different way. *Cosán* is full of the language of teacher autonomy, flexibility and choice but still retains organisational elements, such as the Council deciding best practice for teachers around CPD and threatening punitive sanctions if this practice is not realised. A recommendation for the Council's future policy is that teacher's voice continues to shape and create the new *Cosán* framework and its subsequent policies. In addition, the mismatch between the DES priorities and the Council's as identified in this research should be addressed if the Council is to truly represent the best interests of teachers and not overburden them with additional expectations and work which the Inspectorate and teachers themselves are not prioritising.

### ***Recommendations for Future Research***

The Building Tools Relationship Guide and the Reflective Coding Matrix for CDA are original tools created as part of this research. They gave this research a systematic method when it was very difficult, for this neophyte researcher, to find a practical way to conduct the CDA. The tools may help other neophyte researchers engage with CDA as described by Gee (2014) and complete more CDA research. To help other researchers engage in critical policy analysis I aim to publish open access in Irish Educational Studies and attempt to extend the activism which this process has ignited in me.

Future research using the research methods described in this work, could focus on the Discourses influencing other important areas of policy in Irish education such as school

leadership, educational disadvantage and the area of special education. It would be interesting to see how off-shoots of the DES such as the National Council for Special Education, position different stakeholders in education in Ireland.

This research identified four types of teacher professionalism; teacher as managed professional, teacher as instrument of change, teacher as conforming professional and teacher as (potentially) agentic professional. It would be interesting to see if these types of professionalism, as understood in this research, recur in other policies from the Council and DES. Future research could examine if these findings are transferable to other policy texts in the Irish context. The Council recently published *Céim* (2020) which is its policy on standards for ITE. A CDA of all the Council's policies on the continuum of teacher education might bring a worthwhile critical perspective to the work of the Teaching Council. The literature review revealed a binary around professionalism, a finding that was also found through the CDA for *LAOS* and *Cosán*.

**Teacher Professionalism after Covid 19.** The international and local experience of teacher professionalism and identity during Covid 19 was discussed in chapter two. What that experience showed was how well teachers and school staff pivoted with no notice from a tried and tested face to face education system to a brand new, online system. There were no guidelines or standards, teachers responded to the needs of their pupils under the most extreme and stressful circumstances of a global pandemic. This agentic professionalism emerged out of necessity, with collaboration between school staff, parents and other stakeholders making education possible. The Inspectorate in Ireland moved into a more supportive role, offering tips, help and advice as needed. The unprecedented nature of the circumstances meant that a managerial approach based on standards was not possible. Each school responded to local needs with local know how.

Covid illustrated how teachers can define their own systems and ways of working on the ground, under duress and extreme pressure during a global lockdown. The potential for an agentic professionalism identified in this research could position teachers as defining their pupils' needs and solutions at a local level with a supportive and collegial Inspectorate, not a standards and improvement focused one. Covid 19, while undesirable, illustrated the inventiveness and resilience of teachers and school staff. The argument is not that the approaches to learning adopted during lockdown were ideal, the argument is that in a normal environment, with no pandemic, teachers could equally define and address significant aspects of their schools' needs, their own professionalism and professional identity working in cooperation with external stakeholders such as the Inspectorate, NCSE and others. Collaboration where the teachers' and principals' voice, identification of their needs and solutions are respected and not subjected to labyrinthine paper work exercises, designed to frustrate and slow rather than empower and solve.

Noddings (1999) identifies how policies can promote ideas of justice and equality on paper, but often end up being little more than lists of sweeping, formulaic remedies which do not address any of the underlying factors of inequality, and often look for the simplistic outcome of higher achievement. This research found evidence of teacher centrality in both *LAOS* and *Cosán*. Teachers are positioned to address an unrealistic number of needs both defined and implied by the policy texts. The Covid experience showed how when teachers are enabled to be responsible professionals, who act proactively, balancing the educational, social, emotional and care needs of their pupils and pupils' families that they can redefine the very nature of the education system in a matter of weeks. The Covid experience speaks to the importance of teachers being able to make judgements locally, when legitimate concerns arise (Noddings, 1999) and not being confined to externally defined standards and objectives.

Several of the themes which emerged through the literature review of teacher professionalism have been discussed now for years and continue to be foregrounded; democratic and managerialist understandings of teacher professionalism (Sturrock, 2021), teachers as activists overcoming top-down models of teacher professionalism (Warren & Ward, 2021), teachers collaborating with external agencies and professionals (Duong & Silova, 2021) and teachers as researchers (Salter & Tett, 2021). To conclude this research, I would like to suggest the possibility of a new type of hybrid professionalism, collective professionalism. Collective professionalism is not limited to teachers but is shared by all professional stakeholders in education and respects the professionalism of each.

**Model of Collective Professionalism.** This research comes from a post-structural epistemology and so recognises that as much as *LAOS* positions teachers' work and ways of being, it also positions the inspectors' work and ways of being. This research does not view power as existing in a hierarchy, moving oppressively downward from the Inspectorate, DES or Teaching Council. It sees power as a network that exists between all stakeholders, which can oppress or subdue but can also be in balance and collectively beneficial. From this point of view, I would like to begin a discussion about the possibility of a model of collective professionalism. This professionalism is not teacher professionalism or Inspectorate professionalism, collective professionalism removes individuals and institutions from their individual silos and places them within a network of education, a network where power is not hierarchical or oppressive but exercised in collaboration with other professional stakeholders for the good of the entire education system. This professionalism is unlikely to exist in the Irish primary school system as it currently functions, it would require considerably more collaboration between teachers, SNAs, the Inspectorate, the NCSE, school leadership, educational psychologists (private and NEPS), the medical profession who define and work

with ASD, ADHD, disability and other childhood needs, physiotherapists, occupational therapists, speech and language therapists, play therapists and others.

The impossibility of realising all the outcomes placed at the teacher's feet in Looking at our Schools (2016a) does not mean that the outcomes themselves are necessarily bad or unachievable. It means that all professionals involved in education need to define what outcomes are desirable and create a system that can meet them – together. For example, a speech and language therapist or occupational therapist can currently make recommendations about a child's need for an SNA in a school. The NCSE defines what needs require SNA support. The child in question may not have any of the NCSE's defined needs and so the school cannot hire an SNA to support that child. This system where professionals are unaware of how the school system works, and schools are unable to access additional supports such as hiring an SNA without completing mountains of paperwork which delay any application by months, needs to change. The current system is not characterised by local level, round table meetings between the professionals concerned, and this is what a collective professionalism envisages; a professional identity based on addressing the needs of the pupils, in their context and not the needs of the system. Teachers and principals jumping through time consuming hoops before they can apply for additional supports, medical professionals making recommendations that are unachievable and the Inspectorate prioritising the measurable and data driven aspects of a school's provision leaves schools being pulled in multiple directions. If schools are to meet the vast array of outcomes described for pupils by the Inspectorate and Teaching Council then a collective professionalism operating as an educational network may be a way to realise true collaboration. A professionalism which respects and acknowledges each other's expertise and know-how, while supporting each other to be responsible for desired pupil outcomes, where

no one group (e.g., teachers) are overburdened to carry unrealistic and unachievable expectations in the classroom.

Using the findings of this research as a starting point I would like to draw on some aspects of each type of professionalism identified in the CDA of *Cosán* and *LAOS* to begin creating a description of collective professionalism, a professionalism which can be shared by all professional stakeholders in education to begin a more collaborative and open interaction.

- Responsible Professional – Responsibility implies proactive action, which is initiated on a voluntary basis in accordance with the moral imperatives of the profession (Solbrekke & Englund, 2011). Professional responsibility requires a relative autonomy and discretion that cannot be predetermined. CPD and collaboration should contribute to the sense of agency and expertise to make decisions and discretionary judgements in a complex profession (Sugrue & Mertkan, 2017).
- Autonomy – to define local needs and access supports without excessive paperwork and bureaucracy.
- Intelligent accountability – becomes a shared, supportive process of on-going work through the education network and not focused on organisational and standardised measures of achievement.
- CPD – defined by local need, long term and externally supported by education network partners. Not limited to improving pupil outcomes.
- Engaged in or with research – not just on practice but on the bigger questions of note in the education system at a macro level. Research may lead to a more activist professional who looks for systematic change and improvement, not improvement that is limited to teachers' work and pupils' data backed scores. This type of research would not necessarily be limited by the traditions of academic research but open to redefinition by local needs and skills.

- Collaborative – time is made available to collaborate with colleagues and locally with other network partners in education.
- Collective professional centrality – the education profession collectively takes responsibility for addressing the needs of the system and pupils.

I am conscious that this is a starting point of a discussion. I hope to explore these ideas more thoroughly post-doctorate.

### **Conclusion**

This study has provided some interesting findings about teacher professionalism in the Republic of Ireland. It has also provided two tools for coding in CDA, which may help other researchers engage in CDA in the future. I started this research process as a primary school teacher and deputy principal in an affluent, private school in Dublin city. Subsequently, I became an administrative principal in a medium sized national school in Co. Waterford. This school serves a community with a wide range of needs, advantages and disadvantages. The move to principalship and the CPD that went with it, allowed me to see the importance of policy in education and how it is reimagined and brought to life by stakeholders such as the Inspectorate, the PDST and IPPN. It was the experience of attending CPD and hearing how teachers and their work were interpreted by other stakeholders, but feeling voiceless or that my voice was limited to personal experience and anecdote that pushed me towards policy analysis.

My hope is that my research and my policy activism can be shared with other teachers, school leaders and school staff and lead to a more critical engagement with policy in schools and a more critical and activist mindset around educational policy in Ireland.



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## Appendices

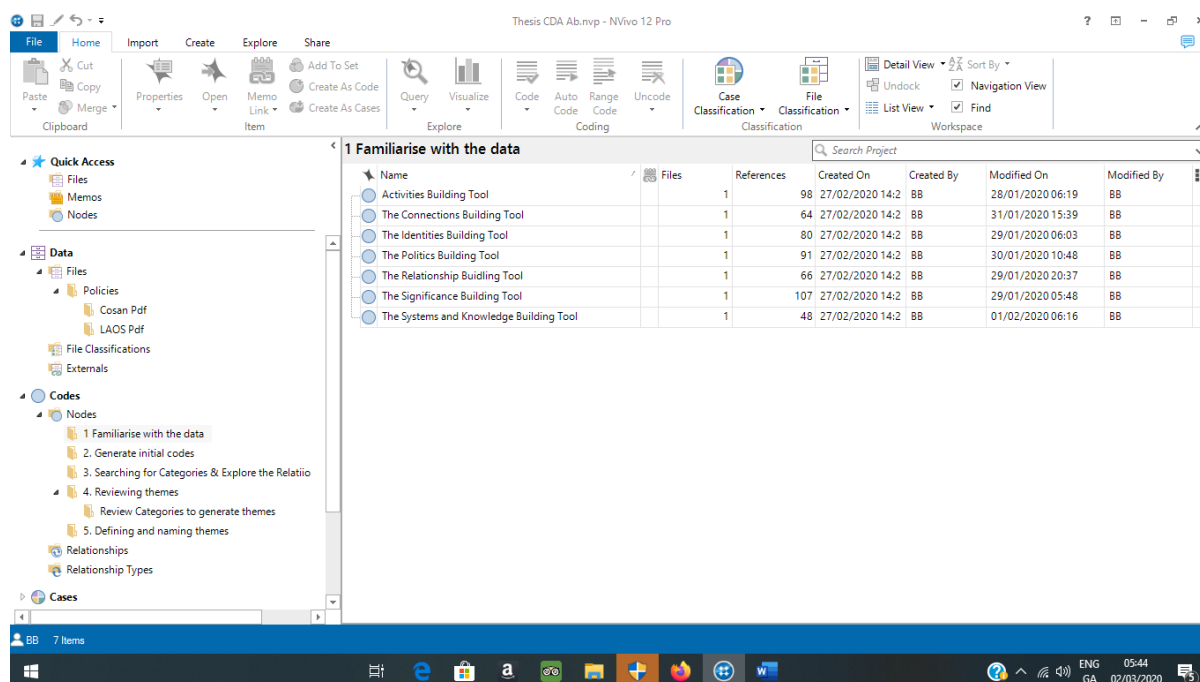
### APPENDIX A Audit Trail

I have restarted coding from the start.

1<sup>st</sup> March 2020

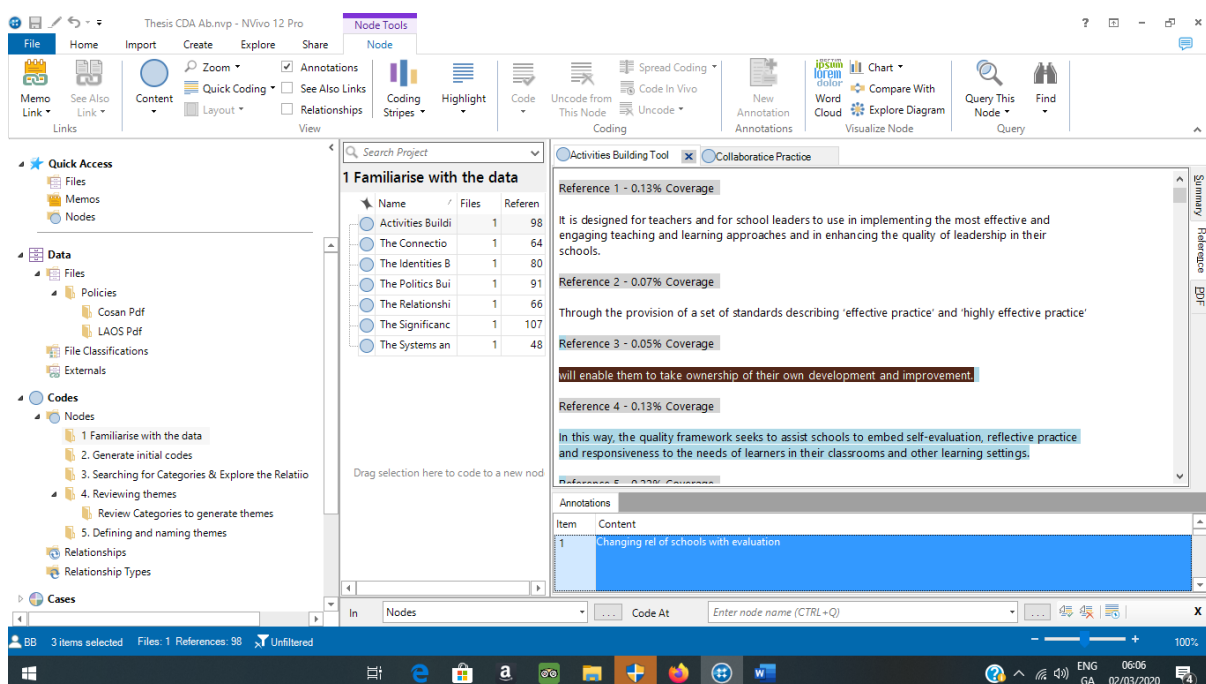
Phase 1: Familiarise yourself with the data: I went back to the policy and reread it again in its paper form.

I then moved to Nvivo and created the 5 folders for the 5 phases of this coding. 1) Familiarise yourself with the data, 2) Generate initial codes, 3) Searching for categories and exploring the relationships, 4) Review categories to generate themes and 5) Defining and naming themes. In phase one I asked the Looking at our Schools document 7 questions from Gee (2014).



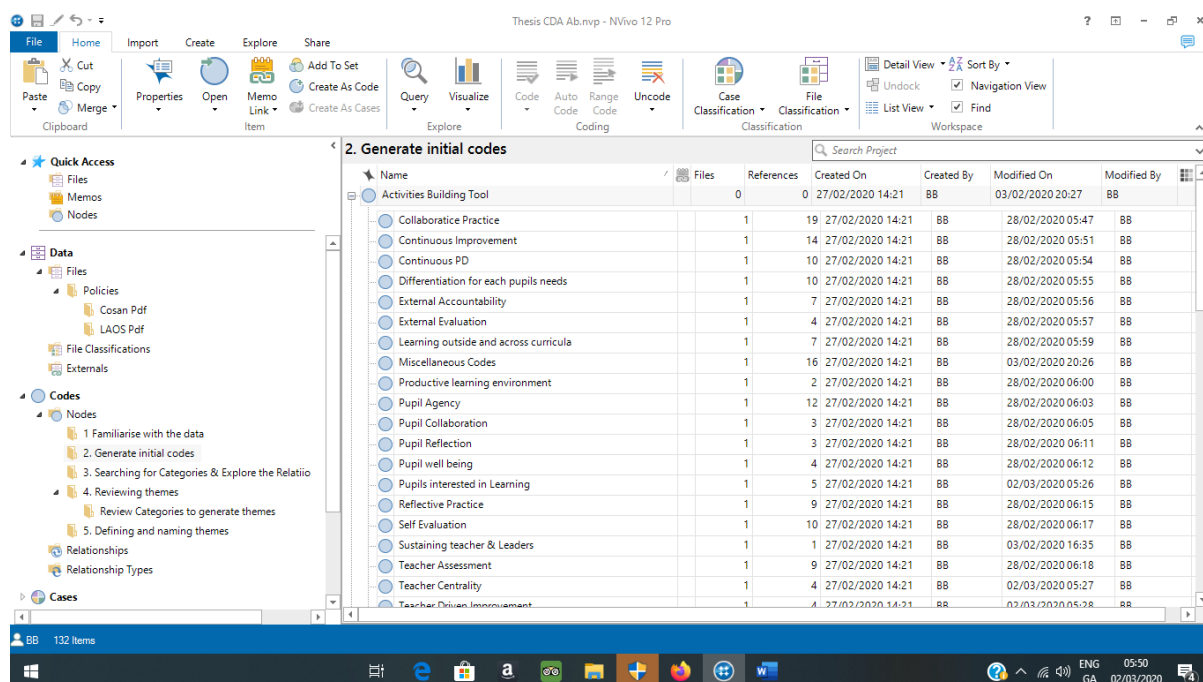
I created a node for each of the 7 questions, seen above. Then using each question individually, I went through the policy again highlighting any data of interest and dropped it into the relevant node. I addressed each building question or tool individually and progressed through them sequentially.

As I highlighted a piece of data as relevant, I used the Annotation tool to record my thoughts on it. After phase 1 I realised that the memo tool would probably have served my purpose more effectively as an aide memoire so I will use that more.



## Phase 2: Generate initial codes

Moving onto phase 2 I then opened each building tool and generated initial codes based on the data within each.



To describe each code, I used a sentence either taken directly from the document or more or less taken from the document. For example, for the code Collaborative Practice under the Activities Building Tool the code is described as “Teachers work collectively to build their professional capacity in order to support continuous improvement in teaching and learning”. I did this in an attempt to limit bias at this early stage and to use the ‘voice’ of the policy to describe its own ideas.

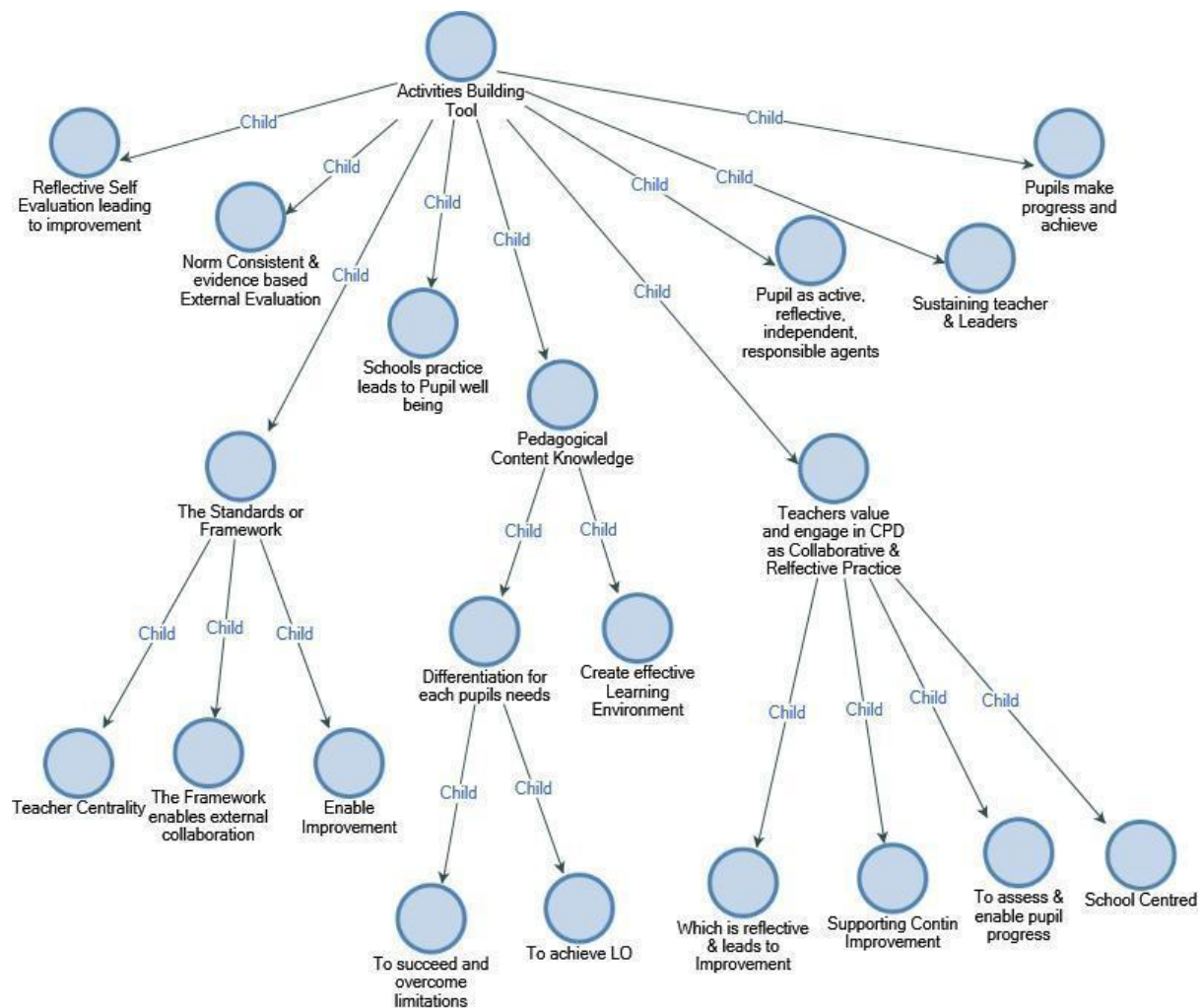
I progressed through the Activity Building Tool using all the data in it from phase 1 to generate the initial codes. At this point I had a Miscellaneous Folder for data that did not seem to fit any code or description at this time.

Having generated my initial codes I have a quandary as how to progress. I still need to rework my initial codes and refine them but given that a single piece of language can build more than one aspect of reality, for example a sentence can build an identity, a relationship and a social good. This means that there is extensive overlap and repetition of codes and data. I have decided that to maintain my CDA I will work under each tool separately and refocus

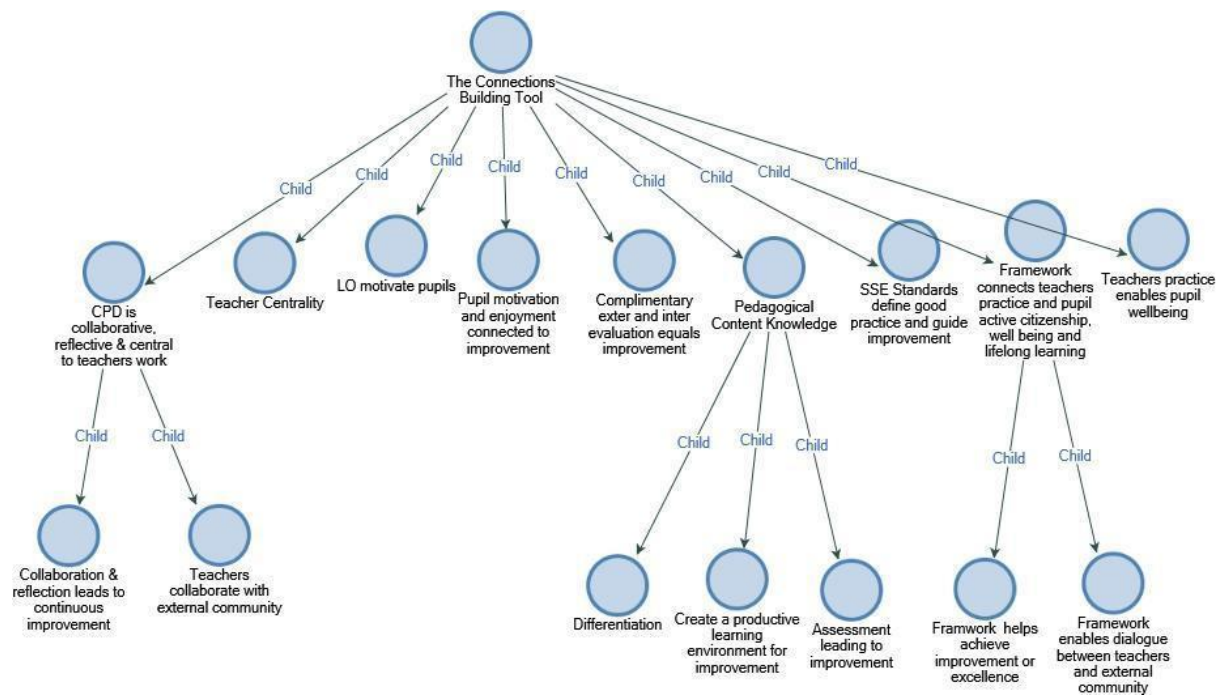
my attention on what that tool is asking of the data. I hope in that way to end up with the 7 building tools revealing patterns or contradictions in the data which I can take into phase 3 of searching for categories and exploring relationships.

At the end (per se) of phase 2 I have generated 7 maps via Nvivo of my coding structures under each of the 7 questions.

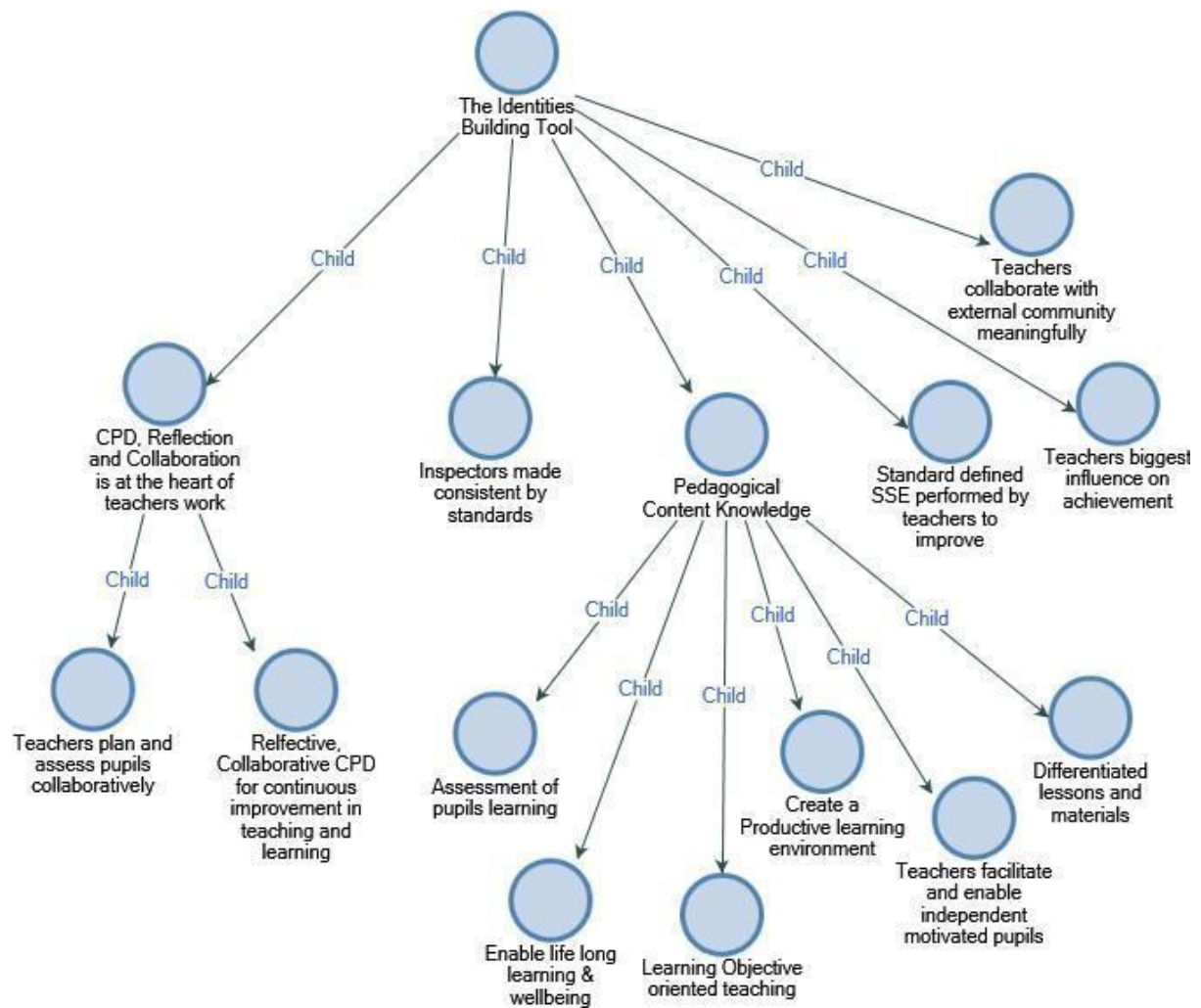
### The Activity Building Tool



## The Connections Building Tool

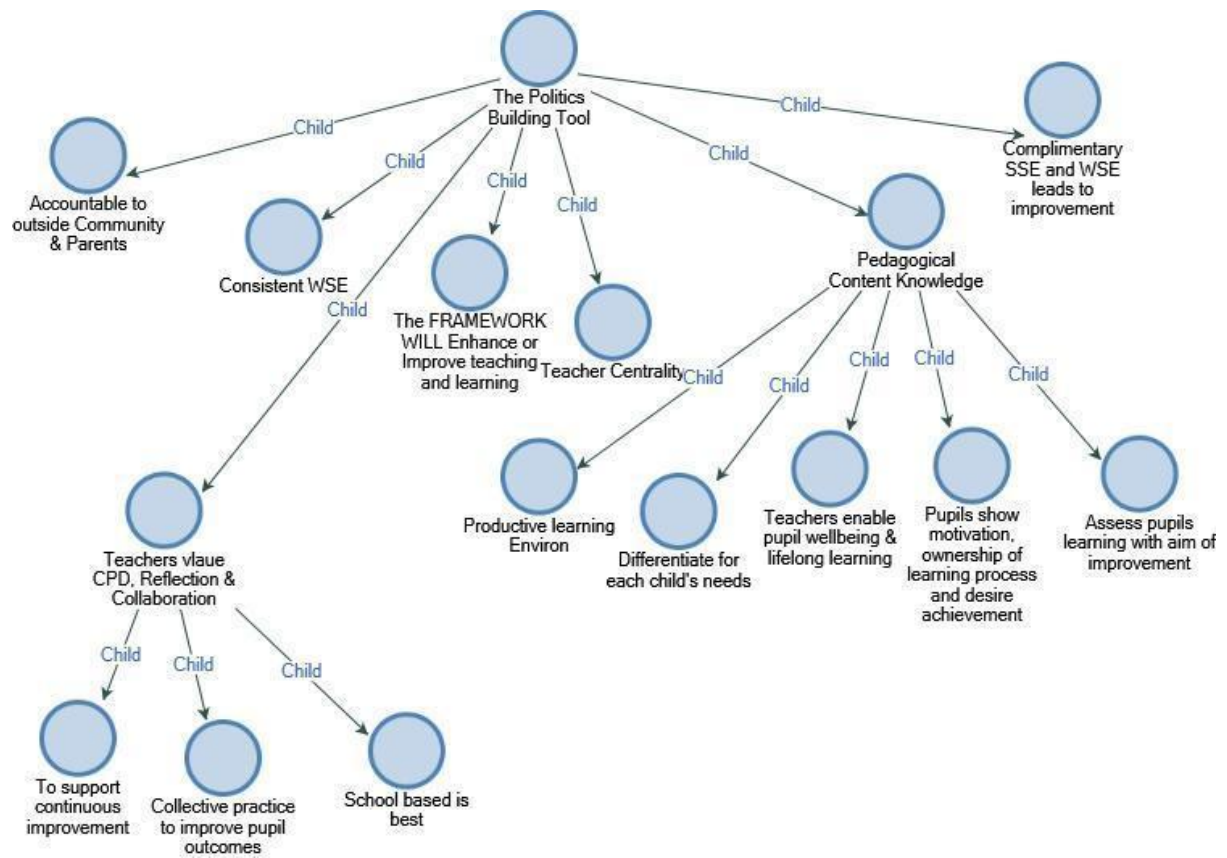


## The Identity Building Tool

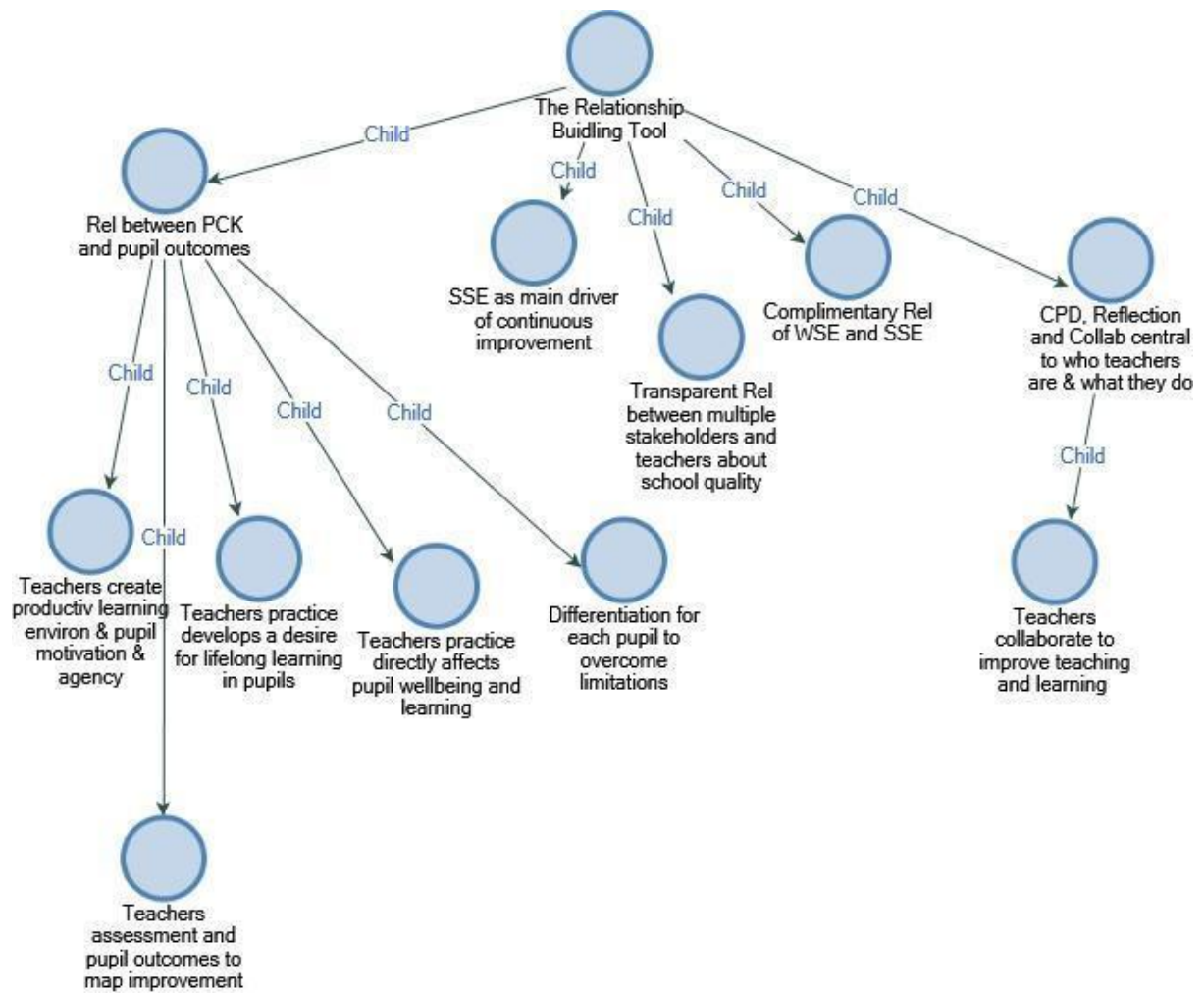




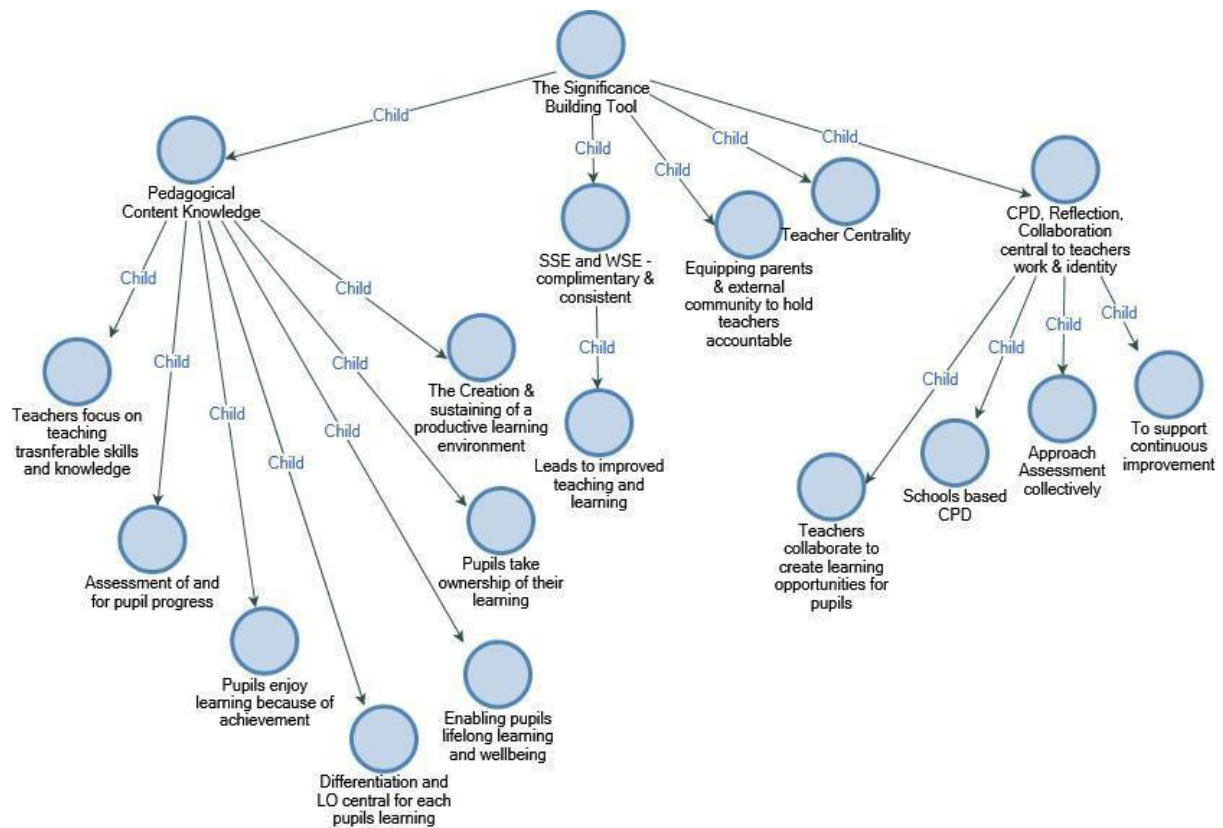
## The Politics Building Tool



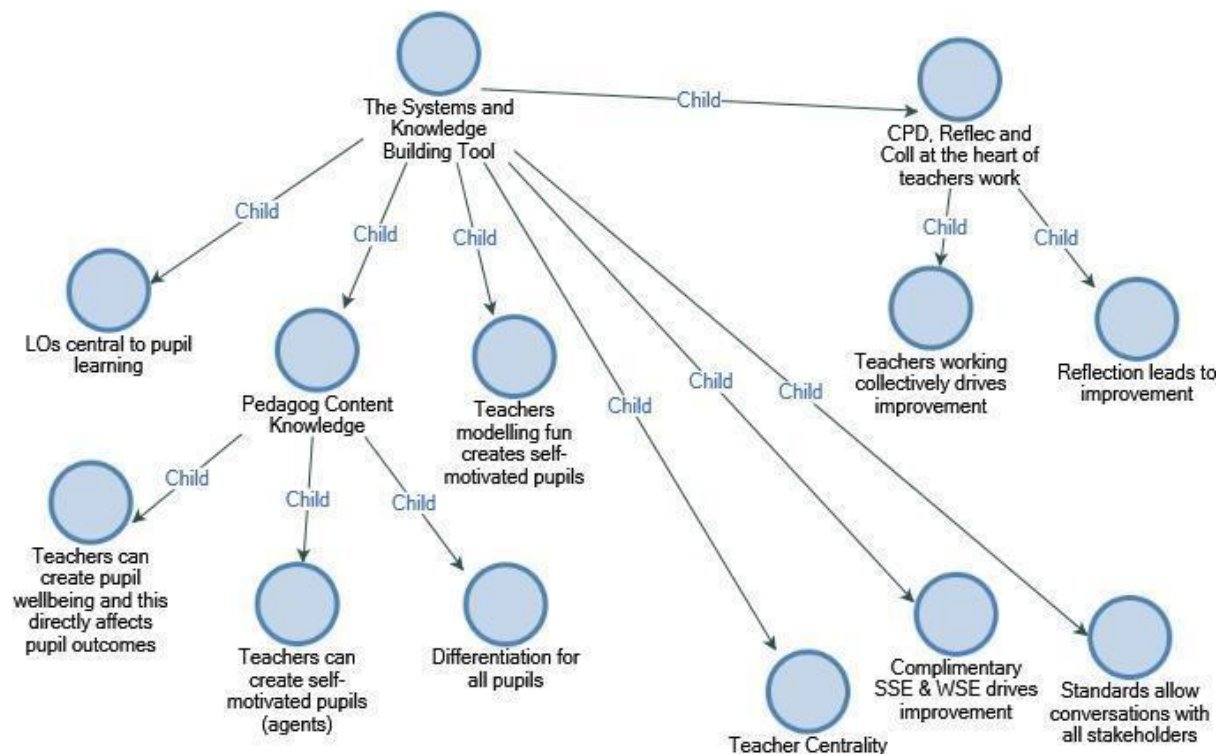
## The Relationship Building Tool



## The Significance Building Tool



## The Systems and Knowledge Building Tool



Friday 3<sup>rd</sup> April 2020

I went back to the literature reading about classroom discourse and pedagogical content knowledge and using the literature to reflect on my initial codes as part of the constant comparison method.

