

Host Nation Teachers' Professional Development in International Schools in Ghana

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Doctor of Education (EdD)

I, Graham Watts, confirm that the work presented in this thesis is my own. Where information has been derived from other sources, I confirm that this has been indicated in the thesis. Signed: G C Watts

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Abstract

This study explores the Professional Development (PD) experiences of Host Nation Teachers (HNT) in international schools in Ghana. Investigating the PD experiences of HNT working in Ghana's international schools addresses a gap in current literature. Data has been collected using a qualitative case study approach from three sources: school PD policies, interviews with the school leader responsible for PD (PD Lead) and focus groups with HNT. Through thematic analysis, three common themes across the schools have been identified: 1) conceptualisation of HNTs' PD; 2) the design and effects of HNTs' PD; and 3) leadership and HNT attitudes towards HNTs' PD. Sub-headings under these themes detail the different insights at each school. Findings show that school policies did little to inform the HNTs' experience of PD. The PD Lead's role is pivotal in determining how HNT experience PD. Out of the three sources, the HNT have the most complex understanding of PD, despite seldom being consulted about its organisation. The study found HNT can experience PD differently from International Hired Teachers (IHT). HNT are motivated by PD and are keen to engage in the PD process. HNT can face structural inequalities that restrict their access to and funding for PD compared to their international hired teacher colleagues, IHT, but the HNT remain motivated towards PD. An example emerged of a PD programme designed solely for HNT to retain and prepare them for leadership opportunities. Such programmes showed how HNTs' PD could be developed to address issues of inequity between HNT and IHT when an inclusive, consultative approach is adopted. This research offers insights into the design, delivery and evaluation of HNTs' PD in international schools in Ghana and globally. Differences between the PD experiences of HNT and IHT require further research.

(291words)

Key words: teacher professional development, teacher CPD, international school, Ghana, host nation teacher.

Impact Statement

This statement discusses how this thesis has impacted my professional practice and contributes to academic thinking.

Contribution to Knowledge

1. Contribution to literature on teacher professional development in Ghana.

This study addresses a gap in research on teacher Professional Development (PD). It offers perspectives from a country less represented in research than European and North American nations. Studies such as this, from an African nation, provide balance to the global understanding of teacher PD.

2. Contribution to literature on professional development in international schools.

The past twenty years have witnessed research growth in this field, coinciding with the exponential growth of international schools in some regions. Prof. Mary Hayden, Prof. Jeff Thompson, and others have illustrated the value of PD in international schools for many reasons, including teacher retention. This study highlights the potential for PD to do the same in international schools in Ghana and possibly elsewhere.

3. Issues of equity in international schools.

The findings of this study show an inequitable distribution of resources and opportunities in some international schools. At a time of renewed global focus on equity, inclusion and justice in many organisations (including schools), this study offers researchers insights into the

inequitable treatment of some teachers and the interventions used to address this.

Professional Impact

This study grew out of interest in exploring the views about PD held by host nation teachers in international schools in Africa. This would enable their views to be included in designing Association of International Schools in Africa (AISA) PD programmes. I have the potential to impact the work of those with similar roles to me in other PD providers in the international school sector. By sharing the findings of this study with my AISA colleagues and those leading our sister organisations in other regions, I intend to start reflective conversations that manifest in programmatic and organisational change.

The most significant impact concerns how I think and act as a professional. Outcomes of doctoral studies are well documented (Wellington and Sikes, 2006; Drake and Heath, 2010). The results of this study will impact my work in other ways also:

1. The identification of preferred PD features will feed into the broader discussion on designing AISA PD experiences. The preferences of other teachers will be gathered to understand needs better and to ensure teachers' voices are included in the process.
2. Following the point above, there is an opportunity to share the views of the HNT in this study with the PD Leads across AISA schools. I will encourage PD Leads

to facilitate conversations about preferred PD features with teachers and consider how these preferences could be incorporated into the school's approach to PD.

3. Inequities in the access to and funding of PD between different teachers based on whether they have a host nation or international contract need further exploration. Such inequities need to be challenged and school leaders asked to justify this position or amend practices.

(489 words)

Candidate Statement

Introduction

This statement offers a detailed reflection of my experiences of growth as a doctoral student over the past four and a half years. Reflective writing by EdD students, or 'required reflection' (Cunningham, 2018, p. 64), offers insights into the nature of professionalism and changes to professional identity and to developing academic and writing skills. Cunningham (2018) states that reflective writing of the type seen in this statement is as valuable to EdD scholarly endeavour as the development of research skills displayed in the thesis below.

Aims and Expectations

Like many EdD scholars, at the outset of the doctoral journey I had a limited understanding of organising and processing my learning or shaping my research (Golde and Dore, 2001). My expectations were tentative, and I felt uncertain about the course. The urge to rapidly 'get started' (Lee, 2010, p. 24) as soon as one has been accepted on a doctoral course has been documented. I had a similar sense of urgency to quickly establish an understanding of the expectations of being a doctoral student in terms of learning and academic writing.

At the start of the EdD programme, my learning aims were to:

- 1) Develop my knowledge and understanding of teachers' professional development in general terms and specifically in the international school sector.

This aim addressed my professional role and identity as someone who organises

professional development for others across many schools in Africa and connected me to my intended area of study and my developing role as a practitioner-researcher.

2) Develop competence in research design, delivery and reporting for use in this programme's assessed components and to transfer these skills to work-based planning, monitoring and evaluation. This aim was the core intersection between my professional role and studying for a professional doctorate and was essential to my development as a practitioner-researcher.

3) Learn in a collaborative, cohort-based setting with peers who share my passion and enthusiasm for education. This aim stemmed from starting a remote (100% online) PhD ten years before commencing the University College London (UCL) EdD. After one term, I dropped out due to a lack of engagement with the course and a sense of isolation from the other students. The second time around, I deliberately enrolled in a cohort based, taught EdD course that would enable me to work alongside my peers. Such a preference for collaborative learning leading students to opt for a professional doctorate over a PhD has been well documented (Wellington and Sikes, 2006).

I was also mindful of UCL's articulation of the aims of the course. The online EdD Handbook 2020–21 states:

The Doctor in Education (EdD) aims, through a combination of taught courses and supervised personal research, to develop research skills and knowledge, which together with reflection on professional experience, enable participants to interpret, evaluate, conduct, and disseminate

research that is relevant to and has potential impact on, their professional development and workplace practice, as well as meeting the requirements of rigour and originality expected of a doctorate (UCL, 2022).

My aims, and those set out in the handbook, reflected my expectations of participating in a professional doctorate. During my EdD, I have achieved these goals, as discussed below.

Becoming a Practitioner-researcher

The term 'practitioner-researcher' (Lee, 2010, p. 25) has helped me to understand the dualities of my identity while on the EdD programme. Lee outlines the challenges of starting the journey of a professional doctorate, with two specific issues given prominence. Firstly, she discusses the different expectations and requirements based on one's identities: personal, professional, and practitioner-researcher. These contrasting expectations and performance pressures can sometimes conflict but align in other instances. The challenges for the student on a professional doctorate are foremost to respond to the unexpected, learn to cope with ambiguity, and hold conflicting opinions in mind simultaneously. This challenge is one that I have experienced from the outset and throughout my EdD journey. For me, developing the intellectual skill of living with academic uncertainty and reconciling conflicting research findings has been a valuable outcome and one that benefits my professional role as well as a practitioner-researcher.

Lee's (2010) second point highlights the practitioner-researcher term when referring to students of professional doctorates. She outlines a tension for

students, which I experienced at the outset of my professional doctorate journey, of being an experienced practitioner but a novice researcher. Lee argues, and my experiences concur, that the professional doctorate student may be used to offering leadership in their professional role and to be identified as experienced and possibly holding expertise. Students, including myself, have a very different sense of self-efficacy when starting their EdD journey as they grapple with receiving feedback and learning the fundamental skills of doctoral learning and writing.

A key breakthrough in developing my identity as a practitioner-researcher came in discussion with my Foundations of Professionalism (FOP) tutor. This conversation was a critical incident of the type described by Cunningham (2008) as I learned to position myself in a combined role of both professional and EdD student. When reviewing ideas for my FOP assignment, my tutor asked me, 'Where are *you* in this? You need to be *brave*'. She discussed how learning and writing in a professional doctorate is a place to refer to and own my professional practice, to acknowledge the experiences, knowledge and perceptions that I bring to my studies. This short but pivotal conversation aided my understanding of the EdD programme and has informed my role as an EdD scholar throughout my studies.

Gaining Academic and Professional Knowledge

The pursuit of a professional doctorate leads to an interplay between the academic knowledge gained and subsequent changes in professional practice (Scott, 2014). It is the aim of the EdD programme for students to impact their professional

practice as a result of their academic journey. Knowledge is developed at places of study and work; theory still informs practice, but practice also informs theory (Scott et al., 2004).

On my EdD journey, I achieved the goals of developing academic knowledge of teacher professional development and research methods. In particular, I learnt that the latest research needs to be viewed in the context of what has gone before it to understand what is being said and why. For example, Dunst et al., (2015), Cordingley et al. (2015), and Porritt et al., (2017), alongside others, shaped the academic debate concerning the features of effective professional development before Fletcher-Wood and Sims (2018) critiqued these earlier works, based on their methodological approaches to forming meta-analyses. Yet, later entrants to the debate, Sims et al., (2021), include some of the same features as earlier studies. I have learnt that academic knowledge comes not with the latest paper but with an appreciation of the debate and the research methods used to inform the debate.

I have changed how I see the relationship between academic and professional knowledge during my EdD studies. Scott discusses five ways this relationship can be viewed: technical-empiricist, technical-rational, multi-methodological, situated-theoretical, and multi-discursive, with proponents of each holding a different view about how educational theory is constructed and how it relates to educational practice (2014). At the start of my EdD, my view, and those of the organisation where I work, aligned with the situated-theoretical stance, i.e., practical experiences and situations inform theorising about education. In such instances, I

saw little need for the involvement of external academic theorists as they were outside of the context and practice of international schools in Africa. Instead, I viewed theory emerging from practice and the theorists as those who led the practice.

At this point in my EdD, I align with the multi-method or eclectic approach (Scott, 2014). I accept there is no correct way of seeing the world and see value in researching multiple perspectives from various data sources. Additionally, I do not consider there is one correct research method or design, but methods that offer relative advantages dependent on context and which may offer the most significant impact if used in series or together. I recognise that the methods used in knowledge-production will impact how that knowledge is viewed. Different groups will consider the value of research differently, often based on their ontological and epistemological stance. The multi-method approach allows for a balance between research paradigms and professional practices when designing research. Such research will subscribe to and follow the guidance of theorists of the research methods selected. Therefore, a crucial role of the external theorist is in shaping the design and execution of the research to ensure it complies with the norms of that method and stands up to scrutiny with other studies adopting similar methods. This change of view is not a radical one. The movement of direction is towards a greater role for the external theorist, the view that theories can inform practice and stories from practice can lead to theorising.

Professional Practice

A key outcome of professional doctorates is the impact on the participants' professional practice. The degree of impact can vary (Hawkes and Yerrabati, 2018; Lundgren-Resenterra and Kahn, 2019), with seniority in the workplace allowing more scope to instigate change and make decisions informed by their academic knowledge (Drake and Heath, 2010). The impact on professional practice is likely to be modest in scale and scope and maybe strongest in how the practitioner-researcher develops criticality, reflects, has multiple perspectives, and solves problems (Wellington and Sikes, 2006; Drake and Heath, 2010). In practice, these changes may not be observable to others in the workplace but can significantly impact how the individual and the organisation operate.

I am aware of a new sense of criticality when reviewing research, reports, or marketing materials in my professional practice. I need to know the methods used to collect and interpret the data. In addition to greater criticality, I have become more reflective in my thinking and more intentional in my planning, thus aligning me to similar outcomes identified by other professional doctoral students (Scott et al., 2004). These cognitive changes and a new sense of confidence in research-related matters led me to conclude that I have experienced similar changes in my professional practice as seen in others pursuing professional doctorates (Wellington and Sikes, 2006).

Changes to Identity and Professionalism

A change commonly experienced by many studying for a professional doctorate is a shift in professional identity. There is debate around the terminology appropriate for use in terms of the EdD student (Wellington and Sikes, 2006). As stated above, my identity aligned with the term 'practitioner-researcher' (Lee, 2010, p. 25) during the programme, but my identity will change again as my EdD journey ends.

Discussion of 'professional researchers', or 'researching professionals', has illuminated the contrast between those who follow a PhD and those who, like myself, follow an EdD (Bourner et al., 2001). However, neither of these terms adequately describe how I see my emerging identity. The concept of 'professional scholars' versus 'scholarly professionals' has been offered as an alternative (Gregory, 1997). While I do not see myself as a 'professional scholar', as I am not employed as an academic or researcher, I am starting to view myself as a 'scholarly professional' and see this term reflecting my emerging identity.

