

**Leading teacher professional learning for
Innovative Learning Environments:
A critical analysis**

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Abstract

Innovative Learning Environments (ILE), encouraged by the OECD and driven by government funding, are presenting opportunities and complex inter-relational, administrative and pedagogical problems for teachers and leaders in schools. Designed to present flexibility, openness and access to resources, the ILE removes the barriers of a traditional single cell classroom to one of a community forum. The metamorphosis to ILEs is inextricably linked to shifts in expectations of bespoke teacher professional learning. Consequently, the role of school leaders bifurcates to not only connect teachers with unchartered professional learning but, also, balance the inter-relational dynamics exposed by the context of moving to ILEs. This thesis attempts to unpack the micro influences involved in sustaining pedagogical change and how leaders enable the ILE philosophy to embed within the fabric of school culture.

The research found that minimal professional learning exists to facilitate the prescribed transition to ILE. This has left some leaders interpreting a pathway that fits the culture of their school. It has also meant that essential forms of learning and assessment are now being re-understood or re-engineered to fit the ILE philosophy. Coupled with those conditions are the inter-relational dynamics generated when colleagues are required to share a teaching space.

A qualitative methodology was employed for this research, focusing on two New Zealand schools, one intermediate (Year 7 and 8) and one primary through to

intermediate (Year 1 through to Year 8). Across the two research sites, semi-structured interviews were undertaken with two principals, one deputy principal, one associate principal, three team leaders, and four teachers working across two academic year levels.

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Attestation of authorship

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning.

Signed  Date 05/09/2017

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Ethics Approval from AUTECH ref.16/10

Chapter 1 Introduction

Introduction

The focus of this thesis is to critically analyse how leaders scaffold professional learning for Innovative Learning Environments (ILE). New Zealand is exposed to the same influences that effect Western education. Economical personal devices, data storage, scientific understanding of brain function and a number of other factors are disrupting traditional pedagogical methods. Particular scrutiny has been placed on the design of buildings in which teaching and learning takes place. This form of scrutiny is not new. Education policy dependent on top-down reform is commonplace across developed nations. In New Zealand, top-down reforms have included the introduction of teacher professional standards, national standards for numeracy and literacy, revised and more expensive teacher registration processes, the push towards schools joining officially sanctioned clusters called Communities of Schools (CoLs), as well as the required shift to ILEs. The latter is a requirement for all new school builds and existing school rebuilds. Principals in New Zealand schools are often positioned as the conduit in the middle of top-down reforms.

We are presently, not only in New Zealand but also across the globe, experiencing a philosophical change in schools relating to how physical learning space is used and how pedagogical expertise is framed (Boersma, ten Dam, Wardekker, & Volman, 2016). The Organisation for Economic Cooperation and Development (OECD) began driving proposed changes in 2008 with a series of research documents, including *The Nature of Learning: Using Research to Inspire Practice* (2008) which highlighted the need for

educational change. The core philosophy that emerged from the OECD research was the use of learning spaces termed Innovative Learning Environments (ILE). ILEs are subsequently, on the basis of this OECD research, being promoted by the New Zealand Ministry of Education (MoE). The Ministry, on their website, contended that they want “all schools to have vibrant, well connected, Innovative Learning Environments that encourage and support many different types of learning” (Ministry of Education, 2016b, para.1). Changing the architectural layout of steel, concrete and glass does not automatically alter the mindset of the professionals working within the new landscape (Ashenden, 2012). How leaders connect their teaching staff to the ILE philosophy through purposeful professional learning is the crux of this thesis. Managing the micro-political, inter-relational dynamics is subsumed within the overarching topic as sharing physical teaching workspace forces colleague interaction. In this thesis, the term leader is used to represent an individual in a school role that is labelled as a leadership role (for example, a principal). Leadership is referred to as a collective phenomenon where influence from an individual or a group brings about some change in the pattern of practice and decision-making processes.

The Education Index published annually by the OECD consistently ranks New Zealand education amongst the best in the world. Dr Julia Atkin, an education and learning consultant, in an Edtalk presentation described the New Zealand curriculum as the best in the world. To further examine the reasons why, *The 21st Century Learning Reference Group* (2014), chaired by Brett O’Riley, produced a report titled *Future-focused learning in connected communities* (2014) which was subsequently published by the Associate Minister of Education in May 2014. The report unpacked the innovation and potential

of new learning philosophies and provided guidance on strategy and priorities attempting to ensure a future focussed education system (21st Century Learning Reference Group, 2014). The future–focussed learning report echoed the previously mentioned global recognition. This included the quality of teaching, the concern for students combined with pioneering innovative learning philosophies. The report acknowledged the emergence of ubiquitous connectivity, the increase in mobile digital technologies and the influence of the internet that have presented the most “profound challenge and opportunities the education system has ever faced” (21st Century Learning Reference Group, 2014, p. 2).

The 21st Century Learning Reference Group, comprised of fourteen individuals from a range of leaders in education and corporate technology, summarised ten key factors to support their vision or aims to help produce confident, connected, lifelong learners. They are:

1. Commit to meeting to needs of 21st Century learners
2. Achieve equitable access to digital devices for every learner
3. Invest in people and innovation
4. Create future-focussed learning environments
5. Invest in high-quality digital content and systems to make content easily accessible
6. Build regional capability through collaboration
7. Build a robust evidence base

8. Implement a co-ordinated, system-wide effort to align curriculum, digital technologies, property, infrastructure, funding and legislation
9. Design a coherent, flexible and robust funding structure to support 21st century learning
10. Implement a comprehensive five-year plan from 2014

Of these key strategies or priorities, the team recommended several demonstrating the need to unpack the growing move towards ILE, originally termed Modern Learning Environments (MLE) in New Zealand by the MoE. One such recommendation was the need to create vibrant, technology-rich, cyber-safe environments that are flexible enough to serve multiple learning outcomes. The investment in high quality systems and policies, potentially make it easier to collaborate and share. Within this proposed collaboration, the group argued that the possible conditions arising from it presented an opportunity for regional networks to form allowing professionals to construct, adopt, and share innovative practice. The strategies also tie in the importance of acknowledging ongoing research. Reports such as this and the earlier mentioned 2008 OECD report have contributed to government funding directives designed to inject the ILE philosophy faster into the New Zealand education bloodstream. Whilst the importance of a prospective professional learning strategy was highlighted, the actual outcome remained a largely uncharted focus area. This potentially forced and still forces school leaders to interpret the most appropriate direction or development area for themselves.

The influence of the OECD

Much of the initial driving force for change has come directly from the OECD's Centre for Educational Research and Innovation (CERI). Project research from CERI, titled *The Nature of Learning*, attempted to analyse how young people learn and under which circumstances and dynamics, they might learn better. The project developed three strands; learning research, innovative cases and implementation and change. The first strand dealt with the 'Nature of Learning' and reverse engineered some of the conditions that influence how individuals learn. The research was synthesised to help categorise "seven transversal principles" to shape learning environments for the 21st century (OECD, 2010, pp. 6-7).

1. Learners at the centre;
2. The social nature of learning;
3. Emotions are integral to learning;
4. Recognising individual differences;
5. Stretching all students;
6. Assessment for learning; and,
7. Building horizontal connections.

The second strand explored cases of pedagogical innovation from 120 reports involving schools in twenty-five countries across the globe. The innovations themselves included, amongst other strategies, micro-level flexible learning environments. We are now, in New Zealand, subsequently undergoing a macro-government system response in the form of ILEs and Flexible Learning Spaces (FLS), currently shaped by political strategies

prioritising how funding ought to be allocated. The MoE have enabled the required budgeting considerations via an ILE assessment tool in the form of a spreadsheet. The assessment tool contains valuation questions relating to, amongst other things, learning space, digital communication requirements, furniture, student support services, and a range of health and safety features. To underpin the agenda the MoE conducted a project entitled *Learning Studio Pilot Review*. The project, initialised in 2008 and completed in 2012, designed to explore the potential of learning hubs for the future, was assessed by Boards of Trustees, architects, staff and project managers with overwhelming support (Ministry of Education, 2016b). The third and final strand of implementation and change highlighted the need for commitment from systems (countries and regions) together with stakeholders (organisations and foundations) to identify ways to bring about sustainable change. This echoed the view of the OECD report, *The Nature of Learning: Using Research to Inspire Practice* (2008).

The OECD emphasised a particular case study in their report, *Schooling Re-designed* (2016) which involved a fluid learning environment that, figuratively, broke down the classroom walls. The 'Learning School' or 'The Global Classroom' designed to enable networked learning with students as reflective learners. The architect of the programme, Stewart Hay, together with eminent educationalist Professor John MacBeath, Emeritus Professor of Leadership Education at the University of Cambridge, designed a vision for learning that offered agency and ownership to young people. The case study involved post school students travelling to worldwide destinations enabling them to spend four or five weeks in each location hosted by families and attending local schools. The results reported back from the leaders included the largely dormant

capacity of young people to “rise spectacularly to the challenges of leadership in the most challenging and unpredictable of circumstances” (OECD, 2016, p. 99). The situations encountered and the hurdles surmounted required them to “reframe their identities, to see themselves not simply as students and the consumers of other people’s wisdom, but as leaders of their own and of other students’ learning” (OECD, 2016, p. 99). This aligns with the ILE philosophy encouraging learning to be student centred rather than teacher led. It also places the emphasis on teachers to find ways to enable this outcome within a new philosophical framework. The critical re-structuring of physical classroom space and pedagogical techniques requires underpinning knowledge and experience. Typically, a reliance on professional learning to guide the way is a key and predominantly used option.

The traditional classroom might compose of one teacher, one group of students, typically of a similar age, a rectangular space and a door, often closed. This model of education has survived for centuries and still exists in hundreds of schools throughout New Zealand. Larry Cuban (as cited in Ashenden, 2012), a United States historian, who analysed the contest between teacher centred and student centred pedagogy, chronicled the history of classroom. He argued that the teacher led model has been under attack by progressive research for some time and observation of most school environments will show evidence of student centred teaching and learning. He posited that even in the early education years where student led learning is predominant, the approach had been “hybridised” (Ashenden, 2012, p. 10) with teacher dominated classroom order. Classroom walls are figuratively and in certain cases literally being broken down. Google Cardboard, for example, now offers student virtual reality

immersive experiences through Bring Your Own Device (BYOD) smartphones with little school based capital expenditure. Experiences such as a virtual reality space walk or virtual reality ocean diving are now possible.

A new philosophy and new strategies

Since the ILE philosophy was instigated by the MoE in New Zealand, numerous case studies, openly available for the general public to access via the MoE website, have been conducted. Cases including Auckland Normal Intermediate, Woolsten School and Breens Intermediate are available for further examination in Appendix A, B and C. They have served to fortify the research and have offered macro and micro political proponents and viable working models on which to base their continued research and development. A strong argument contended by the 21st Century Learning Group underpinning the proposed philosophy is that education is viewed, in their words, as the powerhouse of modern society, a broad and dramatic statement but one that encapsulates their strong feelings toward the education system. They went further and argued that to grow and develop skilled people the need to use sophisticated skills and digital competencies lies at the heart of the emerging strategy. Many researchers including Hattie (2009) posited that quality teaching has a much greater effect on student learning and achievement than any other given factor. Other factors also include class size, school structures, and systems. How this might be achieved by ILEs is a matter of continued debate and ongoing research.

ILEs are still, currently hard to define, in fact so hard there are very few within the New Zealand system who seem prepared to commit themselves. This does not help the wider

public's perception who may be skeptical having never received the experience as students themselves. The MoE defined a learning environment as "the complete physical, social and pedagogical context in which learning is intended to occur" (Ministry of Education, 2016d). An innovative or modern environment they contended is one "evolving and adapting as educational practice evolves and adapts" (Ministry of Education, 2016d). The framework therefore, by MoE assertion theoretically, remains future focused and flexible.

Increasingly, schools, with specific funding priorities indicated by the MoE, are making significant decisions to transition from traditional learning philosophies that emphasises physical environmental conditions to new pedagogical strategies supported by adaptable teaching spaces. Schools across New Zealand are being required to respond to changes brought about by enhanced digital technology and innovative teaching and learning approaches. The change to ILEs is inextricably linked to shifts in expectations of teacher professional learning and consequently the role of school leaders in enabling such change and learning processes. ILEs are taking root in a small but growing number of New Zealand schools but I argue in this thesis, the professional learning required for teachers, to support a pedagogical or systems and resources shift, does not appear to be well resourced, funded or backed by research.

The question of how a professional learning strategy can be implemented presents itself as a fundamental keystone for success. The importance of both leadership learning in the context of ILEs and professional learning for the same outcome becomes pivotal. It

is widely acknowledged that professional learning does not happen by chance (Timperley, 2011) and the outcome is dependent on significant investment by school leadership. The leaders, as part of a transition change will acknowledge the need to reflect, not only the impact they will have but their own likely need for any traditional mind-set to change too (Robertson, 2013).

Whilst professional learning has been woven into the fabric of teaching for many decades, it is often open to criticism. (Guskey & Yoon, 2009) posited that professional learning opportunities are often presented in a manner that epitomises the least efficient learning practice. Vries and Jansen (2013) echoed those suggestions adding that teachers are rarely encouraged to reflect despite evidence indicating the benefits. King (2002) described the need to focus on transformational learning for adults rather than the model of pedagogy applied to students. Changing how adults respond to conditions is highly complex and forms a rich sub-text to the challenge facing leadership pioneering the migration to a completely new educational philosophy. A great deal of research is available that unpacks how children learn including work by eminent psychologists Piaget and Vygotsky (Lourenço, 2012) but very little information, in comparison, is examined by professional educators on how adults learn (Gilstrap, 2013). Teachers are routinely offered detailed information supporting pedagogical development or the method and practice of teaching but are provided with almost no explicit information on andragogy or adult learning theory (Gilstrap, 2013). Furthermore, there is an “assumption that the learner has developed toward higher levels of learning and is at a stage where s/he can focus on learning how to learn” (Gilstrap, 2013, p. 503).

Rationale

The most notable exclusion within the pre-mentioned reports is the need to help professional educators adjust their pedagogical strategies to account for the altered physical teaching space. Despite the macro-political emphasis, there is little but growing research that underpins the efficacy of ILEs and the aligned teaching strategies. However, the move is happening and taking root in New Zealand and internationally. ILE philosophy has gained traction with macro political machinery driving it forward. The OECD (2016), following on from the initial work completed between 2008-2012, identified four key elements at the heart of any learning environment or as they termed it the “pedagogical core” (p.14). The elements include learners, educators, content and resources. They contended that these elements required re-thinking to enable any degree of innovation to take place. The New Zealand Ministry of Education have accepted the mantle of responsibility by trying to prepare schools for an ILE philosophy through acknowledging the system influence required to enable change. Purposefully, to date they have advised schools to upgrade their existing infrastructure to accommodate flexible learning spaces. They recognised that most schools built between the 1950s and 1970s have based their educational teaching and learning philosophy on the physical space provided, this represented a traditional model of instruction. Nearly all schools, with a few exceptions, were designed to enable a single cell classroom model. This physical space subsequently determined the nature or way in which most teachers operated and students learnt.

The upgrade has been suggested by the MoE as part of the ten year property plan with funding coming from the five year agreement funding (Ministry of Education, 2016a). The work has been listed as priority three on the ten year property plan behind Health and Safety and Essential Infrastructure. The explanation of essential infrastructure included leaky buildings, earthquake strengthening, boiler replacements and roofing replacement. To assist with this development the Ministry of Education have offered an Assessment Tool that supports the work of the school Board to plan for sustainable upgrades.

The Ministry of Education information and guidelines go into detail about the nature of what they term Innovative Learning Spaces (ILS) including 'break out spaces' with strategies indicating the physical space required to enable the desired environment. Breakout spaces are shared spaces between learning spaces that encourage:

- independent learning;
- small group work; and,
- cooperative work by teachers and students across classes.

In existing buildings, breakout spaces have been created in spaces that in the past were used as resource rooms or cloakrooms.

'Learning streets' is another term associated with ILE and can be utilised within existing architecture. Many existing school buildings have large corridors along one side. A suggested way to use these spaces more effectively is to turn the corridors into learning streets (Ministry of Education, 2016c).

Learning streets should:

- be directly accessible from an internal learning area;
- be easy for a teacher in the internal learning area to passively supervise; and,
- have floor and wall coverings that make the space comfortable and functional to use. (Ministry of Education, 2016c).

The 21st Century Learning Reference Group acknowledged that technologies are not an end in themselves. Whilst there is growing evidence that considerate and well-structured digital technologies together with effective teaching strategies can improve learning outcomes (Greaves, Hayes, Wilson, Gielniak, & Peterson, 2010), there are also complex objective conditions, which are tangible and indisputable. Where there are objective conditions the existence of subjective situations also occurs. Subjectivity relates to the truth of any given situation depending on how the individual subjects experience it and additionally intersubjective, where individuals form an agreement on a given set of meanings or a definition of the situation, in this case ILEs. Objectivity, subjectivity, and intersubjectivity are implicitly connected but are an often-adversarial set of conditions that make a prescribed teaching and learning adjustment hard to achieve. Teachers experience change in multifaceted ways and the move to ILE presents a significant variation in strategy and physical working environment. The politicians, researchers, and advisory groups are not, fundamentally, in the classroom or learning environment responsible for the learning outcomes. How the professional educator connects with the innovative philosophy is almost entirely based on how the leader of each school supports and enables the endeavour.

Research aim

The aim of this study was to critically examine how leaders enable the professional learning required to connect teachers with an ILE philosophy. I have been a teacher for the last twenty one years, initially in the UK and for the last thirteen years in New Zealand. Six of the most recent years have been spent on the Senior Leadership Team. The school where I am currently employed was not transitioning to an ILE strategy at the time of writing this thesis. I have yet to work in a school, either state or private, that does not value or place emphasis on performativity. Ball (2003) described performativity as,

a new mode of state regulation which makes it possible to govern in an 'advanced liberal' way. It requires individual practitioners to organize themselves as a response to targets, indicators and evaluations. To set aside personal beliefs and commitments and live an existence of calculation. The new performative worker is a promiscuous self, an enterprising self, with a passion for excellence. For some, this is an opportunity to make a success of themselves, for others it portends inner conflicts, inauthenticity and resistance. (p.215).

How students perform and the results they achieve remains a critical element reviewed in detail by both stakeholder parents and school leadership. Teaching is my career and therefore it was incumbent on me to remain philosophically current and to critically explore the macro (government), meso-political strategies (professional learning communities and networks) and micro conditions (classroom) that impact my profession. Building a set of informed and practical guidelines might help me develop

leadership skills, philosophical viewpoints or strategies that could support my current team or future institution.

The research was designed to examine the conditions exposed by the transition to ILE and the professional learning required to re-align the pedagogical approach of the professional educator. Adapting learning philosophies and changing environmental spaces for learning does not necessarily equate to changing teaching practice. The purpose of this study was to contribute to the currently limited research and knowledge linked to professional learning as a way to support the transition to ILE. Of particular interest was the influence of micro-political forces combined with the objective, subjective and intersubjective features, which will be unpacked in the literature review, that play a part in how professional educators connect to the required learning. A central factor within this is the role undertaken by the leader to ensure success and sustainability of the new philosophy. The aim of this research is informed by the following research questions.

Research questions

1. How is the ILE philosophy expressed and enabled by the leadership of the school?
2. How do leaders provide a connection to professional learning strategies to deliver the change necessary for a transition to ILE?
3. What micro influences are involved in sustaining change required for ILE?
4. How does the connection to professional learning experienced by the individual impact the resulting change?

Data collection

Two schools were selected for this study. Both primary schools (Year 1-8) were part of a large city in New Zealand and both have experienced the transition to ILE. The schools were chosen for their association with the ILE philosophy but also for geographical proximity which enabled me to visit without having to take extended time off work. I chose to use semi-structured interviews to collect the data from suitable contributors who met the participation criteria.

Thesis organisation

Following on from this chapter is Chapter Two, the literature review. The literature review was broken into defined subsections which dealt with the defining elements of professional learning, connection to the prescribed learning, the leaders influence and finally a section on how adults learn. The literature comes from a broad range of sources with some key literature from New Zealand research but with much from international contributors.

Chapter Three explores and justifies the research methodology and data collection methods. Issues of validity and reliability are addressed along with ethical considerations and limitations relevant to this area of research.

Chapter Four unpacks the findings of the study in a way that supports the presentation of knowledge gained throughout the interview process. The data within this section was presented to enable a logical, systematic, sequence of information that enable the contents to be reviewed within the subsequent discussion chapter.

Chapter Five is the discussion chapter and is informed by the connection between the literature reviewed in Chapter Two and the data collection findings gathered in the two schools in Chapter Four.

Chapter Six aims to appraise the contents of Chapter Four and conjointly evaluate the findings in Chapter Five to offer a broader context of conclusions relating to the contribution brought by the research. An interpretation of the results is offered and a return to the original context to help bind the outcome. This chapter explores the importance of the findings to the education profession and to the growing body of knowledge underpinning the transition to ILE.

Chapter 2 Literature review

Introduction

The following literature review stems from a broad range of reading underpinning some of the key elements of this thesis. The objective was to define and construct boundaries to the research questions and thesis rationale by identifying exemplary studies, highlighting authors where disagreement is notable and detecting gaps in research. The following critical topics are covered, adult learning, leaders of change, professional learning, and connection. The sub-topic of coaching emerged following interactions with a number of interviewees. Coaching as a method of enabling team cohesiveness and reflection was subsequently added to the research.

As expressed earlier, managing change, of which ILE represents a major influence, is the way professionals are led and enabled to make sustainable teaching and learning progress. Whilst the MoE are providing resources to make physical changes they do not direct attention or prescribe how pedagogical practice can be re-shaped through professional learning. This aspect appears to have been left to the interpretation of the school leaders. How adults experience that professional learning has long been an area of research and recommendation with little discernible influence from studies relating to how adults learn. Therefore, the connection to new philosophies and acknowledgment of how adults receive new learning is also unpacked within this literature review.