To help with stage 3 of coding; searching for categories and exploring relationships I reached out to Karen Wilson Scott of State University Idaho to discuss two matrices she originated for coding grounded theory. After some discussion my first iteration of a conditional relationship used the 7 building tasks culminating in a category instead of Scott's 5 questions culminating in a consequence.

<b>Initial Code</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Category</b>
External Evaluation	Evidence based, consistent, compliments internal evalu, standards normed.	Compliments internal evaluation & that leads to improvement.	Inspectors reports made consistent by standards.	Standard based, consistent compliments internal evalu, leads to improvement.	Compliments internal evaluation, standards based and leads to improvement.	Complimentary to internal evalu drives improvement	Complimentary, consistent and leads to improvement.	<b>Complimentary external and internal evaluations lead to improvement.</b>
Productive learning environment	Teachers create a productive learning environment	Teachers practice directly impacts pupil outcomes, ways of being and mindset.	/	Will make pupils self-motivated and deeply engaged.	Enables pupil motivation and agency	/	Based on respect enables pupils agency and learning.	<b>Teachers create the environment that enables pupil agency and learning.</b>

My Version April 2020

Conditional Relationship Guide						
Category	What	When	Where	Why	How	Consequence
Howell (2006) <i>Bring ideas together</i>	Process of each discipline sharing their ideas with one another	Collaboration Brainstorming Disagreement Creating goals for treatment Group process	Teams (groups and partners) Informal meetings Work outside and inside of class Safe environment	Educated opinions Need practical information Problem solving Steps to generating outcomes Stretches my understanding	Contribute Present ideas Support good ideas Use the idea Let the idea evolve Not being self-centered in your ideas	Open to new ideas
McCray (2004) <i>Characteristic presentations</i>	Covered basic information Covered legal guidelines Some things clarified No means no	Presentations once a semester Once a year Freshman year	Fraternity houses Lecture halls Team meeting rooms Classes	Provide rules and regulations Meet requirements Increase knowledge, attitude, behavior	Lots of facts Pretty hard hitting In-your-face details Basically lecturing us Utilization of shock factor	The whole spectrum of feelings is present. Too much info not enough solutions.  Minimal impact

(Scott & Howell, 2008)

I started with the activity tool and from Nvivo took the kernel of the first code; external evaluation. I then went through each code and took the code which referred to external evaluation. This led to recoding and relabeling of codes as I reflected on; how was this an activity? How is this an identity? How is this a connection? The challenging thing is that language builds several things at once, an activity, an identity and so on. For most of the codes it is possible to argue it constructs almost all 7 of Gee's building tools. My aim was to get to the category at the far right by comparing and contrasting the codes and seeing connections and overlaps and generate initial language for a category.

After some time, I realised that the phrase initial code in the far-left column was incorrect because it's not the initial code, it's the kernel of the code, a starting point, so I changed the wording to coded idea. The reasoning behind that choice of words is to illustrate that external evaluation itself may not be a code but that it's the kernel of a code or several codes. The coded ideas are sourced directly from the codes and not sourced separately by the researcher. By following this route, I hope to identify categories from the codes and trace relationships between them.

<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Category</b>
External Evaluation	Evidence based, consistent, compliments internal evalu, standards normed.	Compliments internal evaluation & that leads to improvement.	Inspectors reports made consistent by standards.	Standard based, consistent compliments internal evalu, leads to improvement.	Compliments internal evaluation, standards based and leads to improvement.	Complimentary to internal evalu drives improvement	Complimentary, consistent and leads to improvement.	<b>Complimentary external and internal evaluations lead to improvement.</b>
Productive learning environment	Teachers create a productive learning environment	Teachers practice directly impacts pupil outcomes, ways of being and mindset.	/	Will make pupils self-motivated and deeply engaged.	Enables pupil motivation and agency	/	Based on respect enables pupils agency and learning.	<b>Teachers create the environment that enables pupil agency and learning.</b>

My Version 2 April 2020

This is step one on the two-step process. The second is the creation of a reflective coding matrix, a version of Scott's for use in Grounded Theory is copied below.



Reflective Coding Matrix					
Core category	<i>Learning in a culture of mutual respect among disciplines</i>				
<b>Processes</b> (action/interaction)	Representing the profession of occupational therapy (OT)	Holding your weight	Solving problems	Working as a team	Learning
<b>Properties</b> (characteristics of category)	Value the unique perspective of OT	Confidence	Open to ideas	Efficiency	Ownership
<b>Dimensions</b> (property location on continuum)	OT not well recognized Sense of responsibility Educate about OT Knowledge of your own field Define yourself Want respect from other disciplines	Gauge the feel of the group Learn personal styles of communication Leadership skills Team skills Equal participation Pecking order	Bring ideas together Think out of the box Help each other Disagreement Can't change thinking Acceptance	Work well with teammate Time management Share time Respect of others Support Give feedback	Open to making mistakes Push boundaries Not always knowing Become more knowledgeable Learn from each other Individual learning
<b>Contexts</b>	Building respect	Balancing the playing field	Establishing mutual goals	Being on the same page	Getting the most out of the experience
<b>Modes for understanding the consequences</b> (process outcome)	Understand other perspectives	Awareness of professional self	Trust the process	Enjoy collaboration	Learn to work on a team in practice

(Scott & Howell, 2008)

Talking with Scott as critical friend on Zoom we agreed that the labels on the far left of the grid; processes, properties etc. are not applicable to CDA. She shared Kelly (n.d) text analysis tips where she suggests using Gee's framework as an x y axis with the building tools on the x axis and the theoretical tools on the y. I went back to read Gee (2014) again and I think I can make that work.

Wednesday 8<sup>th</sup> April 2020

After further discussion with Karen Scott she expressed concern that the term category was too vague in the far-right column. I reflected on my ambition to move from code to category and relationships between them and then to themes and agreed that the outcome of the 7 building tools being simply category was not specific enough to Gee's model. I returned to Gee (2014) and found this line "Whenever we speak or write, we always and simultaneously build one of seven things or seven areas of "reality"" (p.94). So, the outcome of asking the 7 questions of a piece of language is to see what area of reality it is building. Reality as a concept is not one, true thing for a person from a critical or post-structuralist viewpoint. In addition, using the term aspect of reality seems very lofty for my work. However, it is none the less the outcome of the 7 building tools. I changed the column category to Aspect of Looking at Our Schools (*LAOS*) reality.

<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of <i>LAOS</i> reality</b>
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Good Friday 2020

I spent the last few days ensuring internal homogeneity of the codes in each of the 7 tools. It led me to delete or combine some codes along the way. I use the coding stripes tool

in Nvivo to double check and constantly compare the codes. There is crossover between the tools but not within them.

I will revisit the codes through the relationship guide above and no doubt they will alter again. I am using memos in Nvivo to record and document queries and actions I am taking. For example, I currently have one *aspect of LAOS reality*; **SSE should be reflective, ongoing, improvement focused and will be complimented by external inspections.** This aspect reflects the stated focus of the policy document of guiding school self-evaluation. At the same time, I have another *aspect*: **The framework will help guide and define excellence in teaching and learning.** It could be argued that the framework exists to facilitate SSE and so they should be combined and there is lots of similarities between the content of the relevant codes in Nvivo. However, I think that the policy makes so many claims about the framework as opposed to school self-evaluation that at this stage of coding it is better and more prudent to treat them as two distinct, if interconnected aspects of reality.

Tuesday 14<sup>th</sup> April 2020

Yesterday I had another Zoom call with Karen Scott. I had sent her my Conditional Relationship Guide which she thought was coming on well but like me thought it needs refining and revision until I am happy to move onto the next step. I also sent her an outline of a possible Reflective Coding Matrix for CDA. In it I ordered the six theoretical tools in the following order: Discourses, Social Languages, Figured Worlds, Big C Conversations, Situated Meaning and Intertextuality. I did this because I thought that was the order at which I would start inserting the Aspects into the matrix. After discussing this with Karen I came to think that although Discourses are at the centre of CDA that in fact Big C Conversations might be a better place to start, to identify “low hanging fruit” (Scott & Howell, 2004, p.11). In addition, ordering the tools in a different order might tell the story in a more effective way. I will try; Big C, Figured Worlds, Discourses, Social Languages, Situated Meanings and

Intertextuality. My rationale is that having identified some Big C Conversations it may be relatively straight forward to point to the Figured Worlds these Conversations point to, what assumptions or ways of seeing reality are evident.

Discourses that inform these two tools may then be more readily identifiable.

Intertextuality may be an issue in *LAOS* as there is no direct or indirect quotes or other text's referenced. Discourses that appear in other texts and social languages may be apparent and could feed into this tool that way. I am keeping intertextuality as a tool because I feel it may have a valuable place in this process at some point. The final discussion was the addition of a relationships row after the six tools. This is being added to see if I can identify relationships between the tools/aspects of reality at the end of the process. At the top of the matrix I have put categories, this is not a category as in Grounded Theory, this is a category before my final intent to generate themes from the data.

Reflective Coding Matrix CDA									
Categories/Themes/Actions/Relationships?									
<b>Discourses</b>									
<b>Social Languages</b>									
<b>Figured Worlds</b>									
<b>Big C Conversations</b>									
<b>Situated Meanings</b>									
<b>Intertextuality</b>									

Version 1

Reflective Coding Matrix CDA									
<b>Categories</b>									
<b>Big C Conversations</b>									
<b>Figured Worlds</b>									
<b>Discourses</b>									
<b>Social Languages</b>									
<b>Situated Meanings</b>									
<b>Intertextuality</b>									
Relationships (possibly use term Interconnections)									

Version 2

Wednesday 15<sup>th</sup> April 2020

Still making refinements to the conditional relationship guide. There's so much crossover of ideas and language within the codes. The coded idea *Differentiate for each pupil* was full of data relevant to differentiating learning objectives, which further emphasised the importance of learning objectives in the text. I also have the coded idea *Learning Outcomes/Objectives*. I moved any differentiation data that discussed learning objectives or outcomes to the learning objective node under each relevant building tool in Nvivo and I felt there is enough data about differentiation for individual pupil need and differentiation of learning objectives to warrant leaving both coded ideas in the relationship guide at this point. To reflect this change, I extended the learning objective description under some of the tools, for example under the significance tool I described it as *Teachers' planning, differentiation, teaching and assessment is learning outcome/objective oriented*.

The *Teachers are qualified and skilled* coded idea includes a focus on teachers being able to teach across and beyond the curriculum. There is a separate coded idea for *Teaching transferable skills* which is focused on the same thing. I left both in at this point as the *Teachers are qualified and skilled* covers a broader focus around teacher professionalism whereas *Teaching transferable skills* is a much narrower prescription of what teachers do.

### Using the Relationship Guide to focus codes and descriptions (Draft 3)

<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of LAOS reality</b>
Differentiate for each pupil	Differentiate for each pupil's needs	Pupils success is connected to differentiation for their needs	Teachers differentiate at an individual level so all pupils experience success	Differentiation helps pupils overcome limitations and achieve success.	Teachers need individual relationships with pupils to know their individual needs, plan and resource them and help them succeed.	Differentiation is data driven and personalised.	Personalised differentiation enables pupil learning and success	<b>Differentiation is carried out for each student, at each stage of the teaching process and allows pupils succeed as learners.</b>
Assessment of pupils	Teachers individually and collectively create and administer agreed and comprehensive assessment of each pupil	Pupils success is connected to teachers' assessment of them and mapping strategies for improvement  (Needs to be created as a code in Nvivo)	Teachers individually and collaboratively assess pupils	Teachers assess pupils to document achievement and plan for improvement	Teachers need individual relationships with pupils to assess them and equip pupils to self-assess to achieve improvement	Teachers plan for and carry out assessment collaboratively and individually. They use assessment to help students map their own strategies to improvement	Teachers plan for and carry out agreed assessment collaboratively and individually and use assessment to help students map their own strategies to improvement	<b>Assessment is systematic (created and administered collectively by teachers) and specific to each pupil. It is improvement focused and engages the pupil in the strategies for improvement.</b>



This is a page from the Relationship Guide. I am going through it one tool at a time running vertically downward. I want to ensure that what I've coded fits under each tool, is it an activity or a connection. I found the activity tool straight forward to review but connections and relationships are trickier. I'm rereading Gee's guidance continuously and trying to stay tight to the definition.

In the sample above I've got as far as the Relationship Tool. Everything in blue may have been reworded but is staying put for now. Anything in red needs addressing tomorrow and anything in black is up for eviction and needs to be revisited tomorrow. For example, above I state I need to add a code for *Assessment of pupils* under the connections tool. The reason for this is that I've coded *Differentiate for each pupil* as connected to pupils' success and assessment fits that description too so for now if one is coded as a connection so should the other one. I am trying to identify some common phrases or words that I can use consistently under each tool but I haven't been able to yet.

Thursday 16<sup>th</sup> April 2020

As I am still refining the relationship guide and comparing it back and forth to the codes in Nvivo and making edits and changes I found the Systems and Knowledge Building Tool the most difficult to refine. Initially I coded that tool for "claims to knowledge and belief" (Gee, 2014). That led me to code it very much like the Significance Tool. I spent some time rereading Gee today and some other literature and came back to my codes and the text. I refocused my coding on the choice of language. I found that if I used the word privilege to code with, it focused my mind more clearly. So, all my codes under the Systems and Knowledge Tool now have the word privilege in them. What words or phrases are being privileged in this piece of text?

<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of LAOS reality</b>
Differentiate for each pupil	Differentiate for each pupil's needs	Pupils success is connected to differentiation for their needs	Teachers differentiate at an individual level so all pupils experience success	Differentiation is responsive to pupil's individual needs	Teachers need individual relationships with pupils to know their individual needs, plan and resource them and help them succeed.	Privileges data driven and personalised.	Personalised differentiation enables pupil learning and success	<b>Differentiation is carried out for each student, at each stage of the teaching process and allows pupils succeed as learners.</b>
Assessment of pupils	Teachers individually and collectively create and administer agreed and comprehensive assessment of each pupil	Pupils progress is connected to teachers' assessment of them and mapping strategies for improvement	Teachers individually and collaboratively assess pupils	Teachers assess pupils to document achievement and plan for improvement	Teachers need individual relationships with pupils to assess them and equip pupils to self- assess to achieve improvement	Privileges language of teachers working collaboratively with each other and pupils. They use assessment to help students map their own strategies to improvement	Teachers plan for and carry out agreed assessment collaboratively and individually and use assessment to help students map their own strategies to improvement	<b>Assessment is systematic (created and administered collectively by teachers) and specific to each pupil. It is improvement focused and engages the pupil in the strategies for improvement.</b>

Monday 20<sup>th</sup> April 2020

Day 1 of working with the Reflective Coding Matrix, I've been back and forth between my grid and the Scott and Howlett (2014) article about theirs. I'm going to start by inserting Aspects of *LAOS* Reality into the Big C Conversation boxes and see how it goes. I'm not sure if all my codes under each tool will end up in the matrix yet. I thought just now looking at it that my Coded Ideas may end up reflecting the Discourses.

How I'm thinking about the six theoretical tools from Gee (2014).

Situated Meaning Tool: "That is, what specific meanings do listeners have to attribute to these words and phrases given the context and how the context is construed?...

Turning to structures, rather than words: while the subjects of sentences are always "topic-like" (this is their general meaning), in different situations of use, subjects take on a range of more specific meanings" (p.158; 159).

Social Languages Tool: "To know any specific social language is to know how its characteristic lexical and grammatical resources are combined to enact specific socially-situated identities... The term "social language" applies to specific varieties of language used to enact specific identities and carry out specific sorts of practices or activities" (P.164; 165).

Intertextuality Tool; "how words and grammatical structures (e.g., direct or indirect quotation) are used to quote, refer to, or allude to other "texts" (that is, what others have said or written) or other styles of language (social languages)" (p.172).

The Figured World Tool: “The distinction between the “macro” level (the level of institutions and large social trends) and the “micro” level (the level of human social interactions) has been deeply important to the social sciences... What typical stories or figured worlds the words and phrases of the communication are assuming and inviting listeners to assume. What participants, activities, ways of interacting, forms of language, people, objects, environments, and institutions, as well as values, are in these figured worlds? (p.177; 180)

Big D Discourses: “To mean anything to someone else (or even to myself) I have to communicate *who* I am (in the sense of what socially-situated identity am I taking on here and now). I also have to communicate *what* I am doing in terms of what socially-situated activity I am seeking to carry out, since Discourses (being and doing kinds of people) exist in part to allow people to carry out certain distinctive activities (e.g., arresting people for a policeman, taking communion for a Catholic, getting an “A” for a good student)” (p.183).

Big C Conversations: “We are talking and taking part in debates among the Discourses that make up society... The themes and values that enter into Conversations circulate in a multitude of texts and media. They are the products of historical disputes between and among different Discourses.... Can the communication be seen as carrying out a historical or widely known debate or discussion between or among Discourses? Which Discourses?” (p.189; 191)

Tuesday 21<sup>st</sup> April 2020

I've started filling in the reflective coding matrix. The first issue I had was should I include all the codes under each tool from the Relationship Guide, in the Matrix. I decided I should and I started by identifying what I thought were the Big C Conversations. I identified 8 from the relationship guide and they are in bold in the matrix (any text in bold is an Aspect of *LAOS* reality). I then filled in the Social Languages row from the identities and activities tool as social languages are about social activities and identities. I thought that the significance tool addressed the Situated Meaning row well and that the Systems and Knowledge Tool addressed the Figured Worlds row. I was then left with the Discourses row, I filled these from the data in under the remaining tools for that Aspect of reality.

At different points I changed this approach, so for example under the Big C conversation SSE I included " **Teachers work collectively and reflectively to drive improvement of teaching and learning**" as a Discourse even though this is an Aspect of reality in its own right, it seemed to tell the SSE story. I followed the above approach more or less and I have completed the initial 8 Big C's. Now I'm left with 6 aspects of reality in the relationship guide which I don't think are Big C conversations but are central to how teachers work and how the policy identifies and describes teachers. In the relationship guide anything in orange text has been moved into the matrix, anything in blue or black text has not.

Wednesday 22<sup>nd</sup> April 2020

Looking at the Aspects of *LAOS* Reality such as assessment and differentiation I still felt they were not Big C conversations, but that did not diminish their importance. So, I concluded that they are firstly activities, so they might go into Social Languages. I put the *LAOS* reality into Social Languages in the Reflective Matrix and it seemed to add up with the

data from the Activity and Identity Tools. I followed my previous pattern for Discourses and the other rows.

The transfer of skills and life-long learning aspects did not have a Systems and Knowledge Tool entry from the Relationship Guide, so I left their Figured World blank for now. Although I don't feel that that is correct. I'm classifying each entry as a Micro or Macro Figured World. By macro I mean systems level, inspectors, standards and by micro I mean particular to an individual teacher's practice and way of being.

<b>Reflective Coding Matrix CDA 2</b>					
<b>Big C Conversations</b>	*****	*****	*****	*****	*****
<b>Figured Worlds</b>	Micro  Privileges data driven and personalised differentiation.	Micro  Privileges language of teachers working collaboratively with each other and pupils. They use assessment to help students map their own strategies to improvement	Micro  Privileges the term learning objectives	Micro  *****	Micro  *****
<b>Discourses</b>	Pupils success is connected to differentiation for their needs  Differentiation is responsive to pupil's individual needs  Teachers need individual relationships with pupils to know their individual needs, plan and resource them and help them succeed.	Teachers assess pupils to document achievement and plan for improvement  Pupils progress is connected to teachers' assessment of them and mapping strategies for improvement  Teachers need individual relationships with pupils to assess them and equip pupils to self-assess to achieve improvement	Pupils learning connected to success through having a defined learning outcome/objective  Learning objectives are clear, challenging, attainable and differentiated	Teachers practice is connected to pupils transferring learning to other contexts  Teachers enable pupils to transfer skills and knowledge to other contexts	Teachers practice is connected to pupils becoming lifelong learners  Teachers enable pupils to value and pursue lifelong learning  Teachers practice and interactions with pupils develops a desire for lifelong learning in pupils

Thursday 23<sup>rd</sup> April 2020

When I was coding I used the phrase Pedagogical Content Knowledge as a parent code under which to organise any codes which seemed to refer to teachers practice. I did this to try and organise my thinking. Again, while working through my matrix I am again leaning towards that phrase to interconnect a group of social languages; Assessment, Differentiation and Learning Outcomes. My understanding of PCK at this point is from the book by Morine-Dersheimer, G., and Kent, T. (1999). The complex nature and sources of teachers' pedagogical knowledge. In *Examining pedagogical content knowledge* (pp. 21-50). In this they present a diagram which I think encapsulates what I am describing as PCK. Before I finish this process, I will revisit more current writings on the topic. The other PCK readings I read did not offer anything as comprehensive as Morine-Dersheimer and Kent (1999).

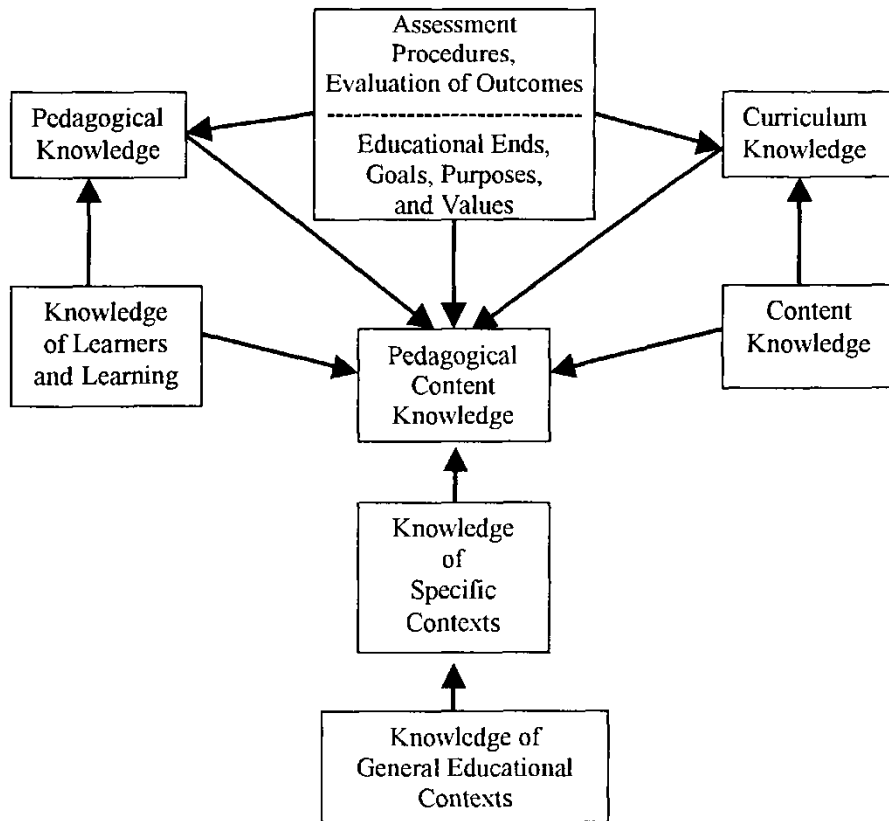


Figure 1. Categories Contributing to Pedagogical Content Knowledge

Figure 2 shows our conception of the various facets of pedagogical knowledge that have been informed by recent research on teaching. Studies in the three major areas contributing to general pedagogical knowledge (classroom organization and management, instructional models and strategies, and classroom communication and discourse) have been attentive to educational goals/evaluation and learners as critical contextual features of pedagogical practice, confirming the relationship depicted in Figure 1. Of particular importance here is the interplay between general pedagogical knowledge, which is derived from the research and scholarly literature, and personal pedagogical knowledge, which is fueled by personal beliefs and personal practical experience. The process of reflection promotes the interplay between general and personal pedagogical knowledge such that perceptions formed

Guide transferred to the matrix. I did this because I was very conscious of not jettisoning the



language and nuance of the text for my own interpretations. In discussing this with Karen Scott she questioned this approach and it became apparent that I needed to use the matrix for data reduction, if I am to end up with categories at the end. I'm seeing draft one as an intermediate point and I'll need to go again at the matrix, reducing the data down further.

In the grounded theory version, the matrix is read down each column but also across each row as a progression. I'm not sure if this reading progression across each row is possible in CDA but it might be. I find that each theoretical tool explains and is explained by another, Like, how the chicken explains the egg and the egg explains the chicken. The goal is for now to reduce the data so that the nuance and variability of the aspects of *LAOS* reality are told through the matrix. In the grounded theory version Dimensions houses a lot of descriptors, at this point I think Discourses will do that for me.

In addition, having Categories across the top of the matrix may be a mistake. I think that should be relationships/interconnections and start the matrix from there.

Reflective Coding Matrix CDA (DRAFT 1 in part)									
Categories									
Big C Conversations	SSE should be reflective, ongoing, framework based, improvement focused and will be complimented by external inspections.	External evaluations will be shaped by the framework, consistent, compliment SSE and be improvement focused.	CPD which includes reflection and collaboration is intrinsic to who a teacher is and what they do and leads to improvement	Teachers are accountable to external stakeholders and this is facilitated by the framework	The framework will help guide and define excellence in teaching and learning	Teachers and teaching are more influential than any other factor, including context and dispositions in deciding pupil outcomes.	Teachers create the environment that enables pupil agency, self-motivation and autonomy.	Teachers enable pupils' wellbeing which is an enabler and outcome of learning	Teachers work collectively and reflectively to drive improvement of teaching and learning
Figured Worlds (Systems and Knowledge Tool)	Macro level Privileges the process of SSE & external evaluation as driving improvement	Macro level Privileges the framework making external evaluation consistent and complimentary	Micro level Privileges the language of reflective and collaborative CPD as being at the heart of teachers work and leading to improvement	Macro level Privileges the language of the framework to allow conversations with all stakeholders about quality of teaching and learning	Micro level Privileges the language of the framework in defining quality teaching and learning and improvement	Macro level Privileges teaching over pupil context, dispositions and opinions as the biggest influence on pupil achievement	Micro level <b>Teachers create the environment that enables pupil agency and learning.</b>	Micro level Privilege the language of wellbeing as an enabler and outcome of learning	Micro Level Privileges the language of teachers working collectively and reflectively as driving improvement of teaching and learning
Discourses	The Framework is connected to SSE by defining good practice, guiding improvement and framing the SSE	External evaluation compliments internal evaluation, standards based	<b>The school is the primary locus of CPD.</b> <b>Teachers have formal</b>	Teachers are accountable to external community & parents	The framework is connected to improving teaching, learning and school quality	Teaching empowers pupils to overcome limitations of dispositions &	Teachers practice connected to pupil outcomes, ways of being and mindset	The framework emphasises pupil wellbeing and its connection	Teacher collaboration & reflection is connected to the continuous improvement of

	<p>process</p> <p>SSE is standard based and complimentary to external evaluations</p> <p>Relationship between SSE, improvement and external evaluation</p>	<p>and leads to improvement.</p> <p>Compliments internal evaluation and is connected to improvement</p> <p>External evaluation will be flexible, consistent and shaped by framework</p>	<p><b>qualification, demonstrate pedagogical skills and have engaged in CPD relevant to pupil learning.</b></p> <p>Collaborative and reflective CPD is intrinsic to good teaching.</p> <p>CPD is connected to teachers work by being collaborative, reflective &amp; central to their practice</p> <p>CPD, Reflection and Collab are central to who effective teachers are &amp; what they do</p>	<p>Transparent relationship between multiple stakeholders and teachers about school quality</p> <p>Framework connects teachers and the external community by enabling dialogue between them</p>	<p>The framework will help enhance and improve teaching and learning</p>	<p>contexts</p> <p>The framework is founded on the idea that teaching is the biggest influence on pupil outcomes.</p>	<p>through a productive learning environment</p> <p>Productive learning environ makes pupils self-motivated and deeply engaged</p> <p>Relationships of respect and high expectations of pupils learning and behaviour create a productive learning environment</p> <p>Pupils show motivation, ownership of learning process and desire achievement</p> <p>Teachers relationship with pupils enables pupil agency &amp; self-motivation</p>	<p>to teachers' practice.</p> <p>Teachers enable pupil wellbeing</p> <p>Teachers relationships with pupils affects pupils' wellbeing which is an enabler and outcome of learning</p>	<p>pupil learning</p> <p>Collective practice and reflection improve pupil outcomes</p> <p>When teachers collaborate and reflect with others, they improve teaching and learning</p>
Social Languages	Using the	Evidence based,	Teachers value	Teachers		Teaching is	Teachers enable	Teachers	Teachers

(Activities and Identities)	<p>Framework to identify its various elements, teachers carry out SSE to improve teaching and learning.</p> <p>Teachers carrying out reflective, continuous self-evaluation leads to improvement</p>	consistent, compliments internal evaluation, standards normed.	<p>and engage in CPD which is collaborative, reflective and leads to improvement</p> <p>Teachers value CPD which is collaborative, reflective and leads to improvement as central to their work</p>	<p>collaborate with external community meaningfully</p> <p>Teachers collaborate with parents and external community meaningfully</p>		<p>the biggest influence on pupil achievement</p>	<p>pupils as active, reflective, independent, responsible agents of their own learning</p> <p>Teachers enable pupils as active, reflective, independent, responsible agents of their own learning</p> <p>Teachers create a productive learning environment through respectful interactions and empowering</p> <p>Teachers work and act in a way that creates a productive learning environment</p>	<p>practice nurtures pupil well being</p> <p>Teachers enable pupil wellbeing through what they do and say</p>	<p>collaborate with each other to enable pupil progress</p> <p>Teachers engage in reflective, collaborative planning for continuous improvement of teaching and learning</p>
Situated Meanings (Significance Tool)	SSE and external evaluations which are complimentary and consistent leads to improvement in school capacity, provision and	External evaluation will be flexible, consistent, compliment SSE and shaped by framework	Reflective and collaborative CPD is intrinsic to teachers work & identity and leads to improvement	Framework provides clarity and transparency for teachers' accountability to external stakeholders	The framework will help guide and define excellence in teaching and learning	Teachers and teaching empower pupils to overcome limitations of dispositions &	Pupils take ownership of their learning and have the skills and dispositions to do so	Teachers enable pupils' wellbeing	Teachers collaborate and reflect to create learning opportunities and improvement for pupils

	teaching and learning					contexts	A productive learning environment based on respect enables pupils' agency and learning.		
Intertextuality									
Relationships (possibly use term Interconnections)	Evaluation Collaborative Improvement Framework Based	Evaluation Improvement Framework Based	Collaborative Improvement	Evaluation Collaborative Improvement Framework Based	Improvement Framework Based	Teacher Centric	Outcome of PCK	Outcome of PCK	Collaborative Improvement

Tuesday 28<sup>th</sup> April 2020


Reflective Coding Matrix CDA DRAFT 2					
Relationships/ Interconnections					
Big C Conversations	Teacher Centrality	External Evaluation	School Self-Evaluation	Continuing Professional Development	Improvement of teaching and learning
Figured Worlds	Macro	Macro	Macro	Micro	Micro
	Teachers and teaching	Will be shaped by the	Should be reflective,	Which includes reflection	Teachers work collectively

	are more influential than any other factor, including context and dispositions in deciding pupil outcomes.	framework, consistent, compliment SSE and be improvement focused. Teachers are accountable to external groups.	ongoing, framework based, improvement focused and will be complimented by external inspections	and collaboration is intrinsic to who a teacher is and what they do and leads to improvement	and reflectively to drive improvement of teaching and learning
<b>Discourses</b>	<p>Teachers create the environment that enables pupil agency, self-motivation, autonomy and learning.</p> <p>Teachers enable pupils' wellbeing which is an enabler and outcome of learning</p> <p>Teachers actively teach and enable the ability to transfer skills and knowledge to other contexts</p> <p>Teachers enable pupils to value and pursue lifelong learning</p>	Teachers are accountable to external stakeholders and this is facilitated by the framework	The framework will help guide and define excellence in teaching and learning	<p>The school is the primary locus of CPD.</p> <p>Teachers have formal qualification, demonstrate pedagogical skills and have engaged in CPD relevant to pupil learning.</p>	<p>Assessment is systematic (created and administered collectively by teachers) and specific to each pupil. It is improvement focused and engages the pupil in the strategies for improvement</p> <p>Differentiation is carried out for each student, at each stage of the teaching process and allows pupils succeed as learners.</p> <p>Learning outcomes/ objectives are central to planning, differentiation, teaching, assessment and pupil learning.</p> <p>Pupils enjoy learning because it is achievement</p>

					<b>focused</b>
<b>Social Languages</b>	Teachers create environments, pupil wellbeing, learning and agency.	Teachers engage with their 'external community' including inspectors and parents.	Teachers use the framework to evaluate pupil and school performance. The also use it to map strategies for improvement.	Teachers value constant collaboration and professional development to improve their practice	Teachers collaborate together to plan, deliver and assess the teaching process and to improve teaching and learning.
<b>Situated Meanings</b>	Teachers can overcome any external factor or pupil disposition to enable pupil achievement.	Teachers are accountable to these external groups.	School Self-evaluation defines quality teaching and learning for all.	In-school professional development is central to teachers work and improvement.	Collaboration is central to teachers work and improvement.
<b>Intertextuality</b>					
<b>Categories</b>					

This is the 2<sup>nd</sup> draft of the matrix. It is much tighter and reduced but the sentences and descriptors are still too long. I went back to the literature and I thought about the succinct language and how to replicate it. I went back to the literature review and read about each aspect above, CPD, SSE etc. This was very helpful as it allowed me to base my language in the literature as I came away from the policy language and towards the language of description. Draft 3 should be more succinct and enable me to trace relationships between the aspects and to identify categories.

Wednesday 29<sup>th</sup> April 2020

Reflective Coding Matrix CDA DRAFT 4					
					
<b>Relationships/ Interconnections</b>	Defined standards and targets for teacher accountability and practice.		Defined role for teacher as improvement focused collaborator.		Teacher as controllable enabler of success
<b>Big C Conversations</b>	<b>External Accountability</b>	<b>School Self-Evaluation</b>	<b>Continuing Professional Development</b>	<b>Collaborative Improvement of teaching and learning</b>	<b>Teacher Centrality</b>
<b>Figured Worlds</b>	Macro  Teachers are	Macro  Ongoing self-evaluation,	Micro  CPD which includes	Micro  Teachers work	Macro  Teachers and teaching are



	accountable to external stakeholders.	scaffolded by defined standards improves teaching and learning.	reflection and collaboration is intrinsic to who a teacher is and what they do and leads to improvement	collectively and reflectively to drive improvement of teaching and learning	more influential than any other factor, including context and dispositions in deciding pupil outcomes.
<b>Discourses</b>	<p><b>External evaluation will be shaped by the framework, consistent, compliment SSE and be improvement focused.</b></p> <p><b>Teachers are accountable to external stakeholders and this is facilitated by the framework</b></p>	<p><b>SSE should be reflective, ongoing, framework based, improvement focused and will be complimented by external inspections</b></p> <p><b>The framework will help guide and define excellence in teaching and learning</b></p>	<p><b>The school is the primary locus of CPD.</b></p> <p><b>Teachers have formal qualification, demonstrate pedagogical skills and have engaged in CPD relevant to pupil learning.</b></p>	<p><b>Assessment is systematic (created and administered collectively by teachers) and specific to each pupil. It is improvement focused and engages the pupil in the strategies for improvement</b></p> <p><b>Differentiation is carried out for each student, at each stage of the teaching process and allows pupils succeed as learners.</b></p> <p><b>Learning outcomes/ objectives are central to planning, differentiation, teaching, assessment and pupil learning.</b></p> <p><b>Pupils enjoy learning because it is</b></p>	<p><b>Teachers create the environment that enables pupil agency, self-motivation, autonomy and learning.</b></p> <p><b>Teachers enable pupils' wellbeing which is an enabler and outcome of learning</b></p> <p><b>Teachers actively teach and enable the ability to transfer skills and knowledge to other contexts</b></p> <p><b>Teachers enable pupils to value and pursue lifelong learning</b></p> <p><b>(Note to self: These are extra-curricular skills, opinions and dispositions the teacher is tasked to instil.)</b></p>

				<b>achievement focused</b>  (Note to self: These are ways teachers must work with the curriculum and learning process)	
<b>Social Languages</b> (Socially situated identity)	Teacher as managed professional.	Teacher as managed professional.	Teacher as a compliant member of a collaborative community of improvement.	Teacher as a compliant member of a collaborative community of improvement.	Teacher as nucleus of pupil achievement.
<b>Situated Meanings</b>	Teachers are accountable to external groups; inspectors, parents, community.	The standards define quality teaching and learning for all.	CPD improves teacher practice and pupil outcomes.	Collaboration and improvement are central to teachers work.	Teacher attributes surmount external factors.
<b>Intertextuality</b>					
<b>Categories</b>					

I have attempted to find the relationships or interconnections between the theoretical tools. The relationships can be read left to right with the macro standards-led accountability and evaluations leading to the micro descriptors of what teachers do and what they value. This culminates

in Teacher Centrality as the end point of this macro to micro journey. I started by placing Teacher Centrality in the centre of the matrix and thought that collaborative improvement of teaching and learning was the end point of the matrix. On reflection I thought that Teacher Centrality is not the centre of this matrix. That made it seem like an input, process, output model which does not make sense to me. I think from a Critical standpoint with teachers as my primary audience for this work

Teacher Centrality made more sense as an end point, that is where the matrix ends up taking me. The teacher as controllable enabler of success comes from the literature where Connell (2009) discusses Teachers Matter (OECD, 2005) and how it states that the teacher is the biggest influence on pupil outcome which is controllable through policy. This seems to tally with the progress of this policy through the defining of standards for accountability, evaluation, desired pupil outcomes and teachers' practice. The word enabler was chosen because the verb enable appears so often in the text (14 times) as a descriptor of teachers practice. Success is used in the broadest sense of some mastery of the Discourses outlines in the column below on the matrix.

I had to refocus myself regularly on my question – teacher identity, how are teachers being conceptualised. This is why the matrix does not focus on pupils but on what the desired pupil outcomes mean for teachers.

In this draft I described the Social Languages for CPD and collaborative improvement as; Teacher as a compliant member of a collaborative community of improvement. I went back to the literature and Sachs (2016) uses the term compliant professional to describe teachers in largely occupational systems who engage in functional CPD. I think this is not the claim I am making about this text so I changed compliant to conforming in the next draft. It is a synonym and will not be as suggestive of Sachs (2016) as compliant. I describe the teacher as a conforming member of a community of improvement. By this I mean that the teacher is imagined as following the processes and prioritising the standards of the policy before critiquing the policy and assumptions within, the aims of the policy are seen as being central to teachers work before their own recognised priorities or contextual concerns. The term a community of improvement is my own, I did not use a community of practice because it is not used in the policy. A community of improvement here means that whatever the

community does, its ultimate goal is improvement, of provision, of teaching and learning or other identified areas of concern.

The Social Language descriptor of external evaluation and SSE is; Teacher as managed professional, comes from the literature where Nic Craith (2013) discusses how the school improvement movement of the 1970's perceived teachers. Although I'm not drawing a straight line to the 1970's I think the phrase is apt here. It is I think, the socially situated identity been given to teachers in this policy which outlines the standards for accountability to the community, external evaluation and scaffolds and bounds a schools' self-evaluation. The managed professional in this policy is held to account by external agents such as inspectors who will use the framework of standards to rate the teacher by. Internally the same framework of standards should focus and scaffold the teachers work on SSE and point them to the desired outcomes for pupils and other stakeholders. The teachers are being managed by both external agents and internal prescribed practices which are given voice and status through the policy.

Teacher as nucleus of pupil achievement is the descriptor for the Social Language of Teacher Centrality. This is a phrase I came up with myself. I think it works better than core or central because it's the fundamental building block of a pupil's success in the text. The teacher is conceptualised as the fundamental factor that can bring about the desired outcomes in pupils, they are the corner stone of success on which everything else relies. (The *cornerstone* (or *foundation stone* or *setting stone*) is the first *stone* set in the construction of a masonry *foundation*. All other *stones* will be set in reference to this *stone*, thus determining the position of the entire structure). Achievement in the policy text appears in the context of international surveys of achievement and summative test scores. Achievement in the phrase *nucleus of pupil achievement*, is a more encompassing term including the mastering of the various attributes, skills and dispositions listed in the Discourses above it in the matrix.

I have also changed Teacher as controllable enabler of success to Teacher as controllable enabler of achievement to keep the language consistent.

Tuesday 5<sup>th</sup> May 2020

I'm struggling with the intertextuality tool in the matrix. I have started reading *Cosán* and it's full of references to research, other policies from the Teaching Council not to mention more nuanced stuff I have not noticed yet. In a discussion with Karen Scott I remarked how values are attributed to teachers in the *LAOS* text, namely that they value collaboration and CPD. She wondered if this would be intertextuality as she felt I was not communicating that clearly in the matrix. I've looked at it and reread Gee (2014) and his quote is pretty specific,

For any communication, ask how words and grammatical structures (e.g., direct or indirect quotation) are used to quote, refer to, or allude to other "texts" (that is, what others have said or written) or other styles of language (social languages) (p.172).

I do not think that attributing values to teachers is intertextuality, I think it might be part of the figured world of the text. There is rhetoric in the text which implies that teachers embrace and accept CPD and collaborative practice as key to their work but I don't think intertextuality is the place to examine that. I think intertextuality for *LAOS* may need me to start *Cosán* and then double back to see how terms and phrases are used differently in both places. For example, I've already noticed that in *Cosán* they use the phrase community of practice which is never used in *LAOS*, *Cosán* also mentions teacher agency which *LAOS* does not. I think that the attributing of values to teachers should be recorded in the matrix so I've altered the Figured World description of CPD to read, *Reflective and collaborative CPD*

*is valued by teachers, intrinsic to who they are and what they do and leads to improvement.* The *is valued by teachers* comes from the Activity

Tool coding for that Aspect of Reality.

Wednesday 6<sup>th</sup> May 2020

I'm struggling to identify the categories from the matrix. I think I am onto something but I'm not sure.

<b>Relationships/ Interconnections</b>	Defined standards and targets for teacher accountability and practice.	Defined role for teacher as improvement focused collaborator.	Teacher as controllable enabler of pupil achievement
Categories	Managed Professional	Conforming Professional	Professionalism of change

These categories lean heavily on the Social Languages tool but I think they might work as categories too. I'm trying to identify the categories in the spaces and movements/relationships of the data and still remain true to the text. The Professionalism of change is my own idea which is inspired by the work of Priestley, Biesta, and Robinson (2015) who in turn draw on Fullan (2003) when they discuss teacher agency and change agency and how policies can on the one hand suggest teacher freedom and agency while on the other restricting the context and regulating practice to the extent that "teachers remain positioned as implementers of someone else's policy, and schools are invariably represented as being in deficit and in need of reform" (P.2). This Professionalism of Change is about the policy assuming that teachers will accept the outcomes described by the policy as worthwhile. The text suggests that teachers are managed by external stakeholders and tools, they

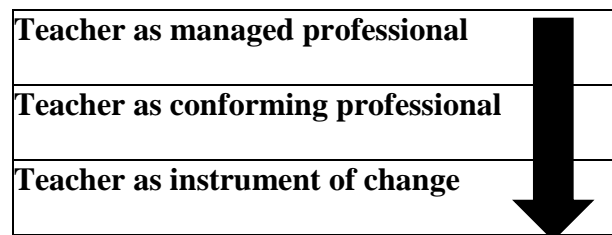
conform to the practices described and laid out by policy makers and they create the change in the micro sphere of their own classes and schools desired by the policy maker

Thursday 7<sup>th</sup> May 2020

I wasn't happy with how the categories ran, in terms of grammatically so I've made some changes so they all run the same way.