The change in my professional identity is gradual and tentative. Changes to identity are reflected in changing perceptions of professionalism (Cunningham, 2008). I anticipate my new identity will involve a new sense of professionalism seen in three distinct features. Firstly, greater criticality in my work including questioning assumptions, closely monitoring and evaluating projects and identifying inequities. Secondly, I anticipate more data-informed decision-making, considering all the available evidence. Finally, I intend to bridge research and practice discourse by engaging my colleagues in collective reflectivity as we plan change (Lundgren-

Resenterra and Kahn, 2019). These actions contribute to a new, revitalised perception of my professional identity and professionalism as I embark on another chapter after my EdD journey.

Words 1,965

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List of Abbreviations

AISA	Association of International Schools in Africa
DP	Diploma Programme from the IBO
EdD	Doctorate in Education
FOP	Foundations of Professionalism
GDPR	General Data Protection Regulations
HNT	Host Nation Teachers
IBO	International Baccalaureate Organisation
IFS	Institutional Focused Study
IGCSE	International General Certificate of Secondary Education
IHT	International Hired Teachers
ITE	Initial Teacher Education
MYP	Middle Years Programme from the IBO
PD	Professional Development
PL	Professional Learning
PDP	Personal Development Plan
PYP	Primary Years Programme from the IBO
SLT	Senior Leadership Team
UCL	University College London

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Chapter 1: Introduction

1.1 Introduction

The importance of teachers' Professional Development (PD) as a strategy for improving teacher quality, raising student attainment and promoting broader school improvement has been extensively examined in recent decades (Dunst et al., 2015; Collin and Smith, 2021; Sims et al., 2021). There has been debate on how effective PD is in facilitating these changes, with some arguing there is too little evidence to link PD with improved student performance (Sims and Fletcher-Wood, 2020). Others argue that the research has used overly simplistic conceptualisations of how teachers learn (Borko, 2004) and don't reflect the complexity of the work-based contexts in which ongoing learning occurs (Timperley and Alton-Lee, 2008). However, various studies have shown that PD can improve teaching and learning (Cordingley, 2015; Kennedy, 2016; Fletcher-Wood and Zuccollo, 2019; Lynch et al., 2019). Such opinions about the value of teacher PD are not new: Guskey (2002a) and the American Education Research Association (Holland, 2005) reported that improving teacher skills and knowledge is one of the most critical investments in education. Indeed, for some, teacher PD is the most significant factor and most valuable resource within the school improvement process (Bubb and Earley, 2013).

Much research explores teacher PD from the perspective of the school, local authority, district, or national level. This focus leads to literature that discusses PD for these institutions and the effects of PD on them (Wei et al., 2009); however, this study explores teachers' PD from a different viewpoint, i.e., the teachers

involved in the PD experience. With the importance of teacher PD in improving student learning at centre stage, the participants in PD have a role to play in the design, delivery and evaluation of their PD experiences. Bubb states that:

Many education reforms rely on teacher learning and, in turn, for the improved teaching that follows to improve student learning; so, understanding what makes professional development programmes effective is critical (2018, p. 52).

If teachers are valuable agents of change in raising student achievement and reforming schools (Lee, 2018), exploring their views of their PD may optimise their role in the change process. Additionally, focusing on teachers' views facilitates the inclusion of their preferences in the design of their PD.

As someone involved in designing teachers' PD programmes as part of my professional role, I was interested in exploring teachers' PD from the participants' perspective. Specifically, I aimed to understand how the social actors involved perceived and experienced PD and how they viewed its meaning, purpose and effects. I was interested to see if the teachers' perceptions of PD supported the views identified by researchers or if their opinions differed based on their participation.

The teachers in this study work in international schools in Ghana. All are born and educated in Ghana and worked in Ghanaian government schools before moving to international schools. Much of the research concerning teachers' PD originates from researchers in the Western world, including the UK, USA, and Australia.

Whether Ghanaian teachers in international schools reflect the views of Western researchers or teachers will be a matter for discussion in this study.

1.2 Professional Context

I have worked in a part-time capacity designing and organising PD events for the Association of International Schools in Africa (AISA) since January 2015. Founded in 1969, AISA is a not-for-profit membership organisation comprising 79 English-medium international schools in 43 countries across Africa. AISA's website states its mission is:

... dedicated to transforming student learning by leading and supporting professional growth, good governance, strategic thinking, and the wellbeing of the entire AISA community of schools (AISA, 2021).

AISA describes itself as 'a collaborative learning community of accredited, international schools in Africa', and its core function is to 'provide targeted services and relevant resources, innovative programmes and connections between educators' (AISA, 2021).

Some AISA member schools are well funded and over-subscribed; others face challenging financial situations. AISA schools vary enormously: seven have fewer than 100 students, while the larger schools have 600–800. To join AISA, a school must be accredited by one of eleven internationally recognised agencies (Appendix 1). Accreditation entails a school demonstrating that an international curriculum and qualifications are offered rather than the host nations'. Typically, the qualifications offered by accredited schools are the International Baccalaureate Organisation's (IBO) programmes which include the Primary Years Programme

(PYP), Middle Years Programme (MYP) and the Diploma for older secondary students. Other examples include the International General Certificate of Secondary Education (IGCSE), or International 'A' Levels. There is no requirement for accredited international schools to invest in teacher PD, although most AISA members engage in the AISA PD programme to varying degrees including during the pandemic.

Globally, the international school sector was expanding quickly before COVID-19, with a predicted half million teachers employed in 10,000 English-medium schools by 2022 (Bunnell, 2015). 34,000 students are enrolled across AISA member schools, with the numbers growing yearly before the pandemic. The impact of the pandemic on AISA and international schools in Africa is unclear as low levels of vaccination mean the pandemic is still a present public health threat.

Various writers have used the term 'international school' (Bunnell et al., 2016; Cambridge and Thompson, 2004; Weston, 2014; Zilber, 2009). To clarify the meaning of 'international school' and the nature of AISA member schools, this study will use the definition 'schools that are independent of any national system of education and offer a curriculum different from that of the host country's' (Black and Armstrong, 1995). International schools in the AISA region are characterised by high staff and student mobility, leading to large cohort and staff variability from year to year, frequent transitions, cross-cultural experiences, a global focus on learning and occasional external threats to personal safety. While some of these conditions provide opportunities, others can create stressors for students and teachers (Inman et al., 2009; Wigford and Higgins, 2019).

AISA provides a wide range of online PD experiences for teachers, leaders, and 'co-professionals' such as human resource managers, school nurses, and finance managers. (On-site PD events have ceased due to the pandemic and have no date for being reinstated.) Online PD options include virtual conference days, workshops, communities of practice, practice groups, coaching and professional learning communities.

These options attract a diverse range of participants, of whom around half are Host Nation Teachers (HNT), born and trained as teachers in the African nations where AISA's schools are located. Others are International Hired Teachers (IHT) recruited mainly from North America, the UK, India, Australia, and New Zealand. IHT relocate to take up positions in AISA schools and are generally paid more than their host nation teacher colleagues. These terms (HNT and IHT) have been adopted by AISA to replace terminology such as 'local teacher' and 'ex-pat teacher' in consultation with school personnel.

Although AISA schools' teachers have a wide range of backgrounds, experiences and varied cultural contexts, AISA's PD events are based on Western ideas of PD. Guskey's (2002a) five-level evaluation framework is the most frequent source cited in designing and evaluating AISA's PD programmes. The relative dominance of Western concepts of PD in AISA schools can be viewed as part of a broader influence of whiteness in international schools. Whiteness is a term used to describe a set of privileges that benefit white people compared with people of colour. The systemic perpetuation of whiteness has been identified in schools in Western nations (Miller, 2021) and also in the international school sector. It has

been argued that a 'covert and systemic ontology of whiteness' pervades international schools and suppresses people of colour's views (Gardner-McTaggart, 2021, p 1). This perspective strengthens need for a study such as this that explores the views of the African teachers working in international schools.

In this study, I explore the assumption that the norms and beliefs that shape PD in Western nations should automatically apply to teachers from other cultures, countries and school types. The habit of This focus will allow a better understanding of how HNT perceive their PD.

My journey exploring teacher perceptions of PD in African international schools began in my EdD Institutional Focused Study (IFS). I interviewed both HNT and IHT to understand their perceptions of PD, finding some differences between them. The IHTs' perceptions of PD's meaning, value, and effects broadly aligned with the views of Western researchers. However, there were some different perceptions shared by HNT. These included the notion of PD as a professional honour and recognition of status within a school. Additionally, HNT saw PD as a reason to continue working in an international school and as a catalyst for critical reflective practice (Brookfield, 2017). Thus, this exploratory study will build on my IFS and my professional context as I delve deeper into how HNT working in international schools in an African nation perceive and experience professional development.

When reviewing literature for this proposal, it became apparent that teachers' perceptions in international schools are not heard as often as those teaching in the state or government sector. While there are studies exploring teacher perceptions

of PD and their role in shaping teacher identity in international schools, these seldom focus specifically on the HNT but merge the data with IHT (Hayden et al., 2002; Bailey and Cooker; 2019). My study has HNT as the sole focus and interprets the data around them. Ghanaian studies have explored teacher perceptions of PD in the government school sector but not in Ghana's international schools. The voices of African teachers in African international schools are seldom featured in the literature due, some argue, to international education generally viewing experiences through a lens of whiteness (Gardner-McTaggart, 2021). My study addresses this gap by focusing on the perceptions and experiences of PD held by HNT in Ghanaian international schools.

1.3 Geographical Context

Before discussing the PD context experienced by this study's participants, it is important to describe how the country was selected. The reason for choosing one country instead of several was to explore the HNT experience of PD in government schools before joining international schools in the same country. This structure allowed for some 'before and after' discussions during the teacher interviews. Appreciating the participants' background and shared experiences was essential to ensuring that the findings offer insight into the national context in which they are situated.

When selecting a country to situate this study, several factors determined the decision-making process. Firstly, I searched for an African nation that offered an under-researched context, where my thesis would address a gap in the literature

on teacher PD. Secondly, I wanted a different nation to focus on than my IFS in Year 2 of my EdD programme. Other factors included the number of accredited international schools available in a country to approach as case studies and how easily outside researchers can conduct studies. Ghana met the selection criteria and was adopted as the context for this study.

1.4 Context of Teacher Professional Development in Ghanaian Government Schools

This is relevant as all the teachers in my study had moved from Ghanaian government schools to international schools. The teachers' previous PD experience in the government sector shaped their perceptions of PD and provided a point of comparison with PD offered in their current schools.

The provision of PD for teachers in government schools in Ghana is complex. The *Teacher Training Initiative for Sub-Saharan Africa* (TTISSA, 2007), of which Ghana was a first phase country, contained commitments to improve the skill set of teachers working in government schools through PD. In this way, the TTISSA shared the aims of systemic school improvement via teacher PD discussed above (Lee, 2018). While some of these policies focused on continuing professional development, the main focus across African countries, including Ghana, was to provide enough initial teacher education to supply a qualified teacher workforce to schools (TTISSA, 2007). The shortage of suitably skilled and formally qualified teachers for government schools had been identified as an ongoing challenge for schools throughout the region (Lewin and Stuart, 2003). Sub-Saharan Africa

needed to train four million primary school teachers to meet the goal of universal state-provided primary education (UNESCO, 2007). The enormity of this challenge is seen when in Ghana, in 2003, only a quarter of teachers had a teaching qualification (Lewin and Stuart, 2003). This focus on initial teacher education is justified, as good quality education requires strategic intention and appropriate initial teacher training policies (Moon, 2007).

Over the past decade, PD for serving teachers has received growing attention in Ghana. There is a clear rationale for this focus. If teachers have not had much initial teacher education, they have a clear need for PD when teaching in schools. The Ghana Education Service Policy noted the value of continuing professional development for teachers working in government schools (Government of Ghana, 2002). The United Nations echo this message in *their Millennium Development Goals 2, Target 3 Report, which* states that the UN values continuing professional development, arguing that effective PD is a vital constituent of teacher improvement programmes in all schools in sub-Saharan Africa (United Nations, 2015).

Since the *Millennium Development Goals* in 2000, there has been significant international investment in initial teacher education across Africa and some investment in continuing professional development. In Ghana, the Ministry of Education has instigated an ongoing professional development programme to improve teachers' practice and the quality of education. One approach by the Ministry has focused on career development opportunities to encourage teachers to stay in the profession and not leave for more lucrative employment opportunities

elsewhere. Low motivation amongst teachers in government schools has been reported for many years and stems from low pay, poor school infrastructure, and scarce teaching resources (Tanaka, 2010). Additionally, government education policies and accompanying PD were perceived as unfair in terms of access for rural teachers and irrational in terms of teachers' perception of their needs. Such challenges with their PD further de-motivated teachers and, in some cases, pushed them out of the profession (Tanaka, 2010).

PD opportunities have been limited for school leaders and serving teachers in Ghana's government schools (Zame et al., 2008). This lack of PD has led to criticism of the competence of some leading government schools and a demand for greater focus on the PD of those already working in Ghanaian government schools (Boadi, 2017).