Professional learning is distinct from professional learning. Professional development is often associated within a reform package with a focus on teacher and leader training that enables reform implementation. The focus on adult learning is deliberate as it aligns more with professional learning than professional development. Professional development as tended to become understood as a package to be delivered, usually synonymous with an aspect of education reform (Webster-Wright, 2009). There has been a tendency for the popularity of some professional development programmes not to be matched by their impact (Timperley et al., 2007). Professional development historically has sometimes been restricted to special events, such as off-site workshops that are separate from teacher day-to-day practice (Guskey, 2000b). Contributing to this issue is the apparent lack of follow-up activities and evaluation of how effective professional development has been (Guskey & Yoon, 2009; Timperley et al., 2007). To counter these issues there has been a shift to emphasising teacher professional learning, where how adults learn is placed ahead of what they should know (Beatty, 2008; Webster-Wright, 2009). This places the focus back on adult learning.

Adult learning

Adult learning assumes that adults have learnt how to learn (Gilstrap, 2013). Tennant (1990) described a distinction and separation between adult psychological development and adult learning. Mezirow (1981) contended that adults enter anything labelled as education in a “state of dependency” (p.207). Knowles (1977) posited that important factors distinguish andragogy, the term used to describe how adults learn, from pedagogy. He argued that the adult learner is more capable of self-directing and that

their adult experiences offer rich resources for other adult learners. He also contends that the motivation driving adult learners differed to that of children. Adults, he surmised, were more focussed by task or life-centred work and directed by outcomes such as self-esteem, recognition, quality of life, or self-confidence. These opinions and theories can be applied to adults across a range of professional employment including teachers.

Marquardt and Waddill (2004) espoused an action learning theory that encompassed five philosophical viewpoints, cognitive, behaviourist, humanist, social theory and constructivist. They contended their theory involved “real people resolving and taking action on real problems in real time” (p.186). Action learning, they argued, presented a platform that provided a common foundation for five adult-learning orientations. The five theories were characterised for the study by the work of Merriam, Baumgartner, and Caffarella (2007). The five viewpoints require their own brief individual examination. Cognitivists focus on how individuals learn and believe human beings capable of insight, perception and assert that learning takes place when individuals recognise experiences. The behaviourist understands that learning takes place via the control of their external environment. Evidence of an individual’s changed behaviour demonstrates that learning has taken place and that only repetition of that learnt behaviour can assist with the deeper learning process. The humanist places emphasis on the development of the whole person with the argument that individuals are capable of determining their own learning. The social learning theory is characterised by the way adults learn through their interactions and observations. Finally, the constructivist theory stresses that all

knowledge is context bound and therefore individuals make personal meaning of their own learning experiences through an internal construction of reality. The emphasis on reflection is at the core of constructivist adult learning theory.

Marquardt and Waddill (2004) analysed this information within the context of their study to express how these theories appear within different scenarios. Most pertinent to the ILE philosophy was that involving diverse groups, as teachers are required to work, plan and reflect within teams. An assertion related to diverse groups by Marquardt and Waddill suggested that the number involved ought to be between four and eight and comprise of as diverse a membership as possible to enable the best outcomes. The behaviourists perceive the group as part of the learning environment and can become “conditioned” (Marquardt & Waddill, 2004, p. 191) and committed to listen, act and learn from each other. The humanists increased their self-esteem through the interaction and contributions to learning with the diverse group. The social theorists recognised that learning “thrives in the milieu of a group working together on a group project” (p.191). The constructivists experienced the learning as an internal, mental process with the group providing external stimuli. Marquardt and Waddill (2004) espoused the addition of a facilitator or coach to enable improved functionality within the group. Revans (1980) was critical of this suggestion and concerned that members of the group would become dependent on that facilitator or coach. However, he acknowledged, “the clever man will tell you what he knows. The wise man encourages you to discover it for yourself” (p.9).

The connection between adult working and adult learning is interlinked and influenced by underlying beliefs or philosophies (Vries & Jansen, 2013). Some of the issues surrounding adult learning include how learning is perceived. The conditions of learning, gained in childhood, establish competition rather than support stemming from a grading system that produces rivals and elite outcomes. To understand further, Habermas differentiated three generic areas in which human interest generates knowledge. He described the areas of knowledge as technical, practical and emancipatory (Mezirow, 1981). He rejected the inference that a transformed consciousness in a specific situation can be expected to automatically lead to a predictable form of outcome. This relates directly to how professional learning can connect or disconnect teachers to sustainable outcomes, it also suggests a condition leading towards espoused theory against theory in use (Argyris & Schön, 1974). Espoused theory is summarised as the worldview and values individuals believe and governs how they behave. Theories-in-use are the worldview and theories implied by the individual's behaviour or the roadmaps they use to take action. Individuals are largely unaware of their theories-in-use hence the reason why some professional learning does not always translate to classroom action. Mezirow (1981) suggested, "The most distinctively adult domain of learning, that involving emancipatory action, self-knowledge or self-reflection, is probably least familiar to adult educators" (p.6). This assertion by Mezirow provides a useful layer to uncover when leading significant change through professional learning.

Gilstrap (2013) argued that adults have a defined sense of identity and dislike being told what to do but are more receptive to learn when the outcome will assist their everyday

activities. Professional learning often uses the student based pedagogic learning environment with an authority figure placing demands on learners rather than facilitating the learning outcome (Webster-Wright, 2009). This can present a professional learning agenda with an apparent contrived set of conditions which may contribute to a lack of sustained change (Matherson, Wilson, & Wright, 2014). Professional educators dutifully attend and submit to the new learnt methods but may retain their own style of pedagogical delivery behind the closed doors of their classrooms. Wylie (2010) acknowledged the need at a leadership level to enable extension to the broad and rich expertise within each institution. Tennant (1990) suggested rejecting the front end model of education which pre-empts working life and offered a case for “recurrent education and education permanent” (p.223). This proposal echoes the philosophy espoused by Vasile and Dandara (2014) that highlighted teachers encouraging their students into lifelong learning but evidently have yet to re-shape their own approach to building new, workable learning habits. Many of the recommendations made by the OECD regarding student centric learning could be, potentially, applied to the way in which the professional educator is encouraged to develop their practice. Student centric learning echoes the ILE philosophy and includes a shift towards developing skills and competencies rather than accumulating knowledge and empowering students to have more control of their learning (Baeten, Dochy, Struyven, Parmentier, & Vanderbruggen, 2016).

Adults are influenced by their internal filter systems (Argyris, 1990) and have a personal set of lenses through which they view their world. Argyris posited a model represented

by a 'ladder of inference' that helped unpack the way individuals respond to various situations and events. Each event, for example, on how professional learning is delivered, begins with reality and facts. From that point individuals experience the facts and reality in a selective sense based on beliefs and prior experience. At the next step of the ladder the individual interprets what the facts mean. They will then apply their own existing assumptions, often without conscious consideration. From that set of assumptions their own conclusions will be drawn based on the interpreted facts with subsequent beliefs formed that are based on these conclusions. Finally, the individual takes action based on what they believe is the right response. Adults carry out this process numerous times every day with each conclusion taking a matter of seconds to form.

The link between how adults learn and the way they filter echoes the earlier section on connection. The possible reluctance to engage in professional learning which challenges the internal belief system of an individual is a complex problem for leaders and one that requires reflection and deep consideration.

Leaders of change

Leading within any school is a complicated and challenging task. Add the proposal for philosophically alternative physical space and pedagogy requires multifaceted skills (Potaka, 2010). The renovation of a thinking and learning strategy mandated to realign or shift traditional teaching philosophies to an ILE presents a substantial challenge to those engaged in teaching and learning. Leadership within each school experiencing this

change will recognise this challenge but also have a duty to remain central to the schools core values. The primary objectives or core values of educational leadership is to focus on learning (Cardno, 2012; Lingard, Hayes, Mills, & Christie, 2003; MacBeath & Dempster, 2009; Robinson, Hohepa, & Lloyd, 2009; Waniganayake, Cheeseman, Fenech, Hadley, & Shepherd, 2012) and teaching quality (Cardno, 2012; Pont, Nusche, & Morrman, 2008; Robinson et al., 2009). This learning and teaching quality objective would remain fundamental within a reframed ILE philosophy as it is a key target of any academic institution (Sirkemaa, 2014).

Combining the learning and teaching quality with the requirement for new ILE pedagogical strategies presents leaders with a need to foster shared beliefs amongst their staff to enable successful teaching and learning (Waters, Marzano, & McNulty, 2004). This is particularly enhanced or highlighted within a prescribed ILE philosophy as there is a requirement for teachers to share communal teaching space. Achieving this can be delicate and often conditional on the culture, environment or systems of the individual school. Leaders require multi-layered skills, including ability to deal with “complex administrative responsibilities and a multitude of school improvement reforms”(Wright, 2009, p. 259). Wright (2009) further argued that leaders “must assume and accept new roles predicated on actively influencing political agendas” (p.269). The introduction of ILE as an ‘ecosystem’ (Ministry of Education, 2016d) has been largely but not solely driven by macro-political systems rather than being influenced by the leaders of schools in New Zealand. There are cases to the contrary but typically the government funding priorities have shifted to facilitate ILE development. It could be argued that

some leaders have been positioned in a potential reactionary manner rather than being able to assume a proactive direction for their school, staff and students.

Providing structure, capacity and opportunities for teachers to collaborate and construct knowledge has always been a demand on school leadership (Bryman, 2007; Louis, Leithwood, Wahlstrom, & Anderson, 2010; Waniganayake et al., 2012). Teams that concentrate on what students are expected to learn (DuFour & Marzano, 2009) echoes the essence of ILE and strikes at the heart of the philosophy. It also presents teachers with a unique, rich and practical opportunity to connect with the new approaches (DuFour, Eaker, & Lezotte, 2005). Underpinning the development of new strategies, becoming heightened when deconstructing the more traditional learning processes, is a foundation of trust. Leadership that develops a supportive environment which builds relational trust will often but not always help reduce the anxiety and stress associated with change (Robinson et al., 2009).

The OECD acknowledges that ILEs together with other factors are demanding rapid change from learners and educators. The subsequent lack of supportive data or statistics for a relatively unchartered philosophy possibly reduces a level of security for the leaders and teachers delivering the ILE programme (Walters, 2015). It therefore becomes essential for leaders to become central to teaching and learning by setting clear pedagogical goals and to “develop staff consensus around those goals” (Robinson et al., 2009, p. 19). This elevates, not only the skill level required from the leader but the relational trust required from their staff. Relational trust is a key component of social

capital which is foundational base of leadership (Spillane, Hallett, & Diamond, 2003). Hargreaves (1994b) argued that trust can be double edged. He suggested that whilst it could engender loyalty and commitment it could also produce problems associated with 'paternalism and dependency" (p.60). This dependency conclusion was based on work completed by Jennifer Nias who conducted case studies of six selected primary schools in 1987. Hargreaves notes that what appeared to be collaborative cultures operate better in small schools with "exceptionally strong leadership" (Hargreaves, 1994b, p. 26). He also posited that teaching is a uniquely paradoxical profession and that postmodern teachers, where collaborative relationships are central, are the only profession who have been set the daunting task of engendering the human skills and capacities that will enable societies to endure and prosper in the information age (Hargreaves, 1994b). This statement requires some balance as the technology available when Hargreaves was writing has shifted considerably. Students in 2016 have richer resources, better ability to personalise and customise the information they receive and to engage in online learning communities (March, 2012, January 12). They are certainly less reliant on the teacher for access to critical knowledge.

Not every teacher will filter the required changes to pedagogy in the same way and that combined with scepticism from stakeholders (Walters, 2015; Woolner, McCarter, Wall, & Higgins, 2012) can produce a subversive undercurrent where espoused theory and theory in use bifurcate (Argyris & Schön, 1974). Argyris argued that espoused theory represents the worldview and values on which behaviour of individuals is based. The theory in use pathway relates to the worldview and values implied by the behaviour of

individuals or the maps they use to take action. He suggested that those taking action are largely unaware of their theory in use. Argyris (1986) went on to describe this as skilled incompetence created by a single loop “field of constancy” (Argyris, 1977, p. 19). These micro influences can have a significant effect on how teachers connect to sustainable change and will be explored later in this chapter.

Traditional styles of education are entrenched in the comprehension of parents and to a certain degree students who may question the new tactics. Therefore, providing support for teachers when dealing with and communicating with students and parents/caregivers (Blase & Kirby, 1992) and protecting the time (Louis et al., 2010) offered to staff to focus on their preparation and planning becomes an essential role for any leader as these will be elevated with new pedagogy and learning philosophy. This explicit support and communication also enables a clear set of expectations to be overtly understood by all parties.

When new philosophy, such as an ILE, is prescribed, the need for more attentive provision of resources and mentoring becomes elevated. Typically, the role of the leader is to offer observation relating to teaching and learning strategies and subsequently provide feedback to new staff (DuFour & Marzano, 2009). In the case of developing an ILE the observation of pedagogical strategies, resources and administrative systems would need to be widespread, due to the new mandate, providing opportunities for mentoring to even the most experienced teacher (Louis et al., 2010). Conversely, the increase in teacher collaboration necessary as part of ILE involves less leadership activity

as it is harder to observe the dynamic of an individual within the team environment. How the observation process might evolve would depend on the leader and the structure of the teaching teams. The process of support and mentoring conveys strong lines of communication which promote educationally powerful connections (Robinson et al., 2009) and also engender trust although this may be experienced within teams and the team leaders than directly through senior leadership. This communication dialogue between leaders and teachers opens the pathway for clearly articulated shared beliefs (Bryman, 2007; Waters et al., 2004), direction, and high expectations related to student achievement (Blase & Kirby, 2009). There are also going to be aspects that do not work efficiently at first and when mistakes are made or projects fall short of expectation then a culture of acknowledging failures to ensure they deliver useful learning is healthier than one of admonishment and blame (Waters et al., 2004).

Leaders need to be at the forefront of curriculum development and have a direct involvement with the programme and assessment (Waters et al., 2004). Through this central role there is a chance to set the tone for the learning environment by maximising the effects of teaching (Weber, cited by Cardno, 2012). Integral to that is the need to be at the helm of planning and co-ordination and the subsequent evaluation of curriculum or what is to be learnt and programmes, how it will be delivered, (Robinson et al., 2009; Weber, cited by Cardno, 2012). ILE represents a new context for both curriculum and programme therefore becoming an additional challenge to leadership. One potential hurdle facing a new philosophy is that of creating a learning structure that is too narrow (Louis et al., 2010) and the leaders' role is to ensure continuation of broad content

together with performativity expectations. Assessment within an ILE philosophy still relies on assessment material designed for single cell practice and this is a current dilemma for schools adopting the new philosophy. The opportunity to collaborate and use 'smart tools', for example the e-asTTle online assessment tool, (Robinson et al., 2009) becomes potentially more opportune within this collaborative structure and it is the responsibility of the leader to facilitate and provide capacity or time for this engagement.

New structures and operating systems can conversely bring uncertainty to normal order. The leaders' role is to ensure a methodical environment (Robinson et al., 2009) with standard operating procedures and routines. Leadership have a responsibility to support teachers who are trying to connect to new requirements (Waters et al., 2004). Critically however, the espoused theory of teachers or leaders does not necessarily match theory in use (Argyris & Schön, 1974) with some "clinging to crumbling edifices of bureaucracy and modernity, to rigid hierarchies and isolated classrooms" (Thrupp & Willmott, 2003, p. 203). This reluctance to change can cause a condition described as presentism. Lortie (1975) first described presentism in his seminal work as an orientation that predisposes school teachers to desire only minimal changes. According to Lortie, teachers focus on short-term goals because of how they are recruited, socialised and rewarded. Hargreaves (2010) further argued, over three decades later, that presentism was still endemic in schools and suggested that it had transformed in to two strands, adaptive and addictive. From a study in 300 schools in England, Hargreaves argued that adaptive presentism stemmed from the requirement for schoolteachers and leaders to

implement new policies, increased accountability and standardised tests. He then posited that additive presentism was caused by exactly the conditions that cause adaptive presentism. Teachers became fixated on short-term goals relating to standardised tests and student achievement without looking forward with longer-term goals on the horizon. This can slow down progress, particularly in relation to a new pedagogical philosophy. Albright, Clement, and Holmes (2012) echoed this and cited research highlighting the suggestion that changes designed at a government bureaucratic level have little impact on classroom practice. The argument was further asserted that a systems led dictated curriculum and method of delivery had created an overconfidence in the proposed new strategy and was described as the “handmaiden of instrumentalism” (Beck & Earl, 2003, p. 24). Indeed, Albright and Kramer-Dahl (2009) contended that “instrumentalist surety imagines pedagogic work as objectified, neutral, natural and inevitable, and becomes writ in teachers’ professional identities” (p.204).

Presentism and the pressure of performativity become significant forces that require sustained acknowledgment by school leadership. This spotlights the need for connection to the ILE philosophy and a need for professional agency with the new pedagogical learning and the precise nature of professional learning is a relevant topic to explore and is unpacked in the following section.

Professional learning

Professional learning represents a crucial mainstay mechanism for social and cultural growth, the development of pedagogical strategies, formulation of more efficient

systems and as a platform for adult learning. It is widely regarded as the key delivery system across the education world. Professional learning has critics who detract from the learning process too. Whilst conducting the data collection a strand of professional learning emerged that had not been considered when investigating the topic originally. Therefore the additional strand of 'coaching' has been included in this section of the literature review.

It is widely recognised that professional learning does not "just happen by chance" (OECD, 2016, p. 30) and that the process of professional development, as it was originally termed or professional learning, as it is now described, is entrenched in modern teaching routines. The formula for enabling sustained professional learning has adapted over time requires some contextualisation.

There are still occasions where professional learning is labelled as staff training or professional development and in the UK there are still In Service Training days (INSET). Easton (2008) argued that staff training fits a factory model of moulding the work force or conjures images of how animals are taught to behave and respond. Further to that the word 'development' evokes "an improvement, but just a small one" (p.755) and is centred on what one person does to someone else. Professional development workshops were much criticised by Guskey and Yoon (2009) and often described as the "epitome of ineffective practice" (p.496). Further analysis by Borko (2004) criticised professional learning as "fragmented, intellectually superficial, and do not take into account what we know about how teachers learn" (p.3). Timperley (2015) contends, "A

great deal of professional development, whether school-based or external to the school, is driven by expectations of compliance and passivity rather than curiosity and agency” (p.6).

The OECD emphasised key areas on which to apply focus to enable professionals to adapt to the new philosophies. Inquiry, self-evaluation and research were listed as the critical elements for successful implementation of sustainable change (OECD, 2013). This has the potential to link directly to the implementation of ILEs. MacBeath and Dempster (2009) indicated the importance of dialogue to help transform tacit knowledge or what is known but not always stated, into explicit knowledge. This dialogue becomes very important when adopting new pedagogical strategies and can only be achieved through social collaboration and self-evaluation. Social engagement of this nature appeared to support the creation of new knowledge as was similarly shown to be the case with students.

Kaser and Halbert (2014) developed the ‘spiral of inquiry’ where educators engage in a methodical approach to collaborative inquiry. This was specifically designed to help them gain the self-assurance, insights and mind-sets required to tackle new learning strategies. The spiral of inquiry, developed through partnership with Professor Helen Timperley from the University of Auckland, evolved from work in New Zealand and British Columbia. The core questions framing the spiral at each step were ‘What is going on for our learners?’ ‘How do we know?’ and ‘Why does this matter?’ What differentiates the inquiry spiral from other forms of action is the seemingly relentless

focus on the experiences of learners to structure and inform the process. Timperley (2015) recognised the need for improved professional learning and called for disruptive innovation within education to break the slow pace of change. Relating to that context Timperley espoused the need for professional agency through collaborative inquiry, a step that mirrors the philosophy espoused by the OECD relating to ILEs. The emphasis of the argument relating to professional learning centred on the need to construct the required learning through a spiral of inquiry rather than resigned to a set of objectives designed by someone else, usually in a leadership role, who believes the outcomes to be beneficial to general development. The transformational work required deemed too hard for an individual leader or teacher to perform alone suggested that teamwork was the essential mechanism. Additionally, Timperley (2015) unpacked the factors of emotion and motivation that represent the “gatekeepers of learning” (p.7). The argument extended to assert that teachers become encouraged when they feel competent to achieve what is expected of them. In turn, they will value the strategy, have a clear sense of purpose and will engage with colleagues to align their goals. It does, coincidentally, present an argument that refutes the need to have leadership at the hub of curriculum development (Waters et al., 2004).

When new teachers enter the profession there is a general, fresh and uninhibited commitment to openness and a willingness to become more skilled and effective (Rust, 1994). Rust took the argument further and asserted that newly qualified teachers leave their training fully prepared to utilise their deeply held beliefs and ready to teach “as they learned during their apprenticeships of observation” (Rust, 1994, p. 215). The

problem, deduced by Rust was that neophyte teachers were 'insiders' with their views of teaching shaped by their own experience and so over time they returned to places of their past relying on memories and preconceptions. This may be influenced additionally by the culture and exposure to experienced teachers at the school in which they work. Timperley (2007) argued further that professional learning for experienced teachers could be viewed differently to the learning required for new or pre-service teachers. The experienced professional carries,

...with them a wealth of knowledge and well-formed positions on all manner of matters related to teaching. While all professional learners have had experience of being taught and bring with them a set of beliefs and understandings about teaching and learning, the more extensive repertoire of experienced teachers means they have a greater wealth of ideas on which to draw. (Timperley, 2007, p. 7).