Categories	Teacher as managed professional	Teacher as conforming professional	Teacher as instrument of change
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I think teacher as instrument of change communicates better that the teacher may be controlled in their actions, ways of working and ways of seeing themselves and their profession by external forces and agents. I think that the change is correct because the policy is about change, mostly change as improvement. As a model I think it might make sense as a downward flow.





## **Audit Trail *Cosán***

### Monday 1<sup>st</sup> June 2020

Familiarise myself with the text, which is phase 1 of my coding was much more focused than on *LAOS*. I found myself straight away labelling sentences and circling words while noting the relevant building tool or tools next to it. I read a hard copy of the text several times while scribbling notes on it. It was definitely a more focused process the second time.

My initial reaction to *Cosán* after being engrossed in *LAOS* for so long is how ebullient the text is. It reads like an overly enthusiastic brochure, at some points that seems in sharp contrast in these early stages to *LAOS*. It seems more teacher-focused and oriented and discusses teacher autonomy and teacher led professional regulation.

### Monday 8<sup>th</sup> June 2020

I've started phase 2 of coding, generating initial codes. The text is challenging to code at times as sentences tend to list two or three things in a row like teacher attributes or desired outcomes. It also has a pattern of stating its point, quoting a teacher who agreed with that point and then quoting a substantial volume of literature that also concurs. This made me question what is the policy saying and what are other people saying but I concluded it is all the policy text so I am coding it as if it is and I think the coding matrix may help me understand these elements of the text.

### Monday 29<sup>th</sup> June 2020

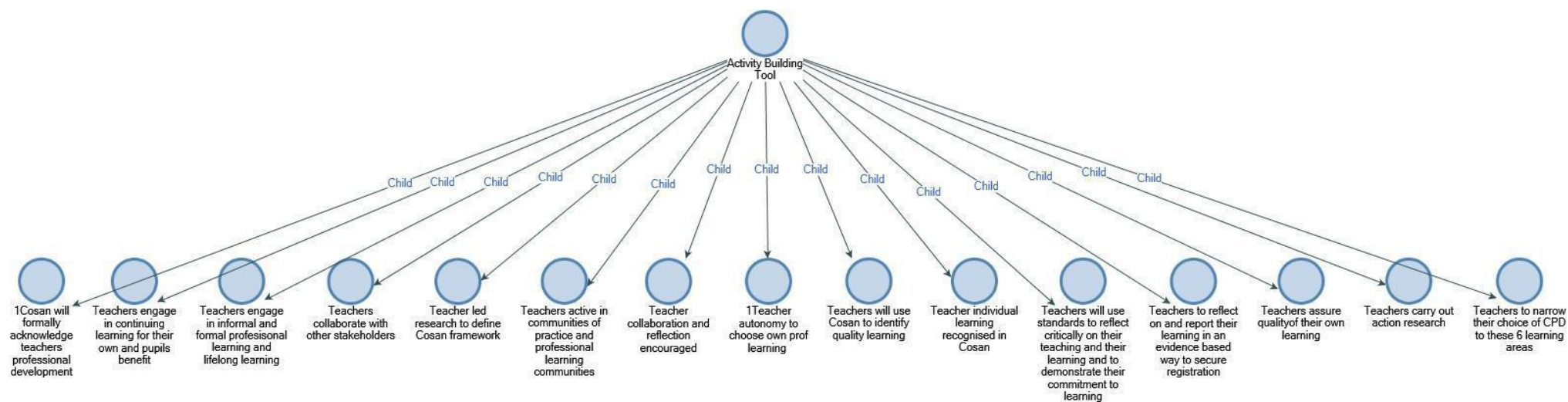
I have completed step 3 of coding *Cosán* in Nvivo and I'm now starting to use the Conditional Relationship Guide. After positive feedback from my supervisors recently this is exciting as with *LAOS* I was working in the dark in terms of knowing if this would hold water

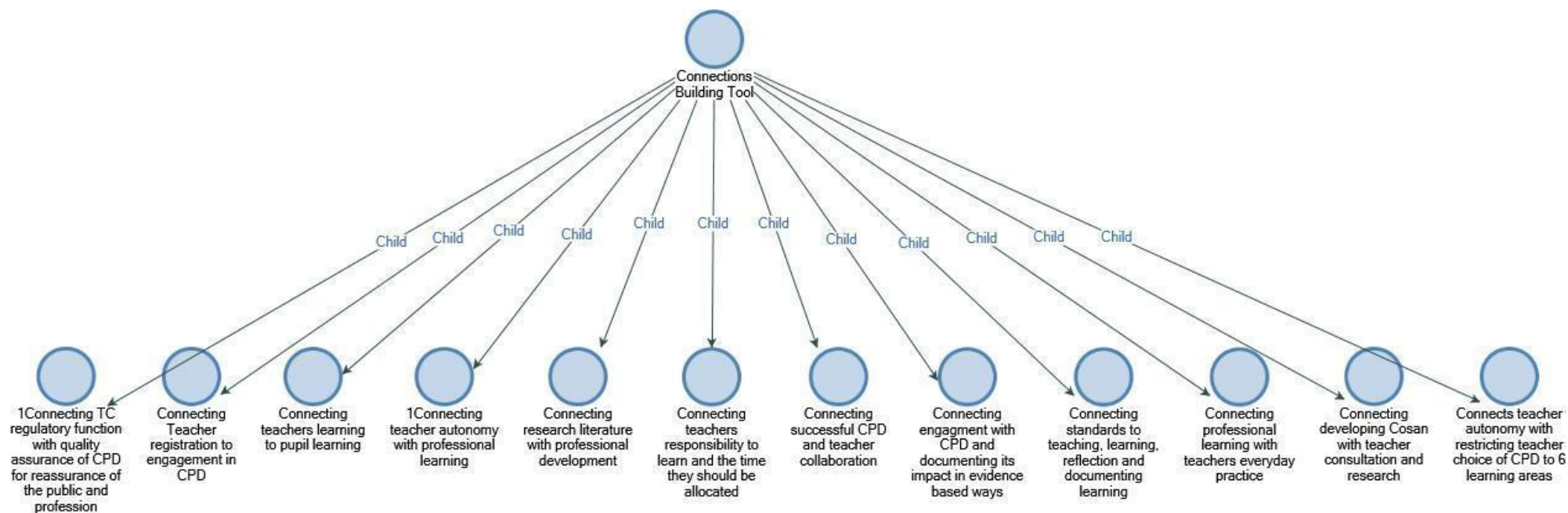
with my supervisors. So now that it does, I feel like I'm using my framework for analysis for CDA (Conditional Rel Guide and Reflective Coding Matrix) properly for the first time.

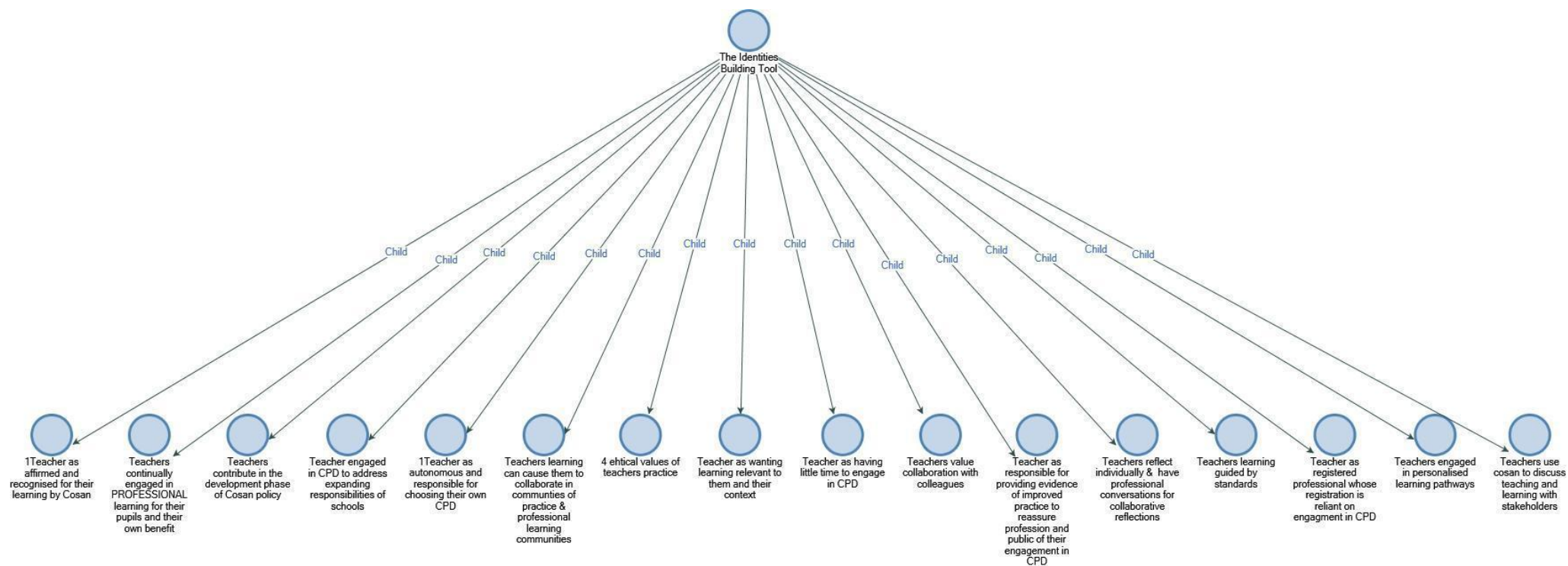
Initially I was working from a 5 step coding process but I think that it's one step too many. I think ending step 3 with the Guide and Matrix lead me straight into the write up as the final step in my coding process. So I think a four step approach is better. 1) Familiarise yourself with the data, 2) Generate initial codes, 3) Searching for categories and exploring the relationships, 4) Review categories to define themes.

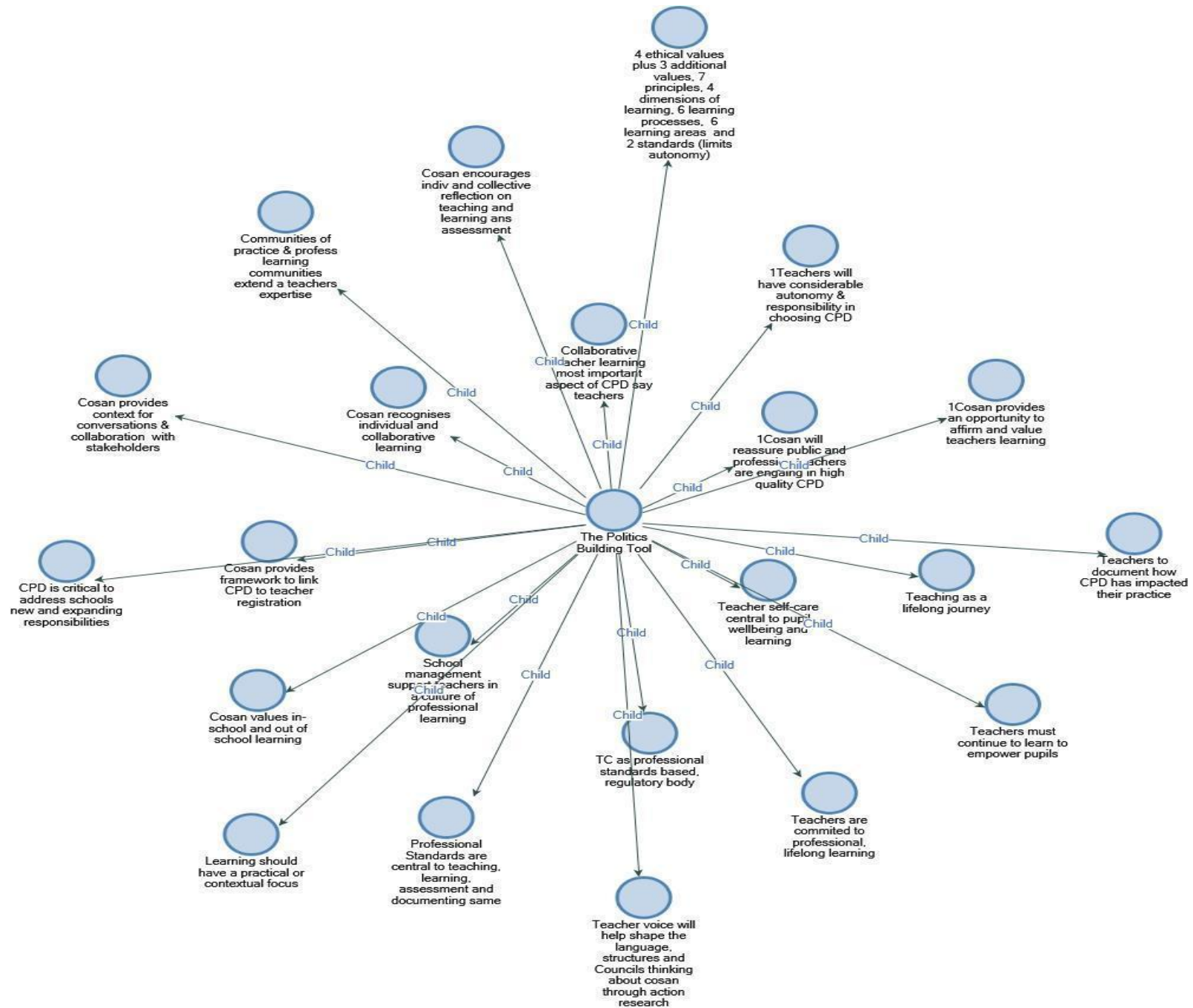
### ***Project maps before Conditional Relationship Guide***

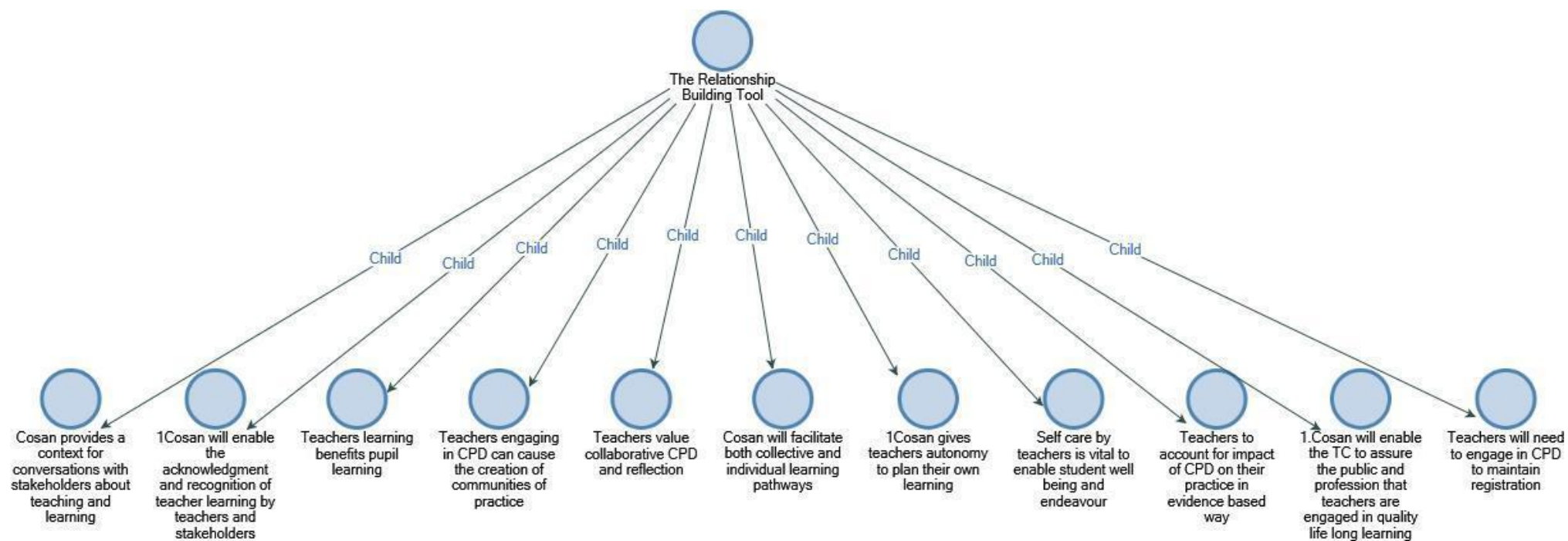
I'm including these here because they will change under the two-step process of the Guide and Matrix. Unlike *LAOS* I have not used any parent nodes while coding *Cosán* except the Building Tools. This means the project maps are difficult to make out (size of the text is small) as the child nodes all go back to one parent node.



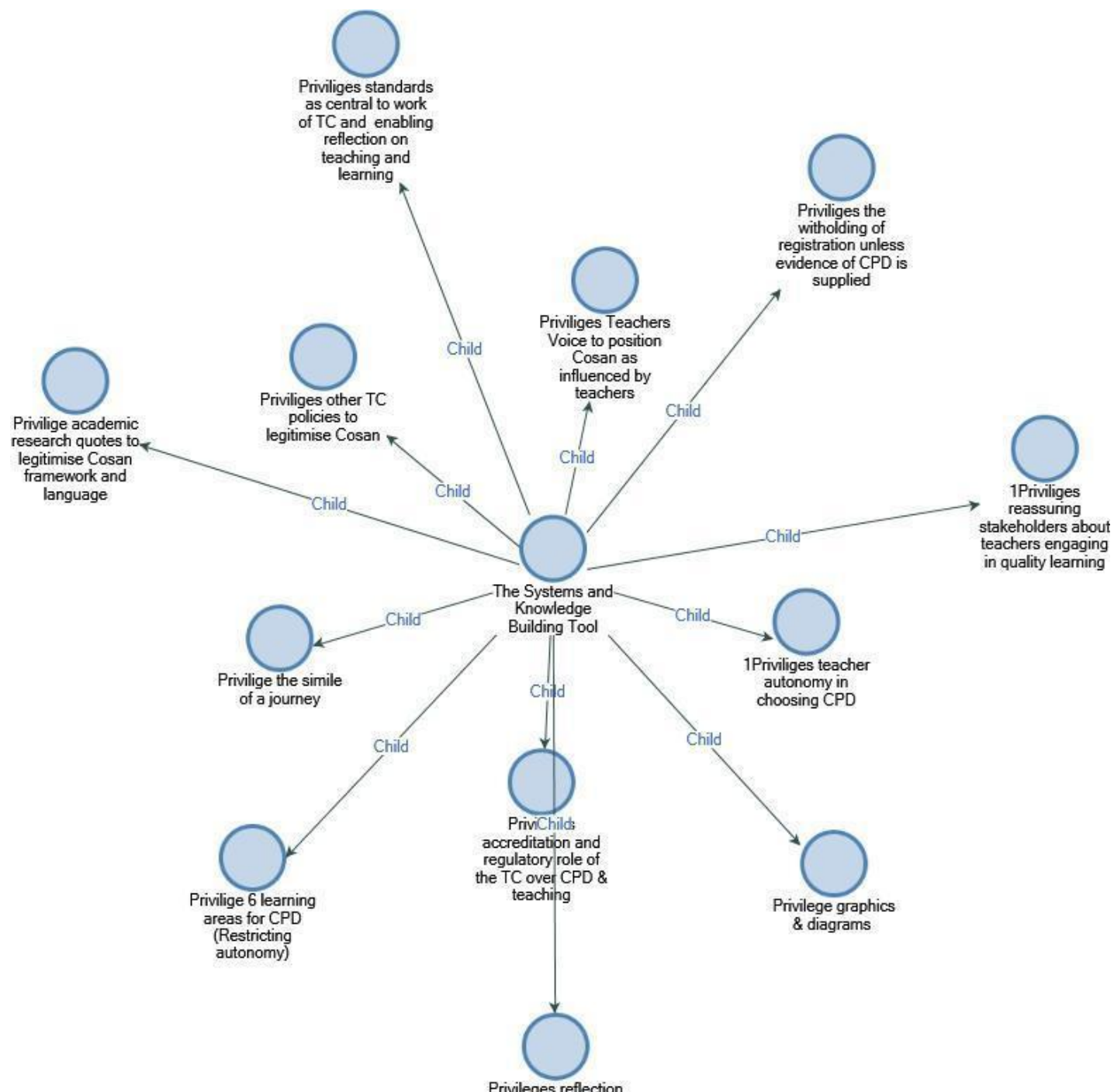




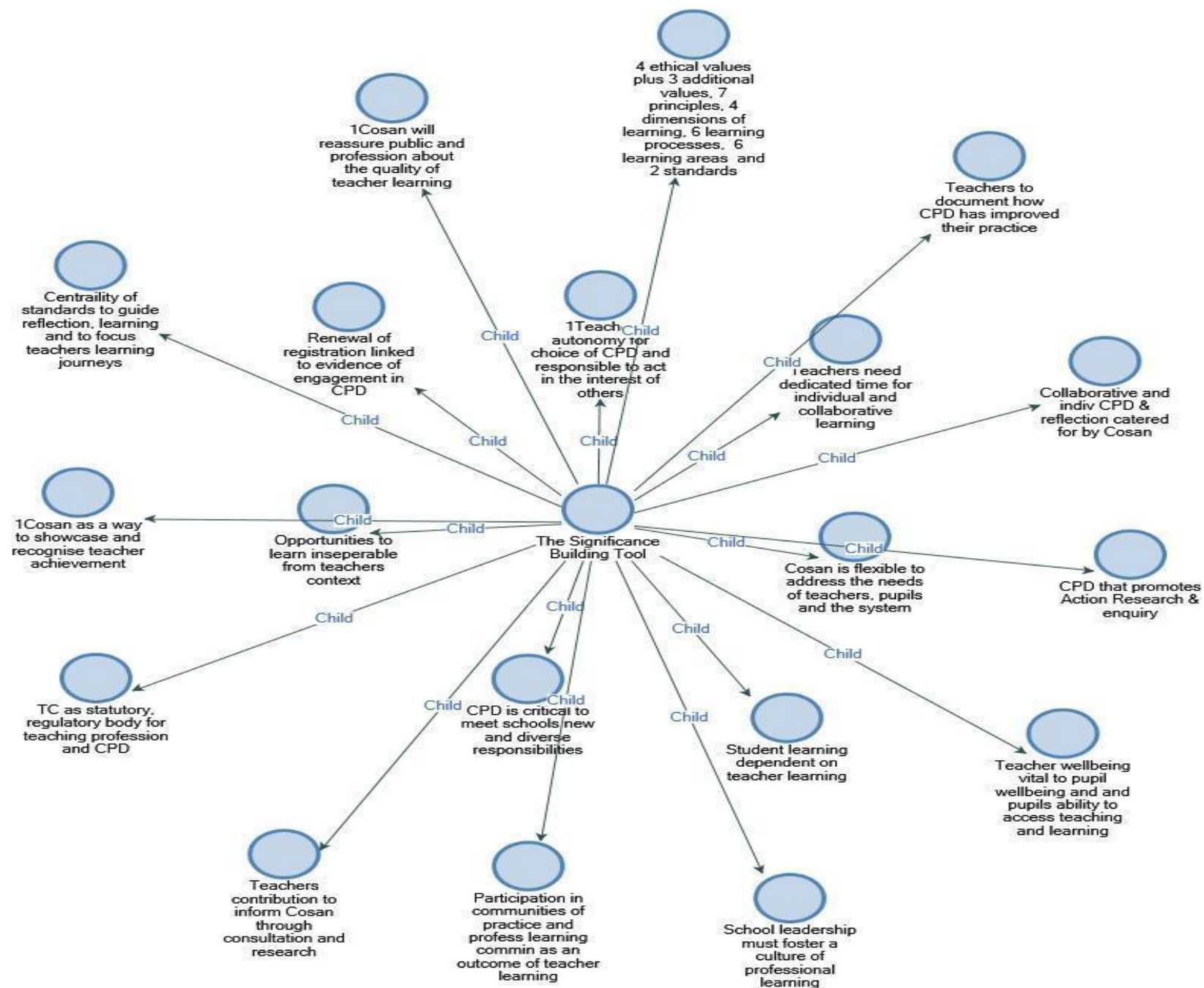













Friday 3rd July 2020

The Conditional Relationship Guide worked very well in organising the codes from Nvivo. I ended up with 23 Aspects of *Cosán* reality to work with in the Reflective Coding Matrix. Below is my first attempt.

Reflective Coding Matrix CDA DRAFT 1 <i>COSÁN</i>					
					
Big C Conversations	External Accountability	Continuing Professional Development	Collaborative improvement of teaching and learning	Teacher Autonomy	Teacher centrality to pupil outcomes
<b>Figured Worlds</b>	Macro  Teachers are accountable to external stakeholders.	Micro  CPD is valued by teachers, is intrinsic to who they are and what they do and leads to improvement	Micro  Teachers work collectively and reflectively to drive improvement of teaching and learning	Micro  Teachers are responsible professionals who are trusted to act in the interests of others	Micro  Teachers and teaching are more influential than any other factor, including context and dispositions in deciding pupil outcomes.

I struggled with including **Collaborative improvement of teaching and learning** as a Big C Conversation as it is not as prevalent on *Cosán* as it is in *LAOS*. But *Cosán* deals almost exclusively with CPD whereas *LAOS* is focused on a wide range of elements of teaching and learning. In the end I concluded that enough Aspects of *Cosán* Reality outlined collaborative CPD that it is a Big C Conversation in the text. Improvement is only used twice in *Cosán*, once in the phrase “school improvement” (2016, p.4) and once in a direct quote about continuous improvement of classroom practice. Instead *Cosán* uses phrases like extending expertise which I concluded as essentially about improvement.

**Teacher centrality to pupil outcomes** is another Big C Conversation I was not 100% sure was in *Cosán* but after going through the Reflective Coding process a few times I was left with two Aspects of *Cosán* Reality which I felt belonged under Teacher Centrality. **Teachers engage in continuing learning for their own and pupils' benefit and empowerment** and **Teacher wellbeing is central to pupil wellbeing, endeavour and learning.** This quandary of having Aspects that fit a particular Big C Conversation but which did not jump out of the text while reading it led to a second challenge which was understanding what the Figured World was for that Big C. I am conscious that I code and analyse *Cosán* as a text itself and not through the lens of *Looking at our Schools 2016* so I did not want to copy and paste Figured Worlds from *LAOS* to *Cosán* if they did not fit.

For the Big C Continuing Professional Development I described the Figured World as “CPD is valued by teachers, is intrinsic to who they are and what they do and leads to improvement”. I did not include the words collaborative or reflective which are in the *LAOS* Figured World. This is because I feel that *Cosán* promotes a flexible approach to CPD. Collaboration and reflection are central parts of that but I think they make most sense under the Big C **Collaborative improvement of teaching and learning.**

Thursday 9th July 2020

I sent a pretty comprehensive draft of the guide and matrix for *Cosán* to Karen Scott. I'm also re drafting chapter 4 part 1 at the same time. I am not happy with the name Conditional Relationship Guide. As I am writing up my findings, I think the name is jarring and makes it more difficult for the reader to understand the process I am using. I asked Scott what she meant by conditional and she said “"Conditional" here indicates the conditions, variance, and/or range of tolerance within which and under which the relationships

hold/work. The conditions are described by the headings. It does not indicate that there is something more permanent to follow” (Personal correspondence, July 2020). I did not think that that worked as explaining the guide in this CDA. I think I’m going to rename my guide as Building Tools Relationship Guide as it links my coding in Nvivo using the tools and the guide much more clearly.

Scott came back with feedback about the relationship guide I sent her and challenged me to code more rigorously on one or two points. For example, I quantified the 32 standards, learning processes, learning areas as one Aspect of *Cosán* Reality. She challenged me to qualify what they meant for teacher identity and tasks so I went back and recoded in Nvivo and the Guide. I think the Guide and Matrix for CDA work really well now and are an excellent tool for generating relationships, categories and themes.

Monday 13<sup>th</sup> July 2020

The *Cosán* draft seemed to lack the potential for teacher voice to shape *Cosán* and potentially the CPD space for themselves. In fact, I had coded for that and it is present in the Aspects of *Cosán* Reality but I think it is my own bias or maybe my thinking has been influenced by the more didactic style of *LAOS*. I spent today re-examining the matrix and I think I’m right. I have played down the potential for teacher agency in favour a more heavy-handed Teaching Council.

## **Audit Trail**

### **Content Analysis**

I am using by Hsieh and Shannon (2005) “directed content analysis” (p.1278) for my approach. I am going to use the 5 Big C Conversations and using Nvivo code for the presence of all 5 in a sample of 10 reports.

Monday 27<sup>th</sup> July 2020

I am working away at the content analysis. I am coding the DEIS and non DEIS reports separately but there seems to be no difference between them when it comes to the 5 Big C Conversations.

I was wondering about the usefulness of this content analysis, why don't I just leave it as a 100% qualitative thesis and ignore the policy consequence. I concluded that as a teacher and a Principal it is important for me to link this work back into the reality of school. The policy consequence was really my starting point for this thesis and the content analysis will illuminate that a little.

I think it may leave more questions to ask rather than being a conclusive end but maybe that is all part of an educational doctorate, it's not a full stop.

Thursday 30<sup>th</sup> July 2020

The content analysis is going well. Some Big C Conversations like collaboration are jumping out while CPD is less so. I've decided to illustrate my findings with some quotes and descriptive prose rather than quantify them as I think with such a small sample is more effective to describe my findings than present them in tables etc.

## Appendix B

### Codebook *Looking at our Schools 2016*

Nodes\\LAOS Coding\\3. Searching for Categories & Explore the Relationships

Name	Description	Files	References
Activities Building Tool	What activity or activities this communication is building or enacting. What activity or activities is this communication seeking to get others to recognise as being accomplished? What social groups, institutions or cultures support and set norms for whatever activities are being built?	0	0
Evidence based, consistent, compliments internal evaluation standards, normed.	The work of the DES Inspectorate	1	3
Pedagogical Content Knowledge	Teachers demonstate the knowldege to teach and the knowledge and skills how to teach	0	0
Differentiation for each pupils needs	Differentiation for each pupils needs	1	4
Teachers create a productive learning environment through respectful interactions and empowering pupils independence	Teachers create pupil centred learning environments	1	6
Teachers have a qualification and engage in CPD relevant to pupils learning	Teachers are suitable qualified and knowledgeable	1	3
Teachers orient teaching and learning around defined learning outcomes or objectives	Pupil learning is judged around defined learning outcomes	1	5
Teacher collaborate with external community meaningfully	Teacher collaborate with external community meaningfully via the shared language of the framework	1	3
Teachers enable Pupil as active, reflective, independent, responsible agents of their own learning	Pupils as active agents in their learning who engage purposefully in a wide range of learning activities and who respond & Self -Motivated	1	16
Teachers enable pupils to transfer leanring and skills from one context to another		1	4
Teachers individually and collectively create and administer agreed and comprehensive assessment of each pupil	Teachers assess pupils learning and plan for future learning	1	8

Teachers practice helps pupils understand and pursue lifelong learning	Teachers practice creates helps pupils understand and pursue lifelong learning	1	3
Teachers practice nurtures pupil well being	Teachers actions lead to pupil wellbeing	1	3
Teachers value and engage in CPD which is collaborative, reflective and leads to improvement	Teachers work collectively to build their professional capacity in order to support continuous improvement in teaching and learning.	1	11
CPD is carried out primarily in-school		1	1
Teachers collaborate with each other to enable pupil progress	Teachers approach assessment as a collaborative endeavour to support pupils' learning and to measure their attainment.	1	6
Using the Framework to identify its various elements, teachers carry out SSE to improve teaching and learning.	Standard defined by the framework	1	10
The Connections Building Tool	For any communication ask how the words and grammar being used in the communication connect or disconnect things or ignore connections between things. Always ask, as well, how the words and grammar being used in a communication make things relevant or irrelevant to other things, or ignore their relevance to each other.	0	0
Compliments internal evaluation & is connected to improvement.	The quality framework sees external and internal evaluation as complementary contributors to school improvement and capacity building.	1	8
CPD is connected to teachers work by being collaborative, reflective & central to their practice	teachers are enabled to work collectively to build their professional capacity in order to support continuous improvement in teaching and learning.	1	10
Teacher collaboration & reflection is connected to the continuous improvement of pupil learning	Teachers are enabled to work together with the aim of continually improving	1	6
Framework emphasises pupil well being and its connection to teachers practice.		1	3
Framework connects teachers and the external community by enabling dialogue between them	Provides a shared language	1	6
The framework is founded on the idea that teaching is the biggest influence on pupil outcomes.	Framework sees excellence in teaching as main influence on pupils outcomes	1	2
Pedagogical Content		0	0

Knowledge			
Pupils progress is connected to teachers' assessment of them and mapping strategies for improvement	Pupils success is connected to teachers' assessment of them and mapping strategies for improvement	1	8
Pupils success is connected to differentiation for their needs		1	2
Teachers practice connected to pupil outcomes, ways of being and mindset through a productive learning environment	What and how teachers 'do' in class directly affects how pupils react, internalise and achieve.	1	10
Pupils learning connected to success through having a defined learning outcome objective	Pupils are motivated to learn through having a clear sense of attainable and challenging learning outcomes.	1	6
Teachers practice is connected to pupils becoming lifelong learners	Teachers practice helps pupils understand and pursue lifelong learning	1	3
Teachers practice is connected to pupils transferring learning to other contexts	Teachers practice is connected to pupils transferring learning to other contexts	1	4
The framework is connected to improving of teaching, learning and school quality	The framework is connected to improving of teaching, learning and school quality	1	3
The Framework is connected to SSE by defining good practice, guiding improvement and framing the SSE process	Identifying the areas of their practice that are effective or highly effective, to identify and prioritise the areas where improvement is needed, and to chart the improvement journey	1	12
The Identities Building Tool	How the speakers language trats others people's identities, what sorts of identities the speaker recognises for others in relationship to their own. How is the speaker positioning others? What identites are they inviting others to take up and be within?	0	0
DELETED Inspectors made consistent by standards	It will ensure consistency in Inspectorate evaluations.	1	1
Pedagogical Content Knowledge		0	0
Teachers are qualified, skilled pedagogues and have engaged in CPD relevant to pupil learning	Teachers have defined qualification and upskill CPD relevant to pupil learning	1	4
Teachers differentiate at an individual level		1	7



so all pupils experience success			
Teachers enable pupil wellbeing through what they do and say		1	3
Teachers enable pupils to transfer skills and learning from one context to another	Teachers enable pupils to transfer skills and learning from one context to another	1	4
Teachers facilitate and enable independent, purposeful, motivated, autonomous pupils	Through their approaches in school teachers enable and create self-motivated and driven pupils	1	16
Teachers carrying out reflective, continuous self-evaluation leads to improvement	Reflective, continuous Self Evaluation leads to improvement	1	14
Teachers collaborate with parents and external community meaningfully	Teacher collaborate with external community meaningfully	1	3
Teachers value CPD which is Collaborative, Reflective and leads to improvement as central to their work	Career-long professional development as central to the teacher's work and firmly situates reflection and collaboration at its heart.	1	9
Teachers engage in reflective, collaborative planning for continuous improvement of teaching and learning	engage in CPD To continuously improve teaching and learning	1	7
Teachers individually and collaboratively assess pupils	Teacher work together in their planning and assessment of pupils.	1	5
Teachers work and act in a way that creates a productive learning environment	Teachers are respectful, individual pupil focused, pupil centred, and set challenging and achievable LO for pupils to become independent	1	8
Teaching is the biggest influence on pupil achievement		1	1
The Politics Building Tool	Ask how words and grammatical devices are being used to build (construct, assume) what counts as a social good and to distribute this good to or withhold it from listeners or others. Ask, as well, how words and grammatical devices are being used to build a viewpoint on how social goods are or should be distributed in society. BEING TREATED AS NORMAL	0	0
Collaborative and reflective CPD is intrinsic to good	It views career-long professional development as central to the teacher's work and firmly situates	1	8

teaching.	reflection and collaboration at its heart		
Collective practice and reflection improves pupil outcomes	To improve pupil outcomes	1	10
School based CPD is preferable	school based CPD is preferred	1	1
External evaluation will be flexible, consistent and shaped by framework	External evaluation will be flexible, consistent and shaped by framework and compliment SSE	1	1
Learning objectives are clear, challenging, attainable and differentiated	Learning objectives are clear, challenging, attainable and differentiated	1	8
Pedagogical Content Knowledge		0	0
Differentiation is responsive to pupils individual needs	Teachers adapt and change resources, material and outcomes to suit each child	1	4
Productive learning Environ makes pupils self motivated and deeply engaged	Where respect and autonomy lead to motivation and wellbeing	1	6
Pupils show motivation, ownership of learning process and desire achievement	Pupils show motivation and desire achievement	1	16
Teachers are qualified, skilled pedagogues and have engaged in CPD relevant to pupil learning	Teachers are qualified, skilled pedagogues and upskill relevant to pupil learning	1	3
Teachers assess pupils to document achievement and plan for improvement	Teachers assess pupils progress	1	6
Teachers enable pupil wellbeing	Teachers enable pupil wellbeing & lifelong learning	1	5
Teachers enable pupils to transfer skills and knowledge to other contexts	Teachers enable pupils to transfer skills and knowledge to other contexts	1	4
Teachers enable pupils to value and pursue lifelong learning	Teachers enable pupils to value and pursue lifelong learning	1	3
SSE is standard based and complimentary to external evaluations		1	10
Teachers are accountable to external community & parents	a transparent guide to support teachers and leaders in being accountable to their communities	1	6
Teaching empowers pupils to overcome limitations of	The quality framework recognises the importance of quality teaching and draws on a wide body of research	1	3

dispositions & contexts	that suggests that excellence in teaching is the most powerful influence on pupil achievement.		
The framework will help enhance and improve teaching and learning		1	9
The Relationship Building Tool	Ask how words and various grammatical devices are used to build and sustain or change relationships of various sorts among the speaker, other people, social groups, cultures and/or institutions.	0	0
CPD, Reflection and Collaboration central to who effective teachers are & what they do	The quality framework views schools as dynamic learning organisations, where teachers are enabled to work individually and collectively - which is collaborative and reflective to build their professional capacity in order to support continuous improvement in teaching and learning.	1	10
When teachers collaborate and reflect with others, they improve teaching and learning	Rel between collabor, reflective practice and improvement	1	5
External evaluation compliments internal evaluation, standards based and leads to improvement	It maintains that the most powerful agent of improvement is a well integrated system of evaluation that combines the external perspective with the reflective and collective insights of school leaders, teachers, parents and pupils.	1	4
Rel between PCK and pupil outcomes	How teachers practice, training, skills etc affects various pupil outcomes.	0	0
DELETED Teachers formal qualification and CPD should be relevant to pupils learning	There's a rel between formal training and teachers skills	1	3
Relationships of respect and high expectations of pupils learning and behaviour create a productive learning environment	Rel between teacher created productive learning environ & pupil motivation & agency	1	7
Teachers need individual relationships with pupils to know their individual needs, plan and resource them and help them succeed.	Rel between differentiation and pupil outcomes	1	7
Teachers plan for and carry out agreed assessment collaboratively and individually and use assessment to help students map their own strategies to	Teachers plan for and carry out agreed assessment collaboratively and individually and use assessment to help students map their own strategies to improvement	1	13

improvement			
Teachers practice and interactions with pupils develops a desire for lifelong learning in pupils	Pupils have an age-appropriate understanding of the concept of lifelong learning, and see themselves engaging in continuing education and training.	1	3
Teachers relationship with pupils enables pupil agency & self-motivation	Teachers actions and interactions create self-motivated, agents of their own learning	1	6
Teachers relationships with pupils affects pupils' wellbeing which is an enabler and outcome of learning	How teachers practice affects pupil wellbeing & learning	1	3
Relationship between SSE, improvement and external evaluation	They should also enable teachers and school leaders to plan the next stage in the improvement journey for their own teaching or for their school's provision.	1	10
Transparent Rel between multiple stakeholders and teachers about school quality	The common language provided by the framework will facilitate meaningful dialogue between teachers, educational professionals, parents, pupils, school communities and the wider community about quality in our schools.	1	5
The Significance Building Tool	How words and grammatical devices are used to build up or lessen significance. Main clause versus Subordinate clause - Foregrounded versus Backgrounded	0	0
External evaluation will be flexible, consistent, compliment SSE and shaped by framework	External evaluation will be flexible, consistent and shaped by framework	1	3
Framework provides clarity and transparency for teachers accountability to external stakeholders	The common language provided by the framework will facilitate meaningful dialogue between teachers, educational professionals, parents, pupils, school communities and the wider community	1	9
Pedagogical Content Knowledge	Teacher practice, knowledge and skills create, enable and allow certain things to occur.	0	0
A productive learning environment based on respect enables pupils agency and learning	Teachers work with the school community to create & sustain an environment that allows pupils to learn and improve in several ways.	1	10
Personalised differentiation enables pupil learning and success	Teachers differentiating at each stage of the teaching process enables pupils to learn, achieve stated objectives and progress	1	4
Pupils enjoy learning because it is achievement focused	Pupils enjoy learning because of achievement	1	3
Pupils take ownership of their learning and have the skills and dispositions to do so	Pupils take ownership of their learning	1	7
Teachers enable	Teachers focus on teaching transferable skills and	1	4

pupils to extend learning and skills to other contexts	knowledge		
Teachers enable pupils to value and pursue lifelong learning	Teachers enable pupils to value and pursue lifelong learning	1	3
Teachers enable pupils' wellbeing	Teachers practices enable and reinforce pupils wellbeing and potential as lifelong learners.	1	4
Teachers have formal qualification, demonstrate pedagogical skills and have engaged in CPD relevant to pupil learning.	Teacher require a formal qualification and CPD relevant to pupil learning	1	4
Teachers plan for and carry out agreed assessment collaboratively and individually and use assessment to help students map their own strategies to improvement	Assessment of pupil progress	1	13
Teachers planning, differentiation, teaching and assessment is learning outcome oriented	Differentiation for each pupil	1	15
Reflective and collaborative CPD is intrinsic to teachers work & identity	It views career-long professional development as central to the teacher's work firmly situates reflection and collaboration at its heart	1	10
School as primary locus of CPD	Schools based CPD	1	2
Teachers collaborate and reflect to create learning opportunities and improvement for pupils	Teachers collaborate to create learning opportunities for pupils	1	10
SSE and external evaluations which are complimentary and consistent leads to improvement in school capacity, provision and teaching and learning	Complimentary external and internal evaluations through the common standards	1	17
Teachers and teaching empower pupils to overcome limitations of dispositions & contexts		1	2
The framework will help	Standards through SSE, accountability and guiding CPD	1	7

guide and define excellence in teaching and learning	will define and guide excellence in teaching and learner outcomes.		
The Systems and Knowledge Building Tool	Ask how the words and grammar being used privilege or de-privilege specific sign systems (e.g., Spanish vs English, technical language vs. everyday language, words v images) or different ways of knowing and believing or claims to knowledge and belief?	0	0
Pedagog Content Knowledge	Suitably qualified and display pedagogical skills	0	0
DELETED Teachers can create self-motivated pupils who are agents of their own learning	Teachers practise has a direct impact on pupil motivation and agency	1	9
Privilege the language of wellbeing as an enabler and outcome of learning	Teachers can create pupil wellbeing and this directly affects pupil outcomes	1	4
Privileges data driven and personalised differentiation		1	1
Privilege the term learning objectives		1	4
Privileges language of teachers working collaboratively with each other and pupils. They use assessment to help students map their own strategies to improvement	Assessment	1	9
Privileges teaching over pupil context, dispositions and opinions as the biggest influence on pupil achievement		1	1
Privileges the framework making external evaluation consistent and complimentary	The work of the Inspectorate will be consistent due to the framework.	1	2
Privileges the language of reflective and collaborative CPD as being at the heart of teachers work	It views career-long professional development as central to the teacher's work and firmly situates reflection and collaboration at its heart.	1	6
Privileges the language of teachers working collectively and reflectively as driving improvement of teaching and learning	Teachers working collectively drives improvement	1	4
Privileges the language of the framework in defining quality teaching and learning and improvement	Privileges the language of the framework in defining quality teaching and learning and improvement	1	7