Very recently, PD for serving teachers in Ghana has increased. Various PD models have been researched, including school-based peer-facilitated PD, which has been effective in changing teacher practice, and is cost-effective and scalable. Such models can radically increase equitable participation for teachers, including those in remote, rural areas, thereby offering a credible mechanism for improving student learning outcomes (Haßler et al., 2020).

Recently, the Ghana Education Service has introduced online PD options specifically for teachers in rural areas (UNESCO, 2019), which has attracted more positive evaluations from teachers than had been the case previously and is an approach that won the support of the OECD (2019). The UNESCO (2019)

Education in Africa Survey found that two-thirds of the schools that offered PD for teachers reported the quality of education had improved as a result. A second survey indicated that the teachers who participated in these PD programmes were more likely to consistently deliver effective teaching than those who did not (UNESCO, 2019). In a recent study, teachers in Ghanaian government schools reported a positive impact from engaging in PD, stating explicitly that PD positively impacts how they teach (Coffie, 2019).

Teachers working in Ghanaian government schools have had limited access to PD, although this has grown recently and there are reasons to be optimistic about the future. This change occurred at a time when the participants of my study had already left the sector for international schools.

1.5 Context of Teacher Professional Development in International Schools

There are vast differences between international schools in different countries and continents, including how PD is experienced and perceived. Some of these differences will be influenced by school size and budget. International schools in Southeast Asia may have several thousand students, while AISA schools vary from 17 to 800 students. This difference between international schools worldwide supports the need for this study, as it will add to the field with data from the context of the African continent.

International schools are not places of inherent equality. The categorisation of IHT and HNT reflects different salary levels, pension entitlement, status and tenure.

Collectively, these disparities lead to wide-ranging inequities between IHT and HNT (Canterford,2003). HNTs are less likely than IHT to move into school leadership positions, meaning their voices are less heard in important decisions, including PD strategy and operations (Hayden and Thompson, 2013). This inequity has implications for HNT's current roles and their preparedness for applying for promotions. Whether the HNT in this study had an equitable PD experience will be discussed in later chapters.

Studies of teacher perception of PD have taken place in national school systems (Pedder et al., 2010; Phillips, 2014). Multinational studies have analysed teacher perception of PD on broader scales (OECD, 2017). In the international school sector, Hayden et al., (2002) argued the perception of teacher professionalism in international schools is strengthened through teachers' involvement in PD. Hayden argues that HNT have increased access to PD in international schools compared to government schools and IHT feel their professional status is reinforced during PD experiences in international schools. Teachers' perceptions of PD in international schools may not just refer to formal learning events but also to the informal, unplanned learning experiences that can come from working in a diverse cultural context. Bunnell (2014) argues that with international schools' students and staff coming from multiple countries and cultures, teachers have many instances of informal cultural learning. These are unplanned PD experiences not captured in school documents but have meaning and importance to teachers (Evans, 2019). The motivation for PD may not be wholly altruistic as it can increase their employability; teachers' willingness to engage in PD and to see themselves

as continual learners are attractive attributes when hiring staff for international schools (Budrow and Tarc, 2018).

With criticism of some PD offered in government schools (Boadi, 2017), there appears to be an opportunity for international schools to attract HNT by offering PD more in keeping with their wants and needs. Such strategic use of PD could facilitate the recruitment process of HNT who, it appears, value PD when it is available to them (Coffie, 2019). In the international school sector, PD is valued to such an extent that limited access to it is linked to teacher retention problems (Mancuso et al., 2011). Hayden and Thompson (2016) go further, arguing that offering attractive PD to HNT will be necessary for international schools to meet the increasing demand for places in international schools around the globe. Similarly, Pearce (2013) argues that international schools will need to invest in developing new teachers for the sector, regardless of whether they are HNT or IHT, to ready them for the demands of intercultural teaching, international-mindedness and the international qualifications offered in this sector. The need for HNT in international schools has grown in places such as China and Tanzania, where limits now operate on the number of foreign teachers granted work permits for international schools.

1.6 Rationale

For those seeking to understand PD, there is an ongoing need to understand its impact on teacher learning, practice and student outcomes (Campbell, 2008). While the focus of PD may be the long-term goal of raising student achievement

through education reform, researchers and those designing PD must first focus on the needs and priorities of the teachers involved (Fullan, 2004). This focus should include efforts to shape PD to meet individual teacher needs in the same way that teachers differentiate for their students (Fullan, 2004). Researchers have gone beyond illustrating the benefits of PD by identifying how to structure it to maximise its impact and value (Porritt et al., 2017; Sims et al., 2021). New approaches to PD fostering individual and group development involve collaborative learning, coaching, and technology networks, all to promote the PD required to further effective teaching (Loeser, 2008). To understand all these aspects of PD, it is paramount to understand the participants' views and to ensure their perceptions of what works and why, are involved in the design of future PD. It is this premise that provides the rationale for this study.

This research addresses this gap in the literature and my organisation's understanding of the educational community in which we operate. By interviewing HNT at international schools in Ghana about their perceptions and experiences of PD, I aim to design future PD experiences with their views in mind and add to the literature on international schools in that country.

There is a need to ask the social actors involved in the PD process to share their perceptions of their lived PD experiences. Rather than seeing them as powerless pawns in the PD process, their perceptions matter and offer a rich, qualitative insight into how they perceive and experience PD. In contrast to studies that take large-scale, quantitative approaches, which produces effect sizes, percentile gains and rankings, this study focuses on the experiences of the participants of PD to

understand their views. This research takes an interpretivist approach to explore meanings. Moreover, it engages with the debate about PD not at a macro level but by examining three case study schools from which a range of documentary, interview, and focus group data was collected to triangulate the findings in each case study school.

The need to better understand AISA participants' PD perceptions comes at a time of new urgency. With the COVID-19 vaccination programmes in their infancy in many countries in the AISA region, enrolments by families from other parts of the world have decreased this school year (2021–22). Fewer students in AISA member schools may impact the funds allocated for teacher PD at this time of uncertainty and change. Some AISA member schools' head teachers question the value of PD programmes, wanting to know more about the return on investment they can expect from participation. I would like to illustrate how AISA listens to and responds to the needs, priorities and preferences of a group of teachers who have not been studied or consulted sufficiently in the past. The findings of this study will allow the voices of HNT to be integral to the design and delivery of AISA-organised PD events and offer contributions to literature in this field.

1.7. Research Aims and Questions

The primary research question for this study is:

How is the professional development of host nation teachers perceived and experienced in international schools in Ghana?

When exploring this question, the following sub-questions will be posed:

1. How do relevant school policies inform the implementation of professional development as perceived and experienced by host nation teachers?
2. How do the PD Leads' perceptions inform host nation teachers' professional development?
3. How is professional development perceived and experienced by host nation teachers?

1.8 Summary

The need to study participants' perceptions of teacher PD has been established above. Rather than seeing participants as passive, unquestioning recipients, this study attends to their views, amplifying their voices to give a more immersive understanding of PD. This chapter has outlined the context of this study, explained the rationale and established my professional context. The next chapter positions this study in existing literature in this area. Chapter 3 outlines the methodological approach, the reasons for case studies and varied types of data collection. Chapters 4–6 analyse findings from the separate case studies. Finally, Chapter 7 discusses and concludes the study, including recognition of its limitations and offers suggestions for future studies.

Chapter 2: Literature Review

2.1 Introduction

This chapter explores the academic debate in which this study is situated. With so much written on teachers' professional development, this chapter focuses on specific aspects of PD that are integral to the context and the research questions as set out below.

Table 2. 1 - Structure of Literature Review

1	Conceptualising professional development
1a	Terminology
1b	Features and design
1c	Definitions
2	The purpose and effects of professional development
2a	System-wide perspective
2b	School perspective
2c	Frameworks exploring the purpose and effects of PD
3	Teacher attitudes to professional development
3a	Beliefs about change
3b	Motivations for engaging in professional development
3c	Perceptions of the professional development experience

Much of the literature in this field results from the endeavours of researchers in Western institutions and Western backgrounds, for example, Guskey (2002a), Timperley (2011), and Cordingley et al. (2015). This study involves international

schools in Ghana; thus, particular effort has been made to reference relevant studies from Ghana and international schools to provide multiple perspectives on the phenomena being studied.

2.2 Literature Search

Bibliographic databases such as PROQUEST, EBSCO, the Database of Research in International Education, African Journals Online and Google Scholar were used to identify relevant published literature for this chapter. Search terms were used in various combinations such as ‘professional development’, ‘teacher professional development’, ‘international school professional development’, ‘international education professional development’ and ‘teacher perceptions professional development’. These search terms were also used to set up Google Alerts to discover any new literature as it was published. The literature searches were conducted multiple times to ensure it was current. The following inclusion criteria were used in this literature search:

1. Research conducted globally into teacher PD
2. Research from peer-reviewed articles
3. Research conducted in Ghana
4. Research conducted in the international school sector
5. Research conducted after 2000 to ensure relevance

There was no systemic review of the literature as it has been argued this is not considered essential in small-scale research such as this study (Robson and McCartan, 2016). Research identified as fitting the above criteria and most relevant

to the research questions were critically reviewed and synthesised in the writing of this chapter.

2.3 Conceptualising Teacher Professional Development

It is essential to define the phenomenon at the core of this study: teacher professional development. To be effective in their work, teachers need specialised knowledge and professional skills as well as personal qualities and attributes. Much of the focus of Initial Teacher Education (ITE) is to ensure those entering the teaching profession display sufficient knowledge and skills to be competent in the role (Perry and Bevins, 2019). Once qualified, teachers working in schools must continually develop their professional competence by adopting new techniques to develop students' skills and ways of learning knowledge (Körkkö et al., 2016). In its broadest sense, teachers' PD is how they remain capable in their current role and prepare to be ready for changes required of them in the future. This section explores different definitions of professional development.

2.3.1 Terminology

The terminology used around teacher development requires discussion as different names are sometimes used interchangeably. As this study addresses perceptions of qualified teachers in service, the phraseology of pre-service or initial teacher training is not relevant. Terms such as 'professional development' (Darling-Hammond et al., 2017), 'professional learning' (Opfer and Pedder, 2011), and 'continuing professional learning and development' (Cordingley et al., 2015) are nuanced in how they view the phenomena of teachers' learning and

development. While the term 'professional' is not disputed amongst these researchers, the latter part of the term is.

Porritt et al. (2017) view Professional Learning (PL) as the opportunities available to educators to refresh and learn new knowledge and skills. PL opportunities are more likely to refer to events than to an ongoing process of continual development; it is a short-range phenomenon. They argue that PL and PD are linked but distinct; hence, the different terminology. This separation is challenged by the argument that consideration should be based on outcomes, not events or activities, when defining PD (Fullan, 2007).

In contrast, PD is a long-range process whereby professional learning leads to change in thought, practice and beliefs; learning flows into development in this conceptualisation (Porritt et al., 2017). For example, if following a PL event such as a conference, or observing a peer or book study group, teachers change their practice and develop their professional skills due to the experience. Fullan (2005) adds that the PD process extends beyond events and in-service days to become a daily habit of peer-to-peer collaboration and evaluative inquiry that becomes part of the school culture. These differing conceptualisations of teacher development illustrate the need to clarify what PD means at the outset of this study while recognising that the participants' views will inform the discussion in later chapters. From the discussion above, the most relevant term is 'professional development' as this study aims to explore the process of learning, change and effects over time, rather than events, therefore this term has been adopted throughout this study.

2.3.2 Definitions

In its broadest sense, PD is seen as the development of an individual in their professional role (Villegas-Reimers, 2003). Not dissimilar to this view, Bolam (2002) argues for a broad understanding that PD is the constant development of knowledge and professional skills throughout one's career in education. For some, PD involves the maintenance, improvement and broadening of knowledge, skills and personal qualities for effective execution of professional duties (Friedman and Phillips, 2004), while others see it as a strategy to secure future roles and career enhancement (Kennedy, 2007; Muijs and Reynolds, 2017). Such definitions focus on the teacher, their learning and growth.

In contrast, the definition of PD by some writers is precise and linked to specific outcomes. Guskey's five-level evaluation model places improvements to student learning as the most significant outcome of PD above teacher learning and changes in teacher practice (2002a). Timperley et al., (2008) argue that PD is a process where teacher knowledge and skills grow to improve student outcomes, emphasising student learning. Darling-Hammond et al., (2017) argue PD is a process of structured teacher learning that leads to changes in teacher knowledge and practice that, in turn, improves student learning. Timperley et al. (2008) argue that the driving force in the PD process and what ensures effectiveness are the improvements sought in student learning, and all other outcomes are subsidiary. Similarly, Fullan (2007) argues that any focus away from the outcomes of PD makes the endeavour unlikely to affect sustained change in teacher practice

or student learning. These views define PD by its results; if student learning has not improved, professional development has not been achieved.