This knowledge, experience, set of values and beliefs can be an asset but when challenged or altered through micro (classroom), meso (professional learning communities and networks) or macro (governmental) change, such as the transition to ILEs and the result can create dissonance. The condition of dissonance, described by Hannay, Smeltzer Erb, and Ross (2001) is brought about by blistering or unsettling tacit knowledge. How schools operate and the culture in which they work is bound by the unspoken and spoken knowledge of the employed professionals. The explicit change required to initiate ILEs will influence the tacit knowledge of teachers who have

numerous years of experience in the profession. Teachers in an ILE are more likely to experience mimetic processes where individuals mimic others where there is uncertainty with new practices (Kondra & Hurst, 2009). If teachers' tacit knowledge is situated in single-cell environments then they may be prone to mimic each other's struggle in an ILE, thus suppressing their learning of new processes. The alternative may be true as well as new practices become socialised.

Timperley (2007) recognised that the reconstruction of knowledge is harder than the original construction and that "most professional learning requires some disequilibrium and emerges only from occasions when teachers' extant assumptions are challenged" (p.13). Ecclestone (2007) went further and argued that an adult life is a "form of transition, a permanent state of 'becoming' and 'unbecoming', much of which is unconscious, contradictory and iterative" (p.4). As expressed earlier, the role of the leader ought to recognise the potential dissonance brought by extensive change and work accordingly to develop new phases of learning and make explicit some of the implicit or tacit knowledge. Timperley (2007) stated that making sense of change was not a linear process but required an iterative cycle. An iterative learning process (Timperley, 2007) was espoused as follows;

- | | |
|-----------|--|
| Process 1 | Cueing and retrieving prior knowledge |
| | <i>Outcome:</i> Prior knowledge consolidated and/or examined |
| Process 2 | Becoming aware of new information/skills and integrating them into current values and beliefs system |

Outcome: New knowledge adopted or adapted

Process 3 Creating dissonance with current position (values and beliefs)

Outcome: Dissonance resolved (accepted/rejected), current values and beliefs system repositioned, reconstructed. (p.8)

It is useful to acknowledge and understand the advancement of teaching as a profession in conjunction with the subject of professional learning. Hargreaves (2000) described the four ages of professionalism unpacking the idea that teachers were having to teach in ways they were not taught themselves. With the recent emergence of ILE the same would be true for newly qualified teachers entering the profession in 2016. He described the four stages as the pre-professional, the autonomous professional, the collegial professional and then positioned the current teaching workforce within a post professional age where social geography is “dissolving boundaries”, (p.101) possibly positioning the supposition in line with an emerging ILE philosophy. He cited issues including the relationship between schools and parents regarding disciplinary matters leading to insecurity following negative parental criticism. He centred on the need for professional learning itself to be focussed on improved communication allowing for reciprocal learning relationships rather than “bureaucratically controlled information” (p.104). Professional learning has, therefore seemingly, been subjected to the same pressures and changes as the profession itself. Pitsoe and Maila (2012) agreed that the age of the bureaucratic teacher, one where they implement “a carefully specified curriculum and instructional procedures to produce standard products, referred to as students” (p.318) is fading and extended the argument to suggest that professional

learning should be “grounded in inquiry, reflection and experimentation” (p.320). Guskey (2005) presented more suggestions about the state of ongoing professional learning and espoused that,

...some professional development leaders still seem oblivious to the demands of accountability. In their innocence, they presume that their professional development programs are state-of-the-art efforts that turn teachers and school administrators into reflective, brain-based, consensus-seeking, multiple-intelligent capacity builders. They remain naively confident that what they do brings priceless benefits to students, teachers, parents, board members, and the community at large. (Guskey, 2005, p. 10).

Thrupp (2003) provided a counter argument asserting that it is hard to remove bureaucratic school structures as they offer “rules, regulations, career orientation clarity, reliability and efficiency” (p.204). This is largely due to macro, political forces that shape education policy and practice.

One aspect that is not necessarily engendered through bureaucracy is the expectation of teacher performativity. Ensuring or enabling academic success is often the driving force behind change and therefore a pervasive arch over professional learning. Ball (2003) described this need through policy being carried by “powerful agents like the World Bank and OECD” (p.215). In a post professional era, of teaching, (Datnow, 2011; Guskey, 2000a, 2005; Hargreaves, 2000) there is argument that the age of accountability

has been responsible for shaping the culture of teaching. Hargreaves (2000) contended that this era began with the emergence of affordable, personal technology early in the 21st century. Le Fevre (2014) went further and argued that teachers now, as a result of conditions, such as performativity, question their ontological security or the nature of their 'being' as a professional.

Change, which is linked so strongly to professional learning (King, 2002) remains a clear and present feature of teaching. Most agree that change is complex (Billett, 2010; Brundrett, 1998; Datnow, 2011; Hargreaves, 2004a; Le Fevre, 2014; McCrickerd, 2012; Starr, 2011) and that for knowledge to become sustainable it needs to be constructed rather than transferred (Billett, 2010; Datnow, 2011; Starr, 2011). However, critically, the very essence of collaborative work or working together to construct knowledge through professional learning stems from a contrived set of conditions or topics imposed by leadership. Brundrett (1998) described the practice of collegiality, the co-operative relationship between colleagues, within professional learning as a "megatrend" (p.307) and that both collaboration and collegiality were seen as "principle factors in school improvements" (p.307). He also argued that,

Professionalism has the effect of allowing teachers to come together with respect for one another's professional ability and the autonomous, indeed isolated, nature of much of teachers' work means that effective administration and functioning of the complexities of school life actually necessitate some kind of collaborative activity. (p.307).

The counter argument to collegiality is presented by Le Fevre (2014) who indicated that perceived risks with new strategies brought a culture of caution to the proceedings. McCrickerd (2012) suggested that no matter how much collaboration ensued the insecurity of having results brandished publically was often enough to ensure that initiatives were less risky and more conservative. Hargreaves (1994a) countered this by arguing that problems arise when individuals feel an allegiance to their faculty or department rather than the school as an organisation leading to the “Balkanization” of teaching (p.213). Hargreaves went on to describe four qualities of balkanized cultures among teachers and other groups. The first quality was low permeability where sub-groups are “strongly insulated” (p.213) from each other. The second quality he described was high permanence where membership of the sub-groups remain relatively stable for some time. The third quality was personal identification where “socialisation into subjects or other sub-groups constructs teachers’ identities in particular ways” (p.214). The final quality was political complexion where promotion, status and resources are frequently distributed between members of sub-groups. For example, “teachers of older students tend to receive more status and rewards than teachers of younger ones” (p.215). Further to this the very nature of the collaboration can be viewed, critically, as part of a set agenda and therefore presents a set of contrived conditions under which the groups must perform. This links back directly therefore to the degree of risk experienced to differing degrees espoused by Le Fevre (2014).

The fundamental interpretation of collaborative collegiality suggests or assumes consensus rather than conflict (Brundrett, 1998). Datnow (2011) posited that these

manufactured conditions do not involve spontaneity as they are meant to address the mandate of the leadership team at a time and place designated by them too. The result is often “administratively regulated” (p.147), predictable and lacking innovation. This manufactured set of working principles lends itself to a more critical slant on leadership qualities. They suggest a more subtle, subversive nature of leadership which places a “constant irritant” (p.245) in the pathway of teachers in order to maintain a set of performative outcomes. Performativity is a contributing factor in how teachers connect to the expectations prescribed through professional learning. Ball (2003) described performativity as “a technology, a culture and a mode of regulation that employs judgements, comparisons and displays as means of incentive, control, attrition and change - based on rewards and sanctions” (p.216). Strain (2009) argued further that teachers, particularly in private schools “compete and engage in an enterprise culture as exemplifying a new performativity culture” (p.76) and that “freedom from regulation exposes them more directly to commercial influences, do use their ‘performative’ capabilities to create a new identity” (p.76). This leads on to how professional teachers connect or are provided agency to enable the learning to which they are prescribed.

Teacher agency has found traction amongst academic research (Billett, 2014; Kayi-Aydar, 2015; Lasky, 2005; Priestley, Edwards, Priestley, & Miller, 2012; Vähäsantanen, 2015). Professional agency refers to the concept that professionals such as teachers have the power to act, to influence matters, to make judgements and choices, and take positions in relation to their work and professional identities, in this case their professional learning (Eteläpelto, Vähäsantanen, Hökkä, & Paloniemi, 2013). Some

research suggested that the ability to influence change through collective agency is often stalled by a top down management structure (Billett, 2014). There is counter argument that change itself can be thwarted by an abundance of professional agency (Orton & Weick, 1990). The second perspective on teacher agency encompasses the choices and judgements made by a teacher concerning their involvement with an educational reform, such as ILE, during the implementation. Executing innovation is not a matter of implementing policy; rather, it involves a process of sense-making. Teachers make meaning from their work environments, a process which in turn positions their judgements and actions (Vähäsantanen, 2015). Thirdly, professional agency is linked to the nature of the professional 'self' during change. A teacher's professional identity can be seen as a constellation of insights of themselves. A teacher's professional identity encompasses the individual's current professional interests, views on teaching and on the students' learning, and imminent prospects (Sutherland, Howard, & Markauskaite, 2010). Identity is associated self-efficacy, where efficacy can be defined as the "conviction that one can successfully execute the behaviour required to produce the outcome" (Bandura, 1977, p. 193). Voelkel and Chrispeels (2017) in their study of PLCs and teacher collective efficacy, state how several studies "have shown that higher levels of teacher collective efficacy are associated with and predictive of increased student learning" (p.2).

The connection between professional identity, agency, efficacy and change arises when educational change requires the renegotiation of professional identity (Day, Kington, Stobart, & Sammons, 2006). This implies that investigation into various forms of

professional agency in seeking to understand how a teacher's identity is negotiated should form a significant strand of how to initiate substantial ILE change. An understanding of teachers' selves, their cognitive and emotional identities, is "central to the analysis of variations in teachers' work, lives and effectiveness in which structure (external influences) and agency are perceived to be in dynamic tension" (Day et al., 2006, p. 602).

Coaching

It is useful to distinguish between coaching, mentoring and teaching. Coaching is a collaborative process that is designed "to alter an individual's perceptions and behavioural patterns" (Hicks & McCracken, 2010, p. 68). Mentoring has been defined as a "gift exchange program" (Gehrke, 1988, p. 194) where there is a sharing of knowledge or professional experience with another person to development their understanding. Teaching has been described as a "behaviour with the intent to facilitate learning in another" (Eshchar & Fragaszy, 2015, p. 2) . Coaching became a specific area of identified professional learning that surfaced during the interview process and facilitated a fresh perspective on how a strategic learning focus could be implemented into ILE. Coaching is an increasingly popular tool of professional learning and leader development (Ely et al., 2010), though Carey, Philippon, and Cummings (2011) review of coaching models reveals more evidence is required to justify the necessity of coaching and understand its impacts. Despite this concern, coaching is increasingly assumed to be "an important mechanism of professional development in schools" (Rhodes & Fletcher, 2013, p. 50). It is therefore, as discussed earlier that any form of coaching or mentoring is informed by

adult learning theory and as argued by Timperley et al. (2007) is form of professional development that must engage with teachers' theories of their pedagogy.

Teachers within an ILE transition are prescribed the task of teaching in the redesigned space and therefore their professional learning becomes practice based rather than theory led which emphasises participation, reflection and engagement (Grossman & McDonald, 2008; Zeichner, 2010). Lave (1996) in her seminal work argued that teaching is viewed as learning in practice through apprenticeship. Apprenticeship for Lave was more about learning ways to contribute than about specific strategies. However, teachers and their pedagogical skill together with how this develops through participation, reflection and engagement is complex and challenging to learn without engaging in direct experience. Zeichner (2015) described this as "an explosion of effort to move more of the preparation of teachers to schools" (p.257). Teaching is an inherently social experience (Minckler, 2014) and this enhances due to the philosophical working conditions within an ILE. This does not suit every individual as some professionals are inclined to prefer their own working strategies than morphing to another style. Teachers talk about their practice and discussion helps to deconstruct their strategies and to co-construct new ones. Language therefore becomes a way of providing teachers with a method of unpacking abstract concepts and reflecting on experiences (Bruner, 1974).

Teachers that collaborate and describe their experiences can provide a nurturing and supportive environment for less experienced or anxious teachers. It is this type of

development that has become known as ‘coaching’. It has also been suggested that teachers, unless they are properly guided, do not fully comprehend their role as a coach (Bradbury & Koballa Jr, 2008; Valencia, Martin, Place, & Grossman, 2009) and typically rely on their experiences of being coached or by interpreting what they think it means to coach. Bradbury and Koballa Jr (2008) argued that universities ought to prepare pre-service teachers for taking on a coaching role within their career. Without a consistent approach, the interpretation leads to different outcomes. Dunn and Taylor (1993) observed that teachers, in their study, acted like ‘consultants’ and whilst the feedback was considered to be useful it did not provide or encourage “deep levels of reflectivity” (p.414). Douglas (2011), carried out an ethnographic study (2006–2007) exploring initial teaching education work with fifteen student teachers in four subject departments (geography, history, modern foreign languages and science). The study was conducted in one secondary school (for 11- to 18-year-old pupils) in the south of England and found that teachers “outlined, discussed and displayed” (p.98) particular skills which they wanted the pre-service teachers to adopt and master. This led to a perceived restriction with the pre-service teachers feeling constrained and unable to “consider lesson ideas afresh” (p.98). Timperley (2001) in her study, which involved twenty two mentors and student teachers, uncovered that after receiving specific coaching training there was a degree of success shown by altered behaviour. Timperley commented that “shifting much of the mentors’ talk from focusing on data-free judgements of the student teacher’s performance with accompanying unilaterally determined advice, to a databased exploration of the reasons for that performance and joint development of future teaching strategies” was recommended (pp.112-113). She concluded that,

Greater expertise in teaching does not mean that mentors can safely assume the validity of their diagnosis of the student teacher's difficulties and the most appropriate ways to overcome them. Rather, their professional expertise must be used to inform jointly analysed problems and their solutions. (p.122).

The same type relationship is subsumed by the ILE philosophy with 'senior' teachers overseeing the work of other teaching professionals who may or may not be less experienced than themselves.

Connection

As previously stated, each individual professional responds to initiatives, new strategies or altered methodology in their own way (Raelin, 2002). How individuals interpret a new regime can be forged as much by their own belief system and set of internal filters as the influence had on them by a leader or leaders (Lumby, Crow G, & Pashiardis, 2008). Most leaders have little or no formal training in the area of moral decision making and will largely act on impulse (Branson, 2007). It is therefore incumbent on the leader to know how to interpret their personal reality more authentically as well as understand the self-reflection outcomes of their staff. Branson (2007) presented a model demonstrating how two people in identical situations will respond in unique ways. Their response relied on subjective or objective influences exerted by their inner core set of beliefs or as labelled in the model, their 'Self.' The model designed by Branson, shown in Figure 1, expressed the conscious and sub-conscious awareness of individuals placing an individual's self-concept at the core. Branson described the "level of conscious

awareness of the role played by each component in influencing the achievement of a desired purpose typically increases as one moves out from the centre of the framework” (Branson, 2007, p. 476).

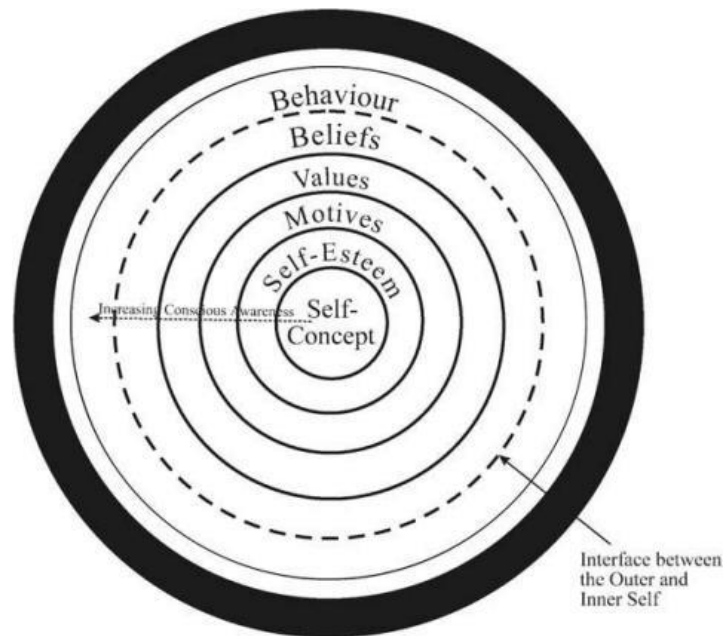


Figure 1. “The Self.” (Branson, 2007, p. 477)

The influence of others, the intersubjectivity, is also likely to sway the outcome. How the three forces of objectivity, subjectivity and intersubjectivity operate to enable or disable an adult, professional teacher’s connection to learning is complex and can provide leaders with further relational and systems obstacles to navigate (Billett, 2010).

Hargreaves (2004b), when arguing about the state of educational reform posited the influence of a mature workforce who have been exposed to numerous reforms. New initiatives, he suggested, may be subsequently viewed with cynicism and experienced as an imposition. It is often easier to observe the external behaviour in others through reaction to discourse and collaboration. Leaders should support staff who are visibly or

anecdotally struggling with disciplinary problems, academic progress or the prescribed expectations (Robinson et al., 2009). This relates to all schools but particularly within a new ILE philosophy. The vociferous voice often stems from the students and parents initially, setting off alarm bells that require action. Typically, as a result, relationships are strained and therefore interpersonal strategies (Goleman, 2000) can be offered and implemented.

Goleman identified four “capabilities” (p.80) of emotional intelligence including self-awareness, self-management, social awareness and social skill. Each of these in turn were divided into sub-categories. Within self-awareness the qualities of accurate self-assessment to enable a clear understanding of personal strengths and weaknesses together with self-confidence were highlighted. Self-management included traits such as trustworthiness and adaptability, both aligning to an ILE philosophy. Social awareness included empathy and the skill of assessing other people’s emotions and understanding their perspective, once again a feature that would be heightened when expecting teachers to work together within an ILE team. Finally, social skill comprising of developing others, conflict management, building bonds and teamwork and collaboration, are all implicit skills required to lead within a new pedagogical philosophy based on collaborative teamwork. This aspect links back to the connection teachers feel to the learning they complete and how the expectations are explicitly communicated.

Leaders are vulnerable when closely held belief and principles are challenged by changing parameters and landscapes and the courage to shake those beliefs, which

strikes at the very core of their existence, is the first step to critical reflection. Branson (2007) stated that the act or process of becoming a reflective practitioner is not one that can be prescribed, it is a personal route. Larrivee (2000) suggested maintaining a journal to record a more systematic pathway supporting the offload of daily frustrations and to provide a reflective meaning to situations. Whilst that process maps a moral consciousness it does not counter the effects of external neo-liberal reform or micro-political influences.

The connection or disconnection with professional learning, discussed earlier, is associated with change and therefore at a macro, political level the decisions filter down into individual institutions and are exposed to micro-political influences. As Ball (1998) stated,

National policy making is inevitably a process of bricolage: a matter of borrowing and copying bits and pieces of ideas from elsewhere, drawing upon and amending locally tried and tested approaches, cannibalising theories, research, trends and fashions and not infrequently flailing around for anything at all that looks as though it might work (Ball, 1998, p.126).

The ILE philosophy remains far from reliable and effective if the evaluation of success grounds itself in learner achievement or examination attainment. More primary and intermediate schools appear to be adopting the new pedagogy with very few secondary schools taking up the innovative teaching and learning strategies. Starr (2011) suggested that micro-political “activity intensifies during periods of major change” (p.647). In an

effort to unpack the forces and dynamics involved in micro-politics Ball (1987) described the reactions of external observers asked to study the working organisational structures of schools. The accounts expose less stable, more complex and less understandable institutions than the ones expected or described in some educational literature. He went on to quote Hoyle's description of micro-politics as the "dark side of organisational life" (as cited in Ball, 2007, p.7).

Brundrett (1998) pointed towards factors that can produce an imbalance in representation surrounding new strategies with individuals presenting bias that supports their own faculty rather than accepting change that will have school wide implications. Hoyle (1999) posited that one could "hypothesise that much micro-political activity within the school centres on teachers' defence of their autonomy" (p. 218). He argued that the set of social conditions summarised by the term micro-politics remains a contestable assumption amongst academic researchers. Nevertheless, it presents a useful guide for leadership and one to acknowledge when leading change.

One particular description of the layers involved in micro-political influences stems from the work of Bolman and Deal (2003) who examined a four-frame model of organisational life. They described organisational life as one where an individual carries "a mental model—a set of ideas and assumptions—that you carry in your head to help you understand and negotiate a particular 'territory'" (p.10). This echoed the individual filters expressed by Larrivee (2000) and demonstrated how these factors can potentially mesh to bond teachers to or restrict their connection to prescribed professional

learning. Singular actions, argued by Larrivee (2000) are governed by a series of lenses or screens through which responses are filtered prior to any action being taken. Larrivee expressed her theory as one where “past experiences, beliefs, assumptions, and expectations, feelings and mood, and personal agendas and aspirations can either serve to limit or expand the repertoire of responses available to a teacher in any situation” (p.299). The model shown in Figure 2 helps graphically to explain the screening system.