Privileges the language of the framework to allow conversations with all stakeholders about quality of teaching and learning	The common language provided by the framework will facilitate meaningful dialogue between teachers, educational professionals, parents, pupils, school communities and the wider community about quality in our schools.	1	4
Privileges the process of SSE & external evaluation as driving improvement	It maintains that the most powerful agent of improvement is a well integrated system of evaluation that combines the external perspective with the reflective and collective insights of school leaders, teachers, parents and pupils.	1	10

## Appendix C

### The Building Tools Relationship Guide LAOS

<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of LAOS reality</b>
External Evaluation	Evidence based, consistent, compliments internal evaluation standards, normed.	Compliments internal evaluation and is connected to improvement.	/	External evaluation will be flexible, consistent and shaped by framework	External evaluation compliments internal evaluation, standards based and leads to improvement.	Privileges the framework making external evaluation consistent and complimentary	External evaluation will be flexible, consistent, compliment SSE and shaped by framework	<b>External evaluations will be shaped by the framework, consistent, compliment SSE and be improvement focused.</b>
School Self-Evaluation (SSE)	Using the Framework to identify its various elements, teachers carry out SSE to improve teaching and learning.	The Framework is connected to SSE by defining good practice, guiding improvement and framing the SSE process	Teachers carrying out reflective, continuous self-evaluation leads to improvement	SSE is standard based and complimentary to external evaluations	Relationship between SSE, improvement and external evaluation	Privileges the process of SSE & external evaluation as driving improvement	SSE and external evaluations which are complimentary and consistent leads to improvement in school capacity, provision and teaching and learning	<b>SSE should be reflective, ongoing, framework based, improvement focused and will be complimented by external inspections.</b>



<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of LAOS reality</b>
Collaborative and Reflective CPD	Teachers value and engage in CPD which is collaborative, reflective and leads to improvement	CPD is connected to teachers work by being collaborative, reflective & central to their practice	Teachers value CPD which is collaborative, reflective and leads to improvement as central to their work	Collaborative and reflective CPD is intrinsic to good teaching.	CPD, Reflection and Collab are central to who effective teachers are & what they do	Privileges the language of reflective and collaborative CPD as being at the heart of teachers work and leading to improvement	Reflective and collaborative CPD is intrinsic to teachers work & identity and leads to improvement	<b>Reflective and collaborative CPD is valued by teachers, intrinsic to who they are and what they do and leads to improvement</b>
CPD is primarily school based	CPD is carried out / primarily in-school and is action research based	/	/	School and action research based CPD is preferable	/	/	The school is the primary locus of action research based CPD.	<b>The school is the primary locus of CPD which is action research based.</b>
Collaboration & Reflection leads to continuous improvement.	Teachers collaborate with each other to enable pupil progress	Teacher collaboration & reflection is connected to the continuous improvement of pupil learning	Teachers engage in reflective, collaborative planning for continuous improvement of teaching and learning	Collective practice and reflection improve pupil outcomes	When teachers collaborate and reflect with others, they improve teaching and learning	Privileges the language of teachers working collectively and reflectively as driving improvement of teaching and learning	Teachers collaborate and reflect to create learning opportunities and improvement for pupils	<b>Teachers work collectively and reflectively to drive improvement of teaching and learning</b>

<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of LAOS reality</b>
The framework as an enabler of discussion with external community	Teachers collaborate with external community meaningfully	Framework connects teachers and the external community by enabling dialogue between them	Teachers collaborate with parents and external community meaningfully	Teachers are accountable to external community & parents	Transparent relationship between multiple stakeholders and teachers about school quality	Privileges the language of the framework to allow conversations with all stakeholders about quality of teaching and learning	Framework provides clarity and transparency for teachers' accountability to external stakeholders	<b>Teachers collaborate with and are accountable to external stakeholders and this is facilitated by the framework</b>
The framework enables improvement	/	The framework is connected to improving teaching, learning and school quality	/	The framework will help enhance and improve teaching and learning	/	Privileges the language of the framework in defining quality teaching and learning and improvement	The framework will help guide and define excellence in teaching and learning	<b>The framework will help guide and define excellence in teaching and learning</b>
The framework and teacher centrality	/	The framework is founded on the idea that teaching is the biggest influence on pupil outcomes.	Teaching is the biggest influence on pupil achievement	Teaching empowers pupils to overcome limitations of dispositions & contexts	/	Privileges teaching over pupil context, dispositions and opinions as the biggest influence on pupil achievement	Teachers and teaching empower pupils to overcome limitations of dispositions & contexts	<b>Including context and dispositions teachers and teaching are the most powerful influence on pupil achievement</b>

<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of LAOS reality</b>
Productive learning environment	Teachers create a productive learning environment through respectful interactions and empowering pupils' independence	Teachers practice connected to pupil outcomes, ways of being and mindset through a productive learning environment	Teachers work and act in a way that creates a productive learning environment	Productive learning environ makes pupils self-motivated and deeply engaged	Relationships of respect and high expectations of pupils learning and behaviour create a productive learning environment	/	A productive learning environment based on respect enables pupils' agency and learning.	<b>Teachers create the environment that enables pupil self-motivation and learning</b>
Differentiate for each pupil	Differentiate for each pupil's needs	Pupils success is connected to differentiation for their needs	Teachers differentiate at an individual level so all pupils experience success	Differentiation is responsive to pupil's individual needs	Teachers need individual relationships with pupils to know their individual needs, plan and resource them and help them succeed.	Privileges data driven and personalised differentiation.	Personalised differentiation enables pupil learning and success	<b>Differentiation is carried out for each student, at each stage of the teaching process and allows pupils succeed as learners.</b>

<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of LAOS reality</b>
Assessment of pupils	Teachers individually and collectively create and administer agreed and comprehensive assessment of each pupil	Pupils progress is connected to teachers' assessment of them and mapping strategies for improvement	Teachers individually and collaboratively assess pupils	Teachers assess pupils to document achievement and plan for improvement	Teachers need individual relationships with pupils to assess them and equip pupils to self- assess to achieve improvement	Privileges language of teachers working collaboratively with each other and pupils. They use assessment to help students map their own strategies to improvement	Teachers plan for and carry out agreed assessment collaboratively and individually and use assessment to help students map their own strategies to improvement	<b>Assessment is systematic (created and administered collectively by teachers) and specific to each pupil. It is improvement focused and engages the pupil in the strategies for improvement.</b>
Learning Outcomes/ Objectives	Teachers orient teaching and learning around defined learning outcomes/ objectives	Pupils learning connected to success through having a defined learning outcome/ objective	/	Learning objectives are clear, challenging, attainable and differentiated	/	Privilege the term learning objectives	Teachers' planning, differentiation, teaching and assessment is learning outcome/ objective oriented	<b>Learning outcomes/ objectives are central to planning, differentiation, teaching, assessment and pupil learning.</b>

<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of LAOS reality</b>
Teachers are qualified and skilled	Teachers have a qualification and engage in CPD relevant to pupils learning	/	Teachers are qualified, skilled pedagogues and have engaged in CPD relevant to pupil learning	Teachers are qualified, skilled pedagogues and have engaged in CPD relevant to pupil learning		/	Teachers have formal qualification, demonstrate pedagogical skills and have engaged in CPD relevant to pupil learning.	<b>Teachers have formal qualification, demonstrate pedagogical skills and have engaged in CPD relevant to pupil learning.</b>
Pupil as agents of own learning	Teachers enable pupils as active, reflective, independent, responsible agents of their own learning	/	Teachers facilitate and enable independent, purposeful, motivated, autonomous pupils	Pupils show motivation, ownership of learning process and desire achievement	Teachers relationship with pupils enables pupil agency & self-motivation	/	Pupils take ownership of their learning and have the skills and dispositions to do so	<b>Teachers create the environment that enables pupil agency, and autonomy.</b>
Pupil Well Being	Teachers practice nurtures pupil well being	The framework emphasises pupil wellbeing and its connection to teachers' practice.	Teachers enable pupil wellbeing through what they do and say	Teachers enable pupil wellbeing	Teachers relationships with pupils affects pupils' wellbeing which is an enabler and outcome of learning	Privilege the language of wellbeing as an enabler and outcome of learning	Teachers enable pupils' wellbeing	<b>Teachers enable pupils' wellbeing which is an enabler and outcome of learning</b>

<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of LAOS reality</b>
Teaching transferable skills	Teachers enable pupils to transfer learning and skills from one context to another	Teachers practice is connected to pupils transferring learning to other contexts	Teachers enable pupils to transfer skills and learning from one context to another	Teachers enable pupils to transfer skills and knowledge to other contexts	/	/	Teachers enable pupils to extend learning and skills to other contexts	<b>Teachers actively teach and enable the ability to transfer skills and knowledge to other contexts</b>
Pupils enjoy learning	/	/	/	/	/	/	Pupils enjoy learning because it is achievement focused	<b>Pupils enjoy learning because it is achievement focused</b>
Pupils as lifelong learners	Teachers practice helps pupils understand and pursue lifelong learning	Teachers practice is connected to pupils becoming lifelong learners	/	Teachers enable pupils to value and pursue lifelong learning	Teachers practice and interactions with pupils develops a desire for lifelong learning in pupils	/	Teachers enable pupils to value and pursue lifelong learning	<b>Teachers enable pupils to value and pursue lifelong learning</b>

<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of LAOS reality</b>
Teachers work in professional networks	Teachers engage in professional networks to improve teaching and learning		Teachers engage in professional networks to improve teaching and learning		Teachers engage in professional networks to improve teaching and learning		Teachers engage in professional networks to improve teaching and learning	<b>Teachers engage in professional networks to improve teaching and learning, stay abreast of changes in education and build relationships</b>
Collaborative review of teachers work	Teachers build a culture of professional accountability and collaborative review		Teachers build a culture of professional accountability and collaborative review		Teachers build a culture of professional accountability and collaborative review		Teachers build a culture of professional accountability and collaborative review	<b>Teachers build a culture of professional accountability and collaborative review</b>

## Appendix D

### Codebook *Cosán*

Name	Description
Activity Building Tool	What activity or activities this communication is building or enacting. What activity or activities is this communication seeking to get others to recognise as being accomplished? What social groups, institutions or cultures support and set norms for whatever activities are being built?
1Teacher autonomy to choose own prof learning	<i>Cosán</i> will respect the professionalism of teachers and allow them to exercise autonomy in identifying, and engaging in, the types of professional learning opportunities that benefit them and their students
1Teacher collaboration and reflection encouraged	To consider the contribution of professional learning to teacher effectiveness
1Teacher individual learning recognised in Cosan	Teachers are encouraged and supported to engage in individual learning
1Teacher led research to define Cosan framework	Teachers lead research which will inform national implementation of the framework
1Teachers active in communities of practice and professional learning communities	Teachers are active in communities of practice to enable them to extend their expertise
1Teachers assure quality of their own learning	Teachers assure quality of their own learning
1Teachers carry out research	Prioritised in CPD methodologies and teacher ways of working and developing cosan
1Teachers collaborate with other stakeholders	Teachers collaborate with parents, pupils and other stakeholders
1Teachers engage in continuing learning for their own and pupils benefit	It is the hallmark of the teaching profession that its members continue to learn so that they can continue to teach.
1Teachers engage in informal, formal, personal, professional learning school based or external, collaborative, individual learning	<i>Cosán</i> recognises that teachers are already committed to their professional learning.
1Teachers to narrow their choice of CPD to these 6 learning areas	It is intended that, in planning their learning pathways, teachers will choose a combination of learning processes that best meet their learning needs under each of these headings.
1Teachers to reflect on and report their learning in an evidence based way to secure registration	Teachers to report on their learning in agreed and structured ways
1Teachers will use standards to reflect critically on their teaching and their learning and to demonstrate their commitment to learning	Teachers will use standards to reflect critically on their teaching and their learning, and the relationship between them
2Teachers engage in a range of learning processes	This reflects the complexity of teaching and CPD for teaching
2Teachers to document engagement and impact of	Teachers to document engagement and impact of CPD



CPD	
DELETED1Cosan will formally acknowledge teachers professional development	Creative professional development deserves to be acknowledged and applauded.
Connections Building Tool	For any communication ask how the words and grammar being used in the communication connect or disconnect things or ignore connections between things. Always ask, as well, how the words and grammar being used in a communication make things relevant or irrelevant to other things, or ignore their relevance to each other.
1Connecting developing Cosan with teacher consultation and research	Connecting teacher consultation process with developing national framework Cosan
1Connecting engagment with CPD and documenting its impact in evidence based ways	Connecting CPD quality and impact on practice with reporting on it in agreed and structured ways
1Connecting research literature with professional development	An extensive research literature shows that professional development is most effective in improving teachers' instructional practice and contributing to student learning
1Connecting standards to teaching, learning, reflection and documenting learning	Connecting learning as the central standard and tenet of teaching
1Connecting successful CPD and teacher collaboration	Connecting collaboration and positive CPD
1Connecting TC regulatory function with quality assurance of CPD for reassurance of the public and profession	Connecting TC regulatory function with quality assurance of CPD for public assurance
1Connecting teacher autonomy with professional learning	professionalism of teachers will be respected by Cosan and allow them to exercise autonomy in identifying, and engaging in, the types of professional learning opportunities
1Connecting Teacher registration to engagement in CPD	Teacher registration connected to engagement in CPD
1Connecting teachers learning to pupil learning	Pupils learning is directly effected by teachers learning
1Connecting teachers responsibility to learn and the time they should be allocated	Connecting teachers entitlement to learning to teachers responsibility to learn
1Connects teacher autonomy with restricting teacher choice of CPD to 6 learning areas	TC focusing teacher 'autonomy'
2Connect TC standards and regulatory role with evidence-based learning	TC connects it's reg function with CPD and teacher learning
2Connecting teacher quality learning with teacher autonomy to select relevant	Connecting teacher autonomy with selecting quality CPD

and effective CPD	
2Cosan connects four dimensions of teacher learning	Cosan connects four dimensions of teacher learning
The Identities Building Tool	How the speakers language traits others people's identities, what sorts of identities the speaker recognises for others in relationship to their own. How is the speaker positioning others? What identities are they inviting others to take up and be within?
14 ethical values of teachers practice	4 ethical values of teachers practice
1Teacher as affirmed and recognised for their learning by Cosan	Teachers CPD celebrated and acknowledged publicly by Cosan
1Teacher as autonomous and responsible for choosing their own CPD	Teacher as autonomous in choosing CPD school an system level needs supported
1Teacher as having little time to engage in CPD	Teacher as having little time to engage in CPD
1Teacher as registered professional whose registration is reliant on engagement in CPD	The council controls registration and is linking it to engagement in CPD
1Teacher as responsible for providing evidence of improved practice to reassure profession and public of their engagement in CPD	Teacher as responsible for providing evidence of improved practice
1Teacher engaged in CPD to address expanding responsibilities of schools	Teacher engaged in CPD to address expanding responsibilities of schools
1Teachers continually engaged in professional learning for their pupils and their own benefit	Teachers continually learn so they can continually teach
1Teachers contribute in the development phase of Cosan policy	Teachers collaborate with stakeholders
1Teachers engaged in personalised learning pathways and reflection	Teachers work independently on CPD, even when in collaborating communities.
1Teachers learning can cause them to collaborate in communities of practice & professional learning communities	Teachers collaborate in communities of practice
1Teachers learning guided by standards	Standards guide & facilitate teachers reflecting critically
1Teachers use cosan to discuss teaching and learning with stakeholders	Teachers use cosan to discuss teaching and learning with stakeholders
1Teachers value purposeful collaboration with colleagues	Teachers value collaboration with colleagues
2Teachers identify quality learning which is relevant	Teachers to identify quality CPD

and effective in meeting their learning needs	
2 Teaching is a complex and teachers engage in a range of learning processes	Teaching is a complex and teachers engage in a range of learning processes
The Politics Building Tool	Ask how words and grammatical devices are being used to build (construct, assume) what counts as a social good and to distribute this good to or withhold it from listeners or others. Ask, as well, how words and grammatical devices are being used to build a viewpoint on how social goods are or should be distributed in society. BEING TREATED AS NORMAL
(DELETED) 14 ethical values plus 3 additional values, 7 principles, 4 dimensions of learning, 6 learning processes, 6 learning areas and 2 standards (limits autonomy)	
(Deleted) ethical values of teachers practice and Cosan	4 ethical values of teachers practice and Cosan
1 Collaborative teacher learning most important aspect of CPD say teachers	According to teachers
1 Communities of practice & profess learning communities extend a teachers expertise	Communities of practice extend a teachers expertise
1 Cosan provides an opportunity to affirm and value teachers learning	Cosan provides an opportunity to affirm teachers learning
1 Cosan provides context for conversations & collaboration with stakeholders	Cosan provides context for conversations with stakeholders re teaching and learning
1 Cosan provides framework to link CPD to teacher registration	As registered professionals teacher profess learning is recognised through Cosan
1 Cosan recognises benefits of individual learning and reflection	With diff life and career stages, learning needs and preferences and diff goals.
1 Cosan values in-school and out of school learning	Cosan values internal and external learning
1 Cosan will reassure public and profession teachers are engaging in high quality CPD	Cosan will reassure public and profession teachers are engaging in CPD
1 CPD is critical to address schools new and expanding responsibilities	CPD is critical to address schools new responsibilities
1 Learning should have a practical or contextual focus	
1 Professional Standards are central to teaching, learning, assessment and documenting same	Professional Standards are central to councils work
1 TC as professional	TC as regulatory body

standards based, regulatory body	
1Teacher self-care central to pupil wellbeing and learning	
1Teacher voice will help shape the language, structures and Councils thinking about cosan through action research	
1Teachers must continue to learn to empower pupils	Teachers professional practice rests on their professional learning
1Teachers to document how CPD has impacted their practice	Teachers to document how CPD as impacted on their practice
1Teachers will have considerable autonomy & responsibility in choosing CPD	Teacher autonomy in choosing CPD
2Defines 6 learning areas from which teachers can choose CPD	Defines 6 learning areas from which teachers can choose CPD
The Relationship Building Tool	Ask how words and various grammatical devices are used to build and sustain or change relationship of various sorts among the speaker, other people, social groups, cultures and/or institutions.
1Cosan gives teachers autonomy to plan their own learning	Rel between teacher autonomy and planning own learning
1Cosan provides a context for conversations with stakeholders about teaching and learning	Rel between teachers and stakeholders re teaching and learning
1Cosan will enable the acknowledgment and recognition of teacher learning by teachers and stakeholders	<i>Cosán</i> is a flexible framework, which provides a long-awaited opportunity to affirm the value of teachers' learning and acknowledge the full range of learning activities that teachers undertake for their own benefit and that of their students
1Cosan will enable the TC to assure the public and profession that teachers are engaged in quality life long learning	Rel between teachers and TC as reassuring public of teacher learning
1Cosan will facilitate individual learning pathways	Rel between personalised learning pathways and collaboration
1Self care by teachers is vital to enable student well being and endeavour	Teacher well being is vital if they are to lead learning and support students
1Teachers engaging in CPD can cause the creation of communities of practice	Rel between teacher expertise and communities of practice
1Teachers learning benefits pupil learning	Rel between cosan teacher learning and pupil learning
1Teachers to account for	Rel between teachers and documenting learning - portfolio style approach

impact of CPD on their practice in evidence based way	
1Teachers value collaborative CPD and reflection	Rel between collaboration and CPD
1Teachers will need to engage in CPD to maintain registration	Registration as a teacher will be dependent on engagement in CPD
2Cosan enables review and accreditation of CPD programs	Cosan enables review and accreditation of CPD programs
The Significance Building Tool	How words and grammatical devices are used to build up or lessen significance. Main clause versus Subordinate clause - Foregrounded versus Backgrounded
(Deleted)14 ethical values plus 3 additional values, 7 principles, 4 dimensions of learning, 6 learning processes, 6 learning areas and 2 standards	From the Code of Professional Conduct
1Centrality of standards to guide reflection, learning and to focus teachers learning journeys	Centrality of standards to work of the council and cosan
1Collaborative CPD & reflection catered for by Cosan	Successful and positive CPD
1Cosan as a way to showcase and recognise teacher achievement	Cosan as a way to showcase teacher achievement
1Cosan is flexible to address the needs of teachers, pupils and the system	Cosan is flexible to address the needs of teachers, pupils and the system
1Cosan will reassure public and profession about the quality of teacher learning	Some mechanism to assure public re teacher learning
1CPD is critical to meet schools new and diverse responsibilities	CPD is critical to meet schools new responsibilities
1CPD that promotes Action Research & enquiry	Methodologies TC will evaluate CPD by - also then desired teach attributes
1Individual CPD and reflection catered for by Cosan	Individual CPD and reflection catered for by Cosan
1Participation in communities of practice and profess learning commin as an outcome of teacher learning	
1Renewal of registration linked to evidence of engagement in CPD	Renewal of registration linked to evidence of engagement in CPD

1Student learning dependent on teacher learning	Student learning dependent on teacher learning
1TC as statutory, regulatory body for teaching profession and CPD	TC as statutory, regulatory body for teaching - professional standards based
1Teacher autonomy for choice of CPD and responsible to act in the interest of others	Teacher led and less provider led CPD
1Teacher wellbeing vital to pupil wellbeing and pupils ability to access teaching and learning	
1Teachers contribution to inform Cosan through consultation and research	TC emphasising teacher collaboration in creating Cosan
1Teachers need dedicated time for individual and collaborative learning	Time made avail for indiv and collabora learning
1Teachers to document how CPD has improved their practice	Evidence chosen by the teacher to prove improvement
24 dimensions of teachers learning highlighted by Cosan	4 dimensions of teachers learning highlighted by Cosan
2Cosan values teachers identifying and choosing effective and relevant learning	Cosan values teachers identifying and choosing effective and relevant learning
2Individual learning processes reflect complexity of teaching	Individual learning processes reflect complexity of teaching
2Prioritises 6 learning areas for CPD (Restricting autonomy)	Privileges 6 learning areas for CPD (Restricting autonomy)
The Systems and Knowledge Building Tool	Ask how the words and grammar being used privilege or de-privilege specific sign systems (e.g., Spanish vs English, technical language vs. everyday language, words v images) or different ways of knowing and believing or claims to knowledge and belief?
1Privilege 6 learning areas for CPD (Restricting autonomy)	The text says that should choose learning processes to address their learning needs under 6 headings
1Privilege academic research quotes to legitimise Cosan framework and language	Academic Research quoted to reinforce a point
1Privilege graphics & diagrams	Graphics and diagrams used to explain Cosan plan
1Privileges other TC policies to legitimise Cosan	They ref their own policies as context

1Privileges reassuring stakeholders about teachers engaging in quality learning	Cosan and the TC will function to reassure teachers and the public about the quality of CPD and the fact teachers are doing it
1Privileges reflection as evidenced based accountability of engagement in CPD via portfolio based learning	Teachers will produce evidence of engagement in CPD and impact on practice by documenting their reflections on same.
1Privileges standards as central to work of TC and enabling reflection on teaching and learning	Privileges standards as enabling reflection on teaching and learning
1Privileges teacher autonomy in choosing quality CPD	Prioritised teacher autonomy in choosing CPD
1Privileges Teachers Voice to position Cosan as influenced by teachers	Uses quotes from teacher contributors to make their point and often follow it with a quote from research
1Privileges the withholding of registration unless evidence of CPD is supplied	Reg with the TC is subject to evidence of engagement in CPD being supplied
2Privileges collaborative and reflective CPD to inform professional conversations with colleagues	Privileges professional conversations with colleagues around CPD
2Privileges Cosan space in the system for Framework for teachers learning	Places Cosan as the main arbiter of quality CPD and teacher learning
2Privileges four dimensions of teacher learning	Privileges four dimensions of teacher learning
2Privileges individual learning and reflection	Privileges individual learning and reflection
2Privileges teacher collaborative conversations around CPD	Privileges teacher collaborative conversations around CPD

## Appendix E

### Building Tools Relationship Guide *Cosán*

<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of Cosan reality</b>
Cosan will acknowledge CPD	/	/	Teacher as affirmed and recognised for their learning by Cosan	Cosan provides an opportunity to affirm and value teachers learning	Cosan will enable the acknowledgment and recognition of teacher learning by teachers and stakeholders	Privileges Cosan's space in the system for teachers learning	Cosan as a way to showcase and recognise teacher achievement	<b>Cosan will showcase, affirm and recognise teachers learning for all stakeholders</b>
Cosan will quality assure teacher CPD	/	Connecting TC regulatory function with quality assurance of CPD for reassurance of the public and profession	/	Cosan will reassure public and profession teachers are engaging in high quality CPD	Cosan will enable the TC to assure the public and profession that teachers are engaged in quality life-long learning	Privileges reassuring stakeholders about teachers engaging in quality learning	Cosan will reassure public and profession about the quality of teacher learning	<b>Cosan will reassure public and profession about the quality of teachers' CPD</b>
Professional standards and regulatory body	/	Connect TC standards and regulatory role with evidence-based learning	/	TC as professional standards based, regulatory body	Cosan enables review and accreditation of CPD programs	Privileges accreditation and regulatory role of the TC over CPD & teaching	TC as statutory, regulatory body for teaching profession and evidence based CPD	<b>TC as statutory, regulatory body for teaching profession and evidence based CPD</b>



<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of Cosan reality</b>
Teachers assure the quality of their learning	Teachers assure quality of their own learning	Connecting teacher quality learning with teacher autonomy to select relevant and effective CPD	Teachers identify quality learning which is relevant and effective in meeting their learning needs	Learning should have a practical or contextual focus	/	/	Cosan values teachers identifying and choosing context specific, effective and relevant learning	<b>Teachers assure quality of their own learning by choosing relevant, context specific &amp; effective CPD</b>
Teacher autonomy to choose CPD	Teacher autonomy to choose own prof learning	Connecting teacher autonomy with professional learning	Teacher as autonomous and responsible for choosing their own CPD	Teachers will have considerable autonomy & responsibility in choosing CPD	Cosan gives teachers autonomy to plan their own learning	Privileges teacher autonomy in choosing quality CPD	Teacher autonomy for choice of CPD and responsible to act in the interest of others	<b>Teacher as autonomous and responsible to choose their own CPD</b>
Six Learning areas	Teachers to narrow their choice of CPD to 6 learning areas	Connects teacher autonomy with restricting teacher choice of CPD to 6 learning areas	/	Defines 6 learning areas from which teachers can choose CPD	/	Privileges 6 learning areas for CPD	Prioritises 6 learning areas for CPD (Restricting autonomy)	<b>Leading learning, inclusion, wellbeing, ICT, literacy &amp; numeracy and supporting teachers learning are the 6 areas CPD can be chosen from</b>

<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of Cosan reality</b>
Learning processes	Teachers engage in a range of learning processes	/	Teaching is a complex and teachers engage in a range of learning processes	/	/	/	Individual learning processes reflect complexity of teaching	<b>Individual learning processes reflect complexity of teaching</b>
Collaborative and reflective CPD	Teacher collaboration and reflection encouraged	Connecting successful CPD and teacher collaboration	Teachers value purposeful collaboration with colleagues	Collaborative teacher learning most important aspect of CPD say teachers	Teachers value collaborative CPD and reflection	Privileges collaborative and reflective CPD to inform professional conversations with colleagues	Collaborative CPD & reflection catered for by Cosan	<b>Collaborative CPD and reflection is valued by teachers and Cosan</b>
Individual CPD and reflection	Teacher individual learning recognised in Cosan	/	Teachers engaged in personalised learning pathways and reflection	Cosan recognises benefits of individual learning and reflection	Cosan will facilitate individual learning pathways	Privileges individual learning and reflection	Individual CPD and reflection catered for by Cosan	<b>Cosan facilitates personalised learning and reflective pathways</b>

<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of Cosan reality</b>
Communities of practice and professional learning communities	Teachers active in communities of practice and professional learning communities	/	Teachers learning can cause them to collaborate in communities of practice & professional learning communities	Communities of practice & professional learning communities extend a teacher's expertise	Teachers engaging in CPD can cause the creation of communities of practice	/	Participation in communities of practice and professional learning communities as an outcome of teacher learning	<b>Teachers professional learning can lead to communities of practice and professional learning communities which extend expertise</b>
Teachers learning impacts pupil learning	Teachers engage in continuing learning for their own and pupils' benefit	Connecting teachers learning to pupil learning	Teachers continually engaged in professional learning for their pupils and their own benefit	Teachers must continue to learn to empower pupils	Teachers learning benefits pupil learning	/	Student learning dependent on teacher learning	<b>Teachers engage in continuing learning for their own and pupils' benefit and empowerment</b>
Cosan's two standards	Teachers will use standards to reflect critically on their teaching and their learning and to demonstrate their commitment to learning	Connecting standards to teaching, learning, reflection and documenting learning	Teachers learning guided by standards	Professional Standards are central to teaching, learning, assessment and documenting same	/	Privileges standards as central to work of TC and enabling reflection on teaching and learning	Centrality of standards to guide reflection, learning and to focus teachers learning journeys	<b>Standards central to guide teaching, learning, reflection, assessment and to document them</b>

<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of Cosan reality</b>
Types of professional learning	Teachers engage in informal, formal, personal or professional/ school based or external/ Collaborative or individual	Cosan connects four dimensions of teacher learning	/	Cosan values in-school and out of school learning	/	Privileges four dimensions of teacher learning	4 dimensions of teachers learning highlighted by Cosan	<b>Cosan values formal, informal, in-school, out of school and personal and professional learning (collaborative and individual addressed above)</b>
CPD linked to teacher registration	Teachers to reflect on and report their learning in an evidence- based way to secure registration	Connecting teacher registration to engagement in CPD	Teacher as registered professional whose registration is reliant on engagement in CPD	Cosan provides framework to link CPD to teacher registration	Teachers will need to engage in CPD to maintain registration	Privileges the withholding of registration unless evidence of CPD is supplied	Renewal of registration linked to evidence of engagement in CPD	<b>Cosan provides a tool to withhold registration unless evidence of CPD is supplied</b>
Collaboration with stakeholders	Teachers collaborate with other stakeholders	/	Teachers use cosan to discuss teaching and learning with stakeholders	Cosan provides context for conversations & collaboration with stakeholders	Cosan provides a context for conversations with stakeholders about teaching and learning	Privileges teacher collaborative conversations around CPD	/	<b>Teachers collaborate with stakeholders about teaching and learning using Cosan as a context</b>

<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of Cosan reality</b>
Teachers to document impact of CPD	Teachers to document engagement and impact of CPD	Connecting engagement with CPD and documenting its impact in evidence based ways	Teacher as responsible for providing evidence of improved practice to reassure profession and public of their engagement in CPD	Teachers to document how CPD has impacted their practice	Teachers to account for impact of CPD on their practice in evidence based way	Privileges reflection as evidenced based accountability of engagement in CPD via portfolio-based learning	Teachers to document how CPD has improved their practice	<b>Teacher to document how CPD has improved their practice to reassure the profession and public</b>
CPD addresses schools expanding responsibilities	/	/	Teacher engaged in CPD to address expanding responsibilities of schools	CPD is critical to address schools new and expanding responsibilities	/	/	CPD is critical to meet schools new and diverse responsibilities	<b>Teachers engage in CPD to meet schools expanding, diverse responsibilities</b>
Time for teachers to engage in CPD	/	Connecting teachers' responsibility to learn and the time they should be allocated	Teacher as having little time to engage in CPD	/	/	/	Teachers need dedicated time for individual and collaborative learning	<b>Teachers need dedicated time for CPD</b>

<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of Cosan reality</b>
Teacher Wellbeing	/	/	/	Teacher self-care is central to pupil wellbeing and learning	Self-care by teachers is vital to enable student well-being and endeavour	/	Teacher wellbeing is vital to pupil wellbeing and pupils' ability to access teaching and learning	<b>Teacher wellbeing is central to pupil wellbeing, endeavour and learning</b>
Research	Teachers carry out research	/	Teacher as Researcher	/	/	/	CPD that promotes Action Research & enquiry	<b>Teachers encouraged to carry out research</b>
Teachers voice to inform the Cosan framework	Teacher led research to define Cosan framework	Connecting developing Cosan with teacher consultation and research	Teachers contribute in the development phase of Cosan policy	Teacher voice will help shape the language, structures and Councils thinking about cosan through action research	/	Privileges teachers voice to position Cosan as influenced by teachers	Teachers contribution to inform Cosan through consultation and research	<b>Teachers will influence the development phase of Cosan through action research and consultation</b>
Research literature about CPD	/	Connecting research literature with professional development	/	/	/	Privileges academic research quotes to legitimise Cosan framework and language	/	<b>Cosan extensively references or quotes from academic research to position itself</b>

<b>Coded Idea</b>	<i>Activity Tool</i>	<i>Connections Tool</i>	<i>Identities Tool</i>	<i>Politics Tool</i>	<i>Relationship Tool</i>	<i>Systems &amp; Knowledge Tool</i>	<i>Significance Tool</i>	<b>Aspect of Cosan reality</b>
References to Teaching Council policies	/	/	/	/	/	Privileges other TC policies to legitimise Cosan	/	<b>Cosan extensively references or quotes from other TC policies to position itself</b>
References to teachers voice	/	/	/	/	/	Privileges references to teachers voice and quotes teachers extensively	/	<b>Cosan references teachers voice and quotes teachers extensively</b>
Cosan to cater for heterogenous stakeholders	/	/	/	/	/	/	Cosan is flexible to address the needs of teachers, pupils and the system	<b>Cosan is flexible to address the needs of teachers, pupils and the system</b>

## Appendix F

### Codebook Content Analysis

Nodes\\Content Analysis\\DEIS Schools

Name	Description	Files	References
Collaborative Improvement of Teaching and Learning		0	0
Collaborate reviews of targets for improvement	Collaborate reviews of targets for pupil improvement	1	2
Collaborate to implement new policies	Collaborate to implement new policies	1	1
Collaboration around Teachers Plans for differentiation, learning objectives and subject planning & sharing practice	Teachers need to collaborate to adhere to agreed planning	3	6
Collaboration between SNA and Teachers demonstrating respect and care for pupils	Collaboration between SNA and Teachers demonstrating respect and care for pupils	1	1
Collaboration of school community improves school environment	Collaboration of school community improves school environment - buildings and resources	1	1
HSCL Collaboration with parents and external agencies to improve learning outcomes and experiences	Home School Community Liaison Collaboration with parents and external agencies to improve learning outcomes and experiences	2	2
Staff teams collaborate to build leadership capacity	Staff teams collaborate to build leadership capacity	1	1
Team teaching used to improve teaching and learning	Team teaching used to improve teaching and learning	1	1
Use of Standardised Tests and data to inform planning	Teachers review standardised testing results to aid planning	1	1
Continuing Professional Development		0	0
Sharing of expertise gained through CPD is celebrated	Sharing of expertise gained through CPD is celebrated	2	2
External Accountability		0	0
Parents as a consulting partner only	Not mentioned as someone or body to be answerable or justify practice to	1	1
School Self Evaluation		0	0



Rating of SSE as very good or very effective		2	4
SSE needs to be communicated better to parents	SSE needs to be communicated better to parents	1	1
SSE one of the headings inspectors report under	SSE one of the headings inspectors report under	1	2
SSE to promote student voice	SSE to promote student voice	1	1
Use data to set targets, strategies and annual reviews of SSE in place	Targets, strategies and annual reviews of SSE in place	3	3
Teacher Autonomy		0	0
Teacher Centrality to Pupil Outcomes		0	0
Commendable evidence of support for pupil wellbeing and school as an inclusive, respectful learning environment	Evidence of support for pupil wellbeing and school as an inclusive learning environment	5	10
Exemplary pupil behaviour	Exemplary pupil behaviour	1	1
Promotion of Pupil Voice	Promotion of Pupil Voice	2	2
Pupils feel safe in the classroom	Pupils feel safe in the classroom	2	2
Teacher model enthusiasm and create learning environments that create self motivated pupils	Teacher model enthusiasm and create learning environments that create self motivated pupils	1	1
Teachers responsive to pupils needs	Teachers responsive to pupils needs	1	1
Teachers work with parents to support pupil wellbeing	Teachers work with parents to support pupil wellbeing	1	1

## Nodes\\Content Analysis\\Non DEIS Schools

Name	Description	Files	References
Collaborative Improvement of Teaching and Learning		0	0
ISM collaborate leading to culture of improvement	ISM collaborate leading to culture of improvement	2	3

Sharing of expertise and will to improve among staff	Sharing of expertise and will to improve among staff	3	3
Staff collaborate on whole school plans and policies	Staff collaborate on whole school plans and policies	2	3
Team Teaching as effective collaboration	Team Teaching as effective collaboration	2	2
Work with parents to identify learning needs	Work with parents to identify learning needs	1	1
Continuing Professional Development		0	0
CPD Supported by management leading to high level of practice	CPD Supported by management leading to high level of practice	3	4
External Accountability		0	0
Parents as invitees to collaborate	Parents as invitees to collaborate	2	2
School Self Evaluation		0	0
Collaboration and improvement through SSE	Collaboration and improvement through SSE	1	1
Quality of SSE is good or very good	Quality of SSE is very good	3	5
Set Targets for improvement through SSE	Set Targets for improvement through SSE	1	1
SSE positively impacts teaching and learning	SSE positively impacts teaching and learning	2	2
Teacher Autonomy		0	0
Teacher Centrality to Pupil Outcomes		0	0
Creating and inclusive school culture	Creating and inclusive school culture	1	1
Pupil Voice	Promotion of Pupil Voice	1	1
Pupils behave well	Pupils behave well	2	2
Respectful relationships in class	Pupil to pupil and teacher to pupil	2	2
Support for pupild wellbeing is very good	Support for pupild wellbeing is very good	3	4
Teachers creates a positive learning environment	Teachers creates a positive learning environment	2	2

## **Appendix G**

### **Research Diary**

23<sup>rd</sup> April 2018

Phone call with Fionnuala Waldron my strand co-ordinator. Fionnuala feels that the policies are well chosen and that I need the elite interviews or it will only be enough for an essay. Fionnuala wonders if I need to do some policy analysis via a framework or not.

Triangle of influence in Irish education; the NCCA, DES and TCoI.

April and May 2018

I've read a lot on discourse and critical discourse analysis. I think critical discourse analysis may be the one for me. I think it may allow a teacher and Principal to have a voice in policy and theory creation with the policy makers. I am troubled by being pushed into a leftist paradigm akin to the thinking of Freire who I find invigorating and accessible but who also sees the world as a binary where I do not.

I'll need to come back to CDA and narrow down my options and see if there's a model that I can use as a starting point – Farclough seems a little too microscopic at a first reading – I worry I'd spend months on the first chapter of the first policy sifting through each comma and semi-colon.

May and June 2018

Having read the policies of the TCoI and DES I was concerned I would not have enough material to do a proper CDA. Having now read the three policies from the NCCA I think I have way too much. I read the Primary Language Curriculum, Education about Religions and Beliefs and Ethics discussion paper and Aistear in that order. I had not read any of them before from a researcher perspective. As a teacher and Principal, I would usually

read and be reducing things to on-the-ground, implementation, how will I sell this to the staff.

As a researcher I was amazed to see how the language and ethics curriculum both explicitly quote Aistear as a basis for its understanding of the child and pedagogy in schools.

In any school I've been in Aistear is almost a subject, an explicit 60 min or so in each day where learning support teachers are ring fenced for Aistear, it has no resonance outside of the infant classrooms. To see Aistear being articulated as a core foundation for the NCCA's other curricula is something I wasn't aware of. After reading all the Aistear literature I feel that the NCCA is a separate study in itself. I think that analysing how teachers (facilitators) are conceptualised in Aistear and what that means for subsequent curricula who use it as its foundation is very interesting.

What to do??

25th June 2018

Meeting Anne Looney (Supervisor) tomorrow for the first time. I'm interested to see what Anne makes of the NCCA situation I think I'm in. I'm also becoming worried about elite interviews. I am conscious of the power imbalance between me as neophyte researcher and elite individuals in these organisations. Although I'm well able to argue a point of view I've found during the EdD that the lack of professorial depth of knowledge of theory and theorists can set you and your point adrift in a sea of anecdotes.

A lot of the tutors have the ability to take a general point and throw it up into the cloud of theory and find lots of hooks and links that I can't see. Since my reading tends to be assignment focused, I have read a lot but it tends to be narrowly defined by the needs of an assignment and my own lack of experience in academia.

I'm concerned that in elite interviews a similar thing may occur where I'm not equipped to refute or argue my findings beyond the narrowness of the tools I use to find

them. I think I want to put forward a primary school Principal's critical perspective on policies that affect me, the teacher and children in our school daily. I don't propose to find the truth or unearth some great conspiracy – Droichead-gate.

26<sup>th</sup> June 2018

Anne agrees with the point that the NCCA seems like a separate study. She believes that I should focus on the TCoI and DES. The DES because it's the official presentation of the Department of Education and the TCoI because it's made up of mostly teachers and is heavily influenced by the union.