When defining PD, the nature of the developmental experience is also key. As this study takes an interpretivist approach, literature exploring the social interactions in the developmental process is also relevant. The PD process can include formal or informal learning, discrete events or be embedded in practice, all leading to growth in professional competence (Desimone, 2009). Evans (2014) argues that much greater focus should be given to the 'micro-level cognitive process of professional development' (2014: p. 179) when defining PD, reminding us that the process of adult learning is complex and multi-faceted.

Garet et al. (2001) and Opfer and Pedder (2011) recognise the connection between improved student learning resulting from changes to teacher practice, thus acknowledging the critical process of changes in teacher practice needed to achieve improved student outcomes. Bubb and Earley (2007) argue:

Professional development is likely to consist of that which, first and foremost, enhances pupil outcomes, but which also helps to bring about changes in practice and improves teaching (2007, p. 4).

This understanding of PD appeals more than others due to its tentative language, recognition of the aim of improved student learning and the view that such changes follow changes to teacher practice. As this study focuses on teachers as the agents of change in the PD process, it is Bubb and Earley's (2007) view that has been adopted as the initial understanding of PD at the beginning of this study. This view will be re-visited and discussed in light of the data from participants

2.3.3 Features of Professional Development

Research over recent decades has explored the key features that form professional development (Dunst et al., 2015; Porritt et al., 2017). Such studies led to recommendations concerning the features likely to maximise outcomes of the PD process (Darling-Hammond et al., 2017; Collin and Smith, 2021; Sims et al., 2021).

Desimone (2009) draws together the features of effective PD. She contends that the core features of PD are:

- Content focus
- Active learning
- Coherence
- Sufficient duration
- Collective participation (2009, p.185).

When these are included in PD design, one can expect increased teacher knowledge and skills that lead to changes in teacher practice. Desimone et al. (2002) argue that changes in practice improve student learning. They justify the focus on features of effective PD by stating, 'the research consensus is strong enough to warrant the inclusion of a firm set of features that have been shown repeatedly, in case-study as well as large-scale and experimental research' (2009, p. 186).

Cordingley and Bell (2012) argue PD can impact student achievement when carefully designed and focused on pupil outcomes. Their meta-analysis of

evidence shows which features of PD are more likely to improve student learning, including:

- Clearly identified starting points
- Collaboration between teachers
- Experimentation of changes at school
- External expertise
- Analysis of student work
- Application and relevance to teachers' work
- Development of practical theories or rationales for changes in practice (2012, pp. 8–10).

Like Yoon et al., (2007), Cordingley and Bell (2012) argue short-term PD events are less likely to improve student learning than programmes that extend over weeks or months.

Other studies offer guidance on the features and duration most likely to impact teacher practice and student learning. Dunst et al., (2015) reviewed 550 papers involving more than 50,000 educators to identify the features found in effective PD.

These include:

- Facilitator introduction, modelling and demonstration
- Active, authentic learning experiences with time for reflection and review
- Coaching, mentoring and feedback to support the implementation of change
- Extended follow-up support and feedback to help the teachers embed change (2015, p. 1737).

PD designed to include these components, their research suggests, are more likely to be impactful.

Porritt et al., (2017) concur, stating that the features of effective PD include active collaboration sustained over time and inclusive of follow-up opportunities to practice. There is agreement between Porritt et al., (2017) and Cordingley and Bell (2012) over the value of external expertise in teacher PD. However, there is a new focus on the importance of evaluation and the need to remain focused on student learning throughout PD in Porritt et al.'s (2017).

The duration needed to optimise PD is significant. Yoon et al. (2007) explored the duration of PD initiatives and their effects on student learning. They found that initiatives with more than fourteen hours of PD showed a 'positive and significant effect on student achievement' (2007, p. iv). In contrast, they cite three studies that involved between five and fourteen hours of PD that showed 'no significant effects on student achievement' (2007, p. iv). This suggests PD programmes can effectively improve student learning but there are certain conditions that are required (in this case, a commitment of time) in order to optimise the impact on students.

Sims et al. (2021) update the literature with their argument that effective PD is likely to:

- Build knowledge
- Motivate teachers
- Develop teaching techniques

- Embed practice (2021, p. 3).

Collin and Smith (2021) build on this by detailing PD features likely to deliver this type of PD.

There is some convergence over the features of PD, as seen in the research discussed above. Participants in my study were asked for their views on the features that make PD effective for them and on their preferences for the design and delivery of PD. Whether participants shared the same views about the features of effective PD as the researchers above will be discussed below.

2.4 Purpose and Effects

Over recent decades, research has been conducted to explore PD's role in changing teacher practice, improving student learning, or making schools and education systems more effective (Timperley et al., 2008; Cordingley et al., 2015). Various perspectives have been studied to understand PD's purpose and effects including the views from teachers, school leaders, local and national education systems.

2.4.1 The System-wide Perspective

The broadest understanding of the purpose and effects of PD concerns systemic change contributing to school improvement, such as reputational gains and increased enrolments as well as improved student outcomes. Many school improvement strategists argue that teacher PD is a valuable, some say essential, component in the improvement process (Opfer and Pedder, 2011). For example,

Guskey states, 'high-quality professional development is a central component in nearly every modern proposal for improving education' (2002a, p. 381). Hargreaves (2011) argues PD is central to creating a self-improving school system and cannot be omitted from the school improvement process. Bubb and Earley state PD's purpose in the school improvement process is 'developing people [which] is more effective in enhancing the performance of organisations, including schools and colleges than any other factor' (2013, p. 237). This statement helps summarise the purpose of PD in improving schools and shows the effects of PD interventions on school improvement compared to other types of interventions.

The purpose and effects of teacher PD are not only discussed by academics and researchers; policymakers, inspectors and data analysts also highlight the importance of PD when explaining school effectiveness and the comparative attainment of students in England (Ofsted, 2017) and between countries (Day and Gu, 2010; OECD, 2019). The OECD (2017, p. 1) argues globally, 'the higher the exposure to high-quality professional development, the more likely they [teachers] are to use a wide variety of teaching practices in the classroom'.

2.4.2 The System-wide Perspectives Specific to International Schools

A common concept found in mission statements across the international school sector is the goal to foster equity, inclusion and justice (Bittencourt and Willetts, 2018). However, these principles are not necessarily applied to all the teachers working in the sector. Across international schools, teacher salaries and their broader remuneration packages can vary depending on their contract type, as do

their access to and experience of PD. This system of inequality is called the 'split salary model', where HNT are paid less than IHT and applies to up to 32% of HNT in international schools around the world (Hammer, 2021). International school leaders justify this model as necessary to attract IHT, which is deemed more important than ensuring equal pay for equal work.

The range of teachers and the terms and conditions available in international schools form a complex picture. Bailey and Cooker (2019) describe three categories of teachers in international schools. Type A teachers are recruited in one country to teach in another, attracted by opportunities for travel and cultural experiences. Type B teachers are also recruited in one country to move to another. They are drawn to the philosophical goals of international mindedness and global citizenry and find their best fit in international schools. Types A and B are more likely to originate from the USA or Europe than other countries. They often receive the best salaries and remuneration packages due to the belief in the sector that their qualifications and previous experiences are more valuable than those of HNT. Type C teachers are more connected to the location than the school or an international school approach and may have been in the location or post for some time. Type C teachers are usually from the school's host nation and are typically paid less than others. This inequity is justified by the comparative salaries of teachers in the host nation compared to the countries of origin of Types A and B teachers (Canterford, 2003). Others argue that HNT inequitable remuneration, terms and conditions come from a pervading culture of whiteness across the international school sector (Gardner-McTaggart, 2021). This culture, it is argued,

stems from a viewpoint that whiteness and Englishness (English accent and background, British qualifications and previous employment in the UK) are superior. Therefore, teachers who reflect whiteness and Englishness are paid more and treated favourably by those who created the international school system and still form the majority of its school leaders. Gardner-McTaggart argues that inbuilt preferences for whiteness and Englishness can be seen as acts of 'symbolic violence' (2018, p. 149) against HNT and embody systemic injustice in the international school sector (Gardner-McTaggart 2018; Gardner-McTaggart 2021).

The analysis of this workforce segmentation must go beyond the salary to explore broader remuneration packages and experiences of PD. Types A & B are paid more, have more generous pension arrangements, are more likely to have access to private health, and may get a personal PD allowance to spend as they choose (Bunnell & Atkinson, 2020). In contrast, Type C teachers in some countries receive inferior remuneration packages with a lower salary, less chance of a personal PD allowance and generally poorer conditions than those experienced by their IHT colleagues (Canterford, 2003). This inequitable treatment of HNT is prevalent when the international school is hosted in a developing nation (Bailey and Cooker, 2019).

The impact of this inequity between HNT and IHT has been reported to cause HNT low self-esteem, a sense of powerlessness and frustration over their poor treatment for loyal, long-term service to the school and its community (Hammer, 2021). A further aspect of inequity in international schools is access to and funding for PD for HNT compared to IHT. PD allowances for new IHT have been used as

covert signing bonuses that escape taxation. Such measures have not been seen for new HNT, thus illustrating a further inequity in the treatment of HNT (Bunnell & Atkinson, 2020).

The inequitable treatment of HNT raises the question of whether international schools are genuinely committed to their mission statements of inclusion and diversity (Bittencourt and Willetts, 2018) when they operate such demonstrably unfair and inequitable human resource policies.

A further system-wide matter is the cultural context in which international schools operate. Critics argue that international schools command a 'paradoxical space of progressive futures, cloaking injustice and whiteness' (Canterford, 2003, p1). This matters in connection to HNT PD to prepare teachers for working in the international school context. Deveney (2007) argues that induction needs to be tailored to the participants' cultural backgrounds. Therefore, a person's cultural background influences their values, practices, and attitudes and will impact their teaching approaches. If international schools favour a cultural context of whiteness and Englishness over HNT's culture (Gardner-McTaggart, 2021), the HNT are unprepared to teach in their new roles and are not set up for future professional success (Hofstede, Hofstede and Minkov, 2010). Whether there is evidence of this inequitable treatment of HNT in international schools in Ghana will be discussed in later chapters.

2.4.3 The School Perspective

Many examples of quantitative and qualitative studies illustrate how purposeful PD can positively affect student learning. Yoon et al.'s (2007) meta-analysis focussed on primary pupils' progress in science due to their teachers engaging in PD. This research found students whose teacher participated in a PD programme increased their achievement by 21% over a year compared to the control group. Bubb (2017) illustrates how a PD programme for primary teachers led to demonstrable changes in the participants' classroom teaching. She describes how PD influenced teacher practice, stating, 'teachers in the project could see that things needed to be improved and were enthusiastic to carry out change and did so' (2017, p. 58). The majority of participants in her qualitative study reported improvement in their colleagues' teaching of science as an effect of the PD programme. She further illustrates the programme's effect on improving student learning when she states, 'the impact on pupils is clear' (2017, p.59). The critical finding of Bubb's case study was that participants reported the PD programme had led to 'more progress' amongst their students in science or 'much more progress' compared to comparable classes in previous years (2017, p. 59). This view of the effects of the PD programme was reinforced by the work sampling undertaken at the end of the study, where there was found to be much more completed student work on science, on more science topics and more enthusiasm than students from the previous year (Bubb, 2017). Bubb's study does not claim to be representative of a broader sample and it should be interpreted in the qualitative, interpretivist design of the study. It is relevant to this study because it displays a link between PD and

its effect on teacher practice in a case study context. With so many variables and influences shaping how teachers operate in the classroom, this link shows the potential role of PD in improving teachers' practice (Bubb, 2017).

Bubb and Earley (2007) highlight the effect of teachers' PD on improving student learning by improving pedagogy. However, they recognise that participation in PD does not equate to automatic changes in practice. For change to occur, specific conditions are required, such as leadership offering support and a culture encouraging change (Alam et al., 2010). If teachers participate but do not engage with PD, the potential effects are lost and the PD is of little value (Cordingley et al., 2015). Effects are more likely to be seen when teachers believe PD will help them deliver the changes they seek in their students' learning (Guskey, 2002a; Earley and Porritt, 2009).

The connection between purposeful PD, changes in practice and improved student learning do not go unchallenged. Some argue PD can affect the quality of teaching, but this does not automatically improve student learning (Garet et al., 2016; Jacob et al., 2017). Likewise, design flaws involving its structure, duration or delivery can reduce the impact of PD (Yoon et al., 2007).

Another challenge to the purpose and effects of PD is the argument that too often, there is a 'one size fits all' approach that leaves many dissatisfied and under-stimulated (Grossman and Hirsch, 2009). By its nature, such an approach produces effects for some but not all participants (Darling-Hammond and McLaughlin, 2011). The scope is often too broad, involving all participants learning

(or re-learning) the same content and skills, at the same time, in the same place. The time dedicated to PD can be too limited, thus reducing the likelihood of changing teacher practice (Harris et al., 2006). There can be too much focus on the content of the PD rather than creating a dynamic learning experience for participants and some PD repeats what participants already know (Desimone et al., 2002; Day and Leitch, 2007).