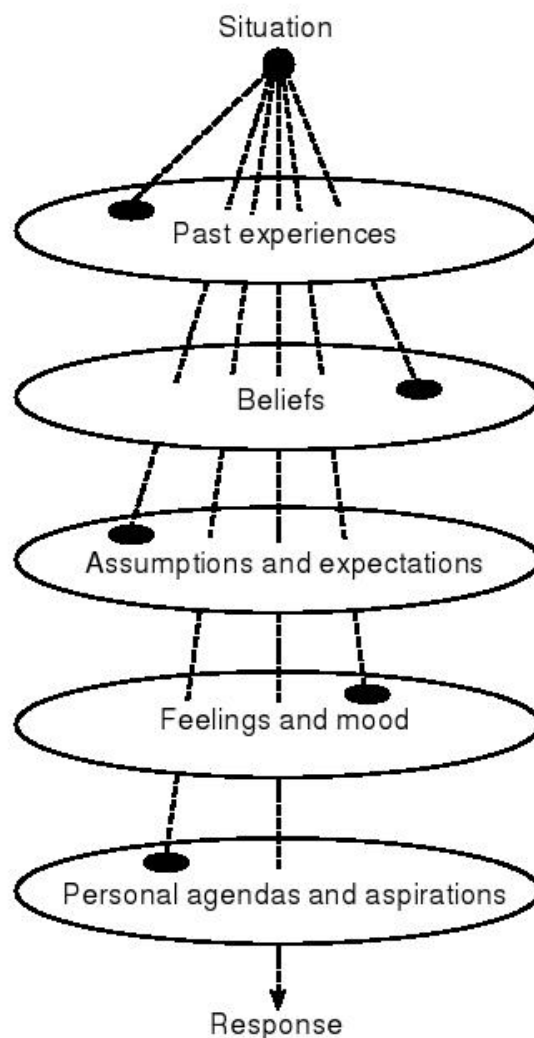


Figure 2. “Our Screening Process: examining our personal filtering system.” (Larrivee, 2000, p. 300)

Connections and conclusions

This chapter has examined the links between some important factors, including adult learning, how leaders manage change, professional learning and the influence of coaching. How these factors interlock is manifestly important when tackling a new philosophical teaching pathway, in this case ILEs. The impact of the models espoused by Branson and Larrivee cannot be underestimated. The inclusion of these models and the link to personal filter systems of thought and response govern how individuals react to new stimuli. Therefore, the process of coaching together with articulate and thoughtful leadership works to support a process of ongoing adjustment towards the proposed teaching philosophy. It is possible that some individuals will adjust quickly but others will take time to re-align their filters to accept the alternative approach.

The importance of how adults learn is a succinct part of the equation which ensures, if recognised accordingly, that proven techniques or methods are used to enable comprehension. Ignorance or lack of acknowledgment of this factor can lead to negative responses when professional learning is offered. The very nature of professional learning is complicated and stems from historic delivery methods that have possibly undermined the value of the content before it has been delivered. This also connects to each individual's filter system and how they accept or dismiss the learning.

Chapter 3 Methodology

Introduction

This chapter presents the methodology and methods applied in this thesis. The study, positioned within an interpretivist paradigm, is critically analysed to help unpack the rationale for the chosen approach. Research including the case study and semi-structured interview technique receive explanation. The ethical considerations are also examined, highlighting how participants were identified and protected throughout the process.

Two schools agreed to take part in the study. School A is located in Auckland and delivers an education programme to students aged between eleven and thirteen. The school actively promotes their values to the wider community by offering an extensive range of learning and life experiences. Their values include, learning to learn, inclusion, cultural diversity, high expectations, future focus, coherence and community engagement. The school role fluctuates in a range from 550-600. Six interviews were carried out at School A. In the interests of confidentiality and to observe the conditions under which the interviews were agreed those taking part have been issued codes to identify them within the extracts below. The individuals included the school principal (PA1), ILE team leaders (TLA1 and TLA2), a teacher with recent single cell experience who had recently been employed (TSCA) and teachers who form part of the ILE teaching teams (TTA1 and TTA2). These two teachers had also worked within a single cell teaching philosophy but had been part of School A for more than three years.

School B is also situated in Auckland. The school currently caters for new entrants through to Year eight age range. The role is approximately 200. Due to an anticipated role growth new facilities have been proposed. Ministry of Education guidelines together with the strategic vision of the principal and the board have ensured that the new facility is built to enable ILE learning. The explicit vision of the school includes four strands, to prepare students for global citizenship, real life learning through a balanced curriculum, acknowledging stewardship of the land (kaitiaki) and valuing positive relationships. The five interviews conducted at school B included the principal (PB2), the deputy principal (DPB), the associate principal (APB), a recently qualified teacher (TTB) and a newly appointed teacher with over twenty years of experience within a single cell classroom (TSCB).

Both consent form (Appendix D) and the participation information sheet (Appendix E), issued prior to commencing the interviews stated that the identity of each participant would be protected and therefore codes representing each individual are used rather than pseudonyms. This was deliberately done to remove gender identification and where possible use of their rather than he or she has been implemented.

Worldview and ontology

To embrace the prospect of unpeeling the thick layers of lived experience within a research context, it is incumbent on the researcher to understand the philosophical umbrella that will inform the approach. The concept of a paradigm as an all-embracing charter that shapes our approach to being in the world has become more fundamental

since Kuhn published *The Structure of Scientific Revolutions* in 1962. It is somewhat critical to expand our consciousness and subsequently frame our world based on paradigmatic conventions. Significant paradigms have been suggested as pivotal frameworks from which to hinge research. Quantitative and qualitative methods have formed the backbone of research for decades. Guba and Lincoln (1994) identified positivism, post positivism, constructivism and critical theory as key worldviews that represent quantitative and qualitative approaches. Each of these has particular meaning and have influenced the direction of this study. No one paradigm can be proven to be more significant than the others and are widely debated throughout the academic community. Most agree that a paradigm is based on the basic belief systems of ontological, epistemological and methodological assumptions. Ontological beliefs drive epistemological approach which in turn influence the methodological tactics.

Qualitative research is more associated with interpretivism and constructivism and form the scaffolding for my particular research context. Stemming from a relativist ontology the interpretivist paradigm would most closely tailor to the research questions listed in Chapter One. Relativism is the viewpoint that there are no absolute truths only subjective values stemming from differences in perception and consideration. Whilst not a moral relativist, more a moral objectivist, there are overarching aspects of relativism that supports thinking towards my study. For example, the experience of receiving professional learning is relative to each individual. Therefore, how an individual teacher connects to that learning will be true or valid to them but may not be true or valid to their colleagues. Guba (1992) argued that the relativist position had

much to recommend it. He also acknowledged that “key terms ought to be problematic, inviting construction and redefining as knowledge and sophistication grow” (p.17). He went on to argue that relativism is often reviled as it can be based on nothing more than rank subjectivity leaving the judgments as private and possibly irrational. Bernstein took the argument further by stating that,

the idea of basic dichotomy between the subjective and the objective; the conception of knowledge as being a correct representation of what is objective; the conviction that human reason can completely free itself of bias, prejudice, and tradition; the idea of a universal method by which we can first secure firm foundations of knowledge and then build the edifice of a universal science; the belief that by the power of self-reflection we can transcend our historical context and horizon and know things as they really are in themselves – all of these concepts [can be] subjected to sustained criticism. (1998, cited by Guba, 1992).

One concluding argument points out that some degree of subjectivity is unavoidable and to therefore dismiss relativism because it involves “subjective elements seems just a trifle ill-considered” (Guba, 1992, p.19). There are those who reject relativism as it denies one privileged standpoint over another. Critics of relativism would posit that if there are no absolute truths, then one cannot believe anything absolutely at all, including that there are no absolute truths. Therefore, nothing could be really true, including relativism. Clark (1994) countered Guba’s statement, in a critique of his work, regarding the problematic use of key terms by stating that if all key terms are

problematic “then this applies to all key terms in his essay” (1994, p.89). Detractors from the relativist worldview argue that many who espouse it are in fact absolutists (Irvine, 2000). Macintyre answered criticism of relativism stating that,

Relativism, like scepticism, is one of those doctrines that have by now been refuted a number of times too often. Nothing is perhaps a surer sign that a doctrine embodies some not-to-be neglected truth than that in the course of history of philosophy it should have been refuted again and again. Genuinely refutable doctrines only need to be refuted once. (1985, cited in, Villa, 2010, p.167).

What is clear within this philosophical swamp is that relativism is socially constructed, fits the research pathway and supports a subjective epistemology. It is also logical to link it to the research study as ILE remains a subjective philosophy with leaders of schools extracting their own truths from the government led strategy. This in turn leads to a description of the supporting paradigm of interpretivism.

Interpretivism

Black (2006) argued that “the strength and power of the interpretivist approach lies in its ability to address the complexity and meaning of situation” (p.319). He added that the requirement for authentic, plausible communication requires openness and trust. These precise features, primarily trust, underpin some of the effectiveness experienced through professional learning and therefore provides a thought-provoking parallel that

works alongside my research. Wignall (1998) went on to contend that “real-life situations are not clearly defined; rather, human experience is characterised by ambiguity, uncertainty, paradox, and dilemma” (p.302). Individuals within the same professional learning activity will experience the process quite differently, they take alternative meaning from the material and decide how they categorise its validity. Tucker (1965) reviewed the work of Max Weber in particular regard to his ‘Verstehen’ (translated from German ‘to understand’) philosophy. Weber sought to give credibility to interpretivism as a “tool designed to discover the nature of a situation” (Tucker, 1965, p.164).

With the interpretivist paradigm as the genesis there are potentially numerous research methods. Within the paradigm there is an epistemology that can influence the methodology. In tandem with an interpretivist worldview travels transactional or subjectivist epistemology. This epistemology fits the research as it is one which implies the values or rational acceptance are those of the specific researcher or of the believers learning community. The researcher’s values are therefore inherent within all phases of the research process. The truth or crux of the outcome is reached through detailed discussion and negotiation with the interviewees and educational professionals who participated in the data collection. The main disadvantages connected with interpretivism include the subjective nature of the approach and the space made available for the researcher’s own views to permeate the findings. It is hard to limit these but they could or should be acknowledged alongside the data gathering process. A close

adherence to the structure of the ethics proposal helped to limit the subjective interpretation together with a personal critical thinking review following each interview.

Methodology

To ensure an in-depth analysis of the phenomenon a case study was considered a suitable vehicle. Cases, according to Creswell are “bounded by time and activity” (2014, p.14). Stake went further to describe three main types of case study with the “collective case study, where the instrumental case study is extended to cover several cases, to learn more about the phenomenon, population or general condition” (1994, cited by Punch, 2009, p.119). Instrumental case study is a single case study whereas collective, multiple or comparative case studies are within and across cases. Criticism of case study approach includes the nature of drawing out the “negative case” (Punch, 2009, p.121) or encouraging generalisations. Complex social behaviour exhibited in education and particularly in relation to my research questions, highlighted in Chapter One, would be suited to a case study given the continual or persistently problematic professional learning research area described earlier. ILE’s represent a new philosophy that will impact the change dynamic and consequent social behaviour within schools adopting the approach.

It is important to rationalise which methodology within the case study would be most appropriate and necessary to explore the research questions being posed. Naturalistic methods are most associated with subjectivist epistemology. Interviews, observation and analysis feature within this approach. The research outcomes would be negotiated,

organically within school cultures, social settings and relationships with other people. There are likely therefore to be layers of truth that cannot be grounded in objective reality. This would be very true of the professional learning process as it remains a highly subjective process. To produce research, therefore, from this perspective requires some critical thinking stages to try and unpack the collected data.

The interview is the “most prominent data collection tool in qualitative research” (Punch, 2009, p.144). It is closely associated with interpretivism and is an excellent way of assessing views, meanings and definitions. They are also more useful when the participants cannot be directly observed, as would be the case given the research questions. Fontana and Frey (1994) described a three way classification of structured, semi-structured and unstructured interviewing. Their findings can be applied to group or individual interviews. In the tightly structured interview the questions are standardised with responses coded in advance, leaving little attempt to dig deeply into the issue. At the other end of the spectrum the unstructured interview allows for open ended and in-depth questions with follow up questions inserted as the conversation unfolds in this study. Understanding how teachers connect with professional learning requires a strategy in line with a semi-structured approach to account for the depth of response.

The role of the researcher/interviewer is described as “bringing to consciousness the restrictive conditions of the status quo” (Orlikowski & Baroudi, 1991, p.22). This description would fit with the semi-structured interview approach and offer a chance

for my own experience, as a professional, to enable unscripted responses to a semi-structured approach. It is worth noting that criticism of interviews extends to representativeness and influential people within each school can exercise their sway over colleagues by prejudicing the outcome. It is important to prepare thoroughly and to do whatever possible to reduce this impact to ensure that all voices are heard and unrestrained (Angen, 2000). Further description of the semi-structured interview by Fontana and Frey (1994) indicated some key aspects to consider when planning the data collection. Gaining trust, establishing a rapport and understanding the language of the respondents are amongst the suggested elements which make this approach more appropriate for my research.

Critical thinking when planning the interview process is also advisable to ensure the process remains properly intended with outcomes justified and explained. There are criticisms of the 'soft' data collected by this method as opposed to the hard data collected by rationalists who argue that their findings present "clear and specific solutions to contemporary difficulties and problems" (Wignall, 1998, p.302). Another limitation includes overt criticisms of professional learning which might be expressed during the discussion possibly exaggerating the response. In this sense my own experience of receiving and delivering professional learning may be brought into the gathered data in trying to understand or qualify the response. Some interview respondents report feeling the artificial process of the interview as something that makes them more aware or conscious of what they are saying possibly leading to

answers that misrepresent them. Sennett (2014) suggested that the interviewer cannot be passive and impersonal if looking to extract meaning from answers and as a consequence will naturally give something of themselves to the interview. Conversely, seeking volunteers for an interview may provide data that is not indicative of the whole as the explicit willingness to participate might present a particular motivation towards the topic. It is also evident from Kvale and Brinkman (2009) that interviewing, much like teaching, is an art and not a science, leaving the novice researcher at the mercy of making errors. The semi-structured interview can make comparability harder as the views being expressed are personal and based on beliefs, views and attitudes according to DiCicco-Bloom and Crabtree (2006). The sub question underpinning the proposed research relates to the layers of objectivity, subjectivity and intersubjectivity of each participant which may support the understanding of any particular response given in the semi-structured interview.

Research design

Even the most carefully collected results can be misleading if the underlying context of expectations are wrong. The conceptual framework must become the pivot point for the research. Miles and Huberman (1994) defined “a conceptual framework as a visual or written product, one that explains, either graphically or in narrative form, the main things to be studied” (p.39). They continued to explain that a framework becomes a cautious theory of the phenomenon being investigated. It helps develop realistic questions, form suitable methods and identify potential validity threats to the outcome.

In this instance the research was a case study of two institutions. To secure a broad range of data the selection of institution and participants is central to the collected data. Understanding the school context with identification of entry numbers, socio-economic decile rating, staff numbers are all factors for consideration when selecting the institutions for the study. Having worked in both private and state sector education it is clear that there ought to be representation from both to provide comparable data.

Pressure and stress experienced within both, albeit for different reasons, provides catalytic motivation for certain types of professional learning. The topics covered within the annual professional learning cycle may also be governed, to a degree, by the socio-economic make up of each institution and could be analyzed. A breakdown of role growth, students with educational assessment reports and literacy and numeracy comparisons also provide important data from which to underpin further analysis. The case study carried out relied on role information, including growth where it was offered rather than additional individual student assessment reports to offer comparison. Often the direction professional learning takes is driven by senior leaders so interviewing staff responsible for deciding and arranging professional learning would support a more holistic outcome.

The schools in the study were selected based on geographic accessibility, a willingness to participate and their ongoing pursuit of an ILE teaching and learning philosophy. The leaders of the schools were open, communicative and flexible with their support making the subsequent interview process relatively straight forward. Schools willing to

participate were not plentiful leaving the researcher without the luxury of options from which to choose.

The participants themselves were invited to take part in the interviews and represented an important ethical consideration of the research. These interviewees were, most likely as far as could be determined, willing volunteers. Compelling anyone to take part in mandatory reflection would be unethical and result in negative outcomes. The mere fact that volunteers are prepared to support the interview process may well suggest their implicit disposition towards the subject matter needs to be acknowledged. It is also true that my own interjection may have caused an unexpected response or tangential answer. Mayo, following the Hawthorne studies in 1939, stated that it is important to train interviewers in “how to listen, how to avoid interruption or the giving of advice, or generally to avoid anything that might put an end to free expression in an individual instance” (1945, cited by Kvale & Brinkman, 2009, p.10).

The interview process involved leaders, team leaders and teachers and offered a chance for broad comparison. Where and when each interview will take place can affect “the interviewer-interviewee relationship, the quality, reliability and validity of the interview data” (Punch, 2009, p.150). The interviewees were all offered confidential and neutral meeting room location at AUT University but all declined preferring the location of their own workplace. This made confidentiality more difficult but the identity of each individual has been protected according to the requirements of the Ethics Approval document (EA1).

Due to the semi-structured interview option the use of a recording device was most suitable. It was incumbent on the interviewer to manage the device to ensure the recording was both secure and audible. The interview locations were generally quiet but peak flows between classes or during interval times meant that certain dialogue was hard to extract. Punch (2009) posited some useful procedures to follow when collecting data. He suggested four common sense elements to help maximise the quality of the data. To think through and rationalise the logistics, to anticipate and simulate the data collection procedures, to ensure the approach is ethical and professional and to appreciate the need for training in preparation for the interviews. A clear set of questions (Appendix F) enabled a pathway for the interview allowing for diversions rather than a complete change of direction as the interview unfolded. Each interview took between 40 and 55 minutes to complete.

Data analysis

Miles and Huberman (1994) described their approach of transcendental realism in three key components:

- Data reduction;
- Data display; and,
- Drawing and verifying conclusions.

The data reduction involved a process of segmentation, editing and theme categorisation using NVIVO software together with manual sorting and grouping. The themes created within the software enabled a redistribution of thinking about the collected data. Nodes created in these themes then became the vessels of new

constructed elements. There are critics, such as Vagle, who question the use of software as being too 'mechanistic', (2014, cited by Benade, 2015, p.8) but for the novice, supporting software provided a welcome way to manage the complex content. Data display enabled the researcher to look at broad themes using alternative graphic and diagrammatical displays that then in turn enabled further analysis. Drawing conclusions followed naturally from the first two stages although interim evaluation stages were inserted throughout the process but lacked the sharpened analysis of the final review.

Understanding the nature of data analysis is, still however, complex. Our very "humanness is constituted in phenomenological (descriptive) experience" (van Manen, 1997, cited by Vagle, 2010, p.398). Vagle (2010) went on to describe a descriptive-interpretive dualism or two approaches to phenomenological research. Findlay explained attitude as a "metaphor of a dance between Husserl's reduction and subsequent iterations of reflexivity prompted by hermeneutics" (2008, cited by Vagle, 2010, p.398). This liberated my research data analysis to look at both strands of descriptive and interpretive (reflexivity) and enabled a degree of improvisation or freedom in the process. It also created an opportunity for me to stretch my understanding and pull apart my pre-conceptions of the phenomenon as the research unravelled.

Ethics

Throughout the research process the ethical guidelines ensuring that trust remained intact needed to be carefully recognised. Ryan (2011) indicated three classic ethical

concerns of which to be mindful when carrying out qualitative research, “codes and consent, confidentiality and trust” (p.418). Consent was explicit in this research with volunteers were willing to contribute to the data. Confidentiality formed a corner stone of their acceptance. The participants felt their identity was protected and were more likely to offer genuine comments, a few did seek clarification on this before offering a particular opinion. Participants were informed that coded pseudonyms would be applied to remove personal identity details (Appendix E). The element of trust, that as has been expressed throughout this writing, is a large part of the professional learning process and therefore remains an overt part of the ethical approach too. It is very possible that details will emerge or be found out “by accident” (Gregory, 2003, p.8) making the onus on the researcher to protect the participants from identification. There were several frank and open comments where it appeared the interviewees trusted the confidential nature of the work and were almost treating the discussion as religious ‘confession’. It was possible that certain opinions were divulged that had yet to be expressed to the leadership of the school.

Interview data validity

It is important to ensure the internal validity of the qualitative research. Miles and Huberman (1994) examined the reliability and validity of the objective data collection process. Creswell (2014) argued that “validity does not carry the same connotations in qualitative research as it does in quantitative research: nor is it a companion of reliability or generalisability” (p.201). They critically question the credibility of study approaches and describe a method of triangulation to secure a more dependable outcome.

Triangulation began as a form of measurement within geographical landscapes but was adopted and used metaphorically by researchers to describe equivalent procedures. This triangulation is used in complex studies involving behavior phenomena. Miles and Huberman (1994) connected five types of triangulation, firstly by data source, secondly by method, then by researcher followed by theory and finally by data type. The reason for taking this approach would be to safe guard against the reluctance of individuals within a study to verbalise their belief systems or in fact even their ability to do so.

Creswell (2014) posited eight validity strategies of which triangulation features predominantly. Some of the suggested strategies are more frequently used and some more difficult to implement. Member checking is a useful approach with findings and report being returned to the participants to check for accuracy. This is not necessarily returning with raw data but a “semi-polished” (Creswell, 2014, p.202) product in the form of a new survey or follow up interview. Hallett (2013) argued ethically against member checking stating that researchers may “feel compelled to let the participants have the ‘final say’ on what gets included” (p.32). Creswell (2014) recommended that the researcher, as part of the validity strategy, imparts their bias or clarifies through reflection their stance they bring to the study. There are oppositions to this view but clarity and openness are useful when producing results, they also engender trust. The Participation Information Sheet designed prior to the interview process does not indicate the need for a validity strategy as the critical time constraints negated the opportunity to return ‘semi-polished’ data. Triangulation was used but followed the pathway described by Bryman (2014), he posited that “the goal is not to treat one set of data as a validity test for the other but to use the contrasting findings as a springboard

for understanding the different contexts in which the questioning was carried out” (p.128). The two contrasting schools at different stages of their journey towards an ILE philosophy provided the context to enable this springboard together with a discussion with Mark Osborne, a leading New Zealand authority on ILE implementation.

The interviews that provided the data for Chapter 4 were conducted with as much adherence to the ethical guidelines as a novice interviewer could manage. The generous time afforded by the interviewees and the leadership to enable full and comprehensive data collection was significant and cannot be understated. The resulting set of findings revealed some underlying themes.