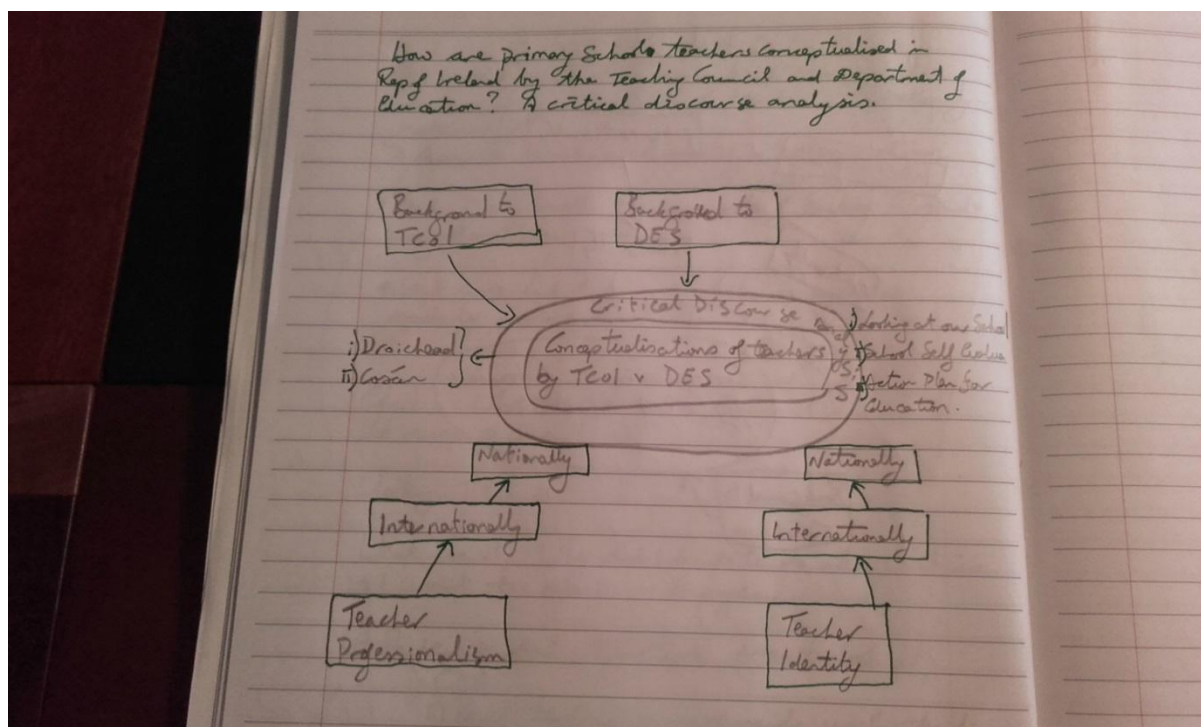
I articulated my fear to Anne about elite interviews and that I was worried I could come across as some kind of disgruntled journalist hammering my 'people before policy' point of view to a more informed, theory and policy savvy person who could side step any insight I may have and leave me floundering.

Anne thinks that I don't need to carry out elite interviews. That there is no point. She argued that my goal is to bring a critical lens to these policies, to give a voice to a Principal and why would I hand that opportunity over to the 'elites'. She also pointed out that they, more than likely, will not agree with my findings and where do I go from there? What does their voice add to my work as a critical researcher?

I am now settled to take two policies from the TCoI and DES and to carry out a CDA on these four policies. I now have to focus on CDA and find something to hook my thinking on. I will then look at teacher identity and professionalism nationally and internationally as well as the history of the two organisations.

31<sup>st</sup> August 2018

## Conceptual Framework 1



6<sup>th</sup> August 2018

I'm looking again at which policies I should analyse – I think the DES 5 year Action Plan from the Minister would give me access to overt political statements that I could trace back up to the international picture and back down to the policy docs. *Looking at our Schools* and SSE policy have lots of cross over – they come as one pack to schools and may be best seen as one document.

For the TCoI; Teacher Code of Conduct is probably essential as it's the official outline of who they want teachers to be and how they'll hold them accountable. *Cosán* seems the most interesting and timely after that but maybe the Continuum of Teacher Education is a more rounded doc to use?

7<sup>th</sup> August 2018

Reading Wodak and Meyler (2001) as a whistle stop tour of the main CDA theorists. Meyler is insistent that linguistic expertise is a prerequisite for CDA. I'm not a linguist and feel a little adrift from the robust approaches described here. I feel like an overly enthusiastic pilgrim searching for an epiphany or apparition that will explain everything for me. I'm hoping to base my analysis in the tradition of one of these CDA theorists and work from there. My lack of experience in linguistics means I'm looking for these stabilisers before I set off.

I've also noticed how much of their work seems to rotate around conversations and media. I'm hoping that as I keep reading and exploring that a chink of light will emerge and I can go further down that rabbit hole. Having read Mockler (2018) I know that you can do CDA by combining other models and theories too, so I'm not panicked yet. I think there must be a place for a Principal who works with these policies day in day out, to adopt a critical lens and examine them to search for issues of power, assumptions of roles, functions, values etc.

9<sup>th</sup> August 2018

Reading Karl Jager's work on discourse strands, fragments and planes. I wonder would the idea of discourse planes be useful in my work. To trace the particular discourse fragment/strand (sourced from the policy) back through say the media for 2 years before the policy was published. These strands/fragments would need to be obvious and part of the public discourse on education and teaching I'm guessing!!

If I tried to trace these strands historically to see how they were being discussed/presented in the Irish press immediately before the policy. They may not have been discussed at all – but there is ongoing discussion around teachers, teachers' pay, working conditions, STEM, etc.

I don't understand dispositives or what exactly it is. I'm somewhat au fait with activity theory and I wonder if it's a relevant lens for my work. Or is it more relevant to a follow up study that looks at teachers understanding of a particular discourse through their work. I like the way he breaks down his approach and may allow me to identify certain threads and follow them back and forward from the policy – without adopting his entire theoretical basis.

20<sup>th</sup> August 2018 Email to Supervisors

Hi Alan

I hope you had a nice break. I'm cc'ing Anne as I know she's away for a few weeks.

Just to give you a recap on my thesis idea so I can explain where I am now.

I started off wanting to see how teachers are conceptualized by the DES, Teaching Council and NCCA. I was going to use content analysis and elite interviews initially.

At my presentation you recommended discourse analysis over content and I think you were dead right. I then looked at discourse analysis and landed on CDA as I think it suits my position as both a neophyte researcher and Principal who is affected by these policies on a daily basis.

My problem now is that I didn't realise how deeply engrained in linguistics CDA is. I have no experience of linguistics and having looked at several approaches to CDA I'm concerned I would need to do a linguistic course to enable me to carry out a CDA analysis.

I have read some articles which use other critical approaches and although no one approach has jumped out at me yet I do think a critical approach is for me.



I guess I'm asking 2 questions;

- 1) Is it possible for me to become proficient at CDA in the time I have?
- 2) If not, can you suggest another critical approach that may be applicable to my question?

I have attached a simple drawing of my framework.

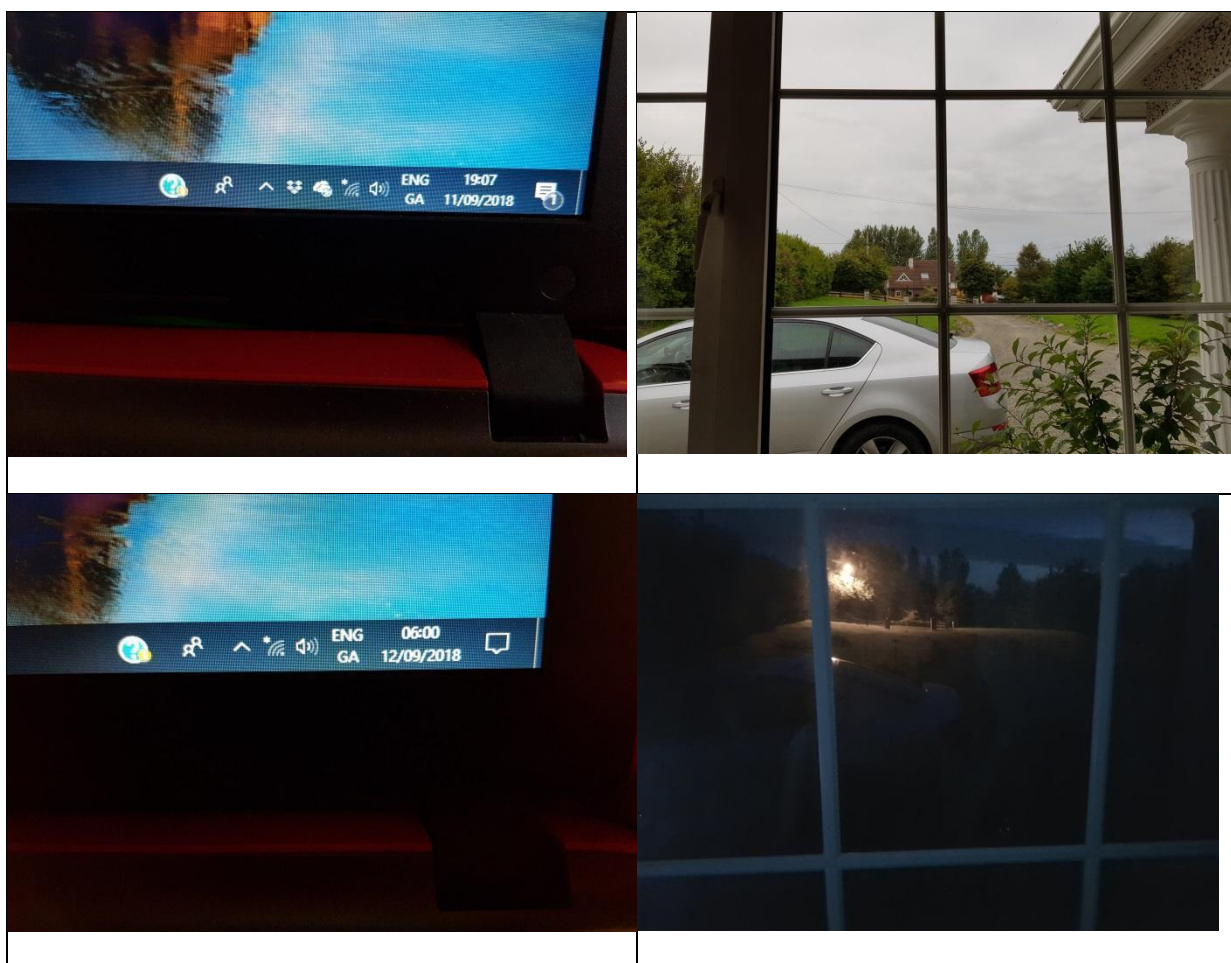
My wife and I had our second baby, Tess on Friday so I'm taking 2 to 3 weeks off study. I'm avail to discuss this on the phone or by email if it suits.

I'm not looking for an existing model to wedge my research into necessarily but I don't want to waste weeks bouncing from one idea to another.

Regards

10<sup>th</sup> September 2018

Having taken three weeks off to coincide with Tess's birth and the start of the new school year; timetabling of when research can be done is now paramount. Ten hours a week got me through the first two years of the doctorate without a single threat of divorce. Now time is even more precious. I'm in the room from 5.50am some mornings and after 7pm some evenings. The view out the window is the same except for the light. Sometimes it is bright and I can see and sometimes it is dark and I cannot – must be a metaphor.



11<sup>th</sup> September 2018

Following a lengthy and insightful conversation with Alan, in answer to my email I feel like I'm about to be back on track. He suggested Taylor (1997 & 2004) could help me see a way of using CDA without getting stuck in the weeds of micro-analysis of every comma and phrase. In the game 'Blind man's bluff' you have a scarf tied around your eyes and are twirled around until you're dizzy, then someone who can see gives you a shove, hopefully Taylor doesn't shove me back again.

14<sup>th</sup> September 2018

Having read Taylor again I think Alan was correct. I can see how the policy context, text and consequences is what I'm looking to analyse. I think her approach to CDA can open that door for me. I'm wondering if policy archaeology or discourse strands might help me dig into the past and follow the threads into the text. To trace the framing of the policy agenda I'm interested in looking at Bacchi and critiquing how the problem/problems were defined. How 'competing discourses are stitched together' in the text is exactly what I'd like to examine. How can the teacher be an empowered professional at the start of a text and adhering to sets of standards and prescribed CPD obligations by the end.

On my wall next to policy consequences I've written – Post Doc, in red pen, probably sensible. Taylor (2004) has also made me aware of myself as 'policy activist' in my own school where I reinterpret and rewrite policy to suit our agenda and reality – “how can we implement this and change as little as possible?” While the changes I want to make or the needs I see in our situation are prioritised, resourced and enthusiastically sold and negotiated with the staff – who in turn reinterpret my priorities in their classrooms.

I'm glad I found the term policy activist, it appeals to my not yet deceased fantasy of myself as a lone, dissenting voice in the wilderness. 'Street level bureaucrat' (Lipskey...) always made me see brown suits and sad faces. I'm an activist...

Friday 21<sup>st</sup> September 2018

Following on from Alan's advice that there is a reason the lit review comes before the methodology, I've moved my reading to teacher identity. The teacher identity pieces I'm reading are mostly research in teacher education but there are some consistent patterns emerging. I've been really struck by the work of Rodgers and Scott (2008). Identity and self are ethereal concepts, shifting and unknowable. “Self as meaning maker and identity as

meaning made, even as they evolve and transform over time “ (p.739), helps me establish the relationship I’m looking to analyse in my research.

If my goal is to see how teachers are being represented by the TCoI and DES, I need to have a clear understanding of what identity is. How can I be a ‘facilitator of learning’ when I instinctively recoil at that description of my profession and of myself? Understanding that identity is contextual and relational and that an identity can be created or attempt to be created for you by others, like a suit you must don, is very liberating. I previously felt that descriptions in policies like facilitator of learning were somehow set in stone and that I could only accept them and see myself as I preferred to in spite of the new, unwanted label/identity.

Using Rodgers and Scott’s (2008) understanding of identity I feel empowered as *myself*, to make meaning from the jargon and identity spinning that is flowing our way. To be critical of these identities that others want to clothe me in.

I know ‘for a fact’ that the self also changes, that who I am today is different to who I was at 20 years old and 15 years old. Although to my mind, the core, heart or cornerstone from which my self emanates is historical, ancient and has been as long as I have been.

I think I may be finding the language to articulate my agency as an activist in education.....or if I’m wrong just tell me the right answer.

28<sup>th</sup> September 2018

Having read about teacher centrality (Larsen. 2009) I found it very engaging. Her argument that the discourse of claiming that teachers are the most powerful influence on educational outcomes is a double edged sword that has been used to professionalise the role but has also served to degrade and blame teachers when outcomes are not what is desired is a compelling one.

She argues, very convincingly, that the raising up of teachers as the saviour of young people and society (alá *To Sir with Love*, *Dangerous Minds* etc.) downplays the critical role socio-economic factors have on young people and society. Seeing teachers as superheroes who can overcome any obstacle in a child's life to make them well rounded, educated, socially active citizens, sets teachers an impossible task and creates a rod for our own backs.

Immediately after I read Darling Hammond (2008) who while discussing democratic schooling made these exact claims;

Together the combined effects on student achievement of teacher these teacher qualifications exceed the substantial effects of race and parent education. In other words, having highly skilled teachers can help overcome the societal inequalities that are generally reinforced by schools. (p.56)

I found it riveting to have a discourse unpacked in front me by Larsen (2009), to open the next article and see the very discourse being advocated by one of education's major thinkers. I am a person who likes certainty, black and white, in lots of ways I'm a positivist. The more experienced I have gained over the years the more I enjoy the nuance and grey of life and thought. Uncovering discourse in this way reminds me my research is not about being right or wrong. It's about giving another voice, another lens through which to view reality. For the first time in months I feel the words are gathering, out there. Not swarming yet, but the season is changing.

12<sup>th</sup> October 2018

I now have two weeks to write a draft or intro chapter one and two for my supervisor meeting. I think I'm ok to start writing and articulate what I'm thinking so far. In my reading about identity it crossed over regularly with teacher professionalism, understandably as I'm focusing on readings about teacher identity in particular.

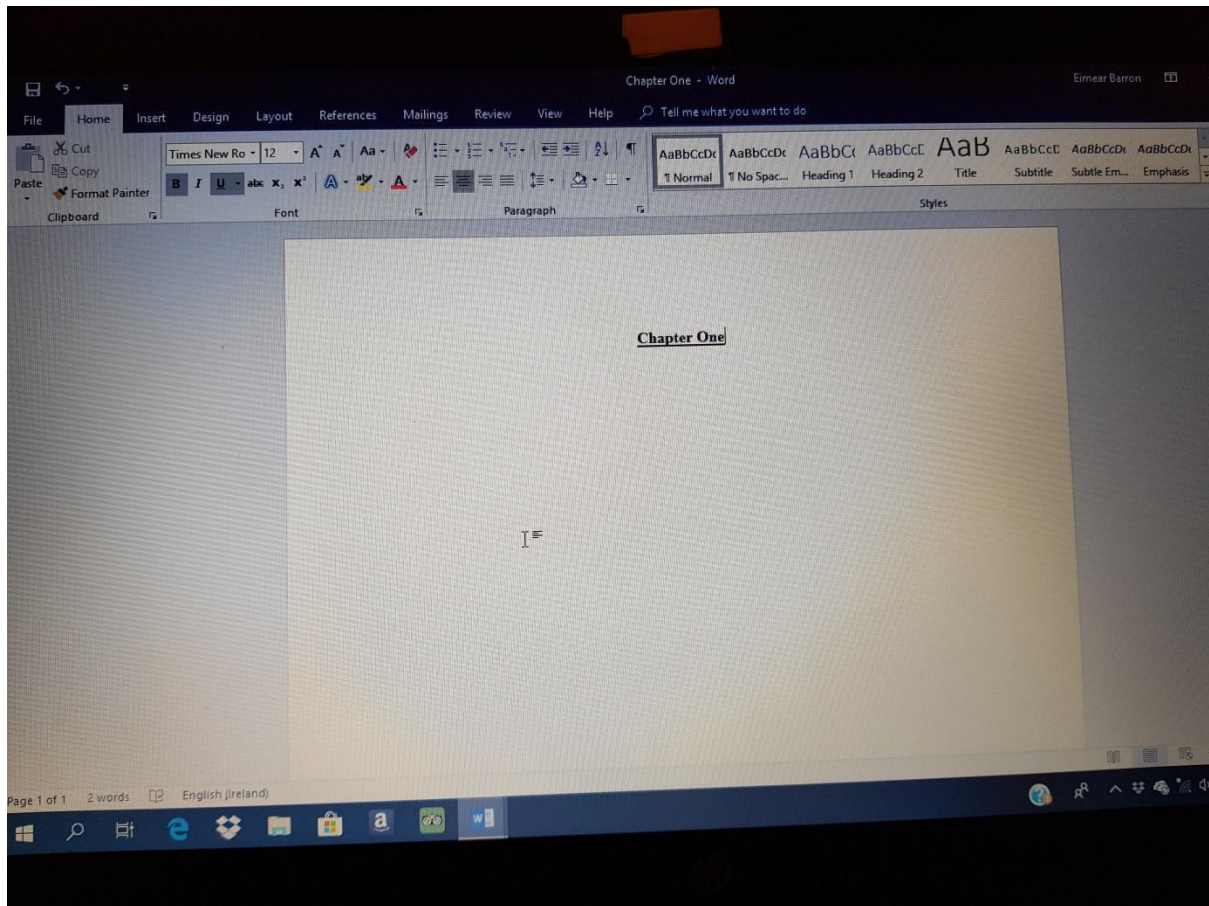
In my preparation for my thesis proposal I had identified teacher identity and teacher professionalism as two distinct areas of research. I remember Michael O’Leary saying to me that I would have to get into the literature review before I knew which one to focus on. In reality I think it’s impossible to talk about one and not the other. A teacher’s identity is wrapped up in their profession, their sense of professionalism or lack thereof. A number of writers seem to use the terms interchangeably which confuses the issue and muddies the water of a clear, working distinction: teacher identity, teacher professional identity, teacher professionalism.

Reading Edwards (2015) she discusses teacher agency and makes a similar point that teacher agency is almost impossible to discuss without teacher identity. Edwards (2015) goes on to add the complication of teacher professional agency. In my mind, currently; teacher identity, teacher professional identity, teacher professionalism, teacher agency and teacher professional agency are akin to five rings of a Venn diagram. Each ring is spinning on its own axis and simultaneously in constant movement. The five rings always maintain contact and areas of crossover but it’s impossible to pinpoint consistent spaces, definite overlaps and definable, constant structures. I do not want to lazily use the terms interchangeably so I will need to find the language and definitions to navigate the Venn diagram. At the same time, I think when talking about one, you’re also talking about elements of the others at the same time.

My professional agency is linked to my sense of self as teacher. My professionalism or sense of my professionalism is constructed by and constructs aspects of my professional identity and identity. My agency as a human being is influenced by my understanding of my professionalism or lack of professionalism. The rings keep spinning. I think the key point is that all of these terms, although valid in their own right, do not exist in a vacuum. They are in

constant motion and flux, influencing and being influenced by each other and a myriad of other external and internal factors.

Monday 22<sup>nd</sup> October 2018



I've just completed my outline Chapter One for my supervision meeting next Wednesday. It's good and bad. I find my writing often comes out backwards – The house that is red is at the end of the road, rather than; the red house is at the end of the road. I've an English degree, a Masters degree, primary teaching qualification and I am over half way through an EdD and my mind still works this way....it's my left handedness. I need a new editor; my usual one is busy wrestling a toddler and a new born as I write.

I have to do an intro of Chapter Two literature review – I think this will be more of an outline as I've read a lot and will probably force it too much if I try to get it wedged in by the

weekend – we'll see. I don't like pressure or deadlines. To have started feels good, I feel like I've thrown some hooks up on the wall.

In the film L'Haine, one of the characters tells the story of the man who jumps off the top of a skyscraper. As he falls the people inside the building hear him say, 'So far so good, so far so good, so far so good....'

Wednesday 31<sup>st</sup> October 2018

I got to Dublin this morning an hour before my 10am supervisor meeting. The two hours in the car on my own was great. I listened to music of my choice, no babies dummies were lost or thrown and no one asked "where we going?" six hundred times – holiday time.

I decide to treat myself to a cooked breakfast in the St Pat's/DCU canteen, the canteens almost empty and the food is fresh. I'm eating breakfast alone, no one asks for more toast or throws porridge at me, I don't glance at the clock repeatedly, I've got time. On our honeymoon we stayed in a hotel in Eze, in the south of France and we had breakfast overlooking the Cote Azur, this morning may be more relaxing, it's still only 9.25am.

Email of Minutes to Supervisors after today's meeting

Hi Anne and Alan,

Thanks for meeting today, I found it a very positive meeting. Here are the minutes.

Overall Anne and Alan are happy with the Research Diary and think it's worth continuing. It may act as a way of reducing my bias and work its way into the methodology.

Chap 1 needs some tweaking - My positioning of myself as researcher is novel and worthwhile. I will discuss the Irish context of 'policy acceleration' in the Why it Matters



section and my positioning as Principal versus that laid out by IPPN and other organisations - more instrumental

In section where I describe teachers - look at Leslie Lowe article, NCCA for their descriptions - Anne to email reports from UK re same.

Add some of my own experiences in my school to the part which ref Ball's melting pot of ideas (1/2 page).

Foucault - Source reader and Archaeology of Knowledge.

Do not discount Policy Consequences - explicit and implicit.

Cha 2 Lit Review.

The themes as laid out are good.

Discuss the role of the lit review in a CDA - bringing my own values and biases to the lit review process itself.

Anne to copy Irish Journal of Education ref to Brian.

Alan and Anne - to update lit review with more current articles and Irish articles.

Cha 2 complete by Christmas

Cha 1 tweak as discussed.

Alan to send on Methodology readings - Critical Realism and Constructionism.

I went to the library yesterday but they wouldn't let me copy any of Gerry Quinn's thesis.

Should I email him re same and ask for permission?

Nicola Broderick to collect Derbhile's thesis from Anne for me.

That's not everything but the most of it I think.

Thanks again,

Brian

After I left the meeting my wife rang me to see how I got on. I told her it was positive and they were happy with the start I had made and the direction I was heading. She was delighted the hard work was paying off, it felt good. I hung up and got into the car to drive home, almost immediately the glow of a positive meeting was replaced with the anxiety of how to replicate that again the next time. There's only one thing worse than negative feedback on your doctorate Oscar...

Friday 2<sup>nd</sup> November 2018

I've taken a week off doctoral work and two weeks paternity leave from school, with my midterm included that's three weeks off work. Today my wife and I were furiously painting our new fence at the front of the house. We moved in in August with a major renovation completed, Tess was born on August 17<sup>th</sup> so 'having it looking well for

Christmas' has been our mantra. Painting the fence and pillars before the winter sets in properly is on the paternity leave to do list.

My wife asked me if it was weird that my supervisors were reading my research diary or that examiners might read it in time. I told her previously that I'm keeping it pretty informally and that I didn't know if it was the correct way to do it. I had never stopped to consider other people would be reading it and that might be weird or embarrassing. I immediately responded "All Art is private if it's any good." That sentiment came straight out of the early 2000's when I worked in film and TV. I wrote several short films, stories, pilots all of which failed. My friends were writers and technicians and I loved and still loved the Arts. In fact up to the last minute I considered doing this EdD through the Arts strand instead of the Teacher Education strand. Having completed a Masters in Film Production in DIT in 2002, which did not exactly lead to financial stability, I thought doubling down on the Artsy stuff at doctoral level might be the ultimate in optimistic naivety.

My response about Art being private really surprised my though. I had never once considered research or this diary in those terms. Is research Art? I think more and more it might be. It's certainly a creative process. The type of qualitative work I'm doing requires a lot of the researcher in terms of who they are, where they are in their lives and their understanding of the world. The most positivist, scientific based research at doctoral level requires the researcher to state their understanding of knowledge and the world and the place of their work in it. I think any work you produce where you define your understanding of our reality and then try to define an aspect of it is Art.

Are researchers Artists? I hope Michael O'Leary never reads this, he'd have a fit.

Thursday 22<sup>nd</sup> November 2018

Back in work this week and enjoying it I have to say. Back to the late shift here with just the sound of the cleaner's Hoovering further down the corridor for company. I'm reading about teacher professionalism at the moment, I Google Scholar searched the term and articles from 2012-2018. Having already read a good bit around identity I think clearing a path for all these related terms may be tricky enough.

The Teaching Council released a statement that *Cosán* or CPD wouldn't "for now" be linked to a teacher's registration. The stick has been shelved. I had a discussion today with our SET co-ordinator about not using the threat of "THE INSPECTOR" over the staff while engaging in the SSE process, while at the same time being cognisant of what our Inspector wants to see and will be satisfied with. We're engaged in SSE and working through the improvements we need to make – fitting it into the existing schema created by the Inspectorate is the tough part and not tying that schema around teachers' necks like a millstone. We see the problem, we think we have a solution, we'll see if it works.

The Deputy just stuck her head in the door and said "Push the SSE staff meeting to January. Everyone has enough on. They're getting tired." A person having the energy to improve practice is more important than getting the box ticked early surely? No threats, no sticks, treating the staff as humans. When to push and when to step back and wait?

"Let us then be up and doing with a heart for any fate,

Still achieving, still pursuing,

Learn to labour and to wait."

(Longfellow)



“This week I’ve mostly been eating...” this character from the Fast Show used to announce each week. Well this week I’ve mostly been reading about teacher professionalism. I intend to read about another 5 articles and then stop and re-evaluate. There are clear patterns and binaries emerging from the literature but it is difficult to find the nuance between the many descriptors. Simply put professionalism seems to boil down into two camps – teachers should be controlled so we can control the input, process and output of education or teachers are independent thinking, professionals who should be given autonomy to create their own approaches to education based on their reality.

Within that dichotomy there seems to be a strong line through the ‘teachers are independent thinkers’ vein which says teachers should be researchers if they want to be proper professionals so they can prove what works teaching and learning wise. There’s a related vein surrounding CPD; who should design it? Who should implement it? Who’s needs

does it serve? The type of CPD and the system that organises it also comes to define a teacher's professionalism.

My wife's a solicitor, for her mandated CPD in Dublin she attended free talks in big firms in her lunch hour. My two sisters-in-law are GP's, they read medical journals on a monthly basis. None of them carry out their own research. As a teacher I know that you do a lesson or a series of lessons or a theme one year and it's brilliant and the kids love it. You come to do it again the next year....flat, different class, different children, different energy. Teaching is not the law, it's not medicine. Do teacher's care that academics would like us all to be seen as a profession by another group of academics....I doubt it.

But how we allow our work and ourselves to be defined is important, I'm finding it hard to see why teachers need to be researchers in terms of Masters, thesis etc. etc. I think good teachers do genuine research on an ongoing basis they just don't label or present it as such. Should teachers be carrying out research that ticks all the academic quality boxes or should they be carrying out 'research' in their own reality that improves things for their pupils – trial and discovery. “Ever tried. Ever failed. No matter. Try again. Fail again. Fail better” Beckett.

I think once I've read enough, I'll need to qualify the terminology of professionalism and give each a simple quote or reference point that I can then look out for in the policies. I need to see what are the genuine differences between the labels – and which are synonym

Teacher Professionalism (Locke, 2005)

Technocratic/Reductionist Professional Contextualist (Codd, 1997)

Managerial Classical/Activist (Sachs, 2003)

Restricted	Extended	(Hoyles, 1975)
Managerial Professionalism	Democratic Professionalism	(Sachs, 2013)
Controlled	Compliant	(with functional CPD)
Collaborative	Activist	(with attitudinal CPD)

How far down the rabbit hole do I want to go? Sach's (2013) model would probably be good for looking at *Cosán* – if it outlines types of CPD preferred by the TCoI. I have to remember I'm looking for evidence of the discourses in the texts, I'm not looking to prove, disprove or attach myself to one of the labels in particular. I still like restricted and extended professional. I could put every teacher I've worked with into one of those boxes...doesn't necessarily make them effective or in effective teachers though.....stupid subtlety.

Friday 7<sup>th</sup> December 2018

I suddenly feel that professionalism is coming together for me. I think I'll be able to write something for a lit review by the end of next week or the week before Christmas. I emailed my supervisors to push our 'Christmas' deadline forward to mid-January. I'm thinking if I can have a first draft done then they can tell me if it's way off or near the mark, some additional and more current readings to back up what I've said. That's the thing I find most difficult is accessing current readings, especially when I live over 100 miles from the Uni so I don't drop into the library to peruse the catalogues.

I think I'll finish the article I'm on, read the thesis by Deirbhile Nic Craith then write the professionalism section, go back and write the identity section (which definitely needs more up to date research) and finally get teacher centrality written up after Christmas.

Sounds like a plan!!

21<sup>st</sup> December 2018

“It’s Christmas time, there’s no need to be afraid”. Professionalism read, notes printed and highlighted my first two sections – introduction in green and new professionalism in pink. I’m going to come back on December 30<sup>th</sup> and start writing those two sections. In one week I hope to get those written as well as the rest of the professionalism section:

Accountability measures, Models of Professionalism and CPD, Teacher as Researcher and Communities of practice. Then by the end of January I want to have the whole lit review completed: Identity and teacher identity, professionalism, teacher centrality and a history of the DES and TCoI.

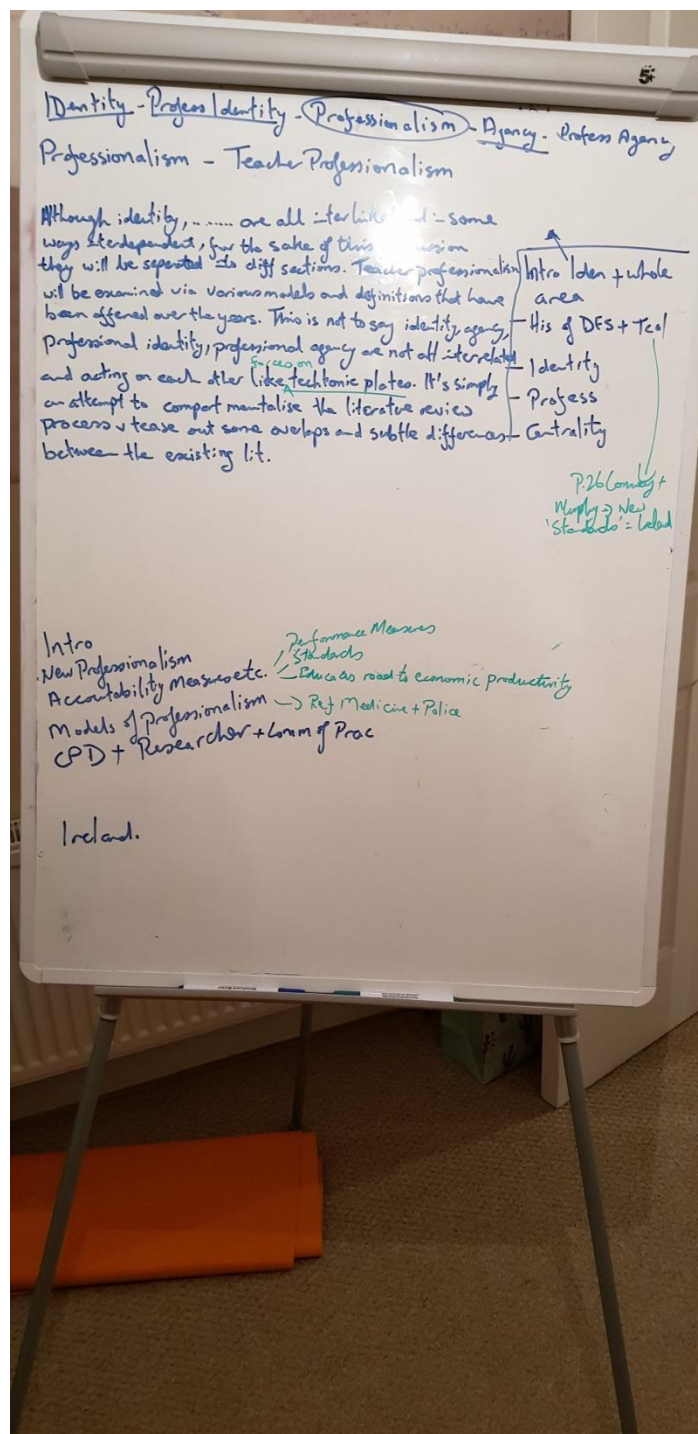
I feel under pressure, I feel that my 2 hours a day are no longer sufficient. I hope I’m wrong and that it’s just the view from the bottom of the mountain. I attended a Beginners Nvivo course which I thought was excellent, but it has also scared me to death. Ben Meehan who gave it was extolling the virtues of using it for your lit review which I might look at doing something with afterwards. I still feel I needed to immerse myself in the lit and try to join dots and see links myself – this is still all very new to me.

Beyond this place of wrath and tears Looms but the Horror of my methodology chapter (with apologies to Henley). Foucault.....walking through treacle, in the dark, hungover. I hope by the end of January that Chapter One and draft one of Lit Review will be done and I can turn to methodology – the timelines are hard to establish as I’m just setting them for myself without any knowledge of how long a section should take, to allow me enough time to complete the next section. I think I need to relax now for a week. Lit review completed by Jan 31<sup>st</sup> is a decent aim and doable. If needs be I can take some weekends to get it over the line, but I’d rather not as that’s my family time. Balance.

Happy Christmas.



Thursday 3<sup>rd</sup> January 2019



I came back to the doc after a week off. In that week we had a birthday, Santa, lots of family, our daughter's christening, an annual football match and accompanying night out and house guests. I came back to write about professionalism and I hoped to have the whole sub section written by Friday. On Monday I became overwhelmed by the amount of work ahead

of me when I realised I was writing a sub section of a sub section of a section in a chapter of a thesis. I realised that the big picture is not my friend and to only think in microscopic, small picture, bitesize pieces.

I've finished the professionalism section apart from the Irish part of it. I have a choice to make now – do it tomorrow or leave it until Monday and enjoy a three day weekend....day off surely! I'm wondering if my lit review is a lit review. I mean it's a collection of reading's mostly sourced by me online and by snowball gathering from one reading to another...is that an acceptable method? It's more than likely there are a number of huge researchers, books or articles I haven't read or referenced, I have nothing from 2017 or 2018. Is it the supervisor's job to note and correct that for me? How can I do it? I haven't been ignoring names that constantly come up, I've been reading them. There comes a point where everyone is more or less saying the same thing over again, a kind of universal repetition...I know you've told me this before!!

Only once did reflective practitioner rear its ugly head. For me reflective practitioner is the last refuge of the educational scoundrel. It's been pedalled at me for the last 15 years as some kind of catch-all mantra that solves all our problems: a spoonful of sugar, hakuna matata, reflective practitioner. In every CPD and post-grad course it comes up and someone tries to convince you they understand it better than you. On this very EdD an esteemed lecturer told me in a tutorial that I wasn't reflecting deeply enough. You must reflect vertically and horizontally along the 7 pointed polygon that surrounds a globe of self-satisfaction...I'll get right on that. When I tutored for 2 years on the Masters in Education in St. Pats the final assessment was a powerpoint, a reflective powerpoint. In discussing these with the students it was clear they didn't care about them but they knew the language and set up to seem reflective – reflect better. Reflective practitioner like extended professional and all

these phrases have sound backgrounds and intentions but when they become soundbites for the CPD brigade to bore you with it's exhausting.

I don't know if my lit review is comprehensive enough but it felt like it was. It felt like the lit was repeating itself, saturated. On Monday I'll come back to the Irish context.

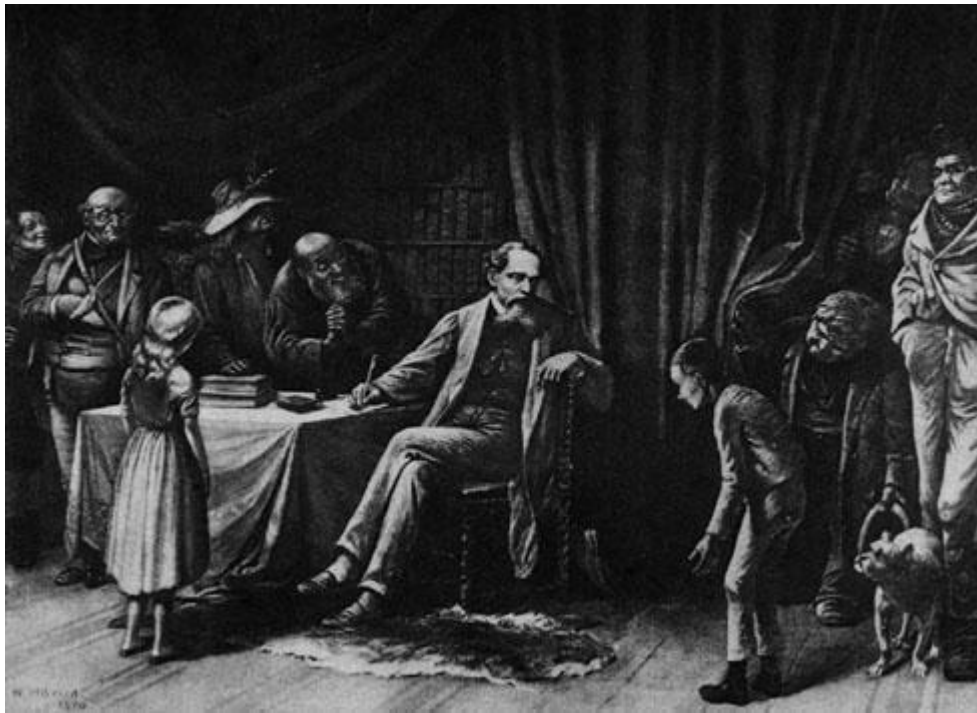
Sunday 6<sup>th</sup> January 2019

Took some time today to walk the beach on my own, for once, I just needed a break from everything. I've given myself the goal of the end of January to have the lit review finished. I'm finding myself completely swamped at the moment between work, doctorate, family, being a father, being a husband, being a son. My own mum is having her own difficulties recently and where do you fit it all in? It all has to have a place; take a place in your head, in your heart, in your soul, in your body. It's difficult to find a place for it all in balance. While the external contexts of work have found a balance recently, the internal is out of balance. My breathing over the last few days has not ventured past half way down my breast bone, very shallow, fast, stressed. Just that internal imbalance that happens when too many plates are spinning and some of them are going too fast.

Someone sent me a thing on twitter there recently about how doing a doctorate is like doing a thousand-piece jig saw in the dark, blind folded, while your house is on fire but trying to get the lit review finished, I feel more like I'm trying to climb out of a very very deep hole. There's two weeks to the end of January and I'm hoping to have draft one done and sent by the last day of January. It's not the end of the world if it's the first week of February but... I'm going to take two weeks off then and just have nothing to do. I need a break from the doctorate now. I do it every day, every morning, every night, I just need a break. I just, for now, feel swamped.

Work is turning around, in the sense of going well. We've found a grove in there as a team at the moment and things are going well even though there's always difficulties and stresses, kids, parents but overall, I feel that it's going well.

I'm probably lacking sleep aswell.



Charles Dickens receiving his characters, drawing by William Holbrook Beard (1824-1900)

I love this picture of Dickens meeting his characters. I can't remember the first time I saw it, whether I was a teacher or not at the time. I didn't go into teaching until my mid-twenties. It reminds me now of a teacher at the end of his life or career meeting his students. I think I should get a nice copy of it and put it up. It fills me with hope or a sense that at the end of your life, if you do your best there might be ten, twelve, fifteen characters who you may have impacted but you'll never know. Maybe at the end you get to see the people you did impact positively.

I have to now push it on, just work through it even, get it done. My supervisor sent through some additional readings there recently. I can't stop mid writing process and go and

read new material, it would feel like stopping mid-marathon. I'm going to keep writing and come back to the additional readings once I've completed this round of readings. I think once I get this submitted and take a two week clean break from all doctoral work I'll be able to take some feedback onboard and go back for a second draft. I just need to change up my routine, change things for a while so it's all less restrictive. Take the shackles off my mind and help myself cope... not cope but release myself from some of the strains or stresses or put them down for a while, like heavy shopping.

Just relax.

Sunday 10<sup>th</sup> February 2019

Finished draft two of chapter one and draft one of lit review. It is definitely workman like in places and I think I need to reemphasis and state postmodern versus post-professional but I cannot do that now. I am finished for two weeks. It is good enough for now.

I've written 16, 336 words of my 50,000 word thesis. I think I need to get some realistic timelines for draft two and chapter three. I thinking maybe June? Plucking my own semester linked deadlines has not worked this time. I loaded an unnecessary amount of stress onto myself. I need guidance on that.

Sending it all off today for good or bad to the supervisors. It's their morning commute on the bus ruined by reading it, for now.

# Identity - Process Identity - Professionalism - Agency - Profess Agency Professionalism - Teacher Professionalism

ough identity, ... are all interlinked and - some were interdependent, for the sake of this discussion they will be separated into diff sections. Teacher professionalism will be examined via various models and definitions that have been offered over the years. This is not to say identity, agency, professional identity, professional agency are not all interrelated and acting on each other like tectonic plates. It's simply an attempt to compartmentalise the literature review process & tease out some overlaps and subtle differences between the existing lit.