A further challenge comes in the way the PD is structured. Opfer and Pedder (2011) argue that teachers' learning should be organised around a concept rather than an event. Too often, they argue, complex conceptual learning that needs time for application in the classroom and considerable practise by the teacher is constrained into single PD days or after-school workshops (Opfer and Pedder, 2011). Such time constraints reduce the effects of PD due to a lack of recognition of the complex systems and interactions in place in daily school life or the teacher's agency to implement what they have learnt (Clarke and Collins, 2007). A further criticism is that PD is too often disconnected from practice. PD that occurs in isolation and lacks collaboration with colleagues is of little value as it seldom affects teaching and learning (Cordingley et al., 2015).

Fletcher-Wood and Sims's (2018) analysis of randomised control trials suggests only limited impact of PD programmes on teacher practice and often no impact on student learning. Claims have been made that the large-scale meta-analyses that produced recommended PD features used unsuitable inclusion criteria and their findings are flawed (Sims and Fletcher-Wood, 2020). Such views illustrate the

need to fully explore the purpose and effects of PD, including asking teachers about their perceptions and experiences of the phenomenon.

Conceptual frameworks have been developed to explain better the purpose and effects of PD in improving various aspects of education.

2.4.4 Conceptual Frameworks

Several frameworks have attempted to explain how the PD process functions. These frameworks explain the purpose of PD in changing teacher practice and improving student learning. There are strong arguments that these changes can occur if the circumstances are right; however, it is not guaranteed (Fraser et al., 2007). Frameworks such as those developed by Guskey (2002a), Desimone (2009), Bubb and Earley (2010), Huber (2011), Evans (2014), King (2014), and Hiew and Murray (2021) illustrate how PD is conceptualised to maximise sustained changes in teacher practice and improvements to student learning.

Guskey (fig. 1) conceptualises the purpose, process and possible effects of PD if each stage is successfully completed. Guskey (2002a) argues PD's purpose must be to improve student learning. He contends that if any level in his framework leading up to Level 5 is not fulfilled, the effects of the PD will stall and be of limited use. Guskey's (2002a) argument that improved student learning can and should be the outcome of teacher PD sets his work apart from Kirkpatrick (1959) and other evaluation researchers. It set a benchmark for future conceptual frameworks.

Guskey Level	Evaluation Data
1. Participants' reactions	<ul style="list-style-type: none"> • Satisfaction surveys • Interviews • Focus group meetings • Quantitative Indicators (e.g. number of teachers successfully completing course)
2. Participants' learning	<ul style="list-style-type: none"> • E-portfolio • Pre- and post-tests • Contributions to online discussions • Interviews
3. Organization support and change	<ul style="list-style-type: none"> • Teacher and school administrators interviews • Questionnaires • Artifacts
4. Participants' use of new knowledge and skills	<ul style="list-style-type: none"> • Questionnaires • Interviews • E-portfolio • Direct classroom observations • Videotaping of classroom episodes
5. Student learning outcomes	<ul style="list-style-type: none"> • Pre- and post-tests • Direct classroom observations • Videotaping of classroom episodes • Student interviews • Student work samples

Figure 2. 1 – Guskey's 5 Levels of Professional Development Evaluation (Meletiou et al., 2008, p. 68)

Guskey's (2002a) framework has been criticised for its rigidity which, it is claimed, fails when the steps are not strictly adhered to or when teachers are not feeling empowered to make professional choices (Coburn and Stein, 2010).

Desimone's (2009) framework (fig. 2.2) is non-linear, recognising the developmental process is multi-directional. Her framework differs from Guskey's (2002a) in allowing for examining the theory of teacher change and a theory of instruction. The focus on these theories creates a deeper understanding of the

complexity of teacher learning, subsequent change and the role of teaching in improving learning (Desimone, 2009).

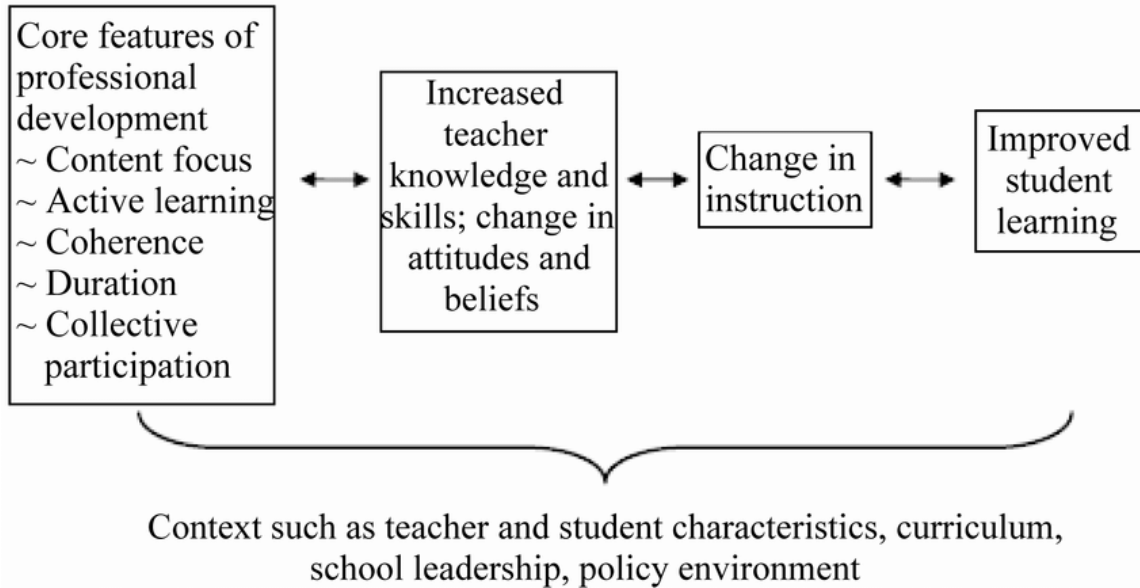


Figure 2. 2 - Conceptual Model for Professional Development (Desimone, 2009, p. 189)

Huber's (2011) framework (fig. 2.3) differs from those above by involving a pre-intervention survey of teacher background and attitudes to PD as a tool to understand PD effectiveness.

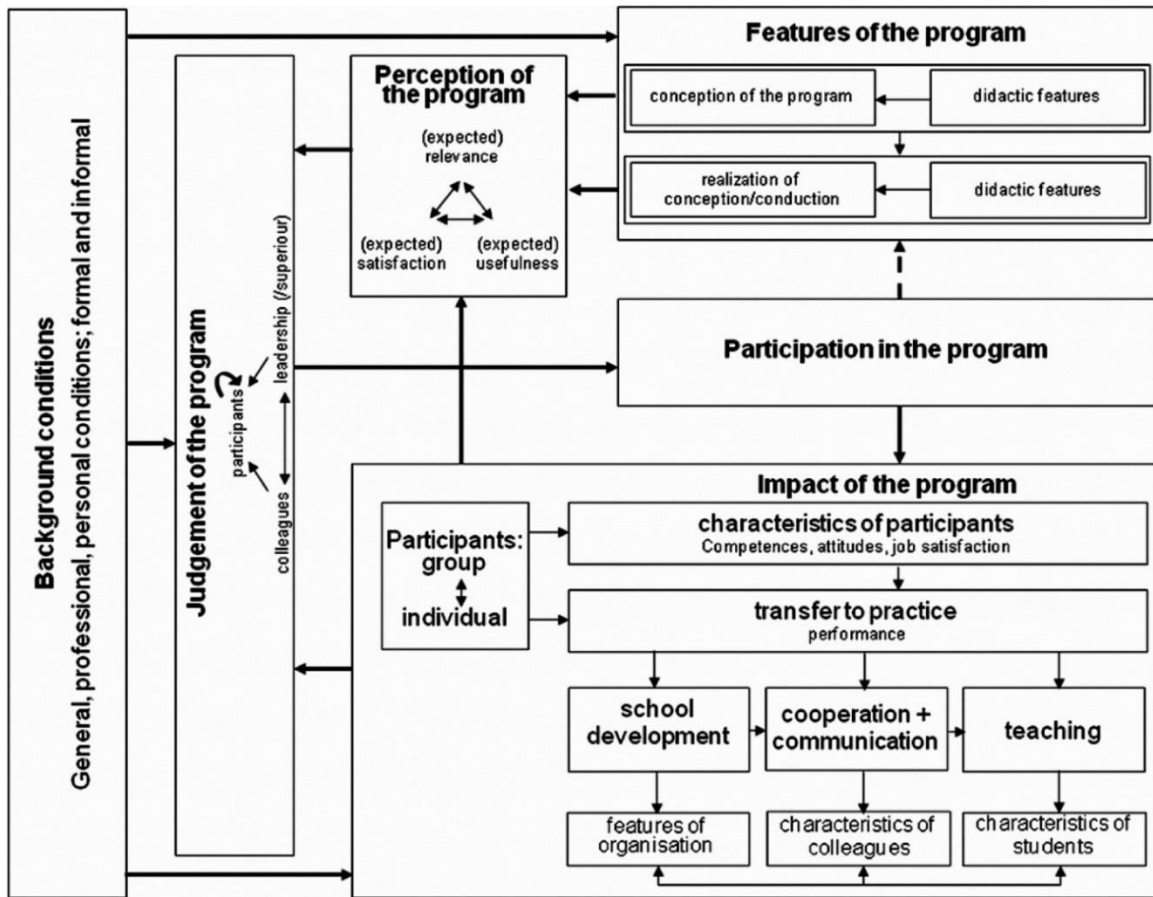


Figure 2. 3 – Theoretical Framework for Theory-Based Empirical Research and Evaluation (Huber, 2011, p. 847)

Similarly, Evans’s (2014) framework (fig. 2.4) also focuses on motivational factors in discussing the purpose and effects of PD and behavioural and intellectual development.

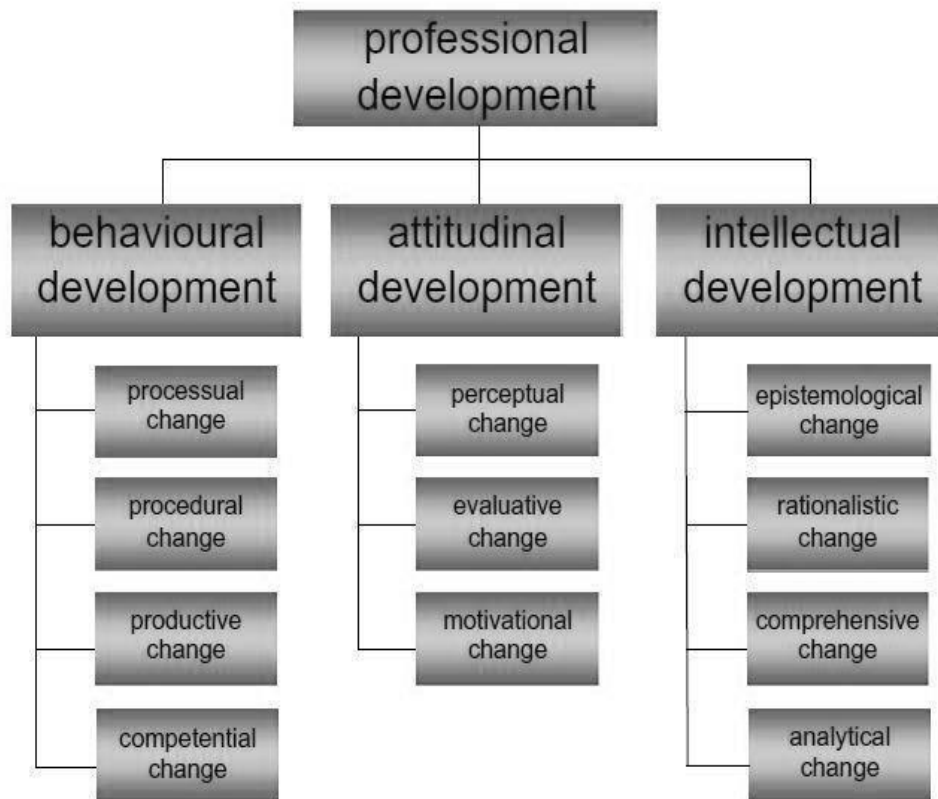


Figure 2. 4 - Componential Structure of Professional Development (Evans, 2014, p. 20)

Among the salient differences between the many PD frameworks is Bubb and Earley's (2010) (fig. 2.5) acceptance of far-reaching outcomes. They recognise PD can have effects not just on participants but also teachers and students in other classes and even other schools. This model contrasts Guskey (2002a) and Desimone (2009) by moving from the evaluation of a teacher and the students in a classroom to effects that spread further and involve more stakeholders.