Whilst there were emerging themes from the interviews one of the key questions asked during the interviews related to how the interviewees experienced professional learning to enable their transition to ILEs. This represents the first theme albeit an implied theme rather than emerging.

Chapter 4 Findings

Introduction

The following chapter unpacks some of the emerging themes that link to the research questions. These themes arose from the interview sessions. Extracts taken directly from the interview transcripts are provided to underpin those themes. The findings have been presented in a way that best represents the participant's views.

Professional learning

The unanimous response from each of the eleven participants indicated that there was no specific professional learning programme available that could encompass their preparation to teach within an ILE. Online courses run by a professional learning and development consultancy organisation, visits to established ILE schools and discussion with MoE were mentioned but not uniformly. The ILE philosophy appeared to transform the very notion of professional learning according to PA1. The response to a direct question on their experience of professional learning to enable transition to ILE was answered,

I've completely changed my mind on what that looks like. There is no visit or cost or conference or discussion that is going to be a magic bullet. It's a drip, drip, drip. It goes over a long period of time, and it's something that you just keep working on realising. There are some things that are really powerful...What they are doing, which they believe is working collaboratively.

TLA1 acknowledged the lack of professional learning prospects but stated their own interpretation of how they experienced learning opportunities. They stated that,

Most of our professional learning because I'd call our team meetings professional learning. We're talking about senior staff minutes, whereas we're talking kids who are causing concern we need to keep an eye out for, but I would say 70% of our time, either a dedicated time in our team meeting, would be planning and implementing and doing stuff to create the environment we've got.

Similarly, another response from TLA2 encompassing their viewpoint on professional learning,

To be honest, professional learning or just learning full stop is trying something new and if it works or not. When we sit down as a team and collaborate on the next bit of planning, the next bit of whatever, like I say, everyone brings their own spin on it and their own experiences...Again, I come back to the dynamic of the team.

TLA2 echoed many of the thoughts expressed relating to the lack of structured and planned professional learning, when asked about their experience of receiving professional learning to enable a transition to ILE their response was,

No. Nope. It's more off you go. In a sense it's sort of been the same here, but what I know was what I've learned or what I've read. Not that there's a lot to read. It's more sort of here's the environment, off you go. You sort of learn along the way what works, what doesn't work, and just working with the team was the most important thing, how they want things to work, taking it all on board, finding some kind of common ground. There hasn't been a lot of PD behind it all in terms of how things like this work. Then it's breaking a mind-set of, for me coming from a single cell, here's 120 kids in a big space. How are we going to work that? Then you're working with three or four, three other people. You're working with teacher aides. Their mind-set on how things should work and trying to find some sort of commonality in it all.

TTA1 interpreted the professional learning by reflecting on past experiences and stated that, "it's absorbed within the context of the environment. The people that are already trained, professional or staff meetings, I guess. That comes up often. Have I been on an actual course, per se? No." The only mention of dedicated ILE professional learning came from PB2 who described an online training course.

He did a series of online workshops. That was really hard. It was a really hard medium for the teachers to work in. Some of them didn't really want to be there. We had the teachers that were in MLE doing it. But it wasn't all that ... It was difficult because it was a set time each week and other things came into play and things like that. It was difficult. It was a really hard format.

PB2 noted the following regarding professional learning and their understanding of what it meant to them,

Teachers seeing each other and hearing each other, is daily professional development, isn't it? I listen to the teachers. My expectation is the teachers will listen to the children, that the children will say, "Here's a great idea. Can we do this? Can we do that?"

APB who had experienced the same online learning opportunity stated, "Our professional learning consisted of an online module that was OK. I don't personally like online learning, anyway." The prospect of bringing new staff into a school was described by PB2. The acknowledgment of a need for professional learning, in the future, was highlighted.

What we're going to have to do is we are going to have to do professional learning at some point. Because there are going to be staff changes as we get into next year. I'm going to have to look at what those ... Who we are bringing in. With the ever producing number of teachers out there, it's really scary.

The first emerging theme to come from the interviews related to how the interaction between teachers provided them with a chance to develop their pedagogy. The

connection they felt to each other and the advantages their individual skills brought to the classroom were highlighted. The importance of relationships became very apparent.

Relationships

The emerging theme of relationships was evident in almost every interview transcript. The philosophy of ILE necessitates collaborative relationships but when individuals are expected to cooperate in the same teaching space the outcome can either benefit or detract from quality teaching and learning. PA1 suggested that the way workplace situations are now perceived has changed as a result of feedback and observation,

The expectation is that everyone will work really, really hard, and they do. There's some other things that I would've looked at as indicators or shaken my head at maybe ten years ago. Now I see it completely opposite than the way I used to.

PA1 went on to describe a situation where feedback from students had enabled a shift in their own personal filter. Several students commented that one of the fundamental areas of pleasure for them was to see their teachers enjoying themselves in class and this was often witnessed by them during learning time. Previously, the observation by the principal of a group of teachers talking to each other rather than actively engaging with students might have been to question their approach. However, the feedback from the students allowed this particular principal to encourage rather than discourage this type of interaction.

To me and to most of the teachers here and to the parents and to the children I would say sort of 98% of all those people it's really exciting working collaboratively. It's so exciting, it's so empowering, it's so enjoying. There's so much enjoyment. The Maori children see it. In a pastoral care meeting, we love it when we see the teachers together having fun. If I walk into a classroom space and all the kids are on task and the teachers are standing in the middle talking, I now think, 'Great. That's good,' not, 'Oh, they are wasting time'

Acknowledging the critical part that relationships take was evident through most of the interviews. TLA2 expressed an opinion by relating professional learning to relationships,

It's the collaboration that's really important. You can't force that. I think the most important professional development to give people is not the relationship with the teachers to kids, but it is the teachers to teachers.

Strategically, teachers who have a period of experience within an ILE, position themselves to ensure that the relationships they form within future teams is right for them. This perhaps becomes a significant challenge for leaders as particular requests may not be advantageous or even possible within the resources and systems required to manage learning. TTA1 described the following,

Last year I came from a team that was a bit older which was fine we all got along really, really well, but it was a lot more. You come to work and work is work and

you go home and that is home, and they were all very, very separate. Whereas in previous years I've developed really good relationships with different colleagues and I've remained friends with them even though I've left school and those people have come to my wedding and those sorts of things. I had said; "you know I would really like to be a part of a team that's a little bit more social" because that works better for me.

This aspect of resourcing and blending professionals together to facilitate strong learning environments extends past the routine daily teaching and learning experience and into the strategic employment domain including how teachers are interviewed and prepared for possible employment. PB2, from School B noted that, "Our whole interview process now is not focused on what they're teaching, but it's more around what the interpersonal relationship skills are." The relationships formed can have unexpectedly positive outcomes for the learners, APB explained,

I think that's the benefit of having two teachers, though. Quite often there'll be a kid that ... I have never really, touch wood, come across a kid that I just can't stand, but there are kids that I don't have as strong a relationship with as others, but often TTB will pick those kids up. That might be just a fluke that she and I work that way, because she often picks the struggling kids up.

If, however, the relationship between the teachers working together is strained then it becomes obvious to both leaders and learners. APB commented,

That's probably the make or break, almost, of what ILE is. It's actually probably the relationships between the teachers because kids aren't dumb, they pick up on everything. Everything. If that relationship's falling to bits then the kids will just play you off against each other.

Similarly DPB, from the same school described observations from their current and past experience,

I think if you've got a really good relationship with that person, and that you are on the same wave length that nurtures itself but I know that when you have two people that are completely polarized, which we've had in the past to be in where someone says that's leaving, and that's really difficult because that can potentially send signals, which parents and children pick up on.

Leadership also struggle to find the most appropriate blend with the results adding to the complexity of the job. PB2 described the following,

We've only got a small number of staff that we're talking about. I said; there are no options. As we've gone through it there are teachers, combinations of teachers that aren't working. I have to be a bloody counsellor with the teachers to sort of talk through what the issues are.

TSCB had another sense of why their particular professional relationship was so important.

Definitely it's ... You do have to ... by being in an innovative space you have to promote and you have to role model those relationships in order for kids to do it successfully. For some kids they might not go home and see a successful relationship. Not successful, but you know, they might not see a positive relationship.

The confidence that reliable colleagues bring to new situations, such as ILEs, creates safe emotional conditions for those experiencing the change. This is expressed as trust and was overtly apparent during the interviews.

Trust

Linked with the theme of relationships came the subject of trust. Trust as a theme stemmed from a number of pathways, the trust from the school leadership team to their staff to conduct their jobs professionally, the trust from the parent community that this new philosophy was not going to disadvantage their children. Existing staff felt a large degree of trust in the leadership team of the school that new employees would fit the working dynamic of their team and that future system based initiatives would enable better outcomes rather than increased workload. TLA1 commented about the level of trust placed in the skill of their team relating specifically to how they take on new pedagogy,

I would prefer that they have a go and learn from it rather than, which I know a couple of them struggled with. They were looking for me to give them some things. I don't work that way. I'll model things you can do.

APB during their interviewed commented that,

There's a lot of trust there. I think if you are uncomfortable with your person then you are constantly on edge and you've got to ... It's like you're being observed all the time, right. I've never been in that position though, because I've had a really good partnership with most of the people I've taught with.

School B discussed the theme of trust far more explicitly and this is possibly due to the ongoing transitional work and development of the school as one which deliver ILE education. TTB described a partnership they had experienced, “you really have to have a lot of trust and faith in someone. To be honest it's like having a relationship”. The relationship being referred to in this description was more in line with a partnership between couples rather than a professional relationship. The inherent trust associated with the bond between couples was the best way this particular teacher could find to describe how they felt about their working relationship. DPB described their feelings similarly”, you give up your own time and you make a lot of effort for that person because you do trust them and you do have a special relationship with them.”

The element of trust can look different depending on how it is viewed. TTB described the process of what happens when one of their team was absent, “not that we don't trust our relievers or anything like that but everyone's interpretation is slightly different.” Therefore, the process of coming into an ILE relationship and taking over can be multifaceted and present a complex situation for the remaining teacher.

The process of interviewing for new teachers, as was demonstrated in the relationships section, also meshes with the concept of trust. APB explained, “it's like anyone that you interview this has just got a slightly different dimension in the fact that you've got to work with that person, and you've got to trust that person.” This has also changed the nature of how some leaders look at their contracts. As it has more to do with inter-relational skills, the contracts being offered, in some cases, are more tentative. PB2 considered the additional constraints surrounding employment.

It's more to do with the collaborative nature. We've employed some, some we employed because we are on fixed term. Some we employed permanently. Fixed term ones, we employ them on fixed term because we have a question mark over their compatibility.

Finding teachers for employment is not easy and PB2 noted that vacancies coming up did not always have a wealth of applications leaving potential employees difficult to find. The cause, in their opinion was,

I think there is a couple of reasons. One is, at the moment our economy seems to be doing well. Teachers leave teaching when the economy is doing well. When the global financial crisis hit, there were a lot of teachers around. Because people, they left teaching to go into private business. Their jobs looked shaky and so they thought; Oh, I'm going back to teaching.

Therefore both leadership and classroom teachers acknowledge the importance of relationships and trust although in the case of ILE the nature of how it is experienced is possibly a result of both macro and micro influences. Schools are not able to pick and choose the right candidate every time and neither are the teachers who are compelled to work with their colleagues. Changes due to staff rotation, new employment, leadership roles, maternity or sickness can cause a shift in the relationships and built trust within the teams. This can project itself into the next emerging theme.

Anxiety

As expressed in Chapter Two, the stress and anxiety that is sometimes experienced by teachers can be caused by a number of factors including change and uncertainty or by accountability and performativity. In the case of ILEs the principal cause of anxiety expressed by the interviewees related to the relationships experienced with their colleagues and by leaders who faced uncertainty relating to future employees and current team dynamics.

The anxiety is not, of course, necessarily articulated by the teachers alone. One indication from TTA2 pointed towards how the ILE philosophy actually enabled a reduction in anxiety for the learners and stated that, “the kids will often come to my colleague if they are struggling with something and they're feeling quite anxious about it, then they'll go to the more gentle ... they'll go to my colleague.”

A discussion with TSCB who had been recently employed at School B had spent the past twenty years in a single cell environment and discussed a period of anxiety about the prospect of taking up a teaching at a different ILE school. TSCB indicated their thoughts,

I think it would be the school. What the school was like. I think I'd be a little more, I guess anxious, definitely curious as to what the school was like. I'd want to go and visit a couple more times. Now, I've been spoiled. Coming here, I have been so spoiled. The people here are just so amazing, that going to another school, to a single cell, that's not ... maybe because I've only been here for less than two terms too. That's not such a huge thing as what the school is like.

TLA2 described another cause of anxiety within the physical classroom setting and explained that, “first of all is just the space. You become very conscious of more eyes on you. You become very conscious of noise levels”.

APB from School B expressed the following relating to internal relationship dynamics and how it can impact on their mind-set,

That is probably the most difficult part about ILE, or whatever you want to call it, ILS, is who your buddy's going to be. In saying that, I've made it work with whoever I've had, but there would have been a few staff members that I would have really been quite anxious about working with.

PB2 expressed a level of anxiety relating to how they would continue to employ teachers who had the necessary experience.

I think that pre service education isn't there, so that's churning out teachers for the 1990s and not 2000s. To me that's the disjoint. Then you've got teachers that are struggling. They're either in a school like ours that is going through a change. They have been in a new school and perhaps haven't liked it. It hasn't been for them, or they have just been in a single cell school and so they come into this and think; how does this work?

The anxiety of creating the right staff blend was also evident with PB2 adding that not only did the staff combination decision cause significant relationship strains but also that the very philosophy had driven experienced staff out of their job back into the familiarity of single cell teaching.

We're looking at who we've got and we're looking at who this teacher could work, what is this teacher like? Is this teacher going to be able to work with who we've got? The first year, when we shifted a couple of staff members around

midway through. One teacher left, he needed to go, and that meant another shift of teacher.

Methods of trying to alleviate stress and anxiety within an ILE appear to be more collaborative and bound to the trust engendered through the team dynamic. This was articulated through the interviews and exposed the next theme of coaching and or mentoring.

Mentoring/coaching

The concept of coaching as a plausible subject for professional development was highlighted in School A by PA1. On discussion with other team leaders and teachers at the school the practice or concept of coaching was widely acknowledged and openly shared amongst their routine reflection. It has been part of their philosophy for several years. Prior to the researcher arriving at School A the notion of coaching within a school was absent from the professional learning literature read in preparation for the interviews. Subsequent work on coaching within schools was added to the literature review following the interviews. TLA1 described their experience,

I had a coaching course the other week, and that was fantastic. That was a mentoring coaching thing. It was great because that's dealing with peers, which is half ... I mean, collaboration is great, but you have to have that relational communication going on as well so you don't get one person doing their own thing. You get four people on the page wanting the same goals.

The ILE philosophy creates a group dynamic by locating teachers inside the same physical teaching space so having the ability to work respectfully and cooperatively towards the same set of goals is inherent within the philosophy but equally, if not more important, is the need to encourage, support and build relationships to enable cohesive progress pathways. TLA2 described their experience from past and present schools:

I did coaching with my last school... I see the benefits of coaching. I think it's a good way to build goals and to reflect on your practice and look for unique steps and that kind of thing. In saying that, it could be a little bit wishy-washy for me and I'm not that kind of person, so even though I've done the coaching course and I have been a coach in my previous school. We all got linked with another person and we had to follow the coaching process. In this kind of environment, I don't know how much, I guess I do a lot of coaching because I'm a mentor.

TSCB indicated that:

You're on an island in single cell. You generate a lot more, from what I've seen of other teachers, I've picked up a lot of ideas, I've incorporated them with my own. I've also mentored other people with my own skills. It's very reciprocated in that sense. It's a reciprocal deal between what goes on in that area. When you're on your own, you've got limitations. I also think in some ways, without you being

consciously aware of it, when you are in a teaching space with other people around, I think you lift your game.

An uncertainty of the difference between teaching, mentoring and coaching was apparent with interviewees summarising their thoughts based on personal interpretation. APB from School B reflected on the interactions experienced and described the following when asked about their thoughts on coaching, "It's a form of mentoring, isn't it? Within the team. I don't think you have to go to a course, necessarily, to be able to do these things. You model from others. You see good practice."

The suggestion of learning through modelling good practice rather than an active process of coaching was apparent in a number of interviews and stemmed from the close working relationships formed as part of the ILE philosophy. Others were conscious of this close working relationship and felt that it heightened their teaching performance as another professional was always alongside them.

Those in leadership roles took another perspective on the concept of coaching or mentoring by identifying how a particular blend of teachers could enable a stronger outcome for the students. PB2 expressed their thoughts,

This one particular model I really liked. It was basically a two teacher space with 50 odd kids and I thought that would be good because you could ... An

experience teacher could a mentor an inexperienced teacher in that environment.

When the same leader asked if they believed their role to be more driven by mentoring or as a relationship manager their response was,

It's a bit of both. It's a bit of both because when you've got someone that's come from a single cell classroom, it is a journey that they actually have to go through, and I know like with one particular teacher, our beginning teacher we started last year together. Then I look at where she is now on her journey, and it's really powerful because you know, you've got to understand the philosophy behind it, and what it means.

The way in which each of the interviewees expressed their interpretation of coaching, mentoring or indeed the philosophy of ILEs was notable and forms the next emerging theme.

Philosophy interpretation

As indicated in the introduction, ILEs are currently hard to define. The Ministry of Education offer a definition but this is not necessarily echoed in educational intuitions. The interpretation of the ILE philosophy was evident throughout the interviews. TLA1, a team leader from School A, identified their opinion on the evolving ILE philosophy:

Let's do it this way. Low and behold, after a bit of time, no, no, no, we didn't know as much as we do now. This is actually the best way to do things. No, no, no, there's something different now. We've changed the name of it, and it's all new. We've paid some academics to back us up, and we're all good now. This is actually the best way to do it. It goes around in circles.

PB2, the principal of School B, when asked about how they interpreted the philosophy offered,

Yeah, and the other thing is that within the whole game ... Last year I sat on some design review panels. There is one school that's got the space, has six teachers and six classrooms for 150 kids. Six teachers in one big, open space. I'm thinking; Where's the pedagogy that sits behind that?

TTB explained that they were in the second year of teaching at School B and had the following recollection of how they were prepared by the tertiary institute.

I was quite shocked because when I came out of university, that was the first year that this school was going into their hubs, they called them at the time. I was like, "Okay, I've just finished three years of studying to be a teacher and there was no mention of this at university." Nothing at all. They talked about charter schools. They talked a little bit about inquiry learning but really I still had

no idea. To come into this thinking that I've been given a lot of the information that I need and still had nothing else.

The interpretation of ILE brought by another member of staff or long term reliever can also create complex conditions for both existing staff and students. The same second year teacher at School B described the following situation,

I think everybody's different. Everybody's different. The way that *APA1* and I teach is different. *APA1*'s got release two days a week as she is in management. There's another teacher that comes in for those two days a week. The way that *APA1* and I operate is completely different to the way that I operate with this other teacher. I think that's a big component of it. The kids are different.

This leads on to the next theme as the challenge to enable continuity or to effectively plan, write reports, set targets and perform essential professional duties requires the same collaborative endeavour. How leaders of schools express or enable teachers to work in this way was exposed through a number of comments.

Capacity to enable change

Providing structure, capacity and opportunities for teachers to collaborate and construct knowledge has always been a demand on school leadership. The philosophy of ILE brings teachers together in purposeful collaboration but the same is not necessarily true of the administration time. *TLA2* recounted the following,

When we have our team meetings we talk about what's been going on as a setting that's informal. After school on a Friday, I'll sit there and do my own little weekly reflection. Which is what the rest of the people have started doing as well. They don't necessarily do it on Friday after school but they've started just sitting back and going okay and writing how did we get on and reading this is what's going on. That's one of the things we're working on together as a team this year... There's only twenty four hours in a day.

The capacity for this reflection and collaborative engagement appeared to be a self-generated commodity. TTA1 discussed their thoughts,

I guess obviously there's that staff meeting time, but I think we make time in our team. We will say; "everyone bring some food, we're staying here till," we set up the 'knowledge-athon' ...we sat down and said; "let's sort this out, let's knock it out." Sometimes a lot of its informal, after school and between classes that kind of thing. If we need to do something we make time. This needs to be sorted guys let's do it. Or we make a plan, let's go think about this at home, you look at that, you look at that, you look at that all come back together tomorrow and we'll have a look at that together.

Another teacher, TTA2 had a different interpretation:

As teachers, you're reflecting constantly, and also, you generate that conversation within the context of meetings. Even just off the cuff. We're always chatting to each other. Once again, this environment is perfect for that, because you've always got contact with other teachers in that space. You're always able to let other people know, or ask somebody, you might have an issue and you want other teachers to be involved in the issue, to help and support you to be able to deal with that.

TLA1 expressed how capacity to enable change looked through their lens:

Largely, you can see when people okay we're not meeting, we're supposed to meet at this time every week. That's not happening because we've got too many other things to get on with. I mean, I hate having a meeting for meeting's sake. I don't see the point. You guys have got, you've got reports to write. Plus, planning, teaching, assisting everything else, doing your normal jobs. Take the time to eat dinner. Everything else we can do when there's time.

TTA2 described how the capacity for administrative collaboration appeared,

It's partly collaborative, but because for example in maths, nobody in the school teaches their home group for math. All the children split within their areas. I would write the maths comments for the children. I've taught maths. For my own home group, I'll write the comments for, say, writing, for example, because I've

had my own home group for writing... That's done twice a year, with formal reports, which they're in the process of changing now. We're absolutely right in the middle of the process of that. This year is the last time for those formal type reports.