1) attempt Broad Definition/undefinable. + Prof agency ✓

Need to look at Personal + Professional identity together - cannot be separated. (Dy, Kingst 79) ✓

ii) Rodgers + Scott a) Self-Define b) 4 Assumptions of identity and voice

iii) Discuss profess identity under 4 headings from identity?

i) As Contentual

Role v identity

Person-to-person

Ways of seeing

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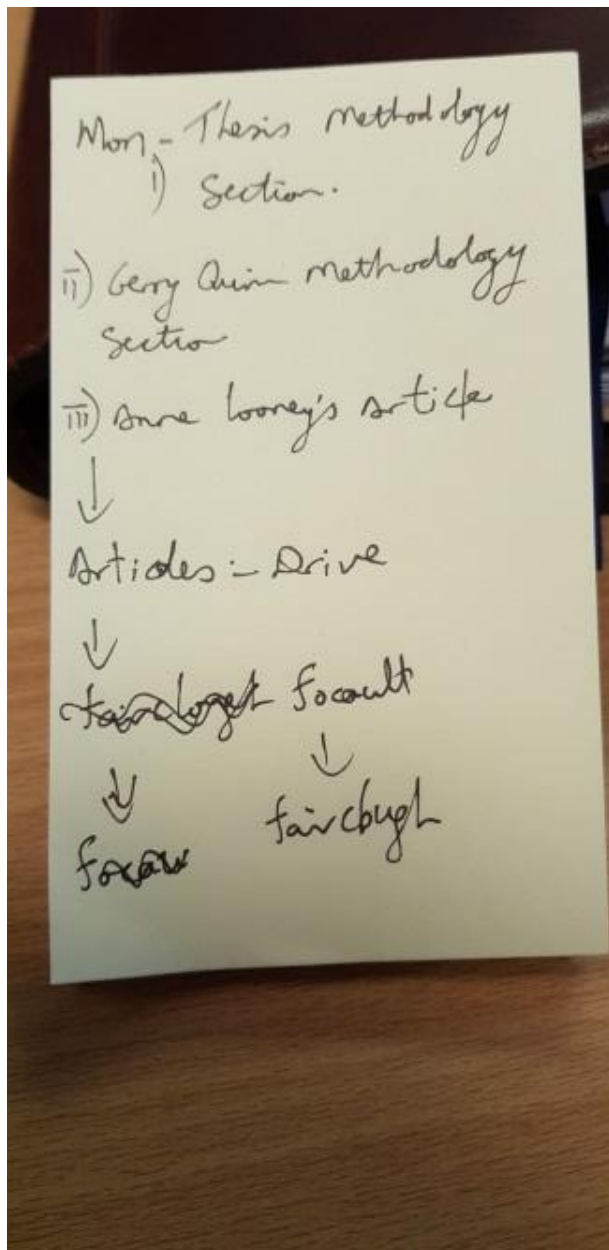
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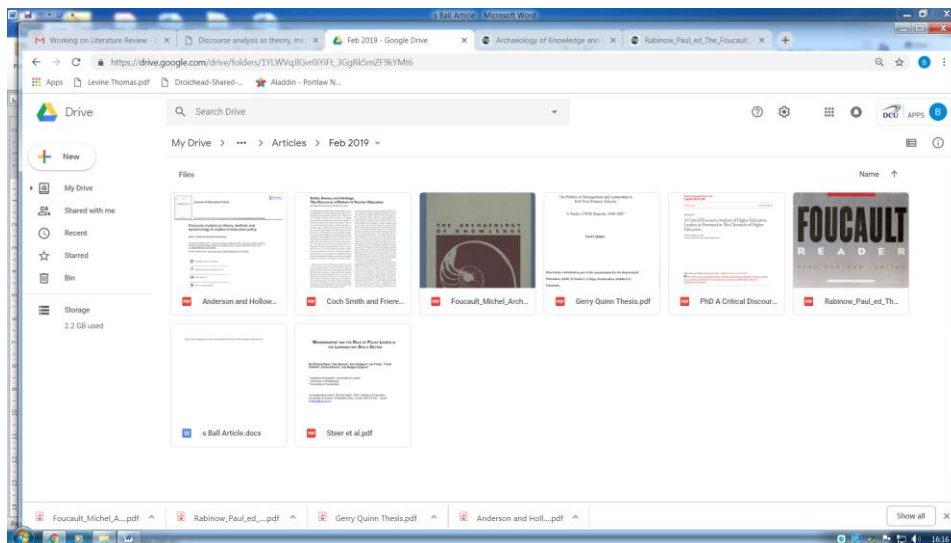
Friday 1<sup>st</sup> March 2019



My supervisor meeting for this week was cancelled and rearranged for next week. It's now a SKYPE call which saves me the trip to Dublin which is great. I read back over my reflective diary earlier in the week and it struck me how I spoke about taking breaks a lot in it! I honestly worked in between the breaks too. Since submitting my chapter 2 draft I feel a weight has lifted. This week I started getting back into the bigger pictures and reflecting on

questions about post-modernity and my methodology. Although this isn't rock and roll it felt good to be back in the bigger picture and out of the trenches of the lit review.

I reread my lit review and made some edits and changes myself so the two weeks away from it has definitely been beneficial. I've also downloaded and organised some readings for my methodology chapter. I'm in the glorious early days of the well mapped timetable where clearing your desk is a good days 'study'.



It is important I think to get back into the big picture stuff, the reasons why you decided to embark on this thesis and doctorate in the first place. I find Youtube videos excellent for information and help with the bigger ideas. Although Chomsky and Jordan Peterson now dominate my Youtube recommendations because they don't like post-modernism...those two and Peppa Pig, I don't know how she feels about post-modernism, I suspect she's sceptical.



Tuesday 12<sup>th</sup> March 2019

Hi Alan and Anne,

Thanks again for the Skype meeting last week. Here's the minutes as I remember them. I kind of veered the meeting off track a few times so I'll limit this to the salient points.

I need 7 key headings:

1) Research Problem - Make it explicit

2) Research Aims - restate in methodology section

My research questions are too broad: What qualities are Irish teachers expected and assumed to have by Irish policy makers?

Foucault - talks about how teachers are constructed by policy. Although my work is focused on policy makers not teachers.

3) Rationale for Research - "I'm navigating the Glocal". Draw on my vision for principalship/leadership and support with ref to literature on leadership.

Where are Principals in the policy arena - look at lit and see if I see myself in it.

(This was the end of the headings Alan, I assume the other 4 are in the feedback on the draft).

I queried the murky terminology of CDA and choosing Fairclough or Foucault - I need to read more on this issue and keep a graph/display of all the terms and how diff people define them and how I will define them in my work.

CPD - Alan suggested I need to read Guskey, Fiona King and Aileen Kennedy to get a fuller take on CPD.

Irish teacher identity section needs more readings.

I need to remove polemic/opinions from lit review and just present other's arguments.

APA - Sort out now.

Methodology - Can I look beyond policy docs to WSE reports and see if the DES report/celebrate the teacher qualities they espouse in their policies.

Philosophical assumption - Critical Theory                      Method - CDA

To Do:

Brian -

Technical edit of both chapters and fix APA.

Move DES section into Chapter 1

Re structure Lit review, needs flow, intro, conclu and linkage.

Read lit as discussed above for chap 1 and 2 plus Barbara O'Toole and Bréacháin paper,

Coolohan, Mark Morgan and Curtin and Hall book (Anne emailed me)

Readings for Methodology section

Anne & Alan -

Find Glocal readings

Find readings on Irish teacher identity - Johanna McNamara,

Jim Gleeson, Jim Deegan, Paul Conway.

Those were the highlights. Next Meeting Wed April 24th @10am in Anne's office.

Thanks again,

Brian

Friday 29<sup>th</sup> March 2019

I've been making the technical edit of my chapter 1 and 2 and then I moved on to additional readings about CPD, inclusion and identity. I'm enjoying being back reading the stuff I have to say. I re read Rodgers and Scott (2008) and I now realise I will need to go back re read it again and read the main theorists they are quoting and drawing on in their work. With any other assignment or course I've done I would have avoided doing that at all costs but I think it's essential if I really want to understand what I'm talking about with identity.

I also did the Nvivo intermediate course with Ben Meehan, in fairness to him he's excellent. He also sent me on some readings for my methodology chapter re CDA which is great, and they're all short which is even better. I've two weeks now to finish my edits before sending it back to the supervisors and then the Easter holidays to immerse myself in the readings for my methodology chapter before our next meeting in Dublin on April 21<sup>st</sup>.

The minister launched a new Action Plan last week which I haven't brought myself to read yet, it'll obviously change things for my intros and chapter one. If everyone could stop publishing stuff until April 2020 it'd be great. Next week is more readings and adding those readings to chapter one and two, then it's making sure my stuff has proper intros, conclusions and linking sentences. I kind of fell over the line with the last submission and stacked the sections together like lego, a little more finesse needed.

Monday 15<sup>th</sup> April 2019

First day of the Easter holidays. I submitted another draft chapter one and two on Friday. I got more recent readings at the 11<sup>th</sup> hour so I'll have to get back to them on the next draft. As it stands Irish teacher professionalism and Irish teacher identity are the patchiest sections. I think the Irish professionalism section can be bulked out a bit to give a decent

overview of what primary teaching is like in Ireland but there does not seem to be the type of research on it that there is in the UK.

Irish teacher identity seems to be very undertheorized. I think for the next draft I'll go through all the reference lists in the Heinz articles I have, just to make sure I'm not missing anything major. I've found the process of identifying literature quite challenging, my supervisors have been very helpful in that respect but it is a time-consuming endeavour.

The other issue I've found is that for the lit review I'm trying to present something (Irish teacher identity) that has very little literature around it but I think I've forgotten to step back and look at the bigger picture. What I mean is I proof read chapter one the other day and I felt like I'd forgotten why I was doing this study and what ideas were behind my approach etc. it felt like a mini-epiphany. Working on the literature I have definitely narrowed my focus to a kind of 'if it's not in the literature it doesn't exist' mindset. It's only on stepping back and reading chapter one again I kind of refocused on my work and why I'm doing it, so I thought have I explained where the *Looking at our Schools* document came from clearly enough – no I haven't I'll need to go back to that. But the issue is if someone else hasn't written about it can I put something in the lit review about it or does this belong somewhere else if I'm the person saying *Looking at our Schools* was created due to the following things and with the following intent?

I am hoping to submit this work in April 2020 – 12 months time. People invariably only ask me one question about the doctorate, "How's the doctorate/study/course going?". No one ever asks a question that begins where we left off the last time I spoke to them about it, for example no one ever says how did the supervisors respond to your lit review or something more specific even like, how is your work on Irish teacher identity coming on? I completely understand this of course, conversations with friends and family almost always revolve

around the difficulty of doing a doctorate and a ‘aren’t you great for fitting it all in’ mantra, which is very supportive itself. I’ve noticed that I’m saying the same thing over and over recently, “Well it’s a 48-month course and I’ve got 12 months left.” Yesterday for the first time I said, “Well it’s a 50,000 word thesis and I’ve written 19,000.” I’m definitely keeping the finishing line in view while conscious not to be like a dying man wandering in the desert seeing mirages in the distance, there’s still a lot of hours to do and a lot of 5.50am starts until April 2020.

### Wednesday 24<sup>th</sup> April 2019

9.27am sitting in canteen of St. Pat’s Drumcondra. I have a supervisor today on my most recent drafts of chapter 1 and 2 but they particularly want to look at my methodology and have me leave the meeting with a clear vision of what I’m about, eeks!

I spent last week doing 8 hour days just reading about CDA and trying to get clarity. Last August my supervisors helped me through a petite crisis around what form my CDA was going to take and the Context-text-consequence approach of Taylor (1997) seemed to be the one for me as it didn’t rely on the type of in-depth linguistic knowledge espoused by Fairclough or Wodak.

This week though reading Bacchi and Anderson they argue that Fairclough’s approach is more a structuralist approach as opposed to what Bacchi calls a Foucauldian inspired post-structuralist approach – she goes on to describe Fairclough as social constructivist. What’s problematic here is elsewhere CDA, Fairclough and the rest are widely described as post-structuralist.

I’ve also been reading Fairclough about Genre, Discourse and Style, Fairclough seems to really like lists of three – he constantly describes things in threes. I read some work

using this approach but I find it very difficult to understand in practice and what exactly each word means and what it is describing.

Gee talks about situated identities, situated meanings, social languages; I wonder is there a way to use this within Taylor's framework – I may be only attracted to it because it has identity and language in it.

Taylor's (1997) work seems very much in the Foucauldian inspired post-structuralist inspired camp while her (2004) paper uses Fairclough's genre, discourse and style approach. I think my ontology is post-structuralist, in that I think policy is discourse and I'm not looking to identify the power brokers from the policy documents – I'm looking to identify the discourses affecting how teachers are described and expose or critically examine how teachers are being described in policy. I think it would be good to see if those descriptions are then mirrored or play out in the WSE reports but that might be another days work.

I find CDA a murky business in terms of terminology and perspective.

30<sup>th</sup> April 2019

Hi Alan and Anne,

Thanks again for last Wednesday Alan and I hope you had a nice weekend. Here's a summary of what we discussed.

I brought up the issue of a structuralist (Interpretive) approach to CDA versus a Foucauldian post structuralist inspired approach as described by Bacchi and we discussed where Taylor (1997) sits in that split.

We discussed social constructionism versus social constructivist theory with regard to this split.

I brought up the issue of Fairclough's genre, discourse and style approach which I have read a lot about and I said I didn't really understand the approach and its application. Alan had said before that Taylor (1997) draws heavily on Fairclough but I wasn't sure how. Taylor (2004) uses his genre, discourse, style approach to her CDA in Queensland but I'm not sure if it is useful for me.

I asked about Gee's idea of situated identity, social languages and situated meaning as a tool for my CDA which might work better for me. Alan stressed that I need to identify what it is I am looking to find out and what I want to know.

Alan said basically I'm looking at; how policy is shaping and reshaping teacher identity in Ireland. We discussed which policies I should do a CDA of. I said I was considering the Code of Conduct and one of ITE Guidelines or *Cosán* from the Teaching Council. After some discussion I concluded that I should choose policies that I work directly with in my role as Principal. From the DES I suggested *Looking at our Schools 2016*, which Alan agreed with.

We discussed doing a CDA of *Looking at our Schools* and *Cosán* and tracing if how teacher identity is conceptualised in these docs is then reflected or celebrated by the DES in Whole School Evaluation Reports.

I was very positive about using the WSE reports as I think it speaks to the policy consequences of my framework and brings my work out of 'my own head' and into the real world of school life.

For the examination of the WSE reports (maybe ten reports - stratified sample) Alan suggested a content analysis of key terms from my CDA and a 'light CDA of the WSE reports' which I took to mean an informed read of each rather than an in-depth review.

I asked if a content analysis would make my study mixed methods, Alan said no not when it would be such a small part of my methodology.

To Do:

Brian:

1) Create a conceptual framework for my work by the end of May and have another meeting then to discuss it and the exact tools I will use to carry out my CDA.

b) Provide a rationale why I'm choosing this approach - define each aspect of CDA - Critical, Discourse and Analysis.

2) Methods - What policy texts will I choose? What methods will I use: CDA and CCA.

Rationale for choosing both of these.

What categories or themes will I look at in CDA and Content Analysis.

2) Read Sugrue The Cosmology of Irish Principals

3) Engage with Áine Lawlor and Tom Kelleghan readings Alan has emailed me.

Anne and Alan:



- 1) Alan provided readings and shared SSE folder with me on the day of meeting.
- 2) Provide more in-depth feedback on Chapter one and two at next meeting.
- 3) Decide on date and time for next meeting.

Thanks again.

Regards,

Brian.

To Do by End of May.

- 1) Read Gee + Rodgers Intro (2011)
- 2) Read Foucault Reader
- 3) Create Conceptual framework  $\Rightarrow$ 
  - i) ~~Defining~~ ~~Context~~.
  - ii) Rationale for choosing this approach.
  - iii) Define C, A and A.
  - iv) What policy texts will I choose?  
What methods; CDA, Content Analysis  
Why?
  - v) What Categories/themes will I look at =  
CDA and Content Analy.
- 4) Read; Eugene Cosmology of Irish Principles
- b) Aine Lawlor
- c) Tom Kelleghan

} Star's email.

maybe create table starting 1 didn't  
choose other main CDA alternatives  
using Morgan + Rodgers

Friday 3<sup>rd</sup> May 2019

My job leaving Dublin last week was to create a conceptual framework. Alan felt I had enough reading done to start but I felt I needed to read more deeply into Gee and his approach. I spent the week reading him and I think his approach maybe for me for this thesis. He defines discourses as identities and I think that's very relevant for me, although I'll probably widen the definition a bit more for my own understanding of discourse.

His social languages chime with the languages of occupational and organisational models of professionalism. Social languages enact specific socially situated identities – types of teacher professionalism – what are teachers expected to be and do according to the social languages of the policy documents.

Figured worlds then are the taken for granted, assumed realities of people's lives, people's perceptions of an understanding of the world; what is normal. It is how they see or experience discourse in the world. Do I need to get into this??? The assumptions policy docs make about teacher's work and their reality? I've written this like a cascade downward from top to bottom – I'm not sure it is. It is a more dialogical and cyclical approach where the figured worlds create the social languages and so on.

I looked at his 7 building tasks as well – a number of them seem very relevant to me but I'm struggling to see how to use them as tools for my CDA. If I'm not doing a close linguistic analysis or grammar and syntax but more interested in the context that informed policy and how it manifests in the policy and policy consequences – how do the building tasks enable me to do that?

I need to find some readings from people who've used Gee's approach to CDA. I think I'm onto something though as his stuff kind of rhymes with my lit review and questions in my head.

Friday 17<sup>th</sup> May 2019



<b>Brian Barron</b> <brian.barron4@mail.dcu.ie>		Fri, 17 May, 15:41 (7 days ago)

to Alan, Anne, Jones, Danielle.montgomery
Hi Anne and Alan,  Please find attached 'Chapter 3' or the outline that Alan and I discussed at our last meeting.  We said that we would meet once I had this done for the following:  1) Feedback on Chapter 1 and 2 drafts submitted for last meeting 2) Discussion of the actual 'how to' or tools of the CDA.  The other thing is this Progress Report: <a href="https://www.dcu.ie/sites/default/files/graduate_research/pdfs/dcu_annual_progress_review_booklet.pdf">https://www.dcu.ie/sites/default/files/graduate_research/pdfs/dcu_annual_progress_re view_booklet.pdf</a>  I just wrote in a few lines and saved it but I'm not sure I can edit it now. I'll have a look anyway. Do you want to roll our next meeting into this process too and get this box ticked?  I'm able to take an EPV day from school so I'm available most days with some notice. Alan I'll start reading the articles you shared with me from our last meeting in the interim.

Regards,

Brian

Friday 24<sup>th</sup> May 2019

I've been back reading this week WSE and SSE evaluation stuff my supervisor shared with me. It's all pre-2016 so doesn't deal with *Looking at our Schools 2016* but at least I now have a good understanding of where WSE and SSE came from, which is important. I intend on reading 3 or 4 more recommended articles next week before maybe writing a piece on WSE and SSE to shove in somewhere.

I Linked in with Manuela Heinz in NUIG because I use her work a lot in the thesis. I messaged her to see if she was involved in any research or know of any around *Looking at our Schools 2016*, it'd be great if she replies. I don't know the LinkedIn etiquette but in general I don't mind putting myself out there if it will help me in some way. In general I found people in education respond very positively when you ask them for advice or guidance. Two years ago I emailed a person in Queens whose paper I used about induction, she became my critical friend for the first 16 months of the EdD – unreal.

My peers are talking about submitting in December, I had April in my head but apparently that's the final, end of date. People are saying you need to have final draft to the supervisor by Christmas, half terrifying, half what an incredible relief that would be.

I'm lucky with my supervisors who give me deadlines, guidance, readings and regular meetings. I'm the exception in my cohort. Everyone else has little to no contact or support with comments that range from "If I call them they are very helpful and friendly but ..." to "I sent them two emails three months ago, left messages and all I got back was..."

So I'm very fortunate.

Tuesday 2<sup>nd</sup> July 2019

Hi Anne and Alan,

Thanks for yesterday's meeting. Here's the minutes.

Alan's emailed me Chapter 3 with feedback (I haven't read yet) but from yesterday's meeting,

I need:

- 1) Proper intro and outline of the chapter
- 2) Restate research question at start of chapter
- 3) State my explicit philosophical position, my ontology and epistemology.
- 4) Move the conceptual framework to chapter 1.

I need to add

- 1) Section on ethics - Read Graham (2018) in Critical Discourse Studies
- 2) Trustworthiness or bias section - discuss how I will do coding and audit trail etc. with Ben Meehan
- 3) Section about sampling documents.

Overall;

Lose bio section in chapter 3 - state 'my position' 'my focus' instead.

Describe what I am going to do in CDA - not what I am not going to do. I will deploy the tools of CDA for its descriptive power rather than its linguistic focus. Read Eero Vaara article re same, Sandra Taylor and Liz Kirwan in Irish Educational Studies.

Lose 'I am not going to treat teachers as marginalised' as this is the focus of a CDA. That's my limited view of marginalised and Irish teachers might be marginalised.

Content Analysis:

Is secondary to CDA but I need to outline this mixed methods approach. Categories for CA will come out of CDA.

Read articles looking at Mixed Methods in a critical paradigm.

Reasons for CA

- 1) Add trustworthiness to my CDA
- 2) Using CA because my question has moved beyond the policy docs and is looking at effects on teachers on the ground through WSE reports.
- 3) To see the question from more than one perspective
- 4) Using CA to see if policy docs are affecting teachers practice on the ground.
- 5) Intertextuality - Look at intertextuality of policies and WSE reports (Vaara article again).

I need a section on the Limitations of CDA.

I'll read Theo Van Leeuwen (2018) and Anne to send on another journal article.

I'll find other critical voices.

Chapter 3 draft 2 by end of July plus 2/3 pages of some analysis to start the conversation.

Alan to send on a paper about using Nvivo for policy analysis. Anne to send on another example of this where CDA is again used non-linguistically.

Sage qual research resource in library - look at CDA and using tools and nvivo.

13th of August - back from holidays and look to meet the following week.

To do:

Brian: As above

Alan:

Source article on: Nvivo for policy analysis & think about tools of CDA before next meeting.

Anne:

Source article on: limitation of CDA and a second on using CDA non-linguistically. Think about tools for CDA before next meeting.

Thanks again and have a lovely summer.

Regards,

Brian

Friday 5<sup>th</sup> July 2019

June went by at 100 miles an hour, school was very intense and some very once in a career issues, except I had three of them at once! I focused on reading about the WSE and SSE process as well as leadership and the Glocal. I added pieces on each to chapter one or two and I think it was time well spent.

Since my meeting last week I have been looking at issues of validity in qual research. Despite my best efforts my supervisor says my study is now mixed methods...I had hoped to pretend it wasn't and that everyone would happily go along with that. I need to look at validity now in a mixed methods study – I still see my work as two separate things really – a CDA of policy followed by a CA WSE reports inspired by the findings of the CDA – a kind of intertextuality.

I'll need to look at some examples of mixed methods studies now to see how they handled their chapter 3. I have a good few readings etc. on it but I'd like to see it in action too.



Friday 12<sup>th</sup> July 2019

Mixed methods – trying to nail down what type I’m doing via Creswell and Plano Clarke (2018). I think it’s an exploratory sequential design where the qual informs the quant, each findings are analysed separately and then interpreted together. The quant phase tests if the qual phase is generalisable to a population. The problem is they talk constantly about the quant phase being about designing an instrument, website or app. They don’t mention content analysis as an option, in fact it’s only mentioned twice in the entire book, once in chapter one when they say some people think they are doing mixed methods because they carry out a piece of qual research and then a content analysis – but they don’t really clarify what they mean by that and again in the bibliography section. Is it that yes, my work is mixed methods but it’s not a great use of mixed methods? From what I can understand they would be a lot happier if I did the qual and then carried out a wide-ranging quant part on a large population but that’s not what my study is about. I think I am exploratory mixed methods QUAL-quant, but maybe not as Creswell and Plano Clarke would like.

The other issues are how to code most efficiently in CDA and what will my content analysis look like. I’m looking at a 6-stage process of coding from Braun and Clarke (2008) which seems pretty in-depth and should create the audit trail etc. I need. It should help me stay on track and follow the steps too. CA wise my questions are since my CA is second and based on the findings of the CDA how does that work. I don’t want to do a simple word count for certain terms as I think that’d be very surface level and not as insightful as I would like. I want to see if my CDA findings are confirmed by the WSE’s so I know I don’t want to do a CDA of the WSE’s as this would be a QUAL – QUAL study and not what I want to achieve. I think I’ll contact Ben Meehan again and see if he can give me some insights on these questions.

Thursday 25<sup>th</sup> July 2019

Just finished draft 2 of chapter 3 and I'm further along but I feel like I'm back in some thick vegetation or rough to use the golfing parlance. I had decided that mixed methods CDA and content analysis was the way to go. Initially the idea was to do some kind of word search for the themes I found in the CDA – this never really seemed like it would work to me, too flimsy. Having delved into content analysis I couldn't see how to make it a robust method without doing full blown content analysis of the ten sample WSE reports, my issue here was then was that a different project? Would I generate new themes etc. by doing a full CA – which I would and then how would I compare those two findings, the qual and quant. Identifying the findings of the CDA by doing a CA just didn't seem like a runner the more I looked into it.

I phoned Ben Meehan of QDA Training and without prompt he said the same thing straight away – he said I'd end up comparing apples and oranges and it'll fall apart as an approach. He thought I should do a CA of policies and the WSE samples and got that way (which was my initial launching off point in my thesis proposal day 1). I really like CDA though and the critical aspect so I thought what about doing a CDA of policy and then doing a CDA of the WSE reports to see if the findings tally or if the Inspectorate are promoting other things and if so what – framed in the language of teacher professionalism and identity. This seems to make more sense to me.

The issue now is I'm not sure how to carry out the CDA number one and content analysis number 2 and how to combine them both number 3, having never non any of the above before. I'm using Braun and Clarkes (2006) outline for thematic analysis for now as it seems to be a robust outline and one that'd suit CDA as well. I need to go back to Gee and

focus on what my question is, what am I asking the texts? How can I use his tools to unlock the text and find the answers – how will it all work?

I'm actually now sending my supervisors two chapter 3's – one mixed methods and one all CDA just so they can see the difference.

Sunday 22<sup>nd</sup> September 2019

A number of things have happened since my last entry. Firstly I took 3 weeks off for the summer. On returning to the EdD I had a supervisors meeting. The confusion around methods was central and I'm leaning back to the CDA/CA combo. The reason being that I want to use the CA to see if the discourses I find in the CDA are present in the WSE reports, are the same things central to the WSE as the policy and I think I can achieve that through a CA, even though I'm back to two methods I've never done before. My Chapter 3 got pretty well disassembled and heavily edited so I left Dublin with a lot of work to do and a 10 day deadline to turn it around.

I got a ten pager off to the supervisors on time which hopefully explains ontology, epistemology, research designs etc. better than before. I read Gee (2011) How to do Discourse Analysis a Toolkit and I think I'll be able to use his method for my CDA. It seems to tally with a lot of what I hope to achieve. On the Thursday 5th I stopped just before getting stuck into the 7 building tasks chapters.

On Friday morning 6<sup>th</sup> September my wife had a stroke. Long, dramatic story short she is fine, recuperating at home and is in a position to get better and hopefully make a full recovery. They say her chance of having another one is slim, please God. Three weeks later and we're back home, I'm back in work, the kids are in childcare and the doctorate is moving forward from 6am to 7am and 4pm to 5pm and my wife is well thank God.

Monday 23<sup>rd</sup> September 2019

Skype call at 3pm with supervisors. They were very clear on the feedback and what I need to do to make Chapter 3 good. I have lots of reading and work to do to flesh it out and make it passable. Gee (2011) will have to wait a while.

Ideally they'd like the finished draft by midterm – I may need the time off that week to actually complete it, if I do it'll be the end of midterm I'll have it.

My priority though is my home life and being available to support my wife's recovery. I'll try to get this done but if I need another 6 months or whatever I'll take it. My wife is very supportive too but it's tiring doing all this, especially when I'll now have to do some hours at night, not my best time.

I'll keep doing a bit for now and see how it goes. Hopefully I can get Chapter 3 done and onto data analysis.

Friday 4<sup>th</sup> October 2019

Back in the empty school at the end of a long week with the sound of Anne's Hoover for company, trying to figure out my ontology and epistemology. I'm clear enough on the critical stuff and how to say it, my epistemology being post-structuralist though, is it?

My method of CDA is post-structuralist but does that make my epistemology post-structuralist? My world view is critical, I believe that some people have power and some do not and that the powerful hold onto power by creating a reality that protects them and their interests. I also believe that discourses inform our reality, create it and our identities are sourced from them and go on to influence our life.

I think Marxism and critical pedagogy of Freire are too binary in their view of power and I find post-structuralism a much richer and nuanced way to understand power relations

and that's why I'm using CDA – I think it has the nuance and ability to unmask the covert intent or meaning in language and making the powerless reflect and become aware of how they are being created and moulded by the powerful, to fit the powerful's narrative, usually at the expense of the powerless.

My worldview is critical, that's how I understand the world. I think the best way to question and disrupt the narratives of the powerful are by questioning taken for granted assumptions. In addition I do not think there is one, structured reality, I believe that people interpret their reality based on the discourses that surround and inform them. As a researcher I would like to return agency to the actor in the situation by making them aware of how the powerful, institutions are influencing and attempting to control their worldviews, actions and identities. So I think I am a post-structuralist – even though I'm not an expert in post-structuralism.

Thursday 17<sup>th</sup> October 2019

### Sampling

Last night I tried to finalise my approach to sampling for my content analysis. I was following Quinn (2014) who used stratified sampling but then I read someone who said systematic is best for content analysis, my supervisors then said to combine them both.

I thought I'd stratify them by patronage, disadvantage (DEIS) and geography. I quickly realised I'd have a matrix with huge cross-over and apparently for stratified sampling the strata cannot overlap.

I thought again about whether DEIS or non-DEIS should be my strata as my worldview is critical, but again I feel that the conceptualisation of teachers in DEIS schools may be different but my content analysis is testing if the discourses identified in the 2 policies

are reflected in the WSE reports, my content analysis is deductive. So the DEIS, non-DEIS is not as relevant because I do not intend to do a cross comparison of the WSE reports.

My wife asked me what the problem is if I gave you 10 WSEs from Waterford to use. I said that it would probably mean they all had the one author (inspector). So I think the main thing I need to consider is geography – I know in Waterford the inspector assists the inspectors in the South-East and vica-versa, so a good geographical spread would ensure I'm not focusing on a small group of inspectors interpretations. I think that's the main criteria I need to divide the WSEs by.

So if I create a matrix of all WSE primary school reports from 2017-2019 by province. I can then use a systematic sampling approach to gather my sample. I will probably need to weight the systematic approach to not favour Leinster (where Dublin has the largest population).

I realised I also need a research question for my content analysis. Maybe: Do the discourses identified as central in *LAOS* and *Cosán* appear as central in the WSE reports for the department. Like that but better.

Thursday 31<sup>st</sup> October 2019



A long week of mid-term – I found it tough to keep going. I’ve lost about 5 hours a week study time and it shows. My output has slowed but there’s nothing I can do about it. I’m close to finishing Chapter 3 draft 3 or 4 as it is. Unfortunately, I’m more confused about sampling because I now think it’s stratified but I had to email my supervisor what I’d written about it and ask for some guidance as I’m fine up until – so how do you actually chose the samples from the strata? I’ve come a cropper at the sampling fraction – I know how to calculate it but no one has said how to use it to select your samples after you do calculate it.

I need to redo my walls and put up all blank pages to start the CDA, coding etc. In engineering they say ‘go to Genba’ which is Japanese for the actual site. I need to ‘go to Gee’ and finalise or beginnerise my CDA process and integrate it with the coding system. I think Braun and Clarke (2006) seems like the easiest to follow and I think it’ll suit CDA and content analysis too.

My supervisor wants me to go beyond Krippendorff with the CA and suggested Silverman but I can’t get his book so she’s getting it into the library for me, a small speed

bump. Tomorrow I'll read Pat Bazeley and put the finishing touches to this draft. I may do a Zotero session then and just to Zotero Mon and Tues too as a break from study.

Friday 15<sup>th</sup> November 2019

I phoned the ERC about the sampling and they were very helpful. They suggested I do a stratified sample by geography – the 4 provinces and then within that DEIS, RURAL DEIS and NON DEIS schools and then take a representative sample from that. They also sent me a very old Krippendorff article saying a sample of 12 was good for content analysis because in a study dating back to the 50's or 60's they used samples of 12, 24, 36 etc and found the bigger sample made no difference....in newspaper articles. I'm making the point that WSE reports share a lot with newspaper articles – there's a predictable format, there is word and space restrictions, they are published regularly, they are produced by a small number of writers (journalists or inspectors) and the use a particular lexicon of language.

My wife put all the WSE reports into a spread sheet for me so I'll have to split them via the strata, work out what is representative of each strata and go from there. I included DEIS because it's such a major policy in Irish education and because the DEIS plan is also their SSE plan and so it'll be interesting to see if the Inspectorate put more or less emphasis on *LAOS* in DEIS evaluations than non-DEIS evaluations.

I have blank pages up on the walls now and I've read Gee's 7 building tools and I do feel a little more confident. I'll start coding soon enough – maybe the week after next. I need to reread my NVIVO booklets and get that up and running too. Another new thing I've not done before – given that this is an EdD it wouldn't have killed them to run a week of tutorials on SPSS, NVIVO and a few other of the most popular softwares – that would have been clever.

To the weekend folks, a trip to a farm tomorrow, in freezing November.



Friday 29<sup>th</sup> November 2019

Before I go to buy the Christmas tree I thought I'd do an entry. A week back I finished reading Gee and felt positive about the doc again for the first time in a long time. That evening I got feedback on my recent chapter 3 submission and that positivity drained away. It's not that the feedback was awful or anything it just pulled me back square into chapter 3 again.

I feel like I've been trudging through chapter 3 for the longest time. It's my own fault as I know once I get the feedback and do another 4 weeks work on it that my draft was well below par, so it is improving but I still feel entrenched.

I suppose I just need to keep sitting down at the laptop every day, keep improving each sentence that needs it, keep elaborating on this or that and get there in the end.

My syntax and punctuation came in for a bashing too. I've always ignored syntax and punctuation as I feel it's a waste of creative time. I don't think doctoral supervisors agree with me on that. I bought pro writing aid (1 year licence!!!) and I hope I won't need any longer than that. It is very useful software though and seems to address my chronic misuse of commas. If there is a misused comma in this entry, it's ironic.

I'm thinking I may now need a 6 month extension. My life and timetable have changed significantly since my wife has been unwell so I think it's probably best. I agreed to not beat myself up over needing more time if I do and just keep going. In the Dublin marathon there's a small hill at about the 20<sup>th</sup> mile that they call heartbreak hill because it kills so many runners and it's where most people hit the wall. I've only ever done half-marathons but I feel like I've been on heart break hill with chapter 3 now for a while, I haven't hit a wall per se but it's brute force and ignorance time.

Monday 16<sup>th</sup> December 2019

Had a SKYPE call with both supervisors and they were happy with the changes I've made to Chapter 3. They were impressed I had engaged the ERC in the sampling process and agreed that the sample was good to go. I was able to argue why cluster sampling was not appropriate (which had been suggested previously) as it would mean creating the strata and then taking one whole strata, which is not what I want. It felt good to be able to answer some of their questions, as usually that hasn't been the case simply because they are always able to draw on more writers, more theory etc. to challenge my decisions than I've been able to read. I don't have anything like the broad professorial knowledge they can bring to bear on any theory or decision.

They thought chapter 3 was good enough to move on from now. I think it is too but I'll be doubling back to put more meat on the bones of the processes once I've done them. This is an emergent piece of research and each step is brand new to me so by definition I'm learning on the job so things change with each decision I make.

I've got a much clearer understanding of my ontology and epistemology now and it has been a journey to bring all that together and make it coherent in my own mind. I hope it's as coherent on paper. My supervisors think the summer time for submission with autumn graduation is a realistic timeline, that would be incredible.

Happy Christmas.

Thursday 2<sup>nd</sup> January 2020

Came back to it this morning and have two crying children attempting to gain access to my office which is now contains half used boxes of Tayto and crates of cans of coca cola since Christmas. I've been set the deadline of having *Looking at our Schools 2016* – coded etc. for the February midterm so this morning I did a Zotero session to finish the current chapter 3 stuff, I planned what I need to read and do and I downloaded Nvivo on the laptop.

Given that it's all new it's again pretty scary. I'm going to use Braun and Clarke so I'll be starting with their phase 1 of a general reading. I need to read a few articles first and get Nvivo up and running, I haven't seen it since I did the training. I know Ben Meehan the last time we spoke is not sold on my research design so I'll be slow to ring him back in case he gives out to me!!

The Christmas madness had come to an end so it's back to the grindstone again. But if it is only another 6 months, that would be magic.

Friday 17<sup>th</sup> January 2020 –

**\*\*This was my first attempt at an audit trail and at coding – it is here now to show my thinking and failed first attempt.\*\***

Preliminary reading – getting to know my data

These are the notes I wrote while doing my first read through of *Looking at our Schools*. I found it very tiring to be honest. After reading it through the first time I needed to go back and read my lit review for some reminders and guidance on what I was reading about. I hoped I'd have that experience you have when you reread something you wrote a while ago and think 'hey, that's good actually'. I didn't. I knew the material so well and spent so much time on it the first time round that the lit review seems to be emblazoned somewhere on the front of my brain, so there was no big surprises. What did jump out is how I need to run my epistemology through it. Post-structuralism but especially Foucault and Gee on identity is a gaping hole in it right now. That's for another day. I'm hoping to reread the policy several more times and then start phase 2 of the initial coding using Gee's 7 building tasks.

My wife started a new job on Monday and is back working 5 days a week. This means my early mornings are gone because my kids don't believe they need to sleep and I'm on

collection duties a few days a week. I have to say the nights I was studying after putting the kids to bed it was very difficult to concentrate. That's the hardest part of this really, staying awake and getting enough done each week.

I promised myself in the Autumn that I wouldn't stress about time and I'll do what I can do and I think that's the best approach for me right now.

## FOREWORD

I am delighted to introduce this publication *Looking at Our School 2016: A Quality Framework for Primary Schools*. It is designed to support the efforts of teachers and school leaders, as well as the school system more generally, to strive for excellence in our schools. Goal ①

We are very fortunate in Ireland to have an education system that is held in high regard by parents, pupils, teachers and the wider community. Surveys and questionnaires among parents, learners, employers and others provide evidence of that high regard and indicate very high levels of confidence that our schools are well run. Irish students perform well in international surveys of achievement and school inspection reports show the extent to which high-quality teaching and learning is characteristic of our schools.

Teachers, parents, pupils and all stakeholders can justifiably be proud of our schools and of the ongoing work by teachers and others to make learning experiences for all pupils relevant, challenging and imaginative. The Government is committed to supporting this work. We are determined to invest the benefits of economic growth in our education system so that we can continue to have excellent teaching and learning for all learners in our schools.

As Minister for Education and Skills, I am very conscious that maintaining and improving the quality of learning in schools is a constant challenge in a rapidly changing world. Teachers have to be at the heart of any effort to improve learning and it's widely accepted that where schools reflect on the quality of their work and plan for how it can be improved, pupils learn better. That's why having good self-evaluation in schools is so important – it can encourage schools to find new creative and effective solutions to improve the learning of their pupils. School self-evaluation also complements the external inspections carried out by the Department's Inspectorate and together, they can keep parents informed and reassured about the standards of learning in schools.

Looking at Our School 2016: A Quality Framework for Primary Schools is designed to underpin both school self-evaluation and school inspections. The idea of a quality framework in any area is to provide standards that can help us to assess how good practice is and, very importantly, to point the way towards improvement where needed.

*Looking at Our School 2016: A Quality framework for Primary Schools* is designed to give a clear picture of what good or very good practices in a school look like. It will allow schools to look at their own practices and to identify what they are doing well, and what aspects of the school's work could be further developed to improve pupils' learning experiences and outcomes. The framework is built around the areas of teaching and learning, and leadership and management. These are the two key areas of the work of a school that directly impact on pupils' learning outcomes and experiences. *Looking at Our School 2016 will also be used by inspectors when evaluating schools, and it will help parents and others to understand how well schools are working and how well pupils are learning.*

*Looking at Our School 2016: A Quality Framework for Primary Schools* has been written following extensive consultation with students, teachers, parents, school leaders, management bodies and other education professionals and a wide range of other bodies. I want to thank all of the individuals and bodies involved for the way in which they have collaborated with the Inspectorate of the Department in this work and I wish all involved in using the framework every success in their efforts to improve and develop learning in Irish schools.

Richard Bruton, TD, Minister for Education and Skills

Says Research - no ref a context



## INTRODUCTION

### 1. Purpose and rationale

In 2003, the Inspectorate published a guide to self-evaluation for schools called *Looking at Our School*. *Looking at Our School 2016: A Quality Framework for Primary Schools* replaces the 2003 publication and is intended to fulfil a number of purposes.

*Looking at Our School 2016: A Quality Framework for Primary Schools* provides a unified and coherent set of standards for two dimensions of the work of schools:

- ① teaching and learning
- ② leadership and management

It is designed for teachers and for school leaders to use in implementing the most effective and engaging teaching and learning approaches and in enhancing the quality of leadership in their schools. Through the provision of a set of standards describing 'effective practice' and 'highly effective practice', the framework will help schools to identify their strengths and areas for development and will enable them to take ownership of their own development and improvement. In this way, the quality framework seeks to assist schools to embed self-evaluation, reflective practice and responsiveness to the needs of learners in their classrooms and other learning settings. *for teachers.*

The quality framework will be used to inform the work of inspectors as they monitor and report on quality in schools. Evaluation models will draw on the elements of the framework that are most relevant to the focus of the model. In this way, while the framework will be used flexibly, it will ensure consistency in Inspectorate evaluations. *do we use it consistently?*

Making the quality framework publicly available will help parents and others to understand the evaluative judgements in inspection reports. The common language provided by the framework will facilitate meaningful dialogue between teachers, educational professionals, parents, pupils, school communities and the wider community about quality in our schools. *if it can be decoded or understood.*

### 2. Principles of the Quality Framework

The quality framework takes a holistic view of learning and of the learner. It emphasises the need for pupils to develop a broad range of skills, competences and values that enable personal well-being, active citizenship and lifelong learning. Learning experiences for all pupils should therefore be broad, balanced, challenging and responsive to individual needs. *teaching focuses on: skills, competences, values as def by policy.*

The quality framework sees pupils' well-being as intrinsic to this holistic view of learning, both as an outcome of learning and as an enabler of learning. It recognises the crucial role of schools in promoting and nurturing pupils' well-being through their practices in the key areas of school environment, curriculum, policies, and partnerships. Support for pupils' well-being is therefore integrated into the two dimensions of this framework, and is explicitly referenced at key points. *key - framework*

The quality framework recognises the importance of quality teaching and draws on a wide body of research that suggests that excellence in teaching is the most powerful influence on pupil achievement. It acknowledges the pedagogical skills required to enable high-quality learner experiences and outcomes.