Level	Measuring
1. Baseline picture	Where you are
2. Goal	Knowing what you want to achieve
3. Plan	Planning the best way
4. The experience	Initial satisfaction with the experience
5. Learning	Knowledge, skills, attitudes acquired or enhanced
6. Organisational support	How the school helps (or hinders) the person using their new learning in their job
7. Into practice	Degree and quality of change (process, product or staff outcome) following from the development activity
8. Pupils' learning outcomes	Impact on experience, attainment and achievement of pupils
9. Other adults in school	Sharing learning with other adults and the impact on them
10. Other pupils	Impact on experience, attainment and achievement of other pupils
11. Adults in other schools	Sharing learning with adults in other schools and the impact on them
12. Pupils in other schools	Impact on experience, attainment and achievement of other pupils

Figure 2. 5 - Levels of PD Impact (Bubb and Earley, 2010, p. 62)

King's (2012) conceptual framework (fig. 2.6) builds on Guskey's (2002a) and Bubb and Earley's (2007) frameworks by considering the personal and professional aspects of the PD process.

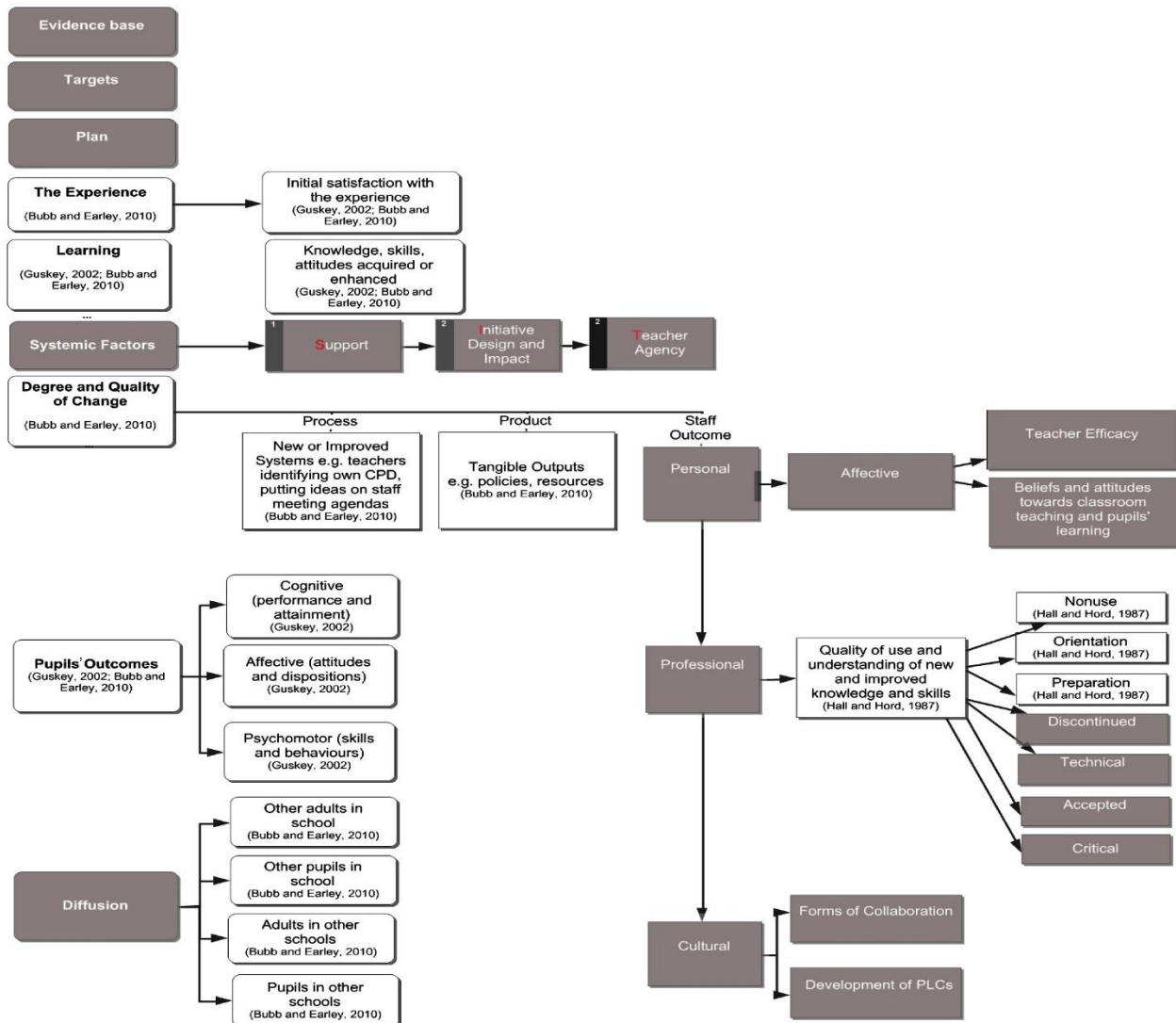


Figure 2. 6 – Professional Development Impact Evaluation Framework Revised (King, 2104, p. 127)

More recently, Hiew and Murray (2021) have added four components (fig. 2.7) to Huber's (2011) framework claiming their research shows it applies to teacher PD in developing countries.

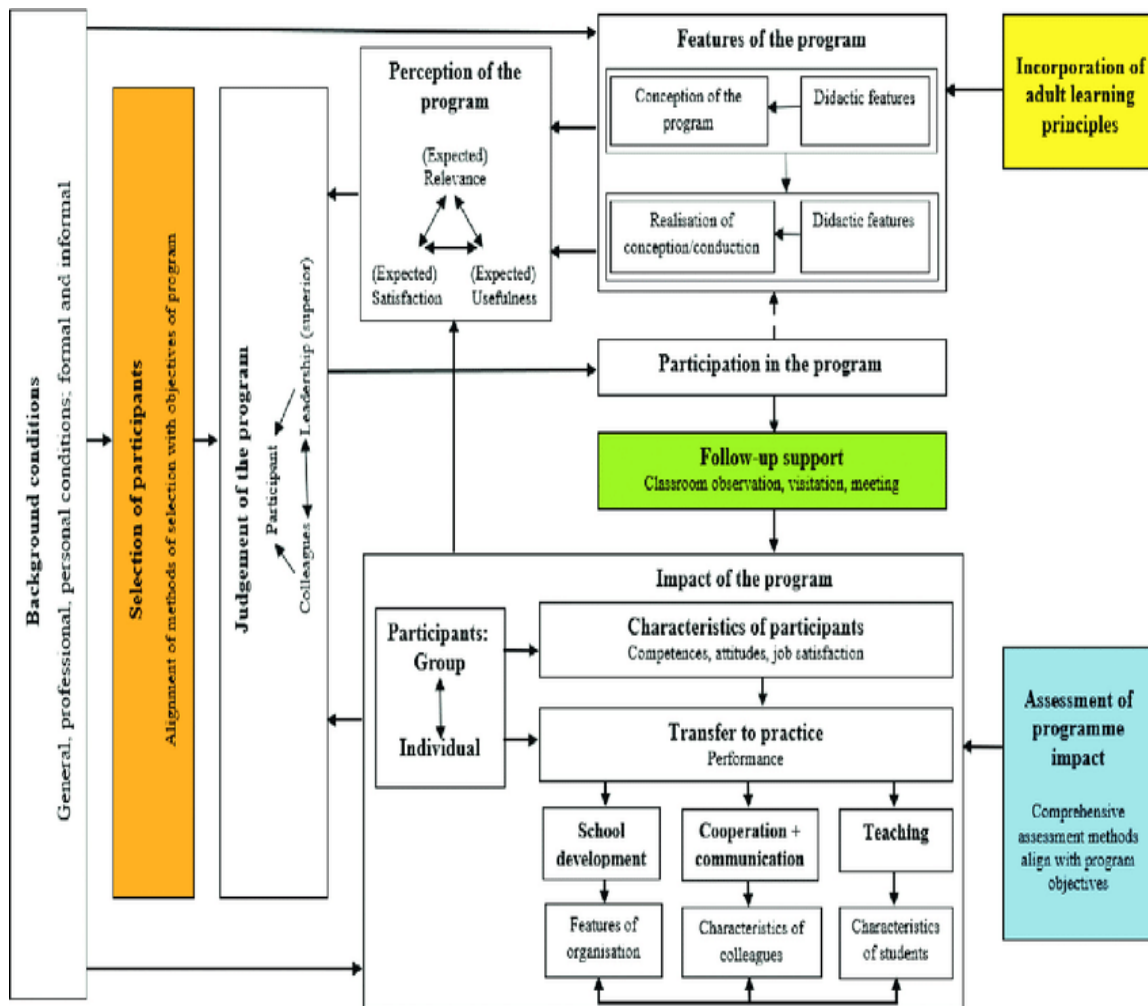


Figure 2. 7 - Addition of Four New Components to Huber's Evaluation Framework for Teacher Professional Development (Hiew and Murray, 2021, p. 8)

However, none of their studies took place in Africa, so generalisations between 'developing countries' should be avoided.

When the design, duration, or opportunities to collaborate or practise in the classroom are ill-judged, PD's effects can be limited (Garet *et al.*, 2011). Opfer and Pedder (2011) have argued this variance in the effectiveness of PD comes from overly simplistic concepts of teacher PD that do not consider teacher motivation,

adult learning preferences or how learning is embedded in professional lives. The nature of the PD, how it is organised, how the participants perceive it, how long it lasts, whether it is embedded in the school and other factors have been shown to increase its effects in creating changes in teachers' practice (Cordingley and Bell, 2012). PD has effects when it 'challenges thinking as part of changing practice' (Harris and Jones, 2012, p.3). The requirement to change the way teachers think, how they view their knowledge and skills, and their attitudes are building blocks upon which they are most likely to change their practice. Changes in thinking are prerequisites to changes in practice and ultimately changes in the way students learn (Guskey, 2002b).

Whether these frameworks aid the understanding of HNTs' PD in Ghana's international schools will be discussed in relation to the data from the case studies.

2.5 Beliefs, Perceptions and Motivation

It is valuable to consider factors that shape teacher beliefs about change in general and PD specifically and consider how beliefs inform perceptions of experience and can motivate and de-motivate teachers (Fullan, 2005). To differentiate these terms, the following understandings have been adopted below. The term 'beliefs' refers to teachers' views of the concept of PD and 'perceptions' are teachers' views of the PD they experience. Motivation has been discussed in general before focusing specifically on the literature concerning teacher motivation to engage in PD.

2.5.1 Teacher Beliefs

Teacher beliefs serve as a lens to '(1) filter and interpret information, (2) frame a specific problem or task, and (3) guide immediate action' (Buehl and Beck, 2015, p. 67). Guskey (2002b) argues teachers need to see positive change in their practice and their students' learning if they are to believe in and commit to a PD initiative. Teachers may remain sceptical or tentative about PD until the implementation phase when they observe their students learning and experience the benefits for themselves; teacher beliefs change late in the PD process (Guskey, 2002b). Having time to reflect on implementation and discuss the change process with peers is important to teachers (McArdle and Coutts, 2010), as is collaboration in 'authentic contexts' (Mansour et al., 2014, p. 968) like teaching teams where colleagues can enter into open dialogue about change.

Changing teacher beliefs can be challenging, especially when it involves their core practice, teaching. A reason for this reluctance to change is the power of past experiences, including their own experience of schooling (Girardet, 2018). Teachers may have clear beliefs about what works for them and their students, and such beliefs or lay theories can be difficult to change (Fives et al., 2014). Asking teachers to change what they perceive to have worked challenges their beliefs, thus creating tension between personal beliefs and those of the school. Even so, such changes are considered vital if PD is effective and embedded over time (Buehl and Beck, 2015). Strong beliefs about their practice can lead to resistance to change (Berger et al., 2018) so school leaders should approach teacher beliefs with caution when aligning their staff with a PD initiative and the

changes it brings (Opfer and Pedder, 2013). There is a danger of teacher apathy and a lack of engagement developing from a sense of dissonance or lack of agency. Teacher beliefs need to be openly discussed and actively reviewed as part of PD to ensure they are valued and aligned to the intended change (Opfer and Pedder, 2013). Sustained, impactful change in teacher practice requires aligning teacher beliefs to the change and the outcomes sought (Fullan, 2005).

Teacher beliefs about PD impact their motivation for PD. The belief held by teachers that they have limited agency to improve teaching and learning in their school may de-motivate them from engaging in PD. This belief may grow from a sense that individual teachers are powerless to bring about change due to the confines of school leadership and national policy. Therefore, it is argued PD is an irrelevance and time spent on it is wasted (Sparks, 2005).

Teacher beliefs about PD can be influenced by the PD process in various ways. The use of learner-centred andragogy when designing PD can create positive views about PD (Orchard, 2007). DuFour et al., (2004) argue teachers need to engage in collaborative practices and share the responsibility for facilitating and leading PD if they are to change their beliefs and shift them towards a sustained habit of PD. However, Fullan (2005) recognises being part of systematic change is challenging and stressful and teacher beliefs in PD may wane over time.