TTB from School B explained what it was like trying to produce academic reports for students as part of a collaborative team,

I guess APB and I spend a lot of time outside of the classroom doing things. Report time, the bane of our existence, we spent a day on the holidays doing reports. We've spent a day, like one Saturday morning doing reports. You give up your own time and you make a lot of effort for that person because you do trust them and you do have a special relationship with them.

Similarly, TSCB stated, "we've given up a couple of our weekends, and we just get together, and do that because it's really hard to with the platform that we use." Understanding how change takes place and how systems can adapt leads on to the final theme. Throughout the interviews the emergence of 'agency' became clear.

Agency

Professional learning should be a process involving curiosity and personal agency. All too frequently, the model presented relies on passivity and compliance leading to poor traction or a lack of coherence. Acknowledging teacher agency or the chance to offer a

professional voice was heard clearly during the interviews. PA1, the principal of School A had a clear philosophy regarding teacher agency,

I try to model with the teachers what I want them to do with the children. They have a lot of choice, they have a lot of voice, and they have a lot of agency because I want them to do that with their children. If they'll come to me and go, 'What do you want here, here, and here,' I'll go, 'Go away in your team and work it out and see what you think it might look like. If you want me to come down and join the discussion at some stage I will, but I'd really prefer that you do that all yourselves.'

Both TLA1 and TLA2, both team leaders within School A expressed a lack of agency, when asked directly, when the topic of interviewing new teachers or re-structuring teams was discussed. TLA1 explained how they interpreted the approach taken by the leadership in interviews,

Yeah. They definitely needed to make sure you're the right fit and you are going to play nicely with others and fit into what they call the *School A* way. It definitely is ... They have to think of who would be a good fit to work with her, which makes sense.

TLA2 explained that, "everyone gets their input to say what sort of area they'd like to be in, but at the end of the day, I don't get asked who I'd like".

Summary

This chapter has presented emerging themes that were extracted from the transcripts from all eleven interviews. Each individual presented answers which represented their own interpretation and perception of the posed interview questions (Appendix E). The themes drawn from the data were interpreted by the researcher as significant, common threads that bound the individual comments. The importance of professional learning to educators was highlighted. The dual themes of relationships and trust that are exposed within an ILE philosophy materialised explicitly. Anxiety, in both case studies, was discussed openly and honestly with future concerns expressed. Mentoring and coaching presented a method for tackling the inter-relational issues. The individual interpretation of the philosophy together with the capacity to evolve professional pedagogical practice was significant. This is not specific to ILE schools. Finally, the importance of agency to teachers and how they enable more conducive systems and processes to help alleviate some of the inter-relational and micro-political influences that impact their daily working lives. The next chapter examines and critically analyses the research findings in connection with the literature and other research in the field of professional learning for professional teachers in schools transitioning to an ILE.

Chapter 5 Discussion

Introduction

The following chapter offers a critical analysis and interpretation of research outcomes connecting them to existing research on ILE, professional development and other influencing factors relating to leadership and change management. Each research question is discussed and the concurrent emerging themes are examined and interlaced throughout each subsection. The research questions were:

1. How is the ILE philosophy expressed and enabled by the leadership of the school?
2. How do leaders provide a connection to professional learning strategies to provide the change necessary for a transition to ILE?
3. What micro influences are involved in sustaining change required for ILE?
4. How does the connection to professional learning experienced by the individual impact the resulting change?

Research question 1

There are many ways in which leaders express and enable the espoused philosophy. The teaching staff can utilise available professional learning to enhance teaching and learning strategies. The two case study schools highlighted the importance of leaders strategizing ways to enable quality professional learning. Significantly though, professional learning, as argued by Guskey and Yoon (2009) continued, at the time of research, to be presented in a manner that epitomised the least efficient learning

practice. Yet, one of the fundamental roles for school leadership, as expressed in the literature review, is the critical outcome of learning and the quality of teaching (Glasswell, Singh, & McNaughton, 2016). Therefore, professional learning as a platform used to support these outcomes, is uniformly important and necessary if delivered appropriately, particularly when transitioning to a new pedagogical philosophy. The importance of professional learning was evident in both case study schools but each leadership team placed importance on different areas that would enhance the ILE philosophy. The variations of approach and topic can be witnessed if observing professional learning in any school. The fledgling ILE experience of School B possibly highlighted the reason why certain professional learning options had been utilised.

The lived experience of learning, within an ILE philosophy, appeared from the case study interview accounts, to be manifestly shared to varying degrees by both teachers and students. Timperley (2015) argued that “emotion and motivation” (p.7) were the custodians of learning. Timperley also conjectured that teachers learn better when “they learn together” (p.7). This underpins and reaffirms the core philosophy of ILE education. The principals of both case study schools acknowledged that the transition process unearthed deeply held philosophical pedagogical beliefs, as evident in Le Fevre’s (2014) New Zealand research relating to risk taking connected with reform initiatives. Linked to this was the teachers emotional response to the philosophy. This, often passionate reaction, resulted in dissonance and the departure of several teachers, a number of whom had worked within the school for many years. Both case study schools continued to experience this type of dissonance and equally found the prospect of

employing new teachers, willing to adjust to the ILE philosophy, an ongoing and troubling issue.

The personal conflict experienced by these teachers, who objected to the ILE philosophy, was partly constructed and contrived by forces beyond the control of the school, particularly School B where the design of the required classroom block was required to reflect ILE. A MoE stipulation that new building initiatives, such as the teaching block required at School B due to projected population growth, would be conditionally funded on the premise that the outcome reflect and promote the ILE philosophy provided leadership with no other viable option. This forced a critical decision on behalf of leadership rather than one which was brought about by strategic and deliberate consideration. School A, conversely, were not faced with such dramatic philosophical decisions but continued to be driven by MoE funding initiatives. Leaders are therefore confronted with an OECD based initiative to which they are economically handcuffed but still need to enable local community or stakeholder co-operation (Waters et al., 2004). The principal of School B held meetings with parents to outline the new philosophy and to explain the decision making behind the proposed new building. The principal of School A recognised the need for constant information streaming to parents as new cohorts arrive with the same questions relating to how the philosophy works.

Informing, educating and convincing parents, who were not exposed to ILE philosophy can take time, generations of time, particularly in a school such as an Intermediate with

only two year levels. New students arrive every year establishing a fresh set of parents to inform about the philosophy. PA1, the principal of School A referred to an undercurrent of discord relating to the ILE teaching and the perception, anecdotally held by select parents. However, the ongoing narrative enabling communication and co-ordination with local community, as espoused by Forslund F and Rosander (2015) provides the potential for high quality, visible, interactions with teachers which is very important.

Sharing the new philosophy with teachers and preparing a pathway for professional learning does not always equate to acceptance as suggested by the resulting dissonance experienced by some teachers who felt they were no longer able to operate within the ILE philosophy. The principal of School B expressed concern relating to employment matters. Not only the cyclical need for new staff but the continual requirement to manage the inter-relational issues attributed to the ILE philosophy.

The anxiety of needing to find new employees can be acute at any time in any school (Donitsa-Schmidt & Zuzovsky, 2016) but when suitable candidates must also adapt their pedagogy then the variables increase and the vacancies become potentially harder to fill. The case study schools took different approaches. The principal of School A recognised the issue. When PA1 was asked about a pressing or complex issue the subject of their response related specifically to employment. The approach offered ensured that prospective employees understood the philosophy from the initial meeting. The structure and questions asked at interview had been purposefully adjusted to support

the philosophy. Careful exposure to the teaching environment with extended visits and a small but important lived experience was also part of the interview process with few aspects of the role left uncharted. This helped to enable a better acceptance of the philosophy although did not always solve the inter-relational issues. The case study school B had understood the need for a new approach to interview questions and had adopted new strategies when tackling prospective employees. They had not adopted the teaching experience part of the interview with the principal acknowledging that teachers were hard to find.

Both principals of the case study schools, as expressed earlier, recognised the importance of professional learning also espoused by Husbands (2016) but had different interpretations on how to deliver a suitable programme. School B was in the very early stages of transitioning to ILE so had a different focus to School A. School A was committed to a coaching programme espoused by Zwart, Wubbels, Bolhuis, and Bergen (2008) having recognised the need for improved inter-relational connections and School B had attempted an online course run by an education consultancy, to simply try and comprehend the ILE philosophy. The feedback regarding the online learning was mixed, PB2 indicated the varying success or frustration with the programme. The nature of the online content left some staff feeling disconnected with the required essence of the philosophy and represented an example of how professional learning can be detrimental rather than supportive. The assumption that adults have learnt how to learn was implicit within this approach with a dependency on the web based learning to

provide a foundation for the philosophy. It represented a behaviourist learning style rather than a constructivist approach that is so fortified by ILE.

The suggestion from Guskey and Yoon (2009) at the beginning of this section that professional learning continues to be delivered in manner that represents the least effective learning practice. The majority of teachers from School B did not endorse the online resource. The teachers who experienced the professional learning relating to coaching were more united in their appraisal. The response appeared to suggest they could visualise how the suggestions would impact their work environment. It also echoed the constructivist style of learning as the course allowed the participants to interact, observe and make personal meaning of their own experiences.

Conversely, the professional learning does not necessarily alter the nature or character of the receiving individual (Webster-Wright, 2009). One observation from School A related to how a teacher, leading the coaching strategy had dismissed the recent learning of participants of the same course. The dissonance created, in this instance, by the very coaching course designed to actually enable collaboration makes the connection to professional learning particularly challenging. Admittedly, this observation comes from one study rather than a broader response from other teachers. All interview participants did, however, acknowledge the importance of senior or more experienced teachers working in partnership with less experienced colleagues. The significance of mentoring (Louis et al., 2010) in this case is infused with the connection experienced between the teaching partnership. Many of the case study respondents

articulated their own understanding or interpretation. This does not reduce the explicit role of the leaders to ensure they are available to provide support but does offer an additional layer of guidance. TSCB, with over twenty years of experience valued this and stated, “that shows me how much I have grown with her over the last twenty whatever weeks.” It would be strategically harder to achieve this inter-relational connection within a single cell philosophy as the link between individuals would be reduced due to available contact time.

The emerging theme of trust from the case study interviews underpins the important role assumed by leadership who ought to display an empathetic disposition towards their staff (Thornton & Cherrington, 2014; Waters et al., 2004). When inter-relational blends are exposed through an ILE philosophy the subject of trust sharpens as the philosophy exposes working relationships. It can also create stress when conflicting professional relationships reduce the trust experienced by the teachers. DPB explained a situation where two teachers created a polarising effect on their students and parents bringing uncertainty and discord to the learning environment. Once again, the leadership was required to manage the inter-relational issue and communicate the outcome to concerned children and parents.

Conversely, the foundation of trust becomes more distinct and acutely observed by existing teachers when new employees are required. Some of the teachers from the interviews in School B felt they had been included into a wider family and enjoyed the security and support the dynamic provided. Others were more anxious about the

introduction of new individuals and how their characteristics would influence their work environment. This anxiety was more evident in school A as the philosophy was more entrenched and patterns of new staff employment had been experienced by long term staff. From their responses to interview questions some of the respondents indicated that anxiety about potential new teachers and the effect they would have on the inter-relational dynamics came higher than the stress they felt relating to reporting and assessment.

The importance of providing capacity to enable a connection to professional learning (Bryman, 2007; Louis et al., 2010; Waniganayake et al., 2012) emerged as an important theme throughout the interviews. Copland (2003) argued that “building teachers’ commitment and capacity” (p.379) to pursue a collective goal was a hallmark of successful leaders. Whilst the teachers interviewed agreed on the importance of collaborative time the capacity required to enable the necessary reflection and attention to administrative duties was largely left to the interpretation of individual teams rather than by the explicit direction of leadership. This was particularly evident in School A with greater experience of the ILE philosophy. Where capacity, in the form of non-contact time, had been created in school A the resulting discord appeared to cancel out the gesture. The teacher did not want time taken away from their class and felt the students would miss out without their input. Other team leaders in school A also discussed the importance of capacity but could not express how they would prefer it. This capacity requirement for collaborative engagement appeared to be exaggerated further when administrative duties were required, for example, formal academic reports were

highlighted. Both case study schools, possibly due to the timing of the interviews, made reference to the complexities of reporting and the need for collaborative engagement outside the normal work hours or even days. Weekend work was mentioned on several occasions as a method of ensuring that all parties agreed upon the contents of each report. The reliance on the other members of the team therefore creates a need for further capacity which is not required in a single cell pedagogical structure where the completion of administrative tasks such as reports can be organised according to a personal schedule and time prioritisation.

In the case studies conducted, the professional agency appeared implicit within the teaching team structure as close working relationships develop that enable each individual to have their thoughts expressed. This is often, not always, contrary to the professional learning experienced. Timperley (2015) argued, “a great deal of professional development, whether school-based or external to the school, is driven by expectations of compliance and passivity rather than curiosity and agency” (p.6). The translation of how leadership connects teachers with professional learning is still debatable. Each teacher interviewed indicated a specific pathway chosen for him or her by the school leadership. In School A the conduit of coaching was chosen and in School B the online forum. Pitsoe and Maila (2012) argued that professional learning is a situational variable and that there was rarely a one size fits all model. However, the leadership led pathway of professional learning potentially leads towards the type of contrived collegiality described by Webster-Wright (2009) that can cause reluctance,

dissonance and disengagement. It possibly also denies agency to the teachers, potentially leading to disenfranchisement.

When the topic of how new staff were introduced or the question of how teams were re-shuffled, some teachers indicated that they were not provided with enough agency to enable a decision. Teachers and team leaders in school A were particularly vocal. Whilst they trusted the leadership team to employ the right person the lack of agency required from them throughout the process left the decision lacking their input. The dynamics of the team and how a potentially new team member might complement or fracture the dynamics, would be critical and best known by that team leader. Their knowledge of the current team personnel would be invaluable to ensure the best fit.

Agency in the midst of change can be viewed from three angles (Vähäsantanen, 2015), a chance to negotiate the conditions of work (including reform), making decisions about ways of working and the organisation of educational change. However, with the ILE philosophy “although the idea of teachers as developmental agents has long been central to educational thinking, a common theme presently is that in some countries (such as Australia and the Netherlands) reforms are designed and imposed on a top-down basis” (Vähäsantanen, 2015, p. 2). One team leader, from school A remarked about being able to offer their opinion regarding team personnel balance but felt that it was not requested.

Research question 2

When exploring micro-influences and the impact they have on the sustainable change involved with a school transitioning to ILE it is useful to reflect on the model of 'the Self' espoused by Branson (2007). Branson described entrenched behaviours that are informed by self-esteem, motives, values and beliefs. The way in which these layers interrelate depends on the individual's "subliminal interactive processes" (Branson, 2007, p. 477) and can be used as a defensive shield to protect integrity and dignity.

As previously expressed by both principals and team leaders, particularly in school A, some teachers are not able to visualise the new philosophy or do not want to change and generally leave for other employment and both leaders explicitly discussed similar reactions to the philosophy. Both were equally prepared for this outcome and in particular cases viewed the decision as a positive outcome. Both principals described conditions where existing teachers had decided not to stay based on the ILE philosophy.

Branson, as cited by Molina and Klinker, surmised that moral leadership is only "achievable through deliberate intention" (Molina & Klinker, 2012, p. 382). For values to become conscious the leader must reflect on their own values and beliefs to build self-knowledge (Hodgkinson, 1996). This self-reflection ties in with how leaders can help teachers connect with the professional learning as they will have a better understanding of the micro-influences. The professional learning courses promoted by both schools do not explicitly offer experience in this type of self-reflection. For example, the coaching course identified by those who attended list the key topics as follows:

- A brief introduction to coaching and the GROWTH model
- Bringing skills of listening, questioning and paraphrasing to conversations about practice
- Exploring a model to make meaning of classroom observation data
- Demonstration of data based coaching conversation with the GROWTH model
- Deconstructing the process and consolidating learning
- Practice conversations
- Summary and next steps

A representative of the group responsible for delivering the course confirmed the precise contents of the course. They identified the GROWTH model as an acronym for the following, 'G' Goals, 'R' Reality, 'O' Options, 'W' Will, 'T' Tactics and 'H' Habits but with no explicit guidance on how to initiate or develop critical self-reflection. Branson's model of 'the Self', highlighted in Chapter 2, maps the layers or interface between the outer and inner self. Our values, beliefs and motives driving down towards the core of our self-concept. Many of these may be challenged by the ILE philosophy and self-reflection is a method that can help alter the pathway to the inner self.

The way in which individuals filter their response to various situations, exposed more acutely by the ILE collaborative teaching structure, is partly due to how they reflect on their own values and beliefs but also their personal filter systems, such as the 'Screening Process' derived by Larrivee (2000) . The self-reflection that figuratively grinds each screen into a new shape or re-colours each filter to allow alternative responses is implicit

within the ILE philosophy. Teachers within single cell systems, like any other teaching professional have “beliefs about students’ capacity and willingness to learn, assumptions about the behaviour of students, especially those from different ethnic and social backgrounds” (Larrivee, 2000, p. 299). Those still exist inside teachers working within ILE but reflection time potentially encourages different tints or re-shaped lenses to form within the ‘screens’, espoused by Larrivee (2000), in order to remodel future responses. A teacher in a single cell classroom might take longer to reach the same outcome as the connection they have with other professionals is limited to non-contact time and therefore the art of teaching is not explicitly shared. All teachers from both case study schools described conditions where they had willingly or otherwise had to re-set their approach based on the ILE philosophy. Even teachers with just over one year of teaching experience had to adjust as the content was not prescribed at their particular tertiary institute.

Reflection is a process that works well in team dynamics but can be effective as a solo enterprise (Hole & Grace, 1999). The principal of School A described the following when describing personal reflection, “we have a mid-year and an end-of-year reflection, which is against our strategic plan. Working collaboratively, all that kind of thing, is all the way through our strategic plan.” The teachers and team leaders provided a richer, thicker, description of their reflective practice. They articulated personal methods that filtered to their colleagues rather than being prescribed. Taking time at the end of the week or dedicating a set time for reflection enabled these individuals to take stock and adjust their teaching practice according to how they filtered the issues. This approach is not in

full accordance with the ILE philosophy but does lean towards how individuals might prefer to work and their own personal filters. This meshes with the theme of trust as the faith shown in the leadership is also necessary within the teaching teams (Tschannen-Moran, 2009). When individuals within teams conduct their own practice without sharing or communicating their intent then this can break down the trust required for cohesive, positive inter-relational connection and can reduce collegiality.

The reflection characteristic of working within a collaborative team appeared to have become an organically formed but fundamental mechanism that enabled teachers to sustain their connection to the change associated with ILE. Self-reflection is also an integral cog in the machinery required to produce evidence for the Practising Teaching Criteria as required by the Education Council. The measures specifically require teachers to “use critical inquiry and problem-solving effectively in their professional practice” and as a subset within that criteria to “systematically and critically engage with evidence and professional literature to reflect on and refine practice” (Education Council, 2016). The ongoing need for evidence of this reflection does not necessarily translate into the requirement for this Practising Teacher Criteria (PTC). TLA1 explained that, “I don’t necessarily write it down because who has time for that. Not many people who are busy teachers, but it definitely does happen and I think that’s as valuable as someone write it down.” The relationship between macro-influenced policy, including ILE and micro-influenced professional agency decisions appears fractured making the work of the leader to connect their school culture with all acting forces a complex and challenging prospect.

Whilst micro-influences are inconsequential when they are expressed individually, the effect they can have on larger outcomes is significant when they combine. Therefore, the strategies employed, such as reflection, to enable better adherence to the proposed philosophies ought not to be ignored.

Research question 3

The question of how the connection to professional learning experienced by the individual impacts the resulting change is an intricate one to discuss. In this sub-section the following key points are discussed. Professional learning was pivotal, evidently from the experience of the teachers interviewed there was limited professional learning opportunities available, of which they were aware, that specifically unpacked the ILE philosophy. Pitsoe and Maila (2012) argued that professional learning “must be grounded in inquiry, reflection and experimentation that are participant-driven” (p.319). The single course, offered by an education consultancy, identified by the teachers interviewed was the only one which addressed the specific ILE philosophy. The response to the course, as expressed earlier, was mixed. Some staff were accepting and others found the format difficult and hard to process. The more experienced teachers appeared to struggle more. Timperley (2007) posited that,

Professional learners have had experience of being taught and bring with them a set of beliefs and understandings about teaching and learning, the more extensive repertoire of experienced teachers means they have a greater wealth of ideas on which to draw. (p.13).

Hargreaves (2000) suggested that teachers were having to teach in ways in which they were not taught themselves. Whilst this was written some time ago the relationship expressed applies to ILE as the philosophy is only just recently emerging rather than historically embedded. This uncharted territory possibly left the leadership team interpreting a version of ILE that would best fit their individual school character and culture. This has been evident through comments made by the teachers interviewed. Their visits to existing ILE schools, receipt of information from MoE on architecture, understanding how assessment works within the philosophy, reporting to parents and stakeholders all become part of new, uncharted territory. No professional educator is willing to experiment with the learning experienced by their students and therefore they need to be certain. It is hard to be confident when there is no supporting ILE data or professional learning pathway to enable positive outcomes.

Therefore, the leadership, within these particular schools, appeared to be discovering or developing their own interpretative or creative ways to cultivate and engage the critical skills. They were, as individuals or teams, surmising which elements of the philosophy are important for ILE that would enable the philosophy but also match their own school culture. They were also conscious of their own systems and resources. How these could be adjusted to fit the philosophy was ongoing.