Sunday 26<sup>th</sup> January 2020

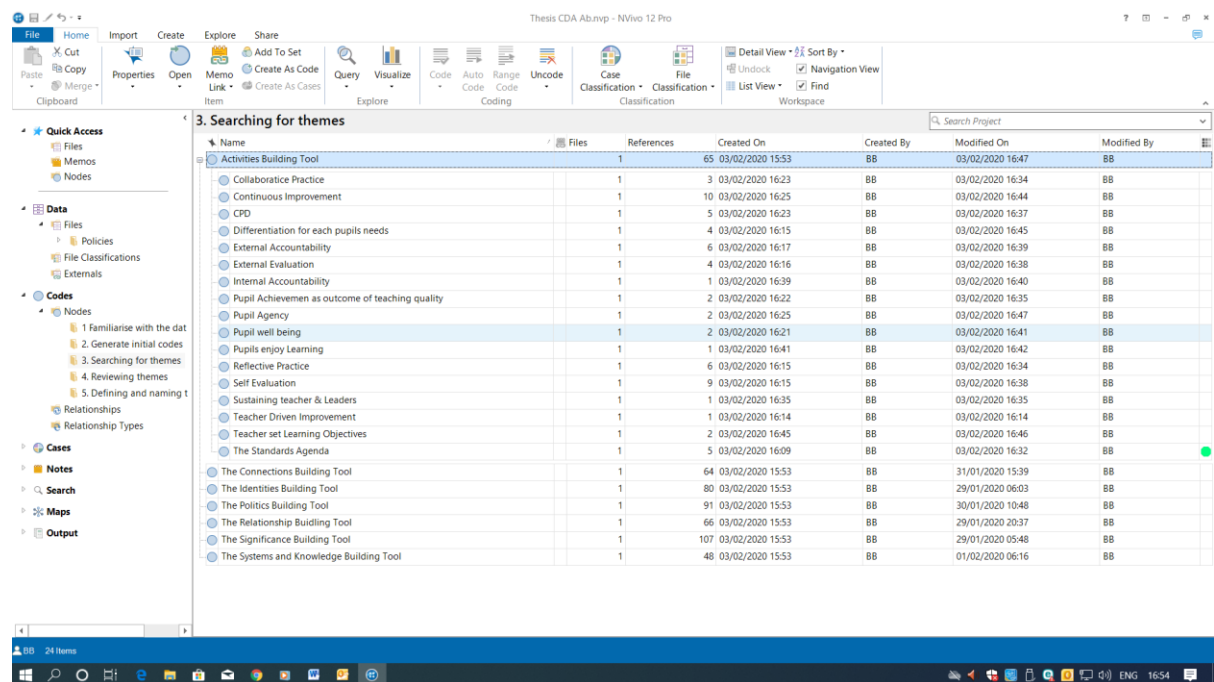
It's 7.33am and I've been in the office since 5.30am. I am now adding 2 to 4 hours each weekend to try to get this finished by June. Last week I decided that I was only going to cover the framework under the dimension of teaching and learning. Initially I was doing leadership and management too because I felt lots of Principals and other school leaders are also teachers but having gone over the policy a number of times I think it is different. My focus is on how teachers and their practice are being conceptualised, the leadership dimension is very focused on formal leaders and it is a different identity I think, no matter how intertwined so I am focusing on teaching and learning.

I started phase 2 of the coding today; generating initial codes. I am using Gee's 7 building tasks for this phase. The first one is the Significance Building Tool. I don't know if I'm coding too much or too little, it's hard to know really. I'm keeping the criteria tight to what words and grammatical tools are creating significance.

I wondered during phase one of coding what I would do for the statement of effective and highly effective practice – would I code both, would I highlight the difference between the two – is there a consistent pattern on what makes one highly effective. This morning I've found that I have often coded the highly effective statement because it was giving significance to the same core message as the significant statement but with more description and often added significance. For example, a lot of the time the added significance is the pupil being self-motivated to or the pupil recognises the need to. The pupil taking his/her own control or actions seem to be a differentiator for highly effective practices.

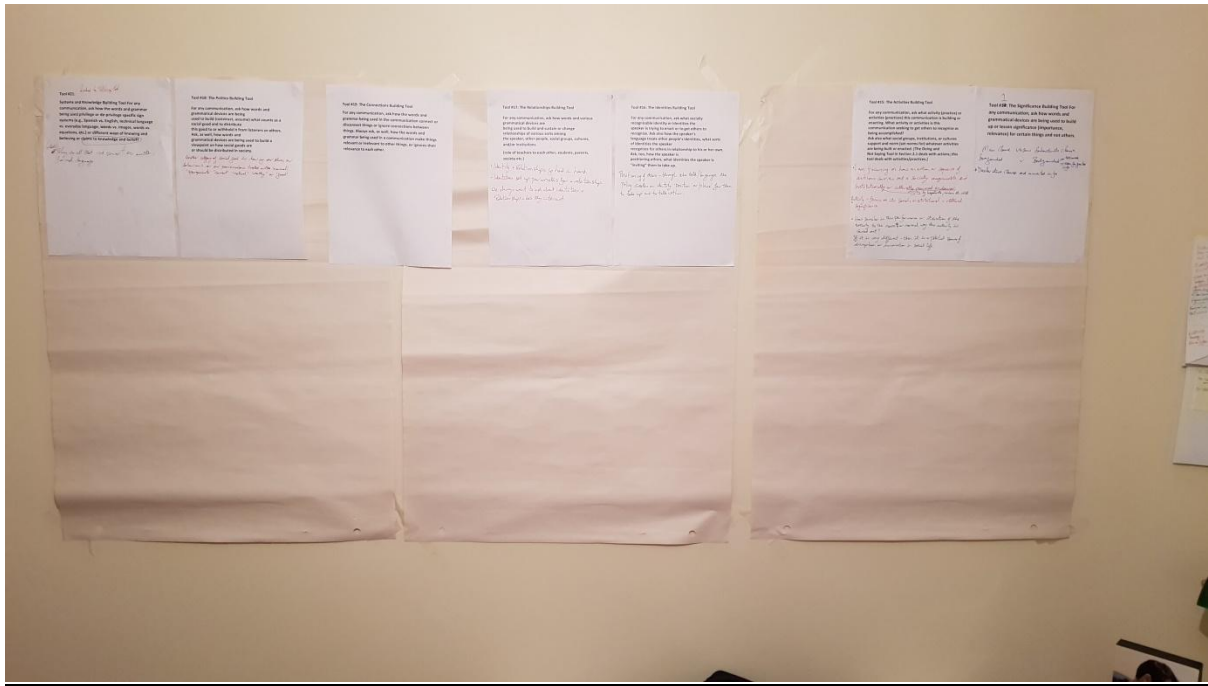
On a more personal note, I can't wait to be finished this doctorate at this stage. I now have to make it the number one time priority in my life, which is difficult but hopefully will be short term pain for long term, "no I'm not a medical doctor".

Monday 3<sup>rd</sup> February 2020



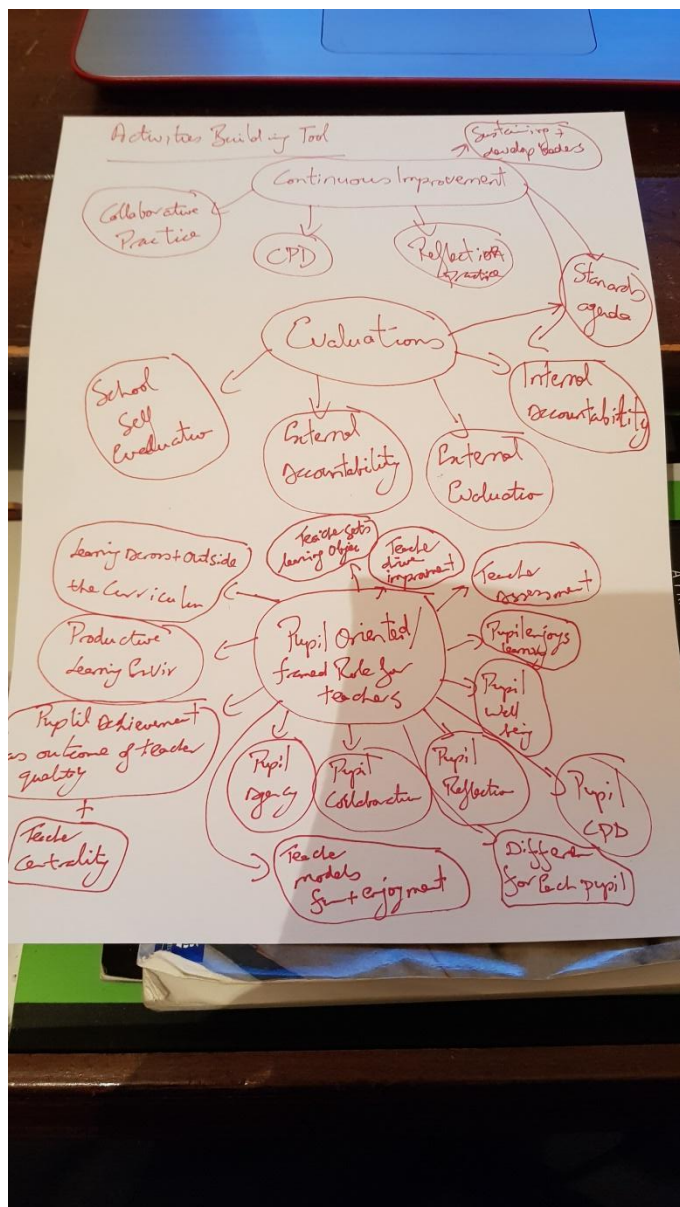
I completed the second phase of coding. I used the 7 building tasks to code *LAOS* into 7 nodes, one for each questions. I've copied and pasted all that data into the third phase folder, Searching for Themes. Working in the new folder I've gone through the first node, 'Activities Building Tool' and coded all the data in that node to sub or child nodes. Once the data is coded to a child node, I delete it from the parent node, bearing in mind the parent node remains fully intact in the Generate initial codes folder. I'll do this for all 7 parent nodes and then review.





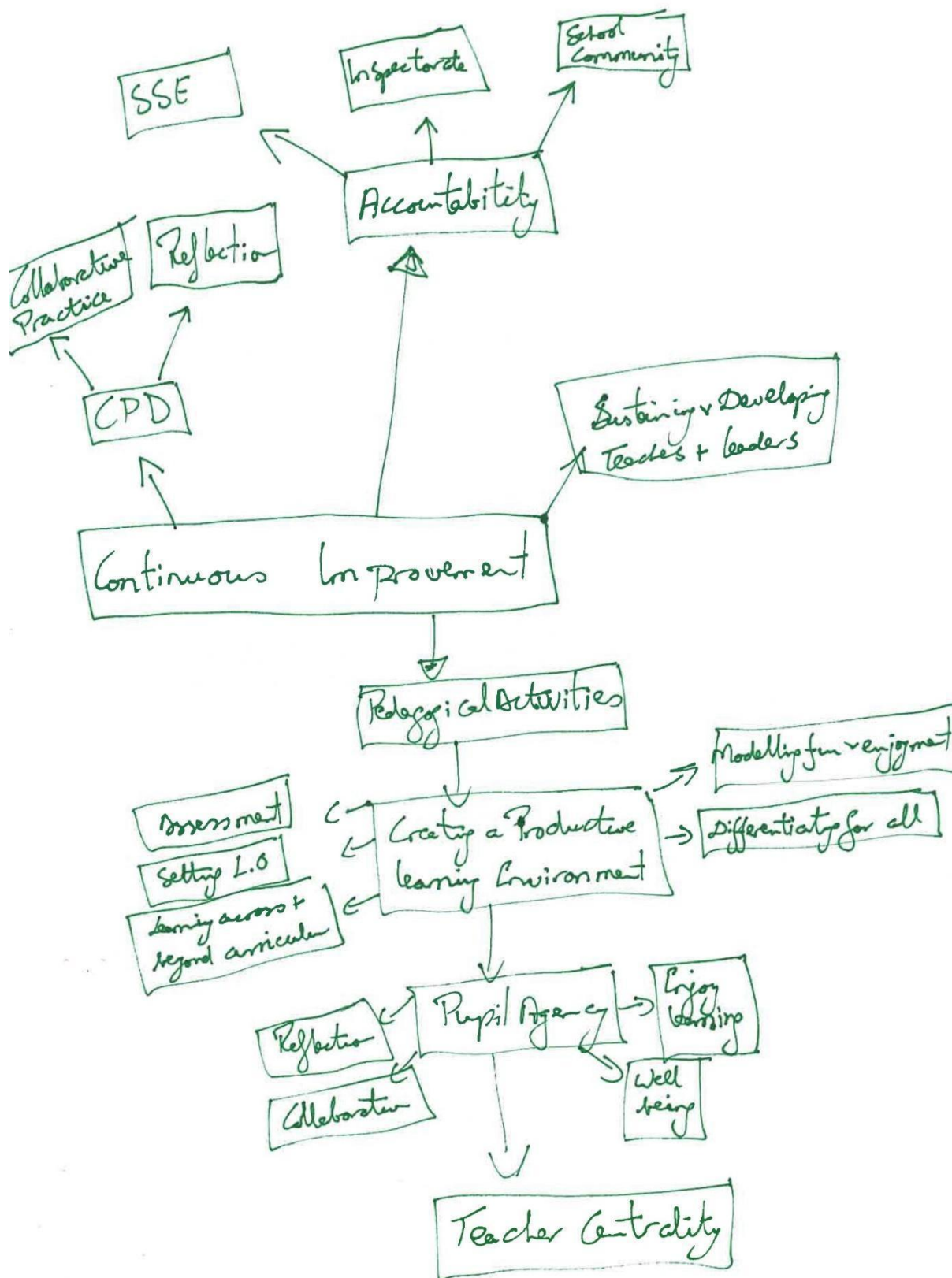
The image above is of my office wall at home. It's the 7 building tasks, now parent nodes in Nvivo. I intend to replicate the Nvivo child nodes in postits on the wall. I think this might help me visualise things more. It's possible that I won't benefit from doing it and so stop quickly enough, we'll see.

So far so good I think.



Tuesday 4<sup>th</sup> February 2020

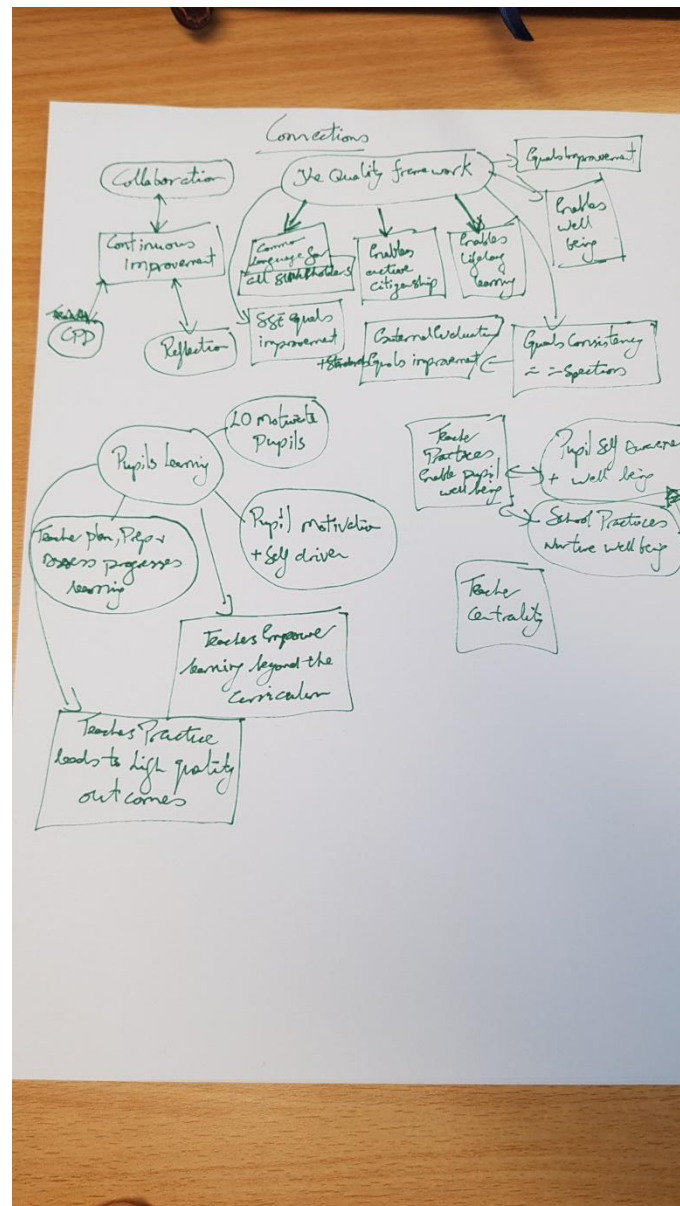
What activities are being promoted?



Having grouped the themes together in this way I'm happy to start coding the second building task.

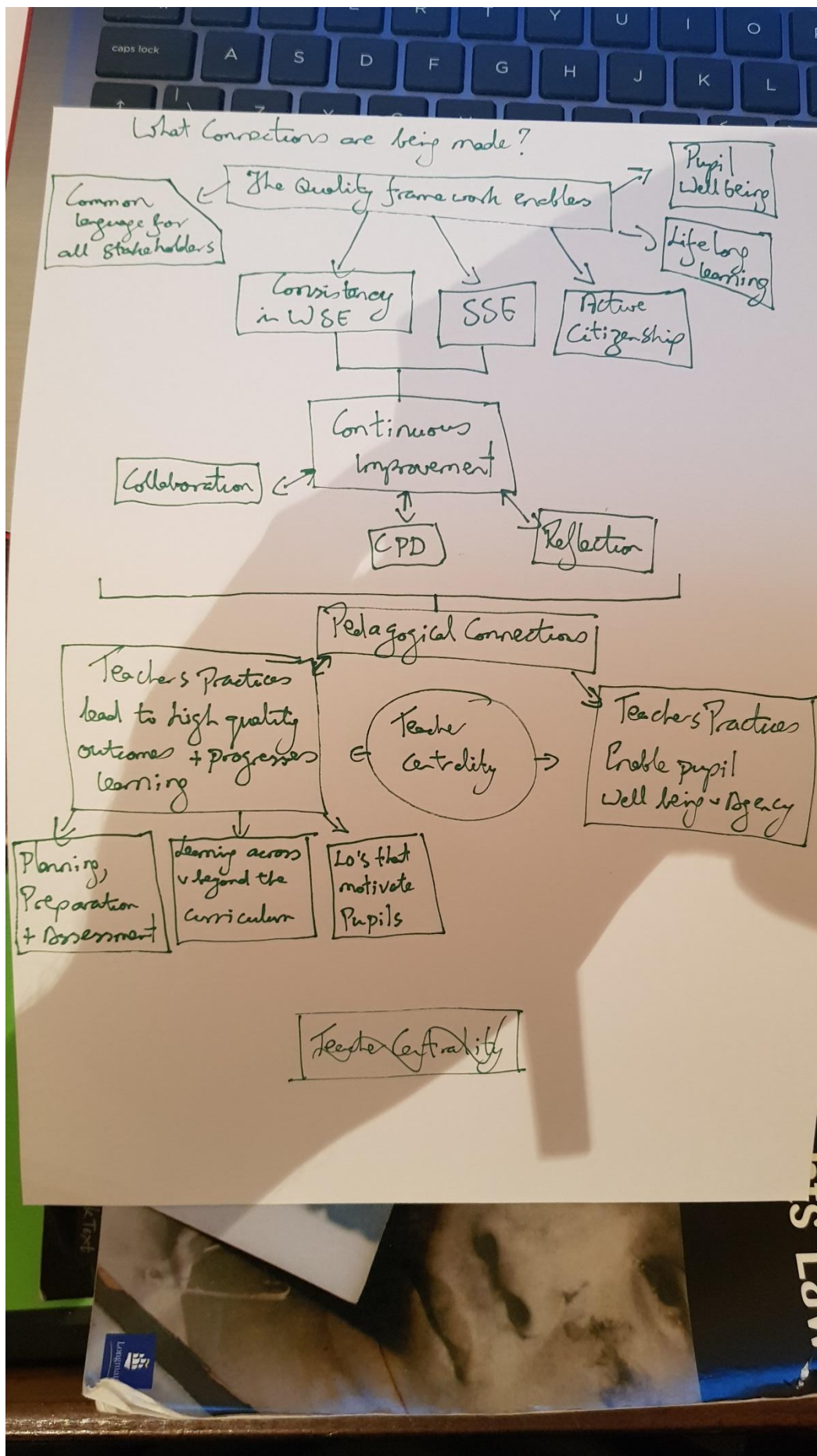
Wednesday 5<sup>th</sup> February 2020

First Connections mind map after searching for themes.

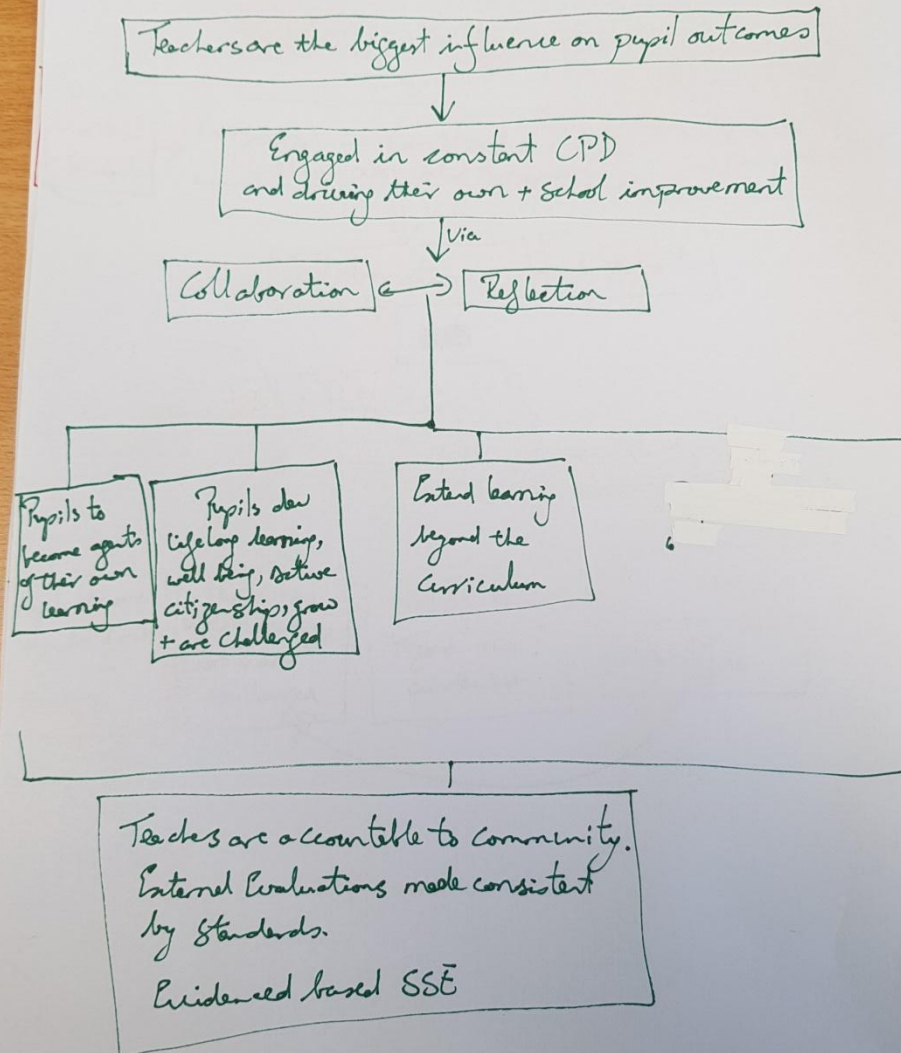


Second version that went up on the wall.





What identities are being constructed  
How are teachers Positioned?



6<sup>th</sup> February 2020

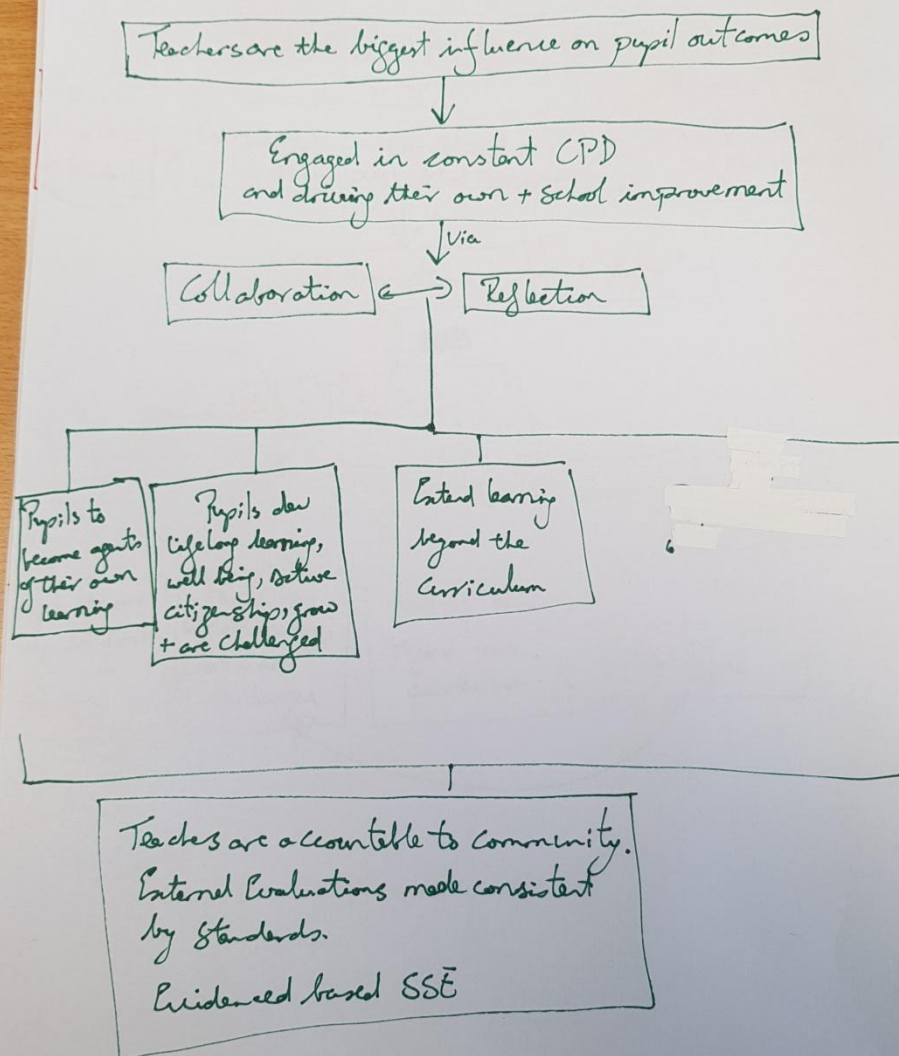
Doing doctoral work when you have children can be challenging. I'm getting up at 5.30 every morning now to try and get some extra time in. My three old decided to join me and refuse to leave. A hastily created camping trip is buying me ten minutes.





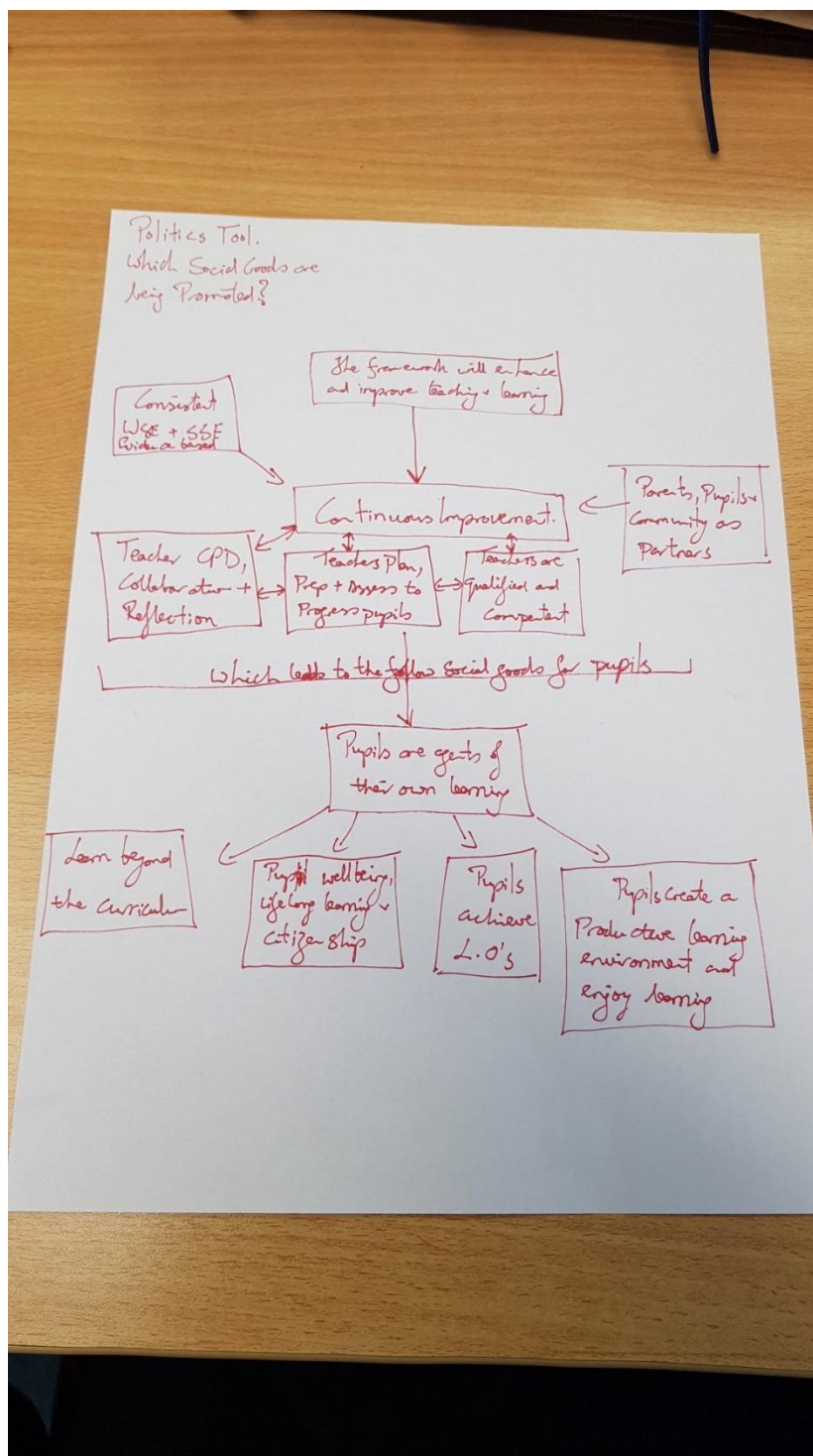
Friday 7<sup>th</sup> February 2020

What identities are being constructed  
How are teachers Positioned?



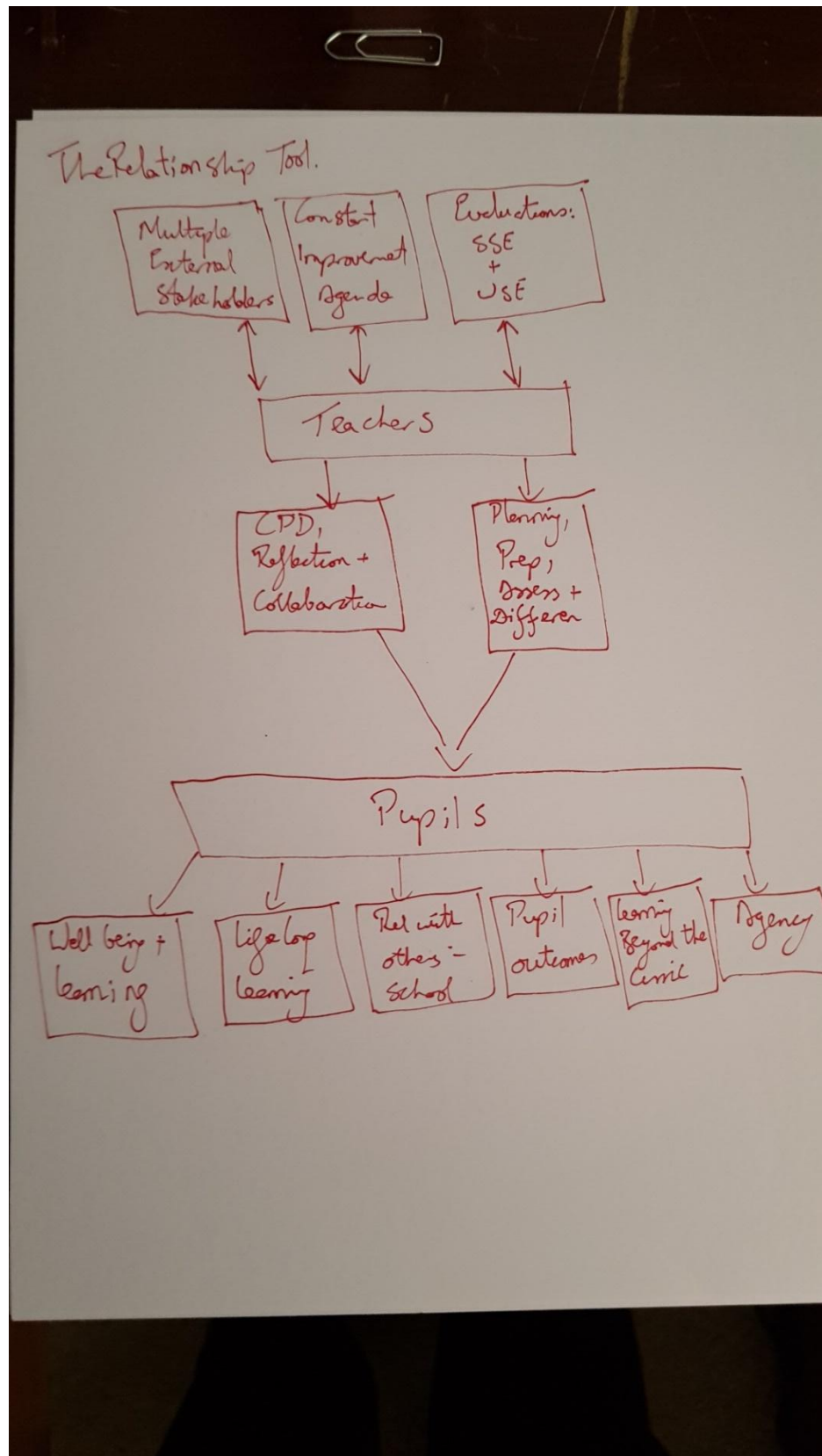


The politics tool.

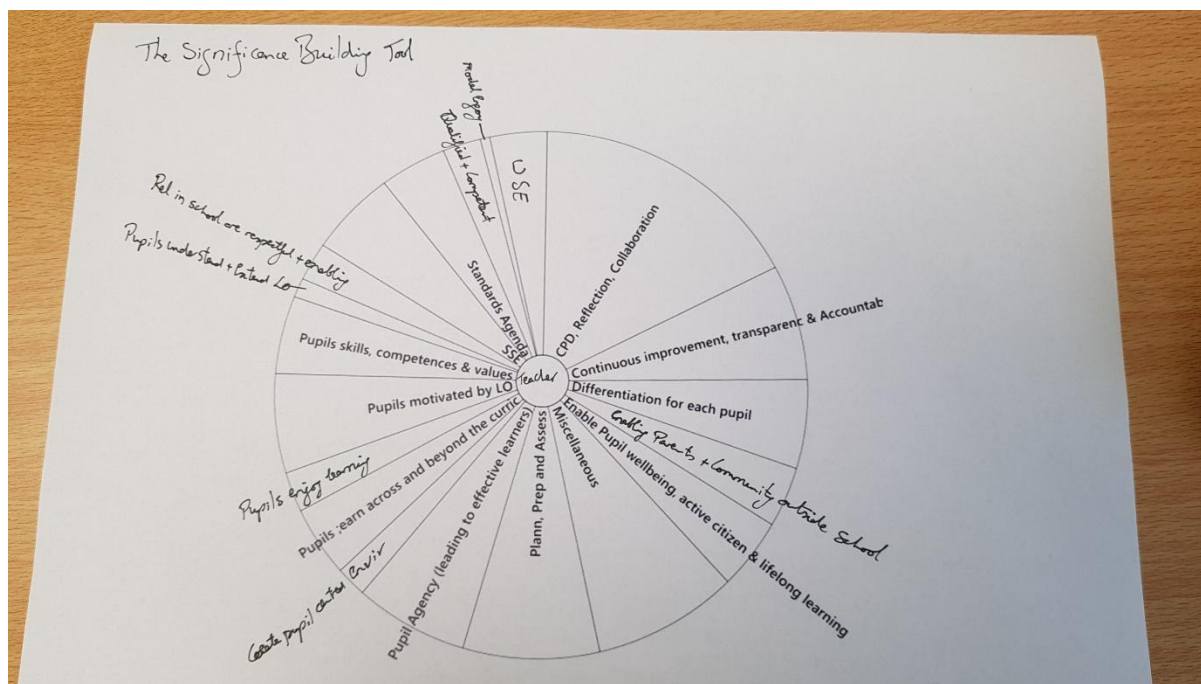


Tuesday 11<sup>th</sup> February 2020

## The Relationship Building Tool



Wednesday 12<sup>th</sup> February 2020



When I finished looking for themes in the significance building parent node, it didn't feel right to map it out as a flow chart. I am very conscious to do each of the 7 tasks individually so I do not study the other flow charts/mind maps before I do another. For the significance building one after a few attempts a circle seemed like the proper visual model, with the teacher at the centre.

Reflecting on the other tools like identity and relationships that may be the most accurate representation aswell, I'm not sure. The post-its idea didn't work, I was just doubling up on the work.

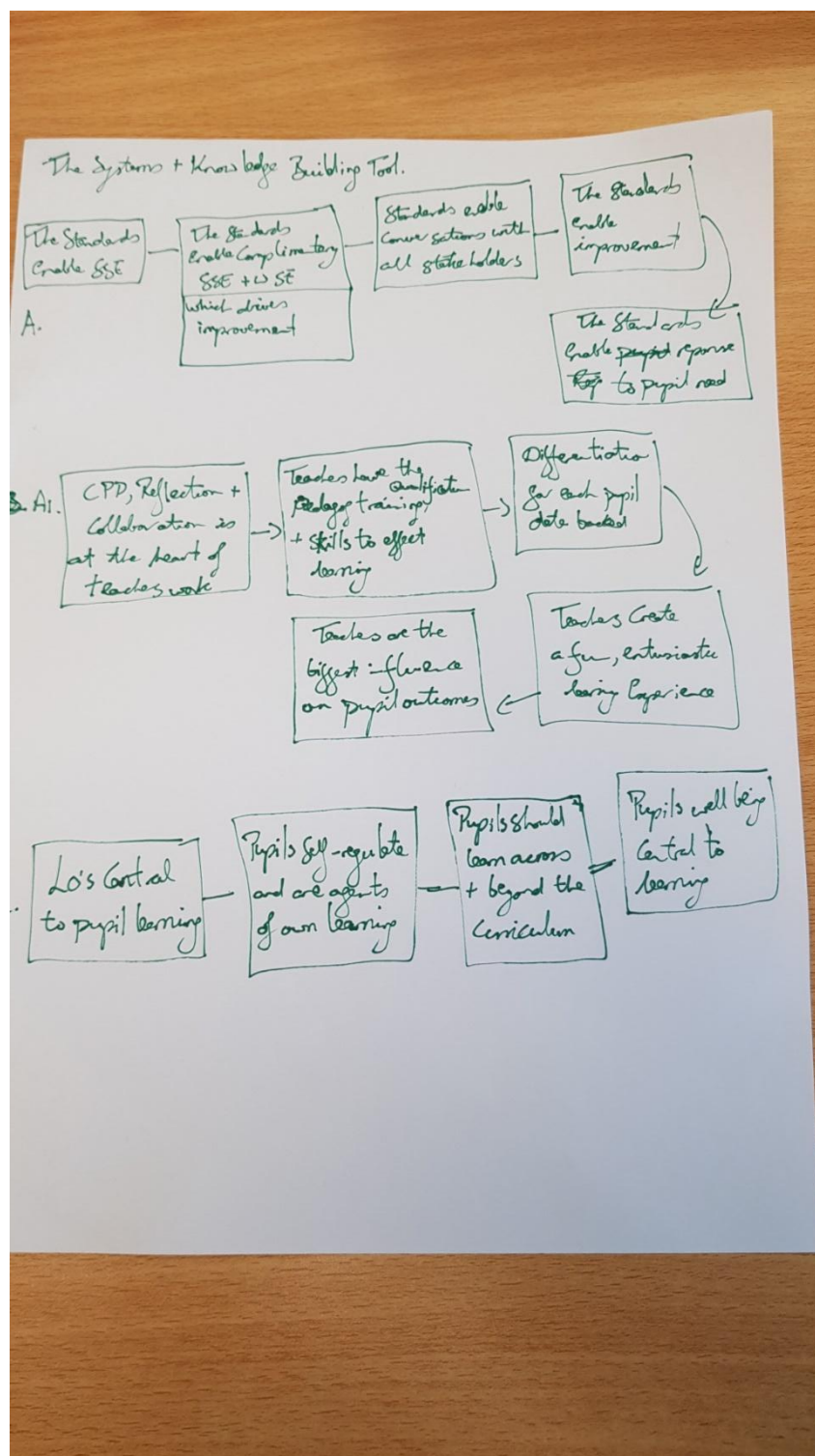
The issue with this is of course the circle allows you to see 'significance' as the number of statements coded to that child-node, the bigger the section the more significant the theme. Although that may be true for example with CPD, Reflection and Collaboration, it stops being true for Qualified and competent. It stops being true because although this is not restated repeatedly in the policy, it is important that the policy states that teachers should be

suitable qualified and possess the requisite pedagogical skills, given the deprofessionalisation occurring in other countries.

I'm going to do the systems and knowledge tool next and then I'll be complete phase 3. In reality I'll be bouncing back through the stages to move forward, so I think stage 4 will really be covering steps 1 to 4.

Wednesday 12<sup>th</sup> February 2020

## The Systems and Knowledge Building Tool



For this one I couldn't map it out clearly as links or connections so I made three interdependent chains. I called them A, A1 and A2 instead of A, B, C to illustrate their inter-

connectedness. I think the politics tool and this systems tool may need to be combined to give each other some clarity, I'm not sure. Gee says how they are closely related so I'll need to see how they end up at the end of the next phase.