2.5.2 Teacher Motivation for Professional Development

Darling-Hammond and McLaughlin (2011) argue motivational factors are key considerations when focusing on adult learning. A fundamental tenet of adult

learning is that for it to be seen as valuable by the participants, they need to know why they need to learn it and how they can apply it to their work (Knowles et al., 2005). Adults only focus on learning new knowledge and skills if they see relevance; how the learning meets their needs and interests. Teachers have often learnt much about their subject(s) and teaching skills in their earlier studies; therefore, to ensure teacher motivation, PD should build on past experiences, specific work contexts, and the real-life problems that teachers face (Franey, 2015).

2.5.3 Motivational Theories

Several theories on motivation are relevant to teacher engagement in PD. Maslow's hierarchical motivation theory outlines five types of needs that shape human motivation (Maslow, 1954). Starting with human physiological needs, safety, and a sense of belonging, Maslow describes a taxonomy of needs that drives motivation. Once these three stages are fulfilled, Maslow argues that individuals are motivated to gain recognition and positive self-esteem and ultimately live one's most fulfilling existence (Maslow, 1954). Hedges (2000) discusses how Maslow's hierarchy was used to study teachers in Ghana's government schools. The findings indicated that poor pay and working conditions left many on the first stage of the hierarchy. This type of response from teachers is not unique to Ghana. Teachers in other parts of the world have found securing basic needs remains a challenge and developing self-esteem a distant goal (Gokce, 2010). The conclusion drawn from such studies is that disappointment and frustration at work conditions and systemic challenges, such as late salaries,

depress teacher motivation. Maslow's hierarchy has been criticised as being too theoretical (Wahba and Bridwell, 1976), but it is widely used to understand motivation in the workplace.

Another understanding of motivation is Herzberg's two-factor motivator-hygiene theory (1968). Hygiene factors, or extrinsic motivators, include the lower stages of Maslow's hierarchy, such as salary, job security, and status. If these are not found in the workplace, individuals can become unmotivated. The second factor includes intrinsic motivators that align with the top two stages of Maslow's hierarchy. These consist of motivators such as challenge, recognition and room for growth. Herzberg argues the second group are key to ensuring that workers are motivated and willing to engage in growth-related activities (Herzberg, 1968). Other theories on motivation attempt to make sense of this complex aspect of human psychology (Vroom, 1964; McClelland, 2005). Dörnyei (2001) argues that the difference between these theories is based on how they anchor their framework, and thus, comparisons can be challenging.

Further analysis found individuals who have intrinsic and altruistic motivation for their work are more likely to be successful employees and to contribute over and above expectations in comparison to those with other motivations (Duckworth, 2019). This combination of motivators is of interest as many working in education would like the best for their students; therefore, altruistic motivators are likely to be at play in the school context. Duckworth's (2019) assertion is that a sense of purpose and the opportunity to help others combined with resilience and grit form a powerful motivator when compared to, for example, external motivators. This

assertion brings the discussion of motivation from the general to the specific context of teachers in schools.

2.5.4 Teacher Motivation for PD

Various motivational theories have been used to explore teachers' motivation for PD (Evans, 1998). Herzberg's (1968) theory explored what teachers found motivating about PD (McMillan et al., 2014). Teachers were motivated by intrinsic, personal factors such as choice, interest and career enhancement, as well as improving teaching. Personal motivators were as important as social or professional motivators and needed to be addressed if teachers were expected to be motivated about PD (Fraser et al., 2007). Discursive collaboration between teachers was the primary motivator for in-school and off-site PD events of the school-related factors. For PD to motivate teachers, it needs to address personal and professional needs, interests, and ways of learning (Osman and Warner, 2020).

Jacob and McGovern (2015) found that if PD lacked a sense of need or urgency, teachers were not motivated to change their practice. The importance of timely relevance of PD aligns with the core characteristics of adult learning and change. The role of teachers as change-makers should not be underestimated in school improvement (Brown et al., 2021). Agency also motivates teachers to engage in PD. When teachers have some choice and discretion over the focus and design of PD, they are more motivated to engage (Trotter, 2006). More recently, professional dialogue as a tool for teacher PD has shown that peer-to-peer collaboration is

valuable in motivating and sustaining teachers in the development process (Morris, 2020).

Teacher motivation for PD increases if they perceive ownership over the process and believe that those leading PD hear their voices. Teachers are also more motivated by PD if they believe they have the skills and knowledge required to change their practice in the way they are being asked to (Ryan and Deci, 2000). Such autonomy may take the form of teachers' freedom to pursue passions and self-identified needs rather than being allocated PD by school leaders (Darling-Hammond et al., 2017). However, some challenge the view that autonomy is key to the success of PD. They argue that a shared sense of purpose, peer-to-peer collaboration, and clearly defined outcomes take precedence (Cordingley et al., 2015).

Those who overlook teacher motivation when designing PD do so at their peril. Komba and Nkumbi (2008) argue that teachers' motivation for PD is the single most important measure to predict the effectiveness of PD programmes. They state that no amount of pressure exerted by school leaders (extrinsic motivators) to engage in PD match the effect of teachers' interest and motivation to learn and improve when assessing the effectiveness of a PD programme (intrinsic motivators) (Komba and Nkumbi, 2008). PD providers' failure to consider teacher motivation can lead to disappointing outcomes and low satisfaction levels amongst teachers (Mwangi and Mugambi 2013).

The Bill and Melinda Gates Foundation argues that teachers lacked motivation for PD when they viewed it as a compliance activity, much like meetings or paperwork (Phillips, 2014). The same study showed that teachers were motivated by activities such as joint lesson planning and reflecting on teaching, which were not viewed as PD, and they were valued much more highly because of it. This perspective supports Cordingley et al.'s (2015) view that it is important to not include compliance training as part of PD as it can result in teachers becoming disengaged and de-motivated.

The quality of PD also impacts teachers' motivation to engage with it. Steyn (2010) reported that teachers attending PD events organised or sanctioned by the provincial education authorities in South Africa perceived them to be of a low standard, repetitious and of poor quality. Whilst the teachers in her study agreed PD is highly valuable; their attitude differed according to who organised and facilitated it. Government-mandated PD was perceived as a poor use of time, whereas PD offered by private companies and independent consultants was viewed positively as learning with experts (Steyn, 2010).

Mosha (2004), speaking about teachers in other African contexts, argued that teachers need to be emotionally engaged in PD to be motivated. This engagement includes valuing and celebrating teachers' prior experiences in the classroom as a part of the PD process to motivate teachers to engage. For some, a teacher's sense of professionalism will lead to change. Teachers understand they are required to develop their practice in a way that benefits their students, and helps

the school make a greater contribution to society and the wellbeing of future generations (Barber et al., 2010).

2.5.5 Teacher Perceptions of Professional Development

Teacher perception of PD shows it is deemed essential for their professional growth (Collinson and Fedoruk Cook, 2001). Such a perception is important as other research illustrates that a positive perception of PD improves teaching and learning (Day and Leitch, 2007; Bubb, 2017).

Positive teacher perceptions of PD are not universal. Specific conditions and features can engender a positive perspective from teachers towards their PD experiences (Garet et al., 2001; Day and Leitch, 2007; Sims et al., 2021). For example, teachers have perceived PD as valuable when they have collaborated with colleagues, gained knowledge and improved their skills, worked on matters of immediate relevance to their practice, and witnessed a positive impact on their students' learning (Hoque et al., 2011). Similarly, teachers have a positive perception of PD when they have an opportunity to learn specific skills and techniques that could be applied to their classroom practice (Cordingley and Bell, 2012). Pedder et al. (2010) showed that teachers positively perceived PD that had been built on previous learning which helped them to better understand core responsibilities (such as the National Curriculum) and improved their students' attainment. These studies show that teachers positively perceive PD when it offers learning experiences they value and produces their desired effects.

Similarly, the American Society of Training and Development's large-scale survey found that teachers perceived PD positively when it involved active learning and collaboration between participants, providers and schools (Rothwell et al., 2013). They concluded that teachers were most likely to have a positive perception of PD when it goes beyond discrete, one-off events to include an emphasis on collaboration between colleagues as they implemented change in classrooms. Collaboration is a popular and effective PD feature that allows less experienced teachers to learn with their more experienced colleagues and for teachers to share understandings as they implement change (Bentall, 2020). Similarly, teachers reported positive perceptions of PD when sustained over time, accompanied by continuous support from schools and PD providers (Cordingley et al., 2015). It is essential to understand teachers' perceptions of PD as this strongly influences its success or failure (Opfer and Pedder, 2011).

Not all teachers perceive PD positively. In England's Staff Development Outcomes Study (Bubb and Earley, 2009), only 20% of primary teachers and 10% of high school teachers perceived INSET (PD) days as valuable or worthwhile. Bubb and Earley (2009) also found positive perceptions when PD offered immediate application, was collaborative and incorporated team-building and supported teachers in developing a shared understanding. Teacher perceptions were influenced by how PD was organised and the degree of rigour and challenge involved (Bubb and Earley, 2009). Perceptions were also influenced by the time of day or the term when PD occurred, due to teachers' awareness of when they are most receptive to learning. If the conceptual level and the complexity of the

language used by the facilitator is too advanced, perceptions are less favourable (Bubb and Earley, 2013).

In the USA, *The New Teacher Project* surveyed teachers across three school districts, receiving nearly 11,000 responses (Jacob and McGovern, 2015). It found that, on average, teachers spent the equivalent of 19 school days a year (almost 10% of the typical school year) engaged in PD. However, only half felt this resulted in lasting improvements in their practice and only 40% felt that PD was a good use of their time. 25% reported that they thought the most efficacious PD was informal collaboration, compared with one-time PD events (11%) and extended (more than one semester in length) PD programmes (8%) (Jacob and McGovern, 2015). This distinction is important because Opfer and Pedder (2013) found that teachers are more likely to prioritise and invest in PD perceived as high value. Therefore, if schools want to create a PD environment in which teachers are motivated to improve, they need to understand what teachers perceive as high value and effective (Opfer and Pedder, 2013).

Similarly, Bubb and Earley (2010) recognise the importance of the attitudes and engagement of teachers in making PD effective. They add that it is essential for teachers' PD preferences to be understood by PD providers in order that it result in sustained improvements. This view suggests that it is not enough to simply provide high-quality PD opportunities incorporating the features discussed earlier. For PD to be effective, teachers need to perceive the quality and benefits of the process as they experience it. Additionally, teachers need to feel nurtured and valued in the PD process. Bullough and Pinnegar (2009) argue that eudaimonia,

human flourishing, sustains the need of teachers and leaders to work to ensure that teachers find meaning and happiness in their work. They argue once teachers realise how PD can help them to become better teachers and to feel valued, they are more likely to invest in the process and flourish.

The need for caution in the analysis of teacher perceptions of their PD has been observed in some instances. Teachers may not fully understand the nature and intended outcomes of PD, resulting in them not developing as expected, leading to poor perceptions of the experience (Olofson and Garnett, 2018).

To summarise, teachers have beliefs about PD that shape their motivation to engage and can impact how they perceive PD when participating in it. Additionally, PD's design, relevance, quality of facilitation, and other factors shape teacher perception and can help determine whether a PD programme is successful (Guskey and Yoon, 2009).

2.6 Summary

This chapter reviewed literature on aspects of teacher PD to show where my study is situated in the broader academic field. The literature review will be referred to later in relation to the findings of this study and connections made between the data and research (above). The following chapter outlines the methodology of this study.

Chapter 3: Methodology

3.1 Introduction

This chapter outlines the methodology adopted by this study and explains its suitability. The research design, data collection methods, data analysis process, and my position as a researcher are discussed. Additionally, the ethical considerations and the efforts made to ensure participant anonymity are explained.

3.2 Philosophical Underpinnings

A researcher's philosophical stance shapes all aspects of a study. This stance refers to the researcher's values, assumptions, beliefs about knowledge and reality, and how to lead an inquiry in the social sciences (Willig, 2007). Furthermore, it is essential for the researcher to clearly understand and share their ontological and epistemological perspectives and acknowledge how these influence the selection of research methods and methodologies (Mertens, 2012). I have taken an interpretivist stance in this study, which is a suitable way to study human interaction in complex real-world contexts like teachers working in international schools (Bryman, 2012). More than one reality will likely be articulated when researching school policies, teacher perceptions, and the views of the PD Lead, consequently the positivist search for a single truth does not suit such a study. Interpretivism recognises the potential for many interpretations of the same phenomenon based on the participants' experiences (Robson and McCartan, 2016).

The interpretivist approach I have taken led me to adopt a qualitative methodology, allowing participants' views to emerge based on their unique reality (Creswell and Poth, 2016). I acknowledge the participants as 'conscious, purposive actors who have ideas about their world and attach meaning to what is happening around them' (Robson and McCartan, 2016, p. 24). The interpretivist perspective recognises participants' perceptions will be personal and based on how they interpret their experience and the world around them (Stake, 2005; Robson and McCartan, 2016). When seeking participants' perceptions, it is essential to understand that they derive meaning from their experiences through the cultural lens they view the world with (Yazan, 2015). Consequently, I argue that an interpretivist approach is appropriate as it allows an in-depth, qualitative appreciation of the participants' subjective social reality (Ritchie et al., 2013).