The pedagogical and inter-relational change experienced, as expressed previously, is either strategically determined as a direction the school actively wanted to take, for example School A who made a conscious decision to work within ILEs, or is brought

about by macro-level funding policy, as was the case with School B. Therefore, a series of micro and macro influences mesh to create complex connections. Teachers still appear to rely on professional learning to enable the adaptation regardless of pathway (Avalos, 2011). Leaders and teachers are aware that one of the implicit values of professional learning should be improved quality of outcomes for student learning (Anthony, Hunter, & Thompson, 2014). Borko (2004) examined the use of “multifocal lenses” (p.8) when deducing how teachers experienced professional learning. Following this advocated lens metaphor it can be suggested that layers of truth for each individual teacher cannot be grounded in objective reality. This would be a reasonable reflection of the professional learning process as it remains a highly subjective process. Nunan and Lamb (1996) suggested that “each learner’s personal experience gives life, texture and subjective personal meaning to abstract concepts” (p.157). Additionally, the influence of others, the culture of the school, the intersubjectivity, has a possible impact on the likely outcome. Recipes don’t work properly when the ingredients are inconsistent. Every staff room has a blend of different personalities, each with their own set of personal filters.

The landscape of education and therefore educators has been formed by tectonic political movements over the last three decades. Professionals who have worked through the majority of that time will have experienced the stimulus of those reforms in less dramatic forms than the ground juddering results of a seismic event but certainly with the gradual carving creep of a land shaping glacier. The following model, Figure. 3 highlights the influence of neo-political policy, in this case the ILE policy to demonstrate

how it might interact with the existing school machinery. The experience of School B is a testament to this additional influence as the decision to operate within an ILE was made on their behalf through government funding for the required building rather than their vision for education.

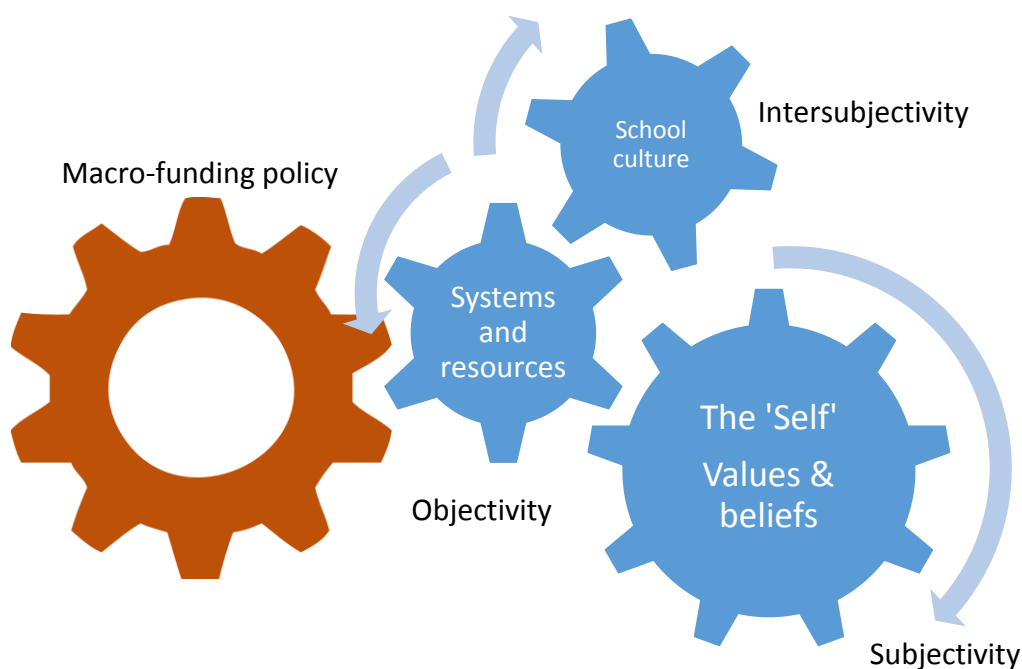


Figure 3. Connection of influences including macro policy initiative.

Figure 3 shows the influence of governmental policy to the framework directly linking it to the systems cog that helps drives culture and values. The directionality of that particular cog can act to congest or advantage the mechanical efficiency. Ball (2003) described educational reform as an epidemic that “does not change what people, as educators, scholars and researchers do, it changes who they are” (p.215). Within this new educational machine there is uncertainty which can lead to anxiety, stress and dissonance.

Research question 4

The final question relates to how leaders connect professional learning strategies to provide the change necessary for a transition to ILE. As discussed previously, the ILE philosophy is hard to define. The MoE offered a suggestion that an ILE was to be thought of as, “the complete physical, social and pedagogical context in which learning is intended to occur”(Ministry of Education, 2016d). This makes the prospect of connecting to the philosophy via appropriate professional learning particularly challenging. The leaders of the case study schools expressed their interpretation of the philosophy. PA1 did not even use the term ILE but instead, “collaborative environments” feeling the idiom communicated the philosophy better. The actual design of the learning space was driven by the advice of architects, who are not educators and do not necessarily comprehend classroom dynamics. This was evident through the case study interviews where several visions for a new building had been explored prior to the agreed design.

Both schools in the case study were exploring ways to fulfil the MoE requirements for National Standards in reading, writing and maths within an ILE philosophy and trying to find professional learning options to facilitate the progress. Methods by which the teachers observe and assess, record and report are more complex when larger groups are involved with multiple teachers. How leaders enable their teachers to tackle these issues without compromising the quality of the learning appeared to be very challenging. The ability of the leader or leadership team to discern what is salient amongst the intricacy and simultaneity of school and to strategize accordingly demands

a deep understanding of the issues. As Hesselbein, Goldsmith, and Beckhard (1996) argued, the common characteristic of exemplary leaders is the ability to work outside their comfort zone into uncharted territory, “they are open to people and ideas even at a time in life when they might reasonably think – because of their success – that they know everything” (p.78). The ILE philosophy remains uncharted territory for leaders and brings change to the required systems and resources that may have been embedded for a considerable time.

To connect their teachers to the philosophy via professional learning the school leaders need a certain degree of insight and appreciation of the nuances brought by the philosophy. This discussion point was raised with the school leaders during the interviews. It is hard to predict what might be the most pertinent learning avenue to tackle first. Some learning or development projects take twelve to eighteen months for completion and then require an adjustment phase as new systems or strategies are implemented. It was recognised by the school leaders within the case study schools that this might impact the students for whom that time will see them leave to school to move into college. MacBeath (2014) acknowledged the importance of insight and described it as “the perception of things to come rather than the extension of things gone by” (p.192).

Coming to terms with a new philosophy is uncomfortable as it requires change. It also highlights the gap between how things are and how we would prefer them to be. However, the rapid change required by the ILE philosophy dislodges the status quo and

challenges the need for new thinking. Schechter (2012) argued that success can be the enemy of change and when systems are running without need for alteration then it is unlikely to happen. The government ILE funding policy has delivered the shock to the system or wrench in the gears that may have been long overdue within education. The missing part remains the method required to make it successful or to help leader enable their teachers to adjust accordingly.

Chapter 6 Conclusions

Introduction

The purpose of this study was to research how leaders could connect their teachers with professional learning in the context of a school transitioning to ILE. The study drew upon the experience of eleven professionals, including two principals using case study methodology and semi-structured interviews. The research pivoted on four overarching questions:

1. How is the ILE philosophy expressed and enabled by the leadership of the school?
2. How do leaders provide a connection to professional learning strategies to enable change necessary for a transition to ILE?
3. What micro influences are involved in sustaining change required for ILE?
4. How does the connection to professional learning experienced by the individual impact the resulting change?

The feedback voiced by the leaders, team leaders and teachers have been summarised, discussed and articulated in Chapters 4 and 5. It is possible that the process of answering the interview questions provided the respondents with a further opportunity to reflect on their own role within ILE and to contemplate introspectively at their operating systems or pedagogical methods. The authentic comments they offered will resonate with many professionals across all teaching levels. The participants were aware that they did not speak on behalf of the profession as a whole

but they subconsciously shared views I have encountered numerous times in the last twenty years.

Perspectives

When analysing and drawing out the emerging themes from the eleven participants the voices heard echoed, in parts, some familiar professional discord. Some espoused a pathway, intentionally or unintentionally, theorised by academic research, including the value of reflection and some offered new perspectives and unexpected considerations. Readers are invited to critically analyse the findings and to test their own beliefs and filter systems. This chapter explores the research questions in response to the main themes and summarises some of the considerations. The chapter concludes by highlighting some of the limitations of the research and some possible avenues for further academic study.

In relation to the first question, the way leaders provide a connection to professional learning strategies to enable change required for a transition to ILE, the approaches were different. The ability to meet educational goals is largely dependent on the ability of the school leaders (Heck & Hallinger, 2009). The principal of school A, where ILE had been established for longer, promoted the need for inter-relational skills amongst staff members through a coaching course. This appeared to be uniformly popular and offered distinct skills and techniques that could be directly applied to the group dynamic of the teaching team (Zwart et al., 2008). However, it was noted that even certain coaching skills did not necessarily translate to better interactions. This leads

back to the how objective, subjective and intersubjective aspects interlock and govern how individuals respond. Reflection, at school A was seen as a valuable and possibly essential part of their daily work. As previously argued, the reflection supports alternative behaviour outcomes and can lead to new work and learning pathways (Körkkö, Kyrö-Ämmälä, & Turunen, 2016). It also represents a constructivist method of adult learning and echoes the ILE philosophy espoused for encouraging student learning. The time or capacity for reflection to take place was left to the teams or individuals. Many educational leaders understand the importance of reflection and often try to instill the practice in their teachers (Wright, 2009). It is not always accepted as a valid or important tool. One team leader, from the case study, carried out their own reflection without the team being present but noted that their team members had started to do their own reflection as a result of observing or through discussion. Other team leaders commented that the time or capacity to reflect became a challenge as allotted time remained a significant issue when team members need to be present together (Canning, 1991).

The link professionals have through collaborative engagement also reflects the findings highlighted in Chapter 1 from the work of OECD's CERI. The espoused importance of social learning, building horizontal connections and recognising individual differences all tie in with the reflection focus offered by collaborative engagement. The capacity for this reflection to take place was not necessarily explicit in the case study and appeared to be left to the interpretation or perception of individual teams. Therefore, the factor of time remained a strong influence with

comments about needing to meet during weekends and holidays a common thread across both schools.

The professional learning opportunities that provide guidance to support the transition to ILEs are sparse. This appears to be completely in keeping with the Learning Studio Pilot review which focussed attention on construction, financial and architectural features rather than how teachers would engage with or make the best use of the prescribed space. This limitation in the original study has possibly created a vacuum of caution or a reluctance to engage in a fledgling philosophy, particularly in the secondary education sector where the academic stakes for possible employment or university entrance are judged publically.

A variety of programmes exist to fulfil the needs of the schools requiring guidance and professional learning. Even so the resulting feedback from the case study was mixed with the majority from school B expressing a less than encouraging evaluation of the programme they experienced. This was not a direct criticism of the person delivering the message but of the delivery method itself. Whilst both principals recognised the power of professional learning the only open avenue, directly linked to ILE, was delivered via a system they would not advocate or encourage their own staff to adopt with either colleagues or students. This indicates a lack of resources open to schools wishing to pursue the ILE philosophy.

Within both schools the subject of assessment was raised as something that required attention in the form of professional learning. Assessment for learning was a specific strand espoused in the CERI findings. Each school within the case study, however, appeared to be creating their own pathway to enable more successful outcomes. Neither school based their strategic pathway on external, planned professional learning as none appears to exist that supports this vital summative or formative tracking progress. Once again, an apparent lack of resources to provide a pathway to enable better and faster solutions to common problems. Working teams were, during the interview time period, developing strategies to enable better assessment for learning but the models espoused were bespoke and therefore limited to the intellectual scope of the participating members of the team. How assessment for learning might be viewed within an ILE was new territory and therefore a cause of uncertainty with possible implementations requiring years of adjustment before satisfactory systems embed. Whilst the topic is being debated and refined the students experiencing the learning may receive a learning product that has limitations.

The interpretation of how to develop a working system, such as this, can take many months to produce. Inevitably, testing the system and ensuring staff are adept and can utilise and understand the data takes even longer. Changes to systems take time to entrench and time to evaluate often requiring fine tuning as they are implemented. Staff can often be resistant, reluctant or resent the prescribed change (Brosky, 2011). The significant cost to the government of resourcing schools with new ILE classroom infrastructure does not equate to instant success in learning. The underpinning

learning for teachers, most of whom have no experience teaching within the proposed philosophy, remains absent and left to the perception of leadership.

Artificial agenda

The nature of the topics selected for professional learning within the case study remained the province of leadership. This, as indicated through the literature review, can result in a set of contrived conditions. Circumstances such as these can, subsequently, govern how staff are expected to operate and can reduce teacher agency (Lai & Cheung, 2015). When teacher agency, relating to professional learning, is diluted the result may cause dissonance, possibly by encouraging the formation of undermining micro-political factions. Teachers within the case study felt they could express themselves but without their opinions necessarily leading to alternative options. This condition, however, could be typical of any educational institute and not necessarily specific to schools transitioning to ILE.

Whether a louder professional voice, from the teaching ranks, can be heard within an ILE school was hard to determine. All too familiar frustrations relating to time allowances or work load expectations were articulated throughout the interview process. There ought to be, theoretically within the nature of the ILE philosophy, less freedom to bifurcate the espoused theory or theory in use. The teamwork feature of ILE encourages or aligns the espoused theory and theory in use to mirror each other more closely as it is harder to break away from the required approach when working in tandem with another professional. Teams could collude to work their own version

of the philosophy which would only become transparent upon routine observations by leadership. Observation does not always provide the full picture and professional discussion that unpacks the working dynamics is still an integral system check. Once again, this takes time and reduces the capacity of teams to connect and reflect at convenient moments.

The heightened requirement for transmission of information and interaction with stakeholders was evident at both schools as the parents were probably not exposed, as children themselves, to the ILE philosophy. Therefore, the need for leaders to edify or remind parents of the espoused philosophy represented an important channel of sustained communication. In parallel with the mainly leadership led information delivery to collective stakeholders is staff ability to express responses to critical questions relating to learning and assessment. Therefore, the philosophy and how it entwines with the culture of the school needs to be deeply understood by those responsible for teaching in the classroom. Teachers are required to conference with parents and to answer important questions relating to progress. If the teachers have not connected with the ILE philosophy professional learning then their espoused theory may differ from their theory in use leading both students and parents to question the approach.

Harmony or dissonance?

Staff dissonance in relation to ILE was expressed by both principals. One of the principals viewed the pedagogical change and resulting philosophical shift as a process

that actually enabled discomfort amongst certain teachers who had not been performing well within their single cell system. Possibly, due to the espoused change or professional learning exposing their teaching methods these teachers decided not to remain and resigned. So, the connection to professional learning in this instance acted like a catalyst to either blossom dormant skills through implicit emotional connection or to encourage a permanent behaviour shift.

The inference of the CERI research that emotions are integral to learning is highlighted, albeit in an unexpected sense, within this situation. This was not a necessarily a subversive move on behalf of leadership but an organic outcome that represented a chance to refresh the teaching cohort replacing outgoing teachers with professionals willing and open to work within the proposed philosophy. This does not necessarily equate to better teachers or to quality learning outcomes but does provide a platform enabling some potential for enhanced inter-relational co-operation, endeavour and trust. The resulting outcome also conversely presents a teacher resource variable that has the potential to cause a limitation on future employees. Adapting interview processes and screening potential teachers are useful tactics but in a climate where teachers are hard to find anyway, locating teachers with ILE relevant skills or willingness becomes harder still. In a difficult employment market it is relatively easy to demonstrate enthusiasm for a new philosophy to enable secure employment. The actual reality does not always match the professed enthusiasm.

Micro-politics

The second overarching question looked to examine the micro influences involved in sustaining change required for ILE. The objective nature of school systems and resources represents a considerable, ongoing influence as the ILE work space in which professionals operate necessitates total re-structure. As witnessed in the case study, teachers using existing classrooms, designed for single cell teaching, opened connecting doors to enable a flow between rooms, labelling the outcome an ILE. The teachers working within those spaces admitted that whilst they engaged with learners they still remained in their own rooms sending students backwards and forwards between the each other. Even teachers within the case study with purpose built ILE architecture gravitated to particular areas within the learning space, often sub-consciously as part of a routine method of operating.

The mind-set of physical location space for distinct teaching purposes is entrenched within the psyche of educational professionals. Ironically, even the professional learning offered to support new philosophies merely appears to enforce historic learning methods including the requirement for a physical space in which to receive it. Little innovative and creative thinking appears to have been applied to the way in which teachers receive the crux of the philosophy that subsequently triggers their own methodology. Leadership needs to reflect on their approach to these conditions and question the relationship or connection their staff have with professional learning to ensure it aligns with the espoused ILE philosophy.

It was highly evident from all teachers interviewed that administrative tasks such as writing reports, tracking progress and assessment data became more complex as a result of relying on the collective effort of a team. Time or capacity to produce the administration tasks were not embedded within working hours but needed to be subsumed into weekends or evening sessions (Hargreaves, 1994a). This is not unlike the work required by teachers who operate within a single cell philosophy as weekend and evening work is quite normal but the pace of production can be regulated by personal goals rather than the reliance on others. Even when opportunity to enable shared time was offered in the case study the result received a negative reaction as the teacher wanted to remain with the students to ensure a coherent flow of learning. The way in which the objective and subjective gears mesh to either improve or decrease the efficiency of the educational machine is evident in situations such as the one described. The model (Figure 3) posited in Chapter Five, explored the way in which the resulting micro influences can interlock.

Most of the case study teachers recognised reflection, particularly in school A, as an important strategy to enable sustainability with the required change to ILE. How this worked was different from one individual to another and from one team to another. In one case, strategic time was set aside to ensure reflection took place but this allocation of time, in the words of teachers involved, was used for planning and discussion rather than authentic reflection. How teachers reflected did not appear to be an objective system mainstay but rather a subjective interpretation and therefore completed to varying degrees of outcome. If reflection is required to enable better

assessment for learning outcomes that meet the ILE philosophy then should there be a mechanism or system check to ensure the process is observable to all parties? Many teachers would benefit to see or have access to the prioritisation given to certain issues through the reflection process which may, in turn, influence how they subsequently prioritise.

It is evident from the case study that there is a gulf in knowledge and experience relating to ILE offered to tertiary students when preparing for employment in teaching. Charter schools are explored but no reference towards ILE or guidance on the philosophy. If an individual on practicum experience was exposed to ILE then it was by lottery rather than design. The teacher in the case study who indicated these details had graduated in 2014. The various New Zealand University's contacted in order to establish the content of their programme did not respond to requests regarding their courses.

A discussion point that arose as part of the semi-structured nature of the interviews provided an opportunity to explore another condition. Staff anxiety relating to ILE transition metamorphosed when projected into the possibility of future employment. Teaching can be a transient profession and educators often explore opportunities to gain promotion or to broaden their experience by gaining new positions at different schools. Most of the teachers interviewed expressed a concern about how they would consider a move to another school if the only option was to accept a single cell classroom philosophy. ILE does not command the majority education practice

currently and therefore, logistically, the chance of securing an ideal job that also includes the ILE philosophy becomes harder due to the increased variables. Most teachers indicated that they would struggle to revert to single cell and would probably try and take aspects of ILE with them even if they had to work within a more constrained system again.

The micro influences extended further to circumstances of teacher absence where relievers were required. School A had some trusted relievers who had either worked within ILE as past employees or had grown accustomed to the philosophy over time and were therefore well trusted. Long term relievers were used, in school A rather than employing the 'wrong person' to ensure that new employees fit the culture and working environment of the school. This type of arrangement does not always satisfy the parents or stakeholders who prefer the stability of long term teachers. This can become harder still in college education where the emphasis on specialist subjects increases further.

Is it possible that the importance of fitting the ILE philosophy might conceivably be placed before quality learning? The teachers in school B expressed more anxiety in relation to relievers as the team dynamic and trust built through the relationship is hard to transfer in a short period of time and relief work becomes absorbed by the remaining, familiar teacher. The students also recognise the familiarity of the remaining teacher placing the emphasis for feedback on the trusted teacher, possibly resulting in more requests for guidance. As expressed by the teachers in the case

study, they each bring certain characteristics to the learning outcome and when one is absent the very distinctive dynamic they offer becomes hard to substitute.

The question relating to how a connection to professional learning experienced by the individual impacts the resulting change is once again driven by macro and micro influences. The macro influenced ILE philosophy is not underpinned with sufficient professional learning infrastructure, rather by government funded architecture. This has led to leadership in schools interpreting the most appropriate pathway for their own institution. Essentially, this means that each ILE will operate with their own set of fundamental systems criteria and priorities for learning. School A had prioritised assessments as their focus for the next eighteen months but school B, in their fledgling state, were exploring how the ILE experience would unfold and understanding, organically, how to enable suitable systems to support a properly functioning learning environment. This would also impact the very culture of the school which was established early in the 20th century. New buildings, new teaching and learning philosophies take adjustment time leaving leadership the task of communicating the new culture to the wider stakeholders and community. In the interim the teachers who may have received scant professional learning due to the limited possibilities are still going to encounter parental questions and need to understand how to answer them. This is particularly true of primary and intermediate schools where parents are a more common feature at the classroom door at the beginning and end of each day.

Changing the classroom physical layout and some exposure to professional learning does not necessarily equate to any changed teaching behaviour behind closed doors. Some teachers, from the case study, indicated that they still operate from their 'zone' or teaching area within the classroom space.

How teachers connect to the professional learning they have been provided does not always equal complete and comprehensive understanding. The concept of what qualities make a mentor or coach appeared to be different even amongst teachers who had all attended the same professional learning course. One teacher, from school A expressed themselves in an autocratic way at the same time espousing the virtues of coaching having just completed the professional learning. Teachers and team leaders from school A also found it hard to define the difference between coaching, mentoring and teaching. Certain individuals demonstrated misunderstanding when trying to describe coaching, "It's a form of mentoring, isn't it? Within the team. I don't think you have to go to a course, necessarily, to be able to do these things." TTA1 suggested that, "not everyone fits that coaching model and some people especially in my last school very resistant, didn't like the idea of someone asking these questions." This echoes the issue of how some professionals respond to change and how they react to and absorb the new philosophy being promoted. The change to their values and belief systems remains a powerful driving force.