Wednesday 12<sup>th</sup> February 2020

I have just copied and pasted the results of phase 3, searching for themes into the phase 4 folder, reviewing themes. This phase is about reviewing all the codes in each node, Braun and Clarke (2006) describe it as refining candidate themes. They state that each theme needs to be reread in its entirety to ensure internal homogeneity and external heterogeneity. This means that each theme must tally within itself, it must be consistent internally. In addition then each theme must be distinct and exist in its own right. This process will lead to merging themes, collapsing themes, creating new themes as the picture becomes more clear and coherent. Once that step is complete, the second step involves reviewing each theme against the entire data set, to test if your candidate thematic map reflects the data set as a whole. This phase also leads to coding and recoding data that may have been overlooked or miscoded in earlier phases. At the end of this phase I hope to have a coherent thematic map that reflects the policy accurately.

My question is how do I do this when I've created 7 strands (building tools). I think I am best to work in the 7 different strands for now and only at the end of this phase see if there is one coherent thematic map emerging from the 7 building tools. Should I pair off some tools, or report on each individually? I imagine at this point there will naturally be some merging as 6 of the building tools compliment well into pairs.



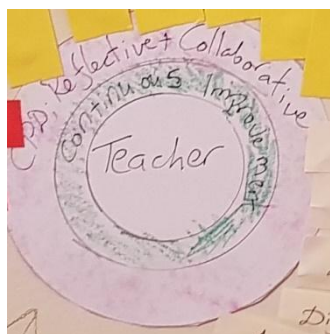
Friday 14<sup>th</sup> February 2020

5.45am, not to be out done the one year old is up and motoring before 6.



Monday 17<sup>th</sup> February 2020

While engaged in the reviewing themes aspect of the work I was focusing on each of the 7 building tasks and each theme within the 7 being internally homogenous which I am achieving. The issue I then had was visualising them for me so I could map out the patterns or relationships. Consistent or constant improvement and CPD which is reflective and collaborative are the two elements which are at the core and at the heart of teachers and their work in this policy. I was struggling how to show this visually without implying a hierarchy of some description. I came up with this;



It has the teacher at the centre, continuous improvement as the all-encompassing duty and CPD which is reflective and collaborative as the all-encompassing activity surrounding the teacher. These are my own terms which I'm going with for now. I think this gives each of the 7 models/maps a coherent view of themes in the policy and how, in my view, in *Looking at our Schools 2016* teachers are inseparable from improvement and reflective and collaborative CPD. I put improvement next to the teacher because I think it is the core duty laid out in the policy, the core theme which teachers are imagined or positioned to be engaged with, while reflective and collaborative CPD is next because that is how teachers are to realise the continuous improvement, that's the central activity.

.....

I've been reflecting on my choice of words for the three circles above. I think the word activity is wrong for CPD. Going to the gym three times a week is an activity a person can choose to engage in but likewise they can choose not to engage in it, to go two days, to



run instead, to skip it for three weeks and then go back. An activity is a series of actions which can be formal, informal or anywhere in between. CPD in this policy is not informal or at the teacher's discretion. It is at the heart of what it is to be a teacher in Ireland today and the professional development should be reflective and collaborative. To take the gym goer as an example, if she was a member of a football team or GAA team, her gym membership is paid for by the team and she is given specific programmes to follow, she is expected to follow them. If she does not she could be dropped from the team, her gym membership cancelled and she might be seen as undedicated by her fellow players and management. This type of activity which is monitored and policed with cultural expectations and assumptions as well as with punitive sanctions from authority are more of a duty, you have to do them or there is a sanction, even if you signed up for the wider activity (playing for the team) of your own free will. This is more than a socially situated activity, I think it is best described as a duty, "an action or task required by a person's position or occupation; function: the duties of a clergyman" (<https://www.dictionary.com/browse/duty?s=t>).

So continuous improvement and continuous professional development which is reflective and collaborative are the two central duties of teachers in Ireland today, or the two central themes emerging from this CDA of *Looking at our Schools*. So, is it an initial duty and a secondary duty or a first and second duty or a primary and secondary duty? I'm not clear on the descriptor yet but I think duty trumps activity.

#### Notes from Supervisors Meeting Friday 21st February 2020

I need to identify and show my open coding, each step I've taken.

I need to define open codes, categories, themes and my general language.

Suggested re-naming of stages of coding –

- 1) Familiarise yourself with the data
- 2) Generate initial codes - Using Gee's 7 building tasks to ask 7 questions of the data and generate initial codes under the 7 headings: Identity building tool, connections building tool, etc.
- 3) Search for categories, explore the relationships
- 4) Review categories to generate themes
- 5) Define and name theme

I need to code for where repetition shows and identify the relationships between each. Code for relationships, for example is continuous improvement mentioned with CPD as the enabler. Look to the language used; in support of, to drive for, to result in, to bring about etc.

I should use memos in Nvivo and link to lit review etc.

Present audit trail for our next meeting. New goal is to go back several steps and engage with the coding process as laid out.

\*\*\*\*\*

Alan mentioned constant comparison and so I've been reading about it and we mentioned how my project has similarities to grounded theory, while not being. I read Fram (2013) who discusses using constant comparative method outside of grounded theory. After reading that I thought it would be possible for me to introduce constant comparison at step 3 – search for categories and explore relationships. At this point I can use it to compare the initial codes within each of the 7 building tasks separately in an attempt to find categories and relationships between them. In addition, I could also use CCM to find categories and relationships between the 7 building tasks and so identify categories that are prevalent across the 7 building tasks.

Once the prevalent categories have been identified Scott, K. W., & Howell, D. (2008)( *Clarifying analysis and interpretation in grounded theory: Using a conditional relationship guide and reflective coding matrix. International Journal of Qualitative Methods*, 7(2), 1-15) set out two tools that can be used as part of the coding process and are compatible with CCM; the conditional relationship guide and the reflective coding matrix. I think these tools may help me identify categories and lead to the defining of themes in a more systematic way.

Terminology -

Initial Codes - the initial collating of the data

Categories - Refining initial codes into categories and looking for relationships between categories.

Themes - How categories combine to form overarching themes.

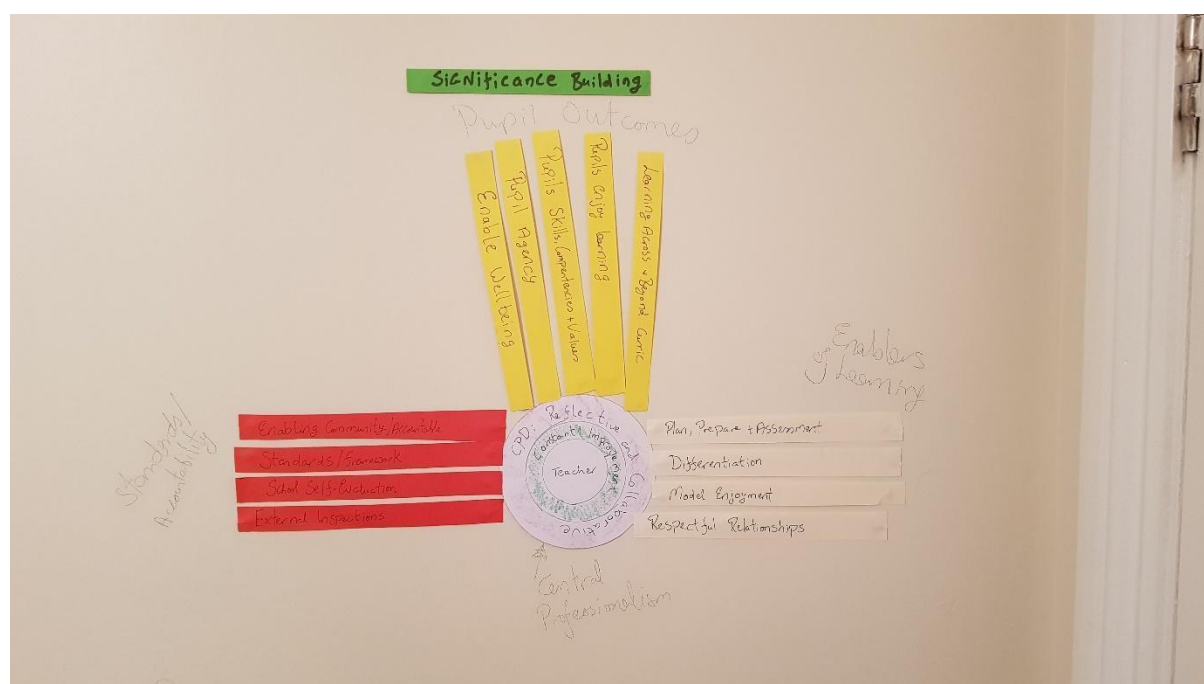
Thursday 20<sup>th</sup> February 2020

I hate the term activity duty. The opposite of notional is actual, genuine and real. The actual duty sounds like a correction to something that preceded it, the genuine duty sounds like something deceitful preceded it and the real duty sounds like a reality check, none of which I'm trying to communicate. The teacher is at the centre of the analysis and the policy, they are conceptualised as having a notional duty to constantly be improving and this occurs via the actual duty to engage in continuous professional development and practices that are reflective and collaborative. Maybe actual duty does make sense there?

I'm just about finished the fourth phase of coding – reviewing themes. I've assembled 7 models or maps, one for each of the 7 building tools. I examined each tool separately and as I worked, I did not double check the tool I was working on against a previous one. This meant that there are some differences in the maps in where themes are located and how I described them but this is a reflection of the focus of that particular tool. I

will now present each of the seven maps and outline briefly. I think the next step is to collate them into one overall model, because of the overlap between the 7. Alternatively, I could keep working with them individually, although Gee (2014) states that some of them pair off and are complimentary. The system building tool and the politics building tool, the relationship tool and the identity tool, the activities tool and the significance building tool and the connections tool is out on its own, although clearly overlaps with several of the others. Gee (2014) points out that any one piece of language can build several areas at once, which this work can testify to.

### 1) The Significance Building Tool



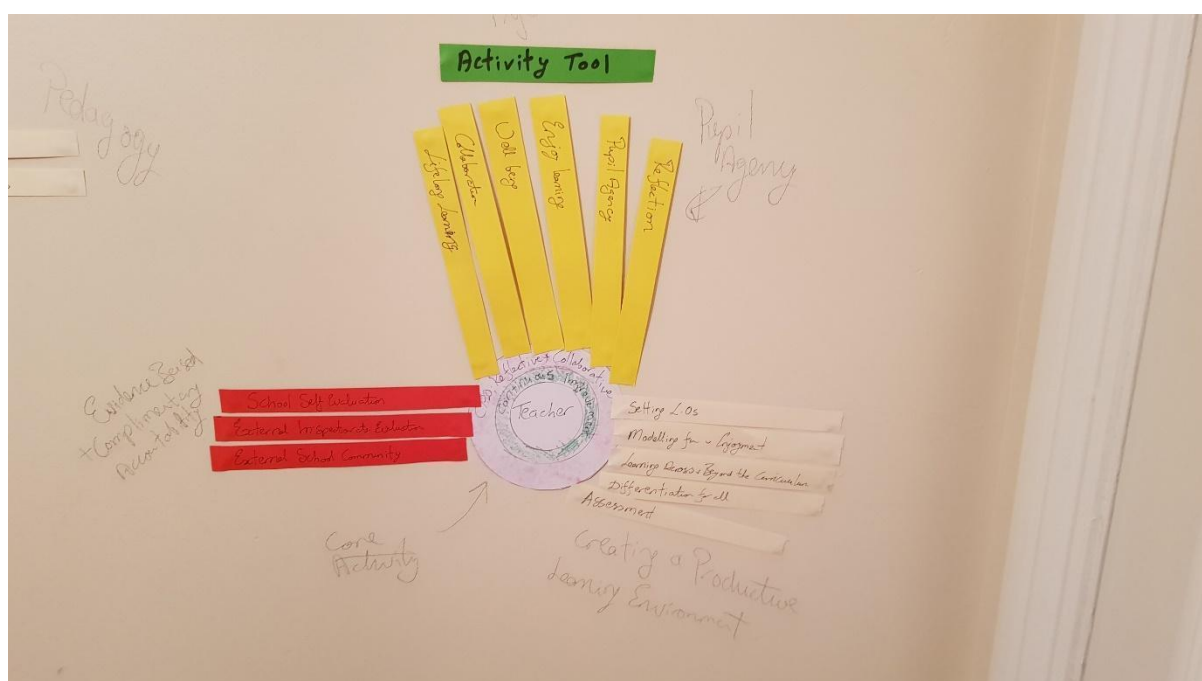
- a) Main Theme (centre) – teacher, Notional Duty: continuous improvement, Actual Duty: CPD which is reflective and collaborative.
- b) Main Theme (in red) – Standards/Accountability.  
Tributary themes (in red) – Enabling external community, school self-evaluation, external inspections.
- c) Main Theme (in yellow) – Pupil Outcomes.

Tributary themes (in yellow) – Enable wellbeing, pupil agency, pupil skills, competencies and values, pupils enjoy learning, learning across and beyond the curriculum.

d) Main Theme (in cream) – Enablers of learning.

Tributary themes (in cream) – Teachers plan, prepare and assess, differentiation, model enjoyment, respectful relationships.

## 2) The Activity Building Tool



a) Main Theme (centre) – Teacher, Notional Duty: continuous improvement,

Actual Duty: CPD which is reflective and collaborative.

b) Main Theme (in red) – Evidence based and complimentary accountability.

Tributary themes (in red) – Enabling external community, school self-evaluation, external inspections.

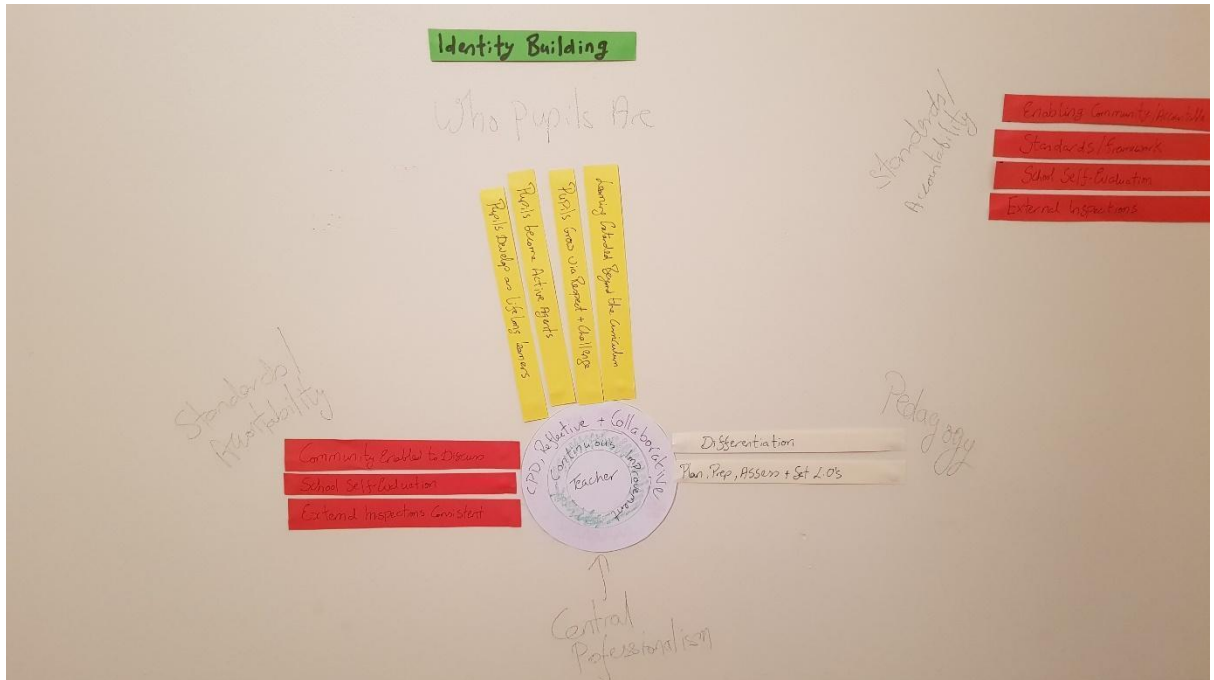
c) Main Theme (in yellow) – Pupil Agency.

Tributary themes (in yellow) – Wellbeing, pupil self-motivation, lifelong learning, collaboration, enjoy learning, reflection.

d) Main Theme (in cream) – Creating a productive learning environment.

Tributary themes (in cream) – Setting learning objectives, modelling fun and enjoyment, learning across and beyond the curriculum, differentiation for all, assessment.

### 3. The Identity Building Tool



a) Main Theme (centre) – Teacher, Notional Duty: continuous improvement,

Actual Duty: CPD which is reflective and collaborative.

b) Main Theme (in red) – Standards/Accountability.

Tributary themes (in red) – Enabling external community to discuss, school self-evaluation, consistent external inspections.

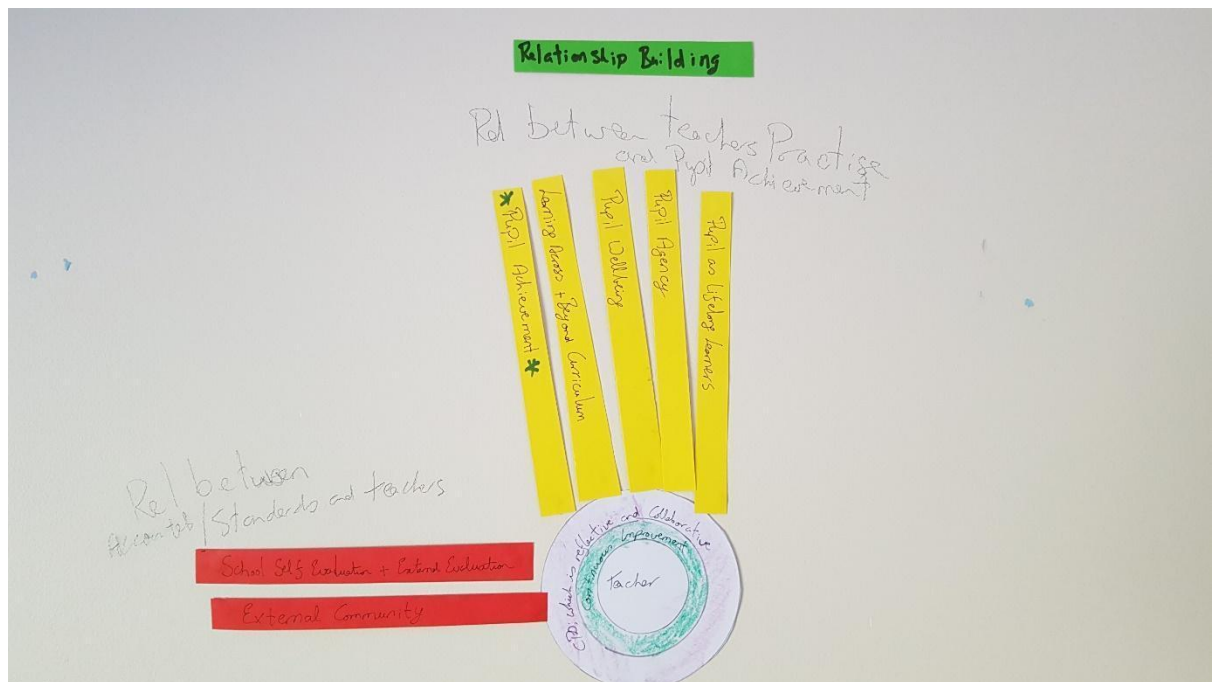
c) Main Theme (in yellow) – Desired Pupil Identity.

Tributary themes (in yellow) – Pupils develop as lifelong learners, pupils become active agents, pupils grow via respect and challenge, learning extends beyond and across the curriculum.

d) Main Theme (in cream) – Pedagogy.

Tributary themes (in cream) – Teachers plan, prepare, assess and set learning objectives, differentiation.

#### 4. The Relationship Building Tool



- a) Main Theme (centre) – teacher, Notional Duty: continuous improvement,  
Actual Duty: CPD which is reflective and collaborative.

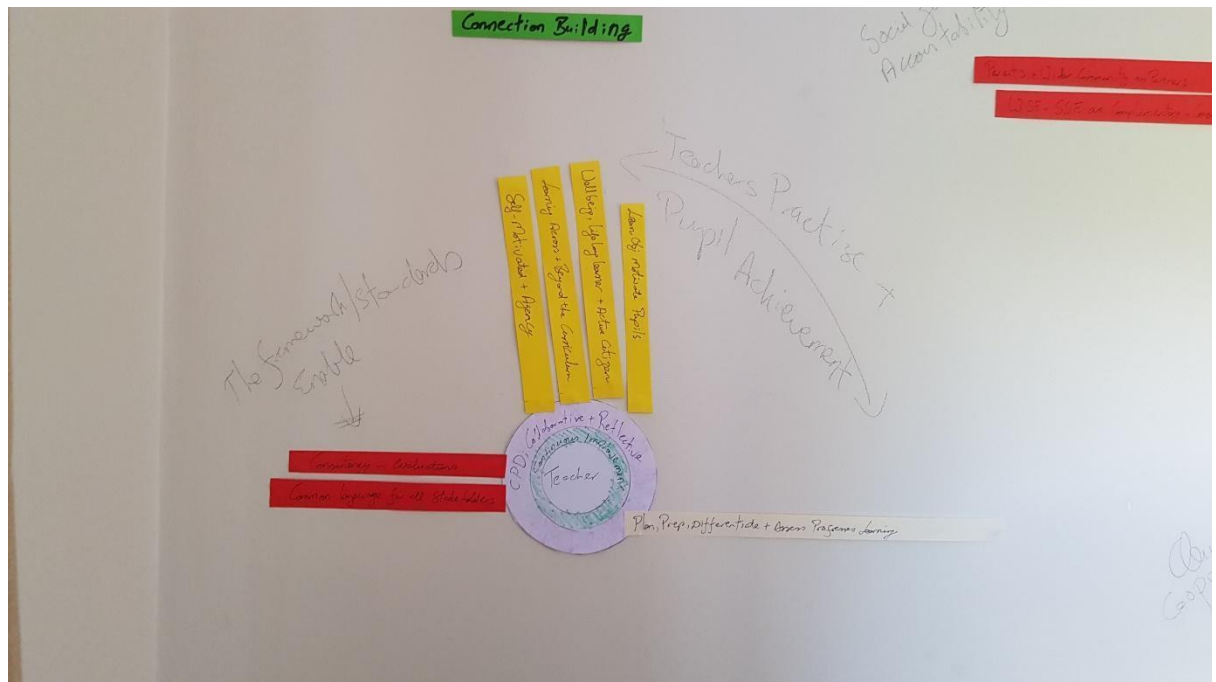
- b) Main Theme (in red) – Standards/Accountability.

Tributary themes (in red) – Enabling external community, school self-evaluation and external inspections are consistent and complimentary.

- c) Main Theme (in yellow) – Relationship between teachers practice and pupil achievement.

Tributary themes (in yellow) – Pupil achievement, learning across and beyond the curriculum, pupil wellbeing, pupil agency, pupil as lifelong learners.

#### 5. The Connections Building Tool



a) Main Theme (centre) – teacher, Notional Duty: continuous improvement,  
Actual Duty: CPD which is reflective and collaborative.

b) Main Theme (in red) – The framework/standards agenda.

Tributary themes (in red) – Common language for all stakeholders, consistent and complimentary evaluations.

c) Main Theme (in yellow) – Teachers practice and pupil achievement.

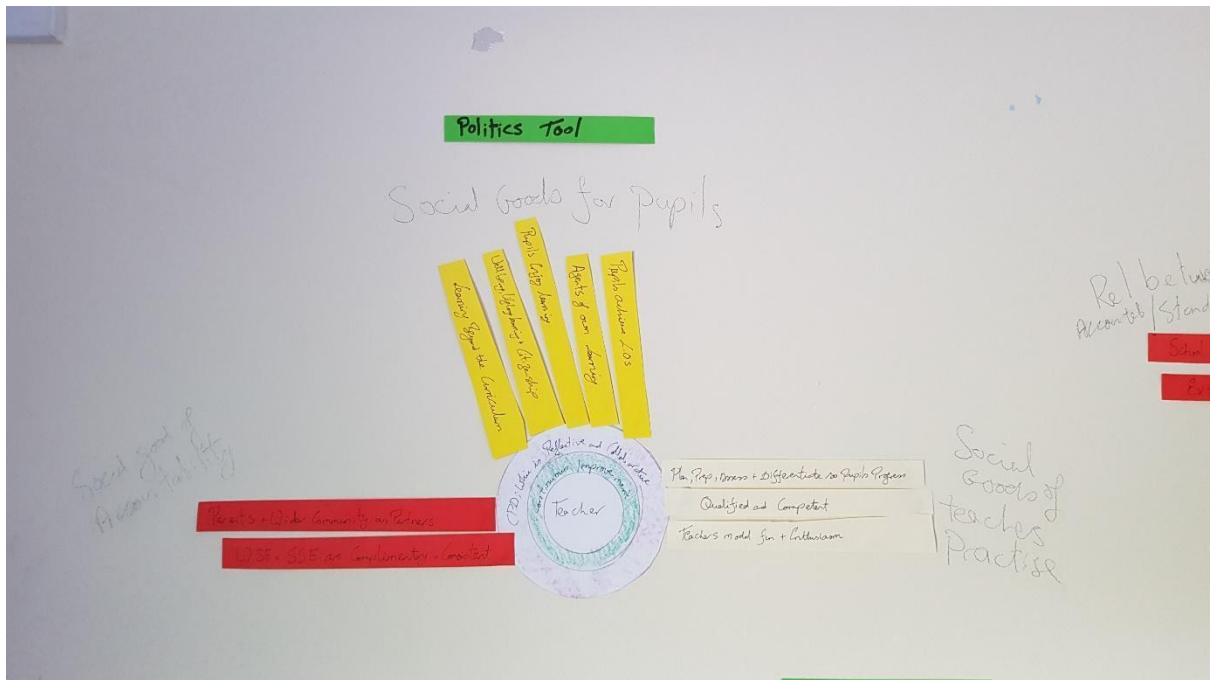
Tributary themes (in yellow) – Self-motivated and agency, learning across and beyond the curriculum, wellbeing, lifelong learning and active citizenship, learning objectives motivate pupils.

ci) Main Theme (in yellow) – Teachers practice and pupil achievement.

Tributary themes (in yellow) – Plan, prepare, differentiate and assess progress.



## 6) The Politics Building Tool



a) Main Theme (centre) – teacher, Notional Duty: continuous improvement,

Actual Duty: CPD which is reflective and collaborative.

b) Main Theme (in red) – Social good of accountability.

Tributary themes (in red) – Parents and wider community as partners, school self-evaluation and external evaluations are consistent and complimentary.

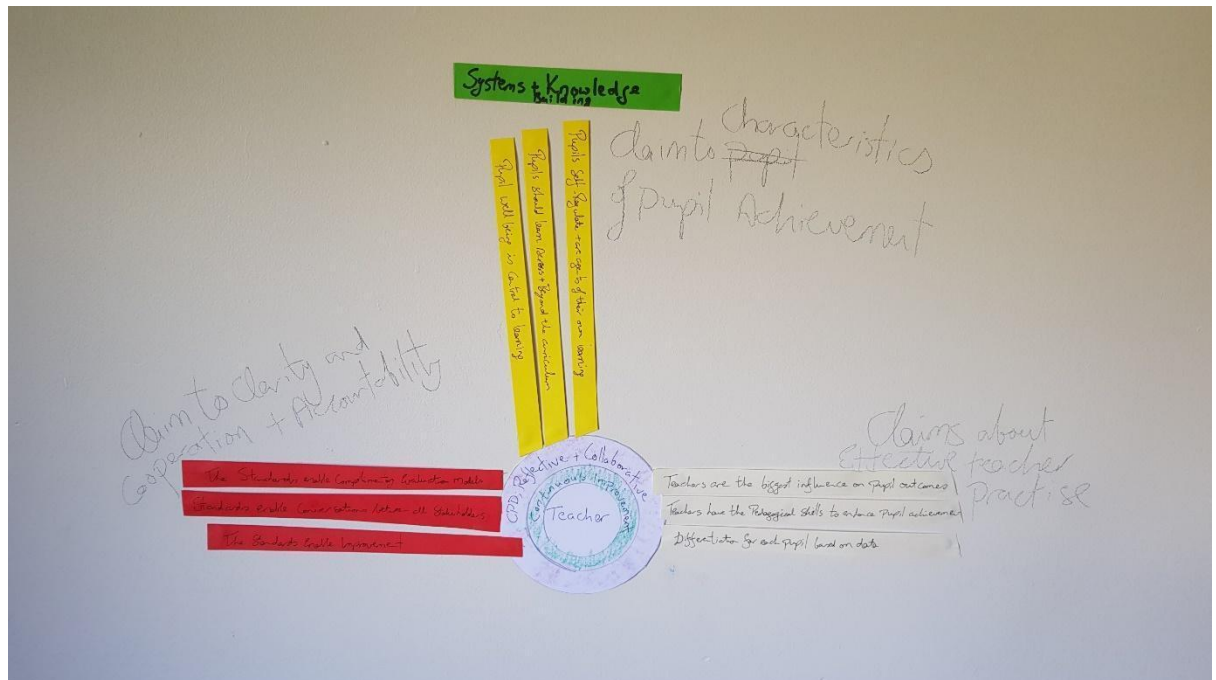
c) Main Theme (in yellow) – Social goods for pupils.

Tributary themes (in yellow) – Learning across and beyond the curriculum, wellbeing, lifelong learning and active citizenship, enjoy learning, agents of their own learning, pupils achieve learning objectives.

d) Main Theme (in cream) – Social goods for teachers' practice.

Tributary themes (in cream) – Teachers plan, prepare, assess and differentiation so pupils progress, qualified and competent, model fun and enthusiasm.

## 7. The Systems and Knowledge Building Tool



- a) Main Theme (centre) – teacher, Notional Duty: continuous improvement,  
Actual Duty: CPD which is reflective and collaborative.

- b) Main Theme (in red) – Claim to clarity, cooperation and accountability.

Tributary themes (in red) – The standards enable complimentary and consistent evaluation models, standards enable conversations between all stakeholders, the standards enable improvement.

- c) Main Theme (in yellow) – Claim to characteristics of pupil achievement.

Tributary themes (in yellow) – Pupils wellbeing is central to learning, pupils should learn across and beyond the curriculum, pupils self-regulate and are agents of their own learning.

- d) Main Theme (in cream) – Claims to effective teaching practice.

Tributary themes (in cream) – Teachers are the biggest influence on pupil outcomes, teachers have the pedagogical skills to enhance pupil achievement, differentiation for each pupil based on data.

*\*\*\*\*After this I had a supervisors meeting which did not go well from the point of view of feedback on what I was doing and required me to go back and start all over again.*

*From March 1<sup>st</sup> 2020 I moved to use the audit trail (Appendix 1) from now on this is back to a research diary, accompanying Appendix 1\*\*\*\**

Tuesday 10<sup>th</sup> March 2020

Still coding in identifying initial codes. During my reading before I restarted my coding I read an article about a method used in grounded theory for establishing the relationship between categories and generating a theory from them. I'm not doing grounded theory but the approach really interested me. I emailed Dr. Karen Wilson Scott of Idaho State University who is the originator of the conditional relationship guide and reflective coding matrix. She answered my email and we've been emailing since. She's suggested a call once I've got my categories together and work on reimagining the tools to make them more applicable or relevant to CDA. I have to say I'm very excited by the prospect of creating something so new.

In other news the Corona virus is sweeping the world and in Ireland the public discourse is doctors saying stay calm, one day at a time, trust us and some other doctors saying we're woefully underprepared and tens of thousands are about to die. Today we got a letter from the HSE boss stating 'schools are not closing'!! I bet you €100 we'll be closed within 5 days.

# Coronavirus COVID-19



Coronavirus  
**COVID-19**  
Public Health  
Advice

## The Facts

### Most at Risk

- Anyone who has been to an affected region in the last 14 days **AND** is experiencing symptoms
- Anyone who has been in close contact with a confirmed or probable case of COVID-19 (Coronavirus) in the last 14 days **AND** is experiencing symptoms

### Prevention



#### Wash

your hands well and often to avoid contamination



#### Cover

your mouth and nose with a tissue or sleeve when coughing or sneezing and discard used tissue



#### Avoid

touching eyes, nose, or mouth with unwashed hands



#### Clean

and disinfect frequently touched objects and surfaces

### Symptoms

> A Cough > Shortness of Breath > Breathing Difficulties > Fever (High Temperature)

### Affected Regions

Check the list of affected regions on [www.hse.ie](http://www.hse.ie)

### What to do if you are at risk

#### I've been to an affected region in the last 14 days and

##### I HAVE symptoms

1. Stay away from other people
2. Phone your GP without delay
3. If you do not have a GP  
Phone 112 or 999

##### I DO NOT HAVE symptoms

For advice visit [www.hse.ie](http://www.hse.ie)

#### I've been in close contact with a confirmed or probable case of COVID-19 (Coronavirus) in the last 14 days and

##### I HAVE symptoms

1. Stay away from other people
2. Phone your GP without delay
3. If you do not have a GP  
Phone 112 or 999

##### I DO NOT HAVE symptoms

For advice visit [www.hse.ie](http://www.hse.ie)

#### For Daily Updates Visit

[www.gov.ie/health-covid-19](http://www.gov.ie/health-covid-19)  
[www.hse.ie](http://www.hse.ie)

Ireland is operating a containment strategy in line with WHO and ECDC advice



Rialtas na hÉireann  
Government of Ireland

On Thursday 12<sup>th</sup> last the Taoiseach announced the closure of all schools and educational establishments. All gatherings over 100 people indoors were banned and 500 people outdoors were banned. People were asked to respect one metre social distancing and follow the instructions on the poster above. By Sunday 15<sup>th</sup> the pubs and bars were told to close and most restaurants and cafés have done so voluntarily already. Children are no longer allowed into shops and hoarding and panic buying has been going on since early last week.

I came off social media as the rumour mill as well as legitimate sources were overwhelming. Since the school closed, I was very relieved on Thursday night that the decision had been made. But as the reality of our new life where my children cannot meet their friends or cousins and we are keeping them and ourselves away from their two grandmothers, the anxiety has started to build.

In my own family my wife and I have made sure we have enough food, meds and cleaning products for a few weeks. I do a general disinfect of the house and surfaces each night and morning. My siblings and I are discussing what to do for our 72 year old mother who lives alone and who has early dementia, not easy decisions when isolating her would be catastrophic for her.

In Spain and Italy the situation seems to be plummeting and that news is not good. Our health system will be undoubtedly overwhelmed in the coming weeks and the government hope they can push out of flatten the peak to help as many as possible but estimates of tens of thousands people dying are apparently correct.

They are saying that the normal funeral process will not be adhered to and loved ones will not be able to see their relative after death. There will be no funeral mass, just a burial for immediate family only. This is starkly un-Irish and will be very difficult for the psyche.

I have kept my SKYPE call with Karen Scott for Wednesday afternoon and my wife and I have agreed that me getting a few hours work done each day will be good for the doctorate but also for my own mental health. We're setting up a daily routine for the kids akin to school or preschool. It seems like we'll be here for 5/6 weeks at least with more restrictive measures inevitable around our movement and isolation.

### Wednesday 18<sup>th</sup> March 2020

Ireland in the shadow of the surge as our Taoiseach put it on Tuesday night. They are ramping up testing and tracing and have warned more extreme isolation is on its way. New laws have been passed to give the government new powers to detain people who don't follow medical advice and create no go areas or red zones. In my life my wife is back in work so I'm home schooling a 3 and 1 year old and house-husbanding or whatever the pc version of that is.

I'm trying to make sure I've time each day for the doctorate, but it's very hard. Yesterday I had a Skype with Dr. Karen Scott of Idaho Uni, about her conditional relationship guide and reflective coding matrix which she developed for use in grounded theory. We spoke about the possibility of replacing the what, when, where, why, how and consequence questions with the 7 building tasks from Gee. We also discussed using Gee's Tools of inquiry as per Kelly (n.d) in the reflective coding matrix as the titles in the left hand column. I think I need to go back to the literature and Gee again and refocus on my identity question and re-emerge myself in the tools of enquiry and try to tie it all back up again.

At the end of the Initial coding phase I think in some of the 7 tools I was too broad and not specific enough in my analysis. But in a policy, it's difficult to read a sentence and not see it as building several things at once, or 7 things at once. I think especially because a policy is such a boiled down or reduced down document that has gone through several iterations and reviews before being published unlike an interview or newspaper article. The

language is of consistent tone and there's very few images in the policy after the cover. I'm hoping that drilling back into the literature and developing a conditional relationship guide and reflective coding matrix will help me go back between the stage of coding and refine my questioning even more.

### Good Friday 2020

I am using the memos and audit trail to record my steps now. I have completed a 2<sup>nd</sup> draft of the relationship guide and I'm going to email it to Karen Scott today with a draft coding matrix to start the conversation. I think I need to go back to my supervisors soon, once this process is over and I'm clear about what I've done and what I am left with.

There is still a lot of crossover between the codes; for example, between the "framework leads to improvement" and "SSE lead to improvement". This is because the framework guides SSE but I think it's important that the importance and centrality of the framework is examined and not simply assumed as SSE. It is difficult because the codes repeat or echo each other but with a subtle difference of emphasis.

I also worry that I've included things under a particular tool, for example as being a connection and then not coded it under systems and knowledge building. Gee (2014) says that systems and knowledge building is about privileging specific sign systems or making claims to knowledge or belief. Once something is coded under any of the tools is it not making a claim to belief? I worry that at a viva it might come down to how come you coded productive learning environment as an activity but not a sign system. I think I'm coding for what I believe is the range of meaning in the text.

### Wednesday 3<sup>rd</sup> June 2020

I stepped away for this reflective diary a few weeks ago to write in my audit trail. At the end of the audit trail for *LAOS* my supervisors asked me to write up Chapter 4 section 1

about *LAOS*. To me the write up was the last step in coding of clarifying and naming themes. I've completed the draft and sent it to them and we're scheduled for a zoom on June 11<sup>th</sup>.

The write up went ok but at times I felt I didn't quite get my teeth stuck into the point. I found it difficult not having say interviews or something to reference back to. I only quoted the policy once as I don't think it makes sense to make a point and then quote a line from the policy. I think that would get tedious quickly. Instead I relied on my coding process and the literature to inform my findings, so I tried to give my findings context and relevance through the literature.

I edited and redrafted heavily as the early drafts were weighed down in quotes and ref to the literature but it was easier to edit it back than be trying to bulk it up. I'm very interested to see what they come back with. I really hope it's not very critical in terms of "no, start again." It felt like I was three quarters of the way there.

I'm going back to step one of coding *Cosán* now after taking 4 days off from study.

We're still in lockdown with no clear guidance from DES on reopening etc so that'll be another big issue.

Thursday 11<sup>th</sup> June 2020

I had a feedback session with my supervisors today. They tore my chapter apart for several reasons; syntax, signposting, clarity etc. until the Reflective Coding Matrix, which they loved. They said it's a very significant piece of work and my write up of it after it is very good.

So I need to rewrite almost everything up to that point and get myself an editor. They thought I should proceed as I am with coding *Cosán* but at the same time start going back to chapter 1 to 3 and rewriting and editing them too. So a mixed bag but I'm seeing it as; what is wrong is fixable and what is right is the important stuff.



I going to finish coding *Cosán* and give the process my 100% focus but then dedicate some days a week to going back to the earlier chapters. I know they need a lot for work, especially the lit review.

Monday 13<sup>th</sup> July 2020

Last Thursday I had a call with my 3 supervisors about signing off on me for a card fee for next year. So, my yearly fees are €150 and not €4k. It had a very end of term feel to it and they were full of praise for the work I've done and the journey I've been on and I am still on. It was really nice and I celebrated it because I've had so many bruising meetings and encounters.

I still have loads of work to do so I'll go back.

Friday 17<sup>th</sup> July 2020



6am and rabbits have moved into our front garden. I'm a lot more excited about it than the children. The last thing I needed was an excuse to look out the window.

Editing chapter 1 is going well Thursday and Friday while I write chapter 4 Monday to Wednesday. I have a phone call today about how to do a content analysis so that's looming on the horizon now too.

Wednesday 22<sup>nd</sup> July 2020

Unfortunately, both my kids developed coughs over the weekend so the GP has sent them for COVID tests and we're back in lockdown.

My son had his yesterday and my daughter today so we're hoping to have the all clear by the weekend. It's made me really worried about the viability of opening schools in September if when a child gets a cough the whole family have to isolate. I mean how can I keep any kind of teaching staff functioning when they all have children of school going age and all will have a cough this winter, it's cold and wet in Ireland.

This current lockdown has restricted my writing to 4 hours a day 5am to 7am and 11.30am to 1.30pm.

Anyway chapter 4 part 2 progresses. I've found the Relationship Building Tool a really useful resource during write up. I'll often take an Aspect from the Reflective Coding Matrix to write about and need to go back to the Relationship Guide for a reminder of the details that made up that Aspect. I think it is further evidence that the 2-step system works as a framework for analysis.

Monday 3<sup>rd</sup> August 2020

Reopening the school is what is taking precedence over the next few weeks. Getting everything in line with Covid restrictions etc. Both my kids tested negative so that was a relief. I aim to have the school prepared and ready to go by Friday 14<sup>th</sup> August and take the following week off from school and doctoral work.

Wednesday 19<sup>th</sup> August 2020

The school is in pretty good shape to reopen and everyone has put their shoulder to the wheel. Unfortunately for our family holiday this week both the kids have chest infections, another covid test each and in lockdown for the week!!!!!!!!!!

Tuesday 1<sup>st</sup> September 2020

Back to school. Kids tested negative again. Our testing system won't be able to handle schools being back open. Hopefully we can stay open and do the right things.

Wednesday 16<sup>th</sup> September 2020

I have been working solidly on the doctorate and I am now reediting chapters one to six for submission to my supervisors for what I hope will be the final kicking before the final submission in the coming month or two.

What a weight off it will be to be finished. The editing process is a good experience and I think it is a coherent piece of work. I hope my supervisors concur. All along the feedback has been robust so I hope at this point I'm closer to the mark than maybe in earlier drafts.

I wrote the thesis in the correct order so it's interesting to go back to chapter one or three and see so many theorists referenced who I never revisited. I can see the scattergun approach I was taking while trying to find the mark in my method and understanding. It's nice to pare all that back now and replace it with more relevant and focused literature and ideas.

22<sup>nd</sup> March 2021

What a hectic few months. I am nearly done. I am assembling a last draft for my supervisors where they will then host a 3 hour meeting to feedback on it in its totality. That's it then. I need to address the issues and the submit. I really hope it's not excessive changes.

Chapter 4 is the ball game in terms of research and they seem happy with that.