Future growth

The question of how the ILE philosophy is expressed and enabled by the leadership was manifestly demonstrated at each case study school. Both principals, together with their leadership team, took time to review existing schools and to examine their systems and physical architecture. This appeared to be a continuing trend with newly employed staff being sent to visit exemplar schools in order to comprehend the philosophy. This despite the working philosophy being displayed at the school in which they have been employed. From those visits the foundation of their own ILE interpretation was built and developed alongside external agencies who could offer further guidance. However, this was not necessarily straight forward as school B needed to engage alternative architects when the first design plans were misinterpreted. This was done in conjunction with the MoE who supported the leadership in seeking new design work. There appears to be ongoing conflict or confusion surrounding the concept of these 'learning spaces' with reliance on architectural interpretation rather than educational influence.

The final question relating to how the ILE philosophy is expressed and enabled by leadership was evident in comments made by both principals. The more established philosophy in school A had led to a culture of 'how we do things here'. This enabled new staff a chance to witness the mechanics of those principles and values on the day of their interview. PA1 was firm in the belief that this approach reduced any negative response upon starting employment as the working conditions had already been made explicit. The need to still send newly employed staff to 'model' schools was possibly a

chance to gain broad experience of the philosophy or maybe a historic systems option for new staff. School B also had a mechanism for ensuring staff understood the ILE philosophy but was limited by the fact that the purpose built space had yet to be constructed. Both principals recognised the inter-relational management part of their job had increased exponentially as a direct result of ILE. As PB2 stated, "I have to be a bloody counsellor." An aspect of the job that had not been so explicit prior to the adoption of the ILE philosophy.

The MoE driven ILE philosophy appears to have been concerned with the 'what' and 'why' questions relating to school systems and pedagogy rather than or more significant, 'how'. Spillane, Halverson, and Diamond (2001) examined this concept and concluded that 'to study school leadership we must attend to the leadership practice rather than chiefly or exclusively to school structures, programs, and designs" (p.23). The ILE philosophy requires innovative learning and pedagogical practice that ought to be underpinned by learning arrangements prior to delineating leadership measures. The condition of learning from leadership through to teachers and students ought to be at the core of the philosophy but the essential professional learning infrastructure is not currently or sufficiently accessible. It was clear that the high demands placed on leadership within the ILE schools are elevated further by continual learning, unlearning and relearning.

The deep alterations in mind-set call on leadership to be creative and courageous. They need opportunities to engage in professional learning which will subsequently

enable them to model their actions to staff, students and the wider community. The philosophy requires leadership to focus on deep rooted practice, systems and cultures so foundational learning is critical to enable success. Leaders within a learning process need social interaction and networks to provide both foundational support and also scaffolding as their planned incremental changes are implemented. Currently, the pool of available practitioners is limited and the source of backup research sits on a fledgling platform.

The complexities of leadership diversify further with innovation and as witnessed by School A, there is need to look for inventive solutions. Schools, using ILEs can no longer be cocooned but must emerge and involve themselves with non-formal partners and communities. This opens pathways for distributing leadership to help connect the learning opportunities to newly formed partners. To work alongside this systemic innovation is the need for multi-levels of leadership to correspond and to be involved in decision-making and action at other levels as well as their own. Frustrations highlighted at both schools relating to inter-relational dynamics and new employee characteristics serves to highlight this feature.

The rich, thick set of conditions required by leadership to navigate the change process associated with ILE requires macro system support. Anecdotally, as there are no statistics available from the MoE to confirm this, the primary school sector has been more willing to adopt the ILE philosophy. The supposition being that the stakes are

different with essential qualifications required for university or employment remaining the concern of secondary colleges.

Without the stimulus of challenging professional learning the ILE philosophy could become resigned to business as usual with different classroom parameters. The same external pressure for learning outcomes and compliance with national standards remains as does the requirement to report, track progress and engage with stakeholders. The macro influence 'driver gear' in the educational machine, Fig.6, has not supported the mechanical efficiency. The lack of tertiary education, the deficiency of professional learning and the limited academic research all serve to act against the potential of the philosophy to break through entrenched, traditional education strategies.

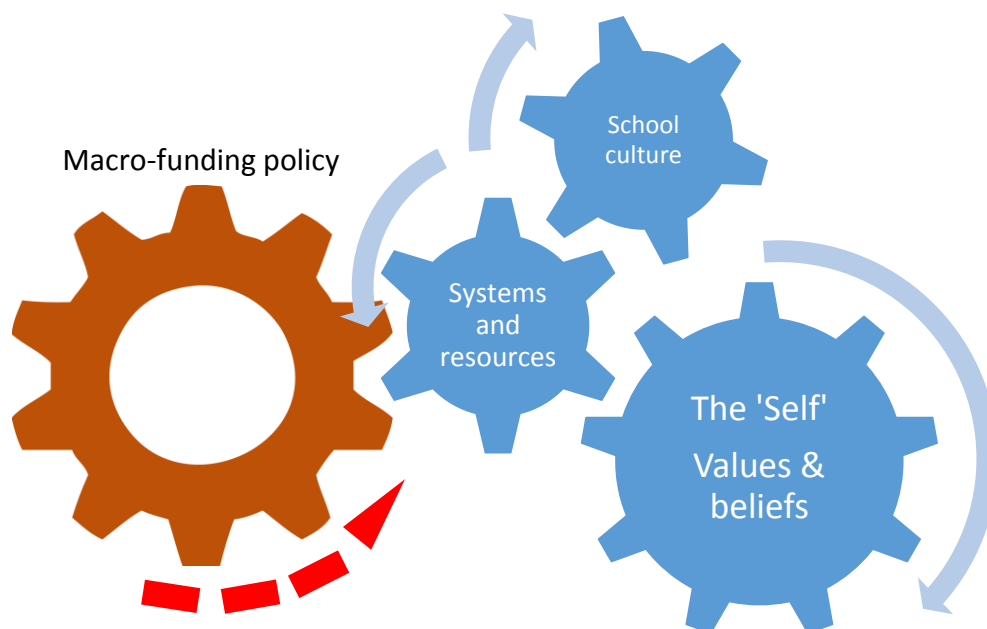


Figure 4 Connection of influences including macro policy initiative.

The inclusion of the opposing directional force applied by the macro funding policy implies the potential the policy has to slow down or complicate school teaching and learning mechanics. In spite of the top-down nature of reform, principals and teachers still manage to find a way forward to lead, though in the case of ILEs, there is little flexibility to choose alternative designs. This is ironic, as flexibility is central to ILEs.

Finally, I would like to conclude this thesis by recognising the magnitude of the shift taking place. I have gained significant understanding of the new philosophy which, one day, may become part of my own educational leadership horizon. The Innovative Learning Environments and Teacher Change (ILETC) research project currently being deployed in Melbourne, Australia may go some way to providing some more secure answers. The project is ongoing with findings due in 2019, the chief investigators include John Hattie, Dr Wesley Imms and other eminent academics. The project is specifically looking at how teachers can use the 'untapped' potential of ILEs. I wholeheartedly commend any leader currently involved with the ILE philosophy for their pioneering courage and conviction. Whether we are on the cusp of change that will permeate education for everyone is hard to know but the movement is growing in stature and once the groundswell gathers momentum the current flaws and benefits will be more greatly exposed and hopefully, more distinctly understood. I am certain that further research will enable much clear understanding of how to lead professional learning for ILEs.

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Appendix A - Auckland Normal Intermediate


(Ministry of Education, 2016c)



MINISTRY OF EDUCATION
Te Kaitiaki o te Kōwhiri



ani Auckland Normal Intermediate



Auckland Normal Intermediate

MLE CASE STUDY

JUNE 2014

Schools all around the country are embarking on new and innovative teaching and learning approaches to respond to the major shifts in the use of technologies and the way students are learning. This publication is one of a series which aims to showcase how schools are adapting to keep up with the pace of change throughout the world. This case study looks at Auckland Normal Intermediate (ANI).

AUCKLAND NORMAL INTERMEDIATE is a decile nine school which caters for years 7 and 8. It has 700 students and operates out of a mix of old relocatable and permanent buildings, the majority of which were established around 1975.

Inspiration for change

With the introduction of a new curriculum in 2010, we questioned our curriculum delivery and asked – “As a high decile school with high achieving students, what are we doing to support their all round development, is our curriculum engaging, relevant and challenging?” The school was teacher led, specialist subjects were disjointed from what was happening in the classroom and students were not operating in a 21st century learning environment. We knew the answer lay in a new model of teaching and learning – where the ownership was transferred to the student.


The journey

The school did a lot of research both locally and internationally and decided on a student focused, inquiry led and conceptual approach where the students take responsibility and ownership for their learning through a programme of inquiry.

Change came from developing a clear and strong vision grounded in international best practice. This was important to help the school justify the changes to teachers and parents. The vision is grounded in the philosophy of International Baccalaureate where students work in a global context. Learning programmes are student centred and their learning explores significant content.

The school day is based on a ‘unit of inquiry’ which is a conceptually based theme running through the term (six themes in a year). Class based subjects are integrated in this unit of inquiry and this is complemented by specialist subject work. Class based teachers go with their students to the specialist subject areas to work and learn with their students. There is a clear transfer of knowledge from classroom inquiry to putting it into practice in the specialist spaces.

The first space to be modified was the specialist area. On a shoestring budget, the school opened up the space into a large,



open, flexible learning area and were creative with furniture. Now a student can seamlessly work on, for example, building a chair using wood, fabric metal and art in the same space, which all supports the unit of inquiry. Teacher desks were removed and teachers now use a teaching station when working in these spaces. Desks and chairs for students were removed and replaced with a variety of flexible furniture options.

And now...

- Students are motivated, 100% engaged and achievement levels have improved.
- Attendance is high and behavioural issues are almost non-existent.
- Students have a voice in developing what is happening in the school – they helped develop the inquiry model. The classroom is ‘learner centred’ not ‘teacher centred.’
- There is a strong child centred philosophy across the school.
- The school no longer has a formal timetable.

Continued over page...

“Achievement information shows that most students are achieving above national norms in many areas of the curriculum. This high achievement has been sustained over several years and students show good progress in their time at the school, especially in writing.”

EDUCATION REVIEW OFFICE

Ministry of Education

Appendix B - Woolston School

(Ministry of Education, 2016c)



Schools all around the country are embarking on new and innovative teaching and learning approaches to respond to the major shifts in the use of technologies and the way students are learning. This publication is one of a series which aims to showcase how schools are keeping up with the pace of change throughout the world. This case study looks at Woolston School in Christchurch.

WOOLSTON SCHOOL is a decile two school which caters for years 1–8 (age 5 to 13). It has six bilingual classes taught in either Māori or Samoan. It has 330 students; ethnic composition is 48% Māori, 34% NZ European, 10% Samoan, 8% other. The school operates out of a mix of older and newer buildings. Years 1–2 and the bilingual classes are now located in newly established relocatable buildings which are open teaching spaces and an example of modern learning environments. Years 3–5 are located in a learning studio style block which has four teaching spaces that open into a common space and years 6–8 are located in 1970s blocks which are single cell teaching spaces.



Inspiration for change

While teaching out of old 1970s single cell blocks, teaching staff led by the principal began to reflect on how to raise student achievement and provide the best academic experience for all students. They researched and visited other schools, challenging the traditional model by asking "how could we get different results by using a different model?" They realised they needed to develop a programme that was more focussed on the individual learner. Teachers were empowered to think 'outside the box', come up with new ideas about how to do things smarter and trial new approaches – always with the goals in mind of improving best practice, raising achievement and focussing on the individual learner.

The journey

At meetings, staff would regularly discuss their ideas. As the ideas began to flow, motivation and enthusiasm increased. Initially, two teachers moved into the same teaching space and began trialling these ideas. At staff meetings they would provide feedback on what worked and any lessons learned. Teachers began to learn from each other by watching, discussing and working more closely in teams. Over time they began to encourage each other to do things differently. More collaborative style teaching and individual student learning started to take place across the school. As teachers' motivation grew, so did the motivation and enthusiasm of students who were learning from the new working practices of the teachers.

And now...

The establishment of the studio block in 2010, an open plan bilingual block in 2013 and the new modern learning block in 2014 has helped support and contribute to a modern, flexible, open and collaborative approach to teaching and learning. Teachers using the single cell blocks are experimenting by sharing teaching space, team teaching, using cloakroom space as a break out area, creative use of furniture and outdoor spaces for teaching and learning. Students in the single cell blocks are using 1:1 Google Chrome book devices to collaborate with students and staff outside of their classes through the use of modern technology. There is movement away from space 'ownership' within the school to spaces being shared. The old style of one desk per student has gone in most classes. Teaching spaces now have a range of different furniture to meet the needs of all students. Students are motivated, excited about learning and have helped with the design of spaces and layout of furniture. It is too early to understand the impact on achievement, but the principal is confident that the results will show significant improvement.

"I believe that in order for our students to be successful in achieving their goals we must form a cooperative partnership between home and school." JANIANE REID, PRINCIPAL, WOOLSTON SCHOOL

Appendix C - Breens Intermediate

(Ministry of Education, 2016c)



MINISTRY OF EDUCATION
Te Kaitiaki a te Māhioranga



Breens
Intermediate



Breens Intermediate

MLE CASE STUDY

MAY 2014

Schools all around the country are embarking on new and innovative teaching and learning approaches to respond to the major shifts in the use of technologies and the way students are learning. This publication is one of a series which aims to showcase how schools are adapting to keep up with the pace of change throughout the world. This issue looks at Breens Intermediate in Christchurch.

BREENS INTERMEDIATE is a decile six school that caters for years 7 and 8 students. It has 268 students and the ethnic composition includes 191 Pakeha and 29 Maori students. Other ethnicities include Pacific, Indian, African and Chinese. The school operates out of prefabricated relocatable buildings that were all built around 1976.

Inspiration for change

Five years ago the school was inspired to change, having noticed a great variance in teaching practices across the school. Breens Intermediate was inspired by teaching philosophies that emphasised a clear and transparent learning model focused on teacher sharing and collaboration to support education delivery. The school has started to modernise its facilities along the Modern Learning Environment guidelines by using its own resources and being creative in times of constraints.

The journey

The school focused on reflective practice. They started changing the management structure to a more coaching and mentoring lead teacher model each with their own strengths. The school participated in a lot of professional development, but were also proactive about things like teachers providing feedback to each other. They started to break down some of the physical barriers to change, for example, they took out the storage rooms and lockers that weren't needed and put windows in walls between classrooms. In this way learning became transparent. Breens bought cheap furniture from Trade Me. It lowered desks to create varying work spaces and tried to create different environments to explore and learn on, including using bean bags. Teachers started to learn from each other and sharing became the default.

“The foundation of our thinking was that it is all about the learner and that we can all be better teachers.”

BRIAN PRICE, PRINCIPAL



And now...

The school's journey is ongoing and has resulted in improved student and teacher engagement and motivation. There has been a significant decline in behavioural issues. OTJs (Overall Teacher Judgments) have become real life opportunities instead of punctuated events. Planning lessons is now a collaborative exercise. Teachers are energised and do not want to return to old ways of teaching. Students have a wider variety of teachers to learn from and with whom to build rapport. Teachers feel more supported. There has been a reduction in staff sickness. Staff turnover is at a minimum and high achieving students are achieving at an even higher level.

They see their strong values based vision (see image 1) as a strength. At Breens Intermediate, everything is based around what's best for the students' learning and is grounded in the New Zealand Curriculum. They encourage their students to be the BEST – Better Every Single Time. The values of the school also reflect this motto and are based on the Breens Tree of Values. The values on the tree encourage the students to be brave, brilliant, bold, beautiful and to show belonging (see image 2). The Totara is an important symbol for the school as, years ago, there was a forest of Totara trees in this area. The tree also symbolises the growth and development of students in a nurturing and supportive environment. Breens Intermediate students are encouraged to incorporate the Breens Values into their day. Many students have created presentations for the school assemblies, explaining what the tree means to them.

New Zealand Government

Appendix D – Consent Form

Consent Form

Project title: Leading teacher professional learning for Innovative Learning
Environments: A critical analysis.
Project Supervisor: Dr Howard Youngs
Researcher: Matt Humber

- ☐ I have read and understood the information provided about this research project in the Information Sheet dated 09/06/2016.
- ☐ I have had an opportunity to ask questions and to have them answered.
- ☐ I understand that notes will be taken during the interviews and that they will also be audio-taped and transcribed.
- ☐ I understand that I may withdraw myself or any information that I have provided for this project at any time prior to completion of data collection, without being disadvantaged in any way.
- ☐ If I withdraw, I understand that all relevant information including tapes and transcripts, or parts thereof, will be destroyed.
- ☐ I agree to take part in this research.
- ☐ I wish to receive a copy of the report from the research (please tick one): Yes ☐ No ☐

Participant's signature:

Participant's name:

Participant's Contact Details:

.....
.....
.....
.....

Date:

**Approved by the Auckland University of Technology Ethics Committee on 18/04/2016. AUTEK
Reference number 16/108**

Note: The Participant should retain a copy of this form

Appendix E – Participation Information Sheet

Participant Information Sheet

Date Information Sheet Produced:

6 April 2016

Project Title

Leading teacher professional learning for Innovative Learning Environments: A critical analysis.

Invitation

Hello, my name is Matt Humber and I have been a secondary school teacher for last 20 years. I have experience teaching in the UK within inner city state schools, outer London grammar schools and for the last thirteen years in NZ for a large private education provider.

I am in the final year of a three year Masters of Educational Leadership course and will be presenting my thesis at the end of 2016. You may have read my information flyer about this research in your Staff Room.

I would value your input to support my research and invite you to contact me to establish an initial link. Please be assured that as a volunteer you are at liberty to withdraw at any time and any contribution you make will be held in strict confidence in accordance with the AUT ethics policy. If you agree to take part your identity will be protected with the use of an alias and all transcripts will be held securely by AUT. No information from interview discussion will be passed on to third parties. Consent forms will also be kept securely by AUT.

What is the purpose of this research?

The purpose of my research is to investigate the link between Innovative Learning Environments (ILE) and the professional learning required to enable a successful transition from traditional classrooms to an ILE. The framework of the research will include how expectations are expressed relating to the new pedagogy and how capacity for sustainable outcomes is presented.

Participation in the research?

I have been offered permission by your Principal to advertise this opportunity. At this stage in the process I am unsure how many will offer their input. I will need to be selective if numerous expressions of interest are received. The criteria for inclusion, should that be the case, will be to select from a range of experience and job responsibility. On the other hand, if there are not many expressions of interest because few staff fit the selection criteria then I will advise we carry out the interview at an AUT Campus rather than school. This is to further protect your identity as a participant if only a few staff fit the selection criteria, as my presence at your school could then lead others to assume I may be meeting with you and possibly undermine anonymity. I understand the busy nature of teaching and would try to ensure that any contact is mindful of your time without unnecessary burden.

What will happen in this research?

The research will involve an interview of approximately 45 minutes to one hour. The interview will remain as confidential as possible and your identity will be protected throughout the data analysis and final write up.

What are the discomforts and risks?

Discomfort with the process may occur upon reflection but will not be intentional on my part. I fully appreciate the hard work invested by teachers in their daily job. Occasionally, when practitioners reflect on a single aspect of their role they can feel uneasy about the requirements or subsequently question strategic decisions. This can be a very positive outcome and one which I hope would overcome any personal discomfort experienced. You will be able to read your transcript from the interview. You have the right to withdraw or edit your data within a one week period of time having received the transcript.

What are the benefits?

There is little research work that links the professional learning stream of teaching with such a significant pedagogical change related to ILE. The outcome may support strategy and development for future initiatives or confirm the direction already being implemented. The research will also heighten my own understanding and bring new data to the academic research and teaching community.

What are the costs of participating in this research?

Teacher's time is a valuable commodity and I would endeavour to keep the interview to a minimum to ensure minimal disruption to your work load. I would envisage an interview taking no more than 1 hour. There is no monetary cost although there will be a token of my gratitude to all who participate.

What opportunity do I have to consider this invitation?

Please contact me within 1 week of receiving this invitation to demonstrate your expression of interest

How do I agree to participate in this research?

Please contact me using the email below and I will send you a Consent Form in accordance with the participation criteria.

Will I receive feedback on the results of this research?

You will receive a copy of the report if indicated in the Consent Form

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, Dr Howard Youngs email howard.youngs@aut.ac.nz +64 9 921 9999 ext 9633

Concerns regarding the conduct of the research should be notified to the Executive Secretary of ATEC, Kate O'Connor, ethics@aut.ac.nz, 921 9999 ext 6038.

Whom do I contact for further information about this research?**Researcher contact details**

Matt Humber – email matthew.humber@acgedu.com 092950830 ext 6411

Supervisor contact details

Dr Howard Youngs - email howard.youngs@aut.ac.nz +64 9 921 9999 ext 9633

**Approved by the Auckland University of Technology Ethics Committee on 18/04/2016.
ATEC Reference number 16/108**

Appendix F - Interview questions

Interview – semi structured

How would you describe your experience of transitioning to an ILE?

What can you tell me about your experience of receiving professional learning to enable preparation for Innovative learning Environments?

How would you describe the main differences between a ILE and single-cell classroom?

How has the professional learning you have experienced concentrated on what and how students are expected to learn?

To what extent is Professional learning at your school embedded in the daily routine through collaborative engagement with your colleagues?

To what extent is it important to work collaboratively in professional learning activities?

What can you tell me about the time and resources offered as part of the transition process to an ILE?

Once the initial professional learning relating to ILE was completed how were you able to sustain the reflection on your practice?

How are you encouraged to experiment in order to develop new pedagogical strategies suitable for ILEs

Can you recall any significant challenges you experienced throughout the transition process and how you were able to overcome any of them?