An effective way of understanding the subjective social meaning of perceptions is to talk to people directly in settings where they live or work, where the topic in question can be discussed easily and comfortably (Cohen et al., 2018). Hence, this research collected data from teachers and school leaders in their work environment, where the research subject is part of day-to-day conversation and activity. Researching where the phenomenon is likely to occur is suited to a study of perceptions and allows a meaningful insight into the participants' reality (Miller and Alvarado, 2005).

Interpretivists argue that researchers cannot be neutral or separated from their own assumptions and interpretation of the world. Instead, opinions and personal insights are present in all research, whether researchers acknowledge them or not

(Hammersley, 2000). Therefore, I was aware of the need to be reflexive, tentative and willing to account for my values, experiences and assumptions that I brought as the researcher (Stake, 2005). Throughout the research process, I have maintained an awareness that I hold beliefs with regard to the international schools I work with, the teacher PD that I organise and the wider world, and have acknowledged these where appropriate (Banister et al., 2011).

3.3 Research Approach

I took an exploratory approach to establish the initial understandings of HNTs' PD with an appreciation that views may differ between data sources. Participants' views need to be understood before wider scale research such as surveys can be designed with integrity. Insights from this study can inform later research into HNT working in international schools in Ghana and possibly other nations. At the core of this research lies the stance that to comprehend this phenomenon meaningfully, those involved in HNTs' PD should be asked to share their perceptions and experiences.

3.3.1 Research Design

This study takes an inductive approach to reasoning, as is common in qualitative research. Its conclusions are generated from the data collected during the study rather than pre-existing theories or conceptual frameworks (Bryman, 2012). While existing theories and frameworks have been discussed in the previous chapter in order to establish the context of this study, they are not the starting point of my critical analysis. An inductive approach allows for the participants' perceptions and

experiences to emerge from their specific contexts and for generalised truths to be reported and this precedes consideration of any preconceived theories or frameworks connected to the findings. Furthermore, this study does not test hypotheses or begin with fixed theoretical stances on PD in place at the outset; instead, inductive reasoning facilitates exploration of participants' views of themes drawn from the data collected (Smith, 2003).

3.3.2 Case Study

This research adopts a multiple case study methodology (Yin, 2018). The units of analysis will be three Ghanaian international schools that are members of AISA. A case study is appropriate as it allows the study of a phenomenon specific to a time and context (Yin, 2018). Yin says:

A case study is an empirical method that 1) investigates a contemporary phenomenon (the case) in depth and within its real-world context, especially when 2) the boundaries between phenomenon and context may not be clearly defined (2018, p. 15).

Yin's definition suits this study for two reasons. Firstly, the case is the real-world context of professional development. This study explores PD in its broadest context, including school-based instances where PD could involve teachers observing how colleagues teach or reviewing student learning when marking books. Secondly, PD can merge into teachers' day-to-day practice and may become difficult to articulate as a separate entity, resembling Yin's (2018) statement about blurred boundaries between phenomenon and context. For example, PD may involve teachers implementing what they have learnt as part of

PD into their classroom practice, thus creating a context where PD (the phenomenon) and PD practice (the context) meet. Consequently, this study has adopted Yin's (2018) case study definition (above).

Yin's concept for case studies aligns more with this research than those of Stake (2005) or Merriam (1998). While Stake argues against clear start and endpoints in the data collection process of a case study, Yin (2018) advocates defined data collection episodes, reflected in the design of this study. Stake's (2005) concept might be considered more appropriate if I worked in the case study school and actively observed the phenomenon as a seamless part of the teachers' professional lives.

Yin (2018) argues that data quality is as important as quantity. It is the researcher who must ensure that the data will facilitate the writing of trustworthy, detailed descriptions that illuminate the participants' views. Yin's (2018) focus on data quality leads to his recommendation to triangulate case study data. Triangulation means the phenomenon is addressed from multiple angles to develop a multi-faceted understanding. As will be discussed below, the data collection of this study reflects Yin's advice by exploring teachers' PD from three types of data that are then triangulated in the data analysis process (Stake, 2005).

Adopting a case study approach has numerous advantages. A case study encourages detailed exploration of the investigated phenomenon within a specific time and place (Hustler et al., 2003). This view is relevant as depth, credibility, and

trustworthiness are valued above representativeness; an approach adopted in this study.

3.3.3 Multiple Case Study Approach

An advantage of selecting a multiple case approach was being able to analyse data within each case and later across all cases. Exploring the themes within and between cases allowed me to interpret the data and then offer a more in-depth, richer analysis than a single case study would elicit (Mookherji and LaFond, 2013). The value of multiple case studies in this research is held within the potentiality of conducting a search for ‘analytical or theoretical generalisations’ (Robson and McCartan, 2016, p. 154) within and across cases.

3.3.4 Selecting Case Studies

Having written to the Head teacher in all eight AISA member schools in Ghana to invite them to participate (Appendix 2), I received four positive replies. I selected three schools that fit into the same AISA school size categories (Appendix 3), Category E, i.e., those with 600–800 students on their roll. The fourth school was smaller, Category B, having between 100–200 students, and for this reason it was rejected for this study. By selecting three schools of similar size, there was the potential for some interesting comparisons and the emergence of common themes. This decision allowed for generalisations to go beyond this study to other international schools of that size, thus increasing the transferability of this research. Details of the school contexts of each case study can be found in Appendix 4.

3.3.5 Selecting Participants

Two types of participants were recruited for this study:

a) Professional Development Leads

b) Host Nation Teachers

(The third data source was school policy documents related to HNTs' PD).

The protocol for the selection of these people is detailed below.

Professional Development Leads

Recruiting PD Leads was relatively simple as each school only had one. The request to interview the PD Lead was made to the Head teacher when requesting initial consent to use a school as a case study. The PD Lead could have been the Head teacher if they chose to nominate themselves, but none did. The PD Leads in every school were senior leaders with combined responsibility for curriculum and teacher PD. This selection process enabled the second sub-research question to be addressed.

The Head teachers of all the case schools were keen to participate, willing to share their PD policies, and I was introduced via email to the PD Lead and the Head of Primary. A tailored information letter and consent form (Appendix 5) was sent to the PD Lead and the interview was arranged following this initial email introduction.

Host Nation Teachers

Following on from the Head teacher's introductory email to the Head of Primary, a purposive approach was used, meaning that the sampling involved intentionally including participants because of their qualities.

Earlier in my EdD studies, during my IFS, I had initially approached teachers directly, asking for volunteers for my study. This approach was unsuccessful. Instead, I had turned to the Deputy Headteacher to help develop the sample and enable the study to progress. I learnt from this experience and decided to replicate the gatekeeper role with the Head of Primary, helping identify participants for the focus groups for this study. Using a gatekeeper in this way can be problematic, and measures were taken to mitigate this individual's potential influence or bias (Mason, 2017). To address concerns that the teachers felt compelled to participate in the study, they were given the opportunity to opt out of the focus group when we met online, away from the Head of Primary. They were assured that their data would be anonymised. Using a gatekeeper can allow bias to enter the selection process and lead to the exclusion of other equally suitable participants from the study, thus impacting the data and the findings. Bias by the Head of Primary when selecting teachers was mitigated by using multiple selection criteria to minimise the selection of preferred teachers by the gatekeeper. The potential bias in the selection of teachers could have led to a sample that strove to give a positive impression of the school's provision of PD. This step would have led to different data and findings that may have given different perspectives on HNT PD. This risk was mitigated by asking questions that avoided teachers making value judgements

about PD but instead they were asked to share their PD experiences. The teachers' data gave multiple perspectives (positive and negative) and illustrated varied experiences, the opposite of what might be expected if gatekeeper bias were employed in the selection process.

Determining the teachers' origins and where they were educated and qualified as teachers required working with each school's Head of Primary. They had access to employment records and knew the participants well. Additionally, the Primary Heads offered advice about which individuals they predicted would be ready to speak fulsomely about their PD experience and therefore participate meaningfully in this project (Bernard, 2017). This technique, sometimes known as judgment sampling, allowed the selection of the most appropriate participants for the purposes of this study (Etikan et al., 2016).

The teachers selected by to form the focus groups were sent an information letter and consent form (Appendix 6) and the selection criteria (Appendix 7) to check their suitability. The focus groups took place after school, as this was the only time when all participants were available. The final selection was based on those who could attend the focus group on the same afternoon.

Participants

Table 3. 1 - Details of Participants using Pseudonyms

Case Study 1, known as Arrow International School				
Pseudonyms	Gender	Years at Arrow	Total years teaching	Role
Caitlin	F	3	22	PD Lead, Senior Leadership Team
Olivia	F	3	6	Class teacher of 6- & 7-year-olds
Edem	F	2	5	Class teacher of 7- & 8-year-olds
Najla	F	4	6	Class teacher of 9- & 10-year-olds
James	M	2	3	Technology teacher of 5 – 11-year-olds

Case Study 2, known as Orion International School				
Pseudonyms	Gender	Years at Arrow	Total years teaching	Role
Mary	F	19	27	PD Lead, Senior Leadership Team

Juliette	F	4	7	Class teacher of 7- & 8-year-olds
Monica	F	3	5	Class teacher of 5- & 6-year-olds
Abdul	M	4	6	Class teacher of 10- & 11-year-olds
Maria	F	3	5	Class teacher of 7- & 8-year-olds

Case Study 3, known as Msitu International School				
Pseudonyms	Gender	Years at Arrow	Total years teaching	Role
Ruth	F	12	33	PD Lead, Senior Leadership Team
Steve	M	2	4	Class Teacher of 9- & 10-year-olds
Adzo	F	3	5	Class Teacher of 5- & 6-year-olds
Faith	F	3	7	Class Teacher of 7- & 8-year-olds
Christina	F	3	6	Class Teacher of 7- & 8-year-olds

'Msitu' translates as 'forest' in the Twi language, in which the original name was written.

All the schools had a majority of females teaching in their primary schools, but one man was included in each focus group to ensure representation of both constituents. There were no discernible differences in the data provided by the different sexes. None of the participants held senior leadership roles in the primary school but two had coordination responsibilities. Neither the holding of responsibilities nor length of service seemed to impact the findings.

Primary teachers were selected in every school to allow comparison between cases and allow themes across the cases to emerge. The data describes the PD experiences in a specific part of a school, not the school as a whole. Selecting primary teachers avoided the issue reported from AISA schools of some secondary teachers in AISA schools resenting the IBO requirement to attend mandatory IB Diploma training to maintain their credentials. The particular complaint is that teachers must repeat IB courses they may have participated in previously. This compulsion can lead to negative views of PD attributed to IB requirements rather than how schools lead teacher PD. Such views from secondary teachers may have influenced the data and led to very different findings. This study is not intended to be a critique of IBO PD practices. I aimed to explore PD more broadly than simply assessing the input of one external provider.

3.4 Methodologies

Three collection approaches were used to triangulate the data. Each approach was linked to a sub-question of the main research question.

3.4.1 Data Collection Methods

The collection methods were employed in each case study in the following order.

Table 3. 2 - Data Collection Methods used in each Case Study

Step	Strategy	Item participant/s	or Link to sub-research question
1	Analysis of Documentation	School's PD Policy or other relevant documentation	1 — How is host nation teachers' professional development informed by school policy?
<p>Rationale for data source: PD-related documentation offered an insight into how the school leadership chose PD to be represented in semi-public documents and facilitated the focus on the first sub-research question. The impression given by these documents reflected how the school leadership wanted PD to be communicated to teachers and other readers, thus giving insight into the school's position on PD at that moment in time.</p>			
2	Individual Interview (Semi-structured)	Professional Development Lead (PD Lead)	2 — How is host nation teachers' professional development informed by the school leadership team?
<p>Rationale for data source: the PD Lead had strategic and operational oversight of teacher PD, thus interviewing them allowed a detailed exploration of the second sub-research question. The PD Lead interview allowed detailed scrutiny of the PD document discussed above and by sharing their own views, illustrated how this influential member of the SLT viewed HNTs' PD. The interview facilitated the scrutiny of the school PD documents in the light of the PD Lead's comments.</p>			

3	Focus Group (Semi-structured)	Host Nation Teachers	3 — How is professional development perceived and experienced by host nation teachers?
<p>Rationale for data source: the focus groups gave insight into HNTs' views of their PD that provided a detailed response to the third sub-research question. The focus groups allowed teachers to be more relaxed than in an individual interview and for ideas to be challenged and developed as the group's conversation progressed. The format of this data source allowed me to explore the HNTs' views, to seek clarifications and elaborations that are not possible in surveys or structured interviews. The focus group dialogue allowed me to scrutinise the school policy and comments of the PD Lead.</p>			

While each data source is linked to a specific sub-research question, the sources triangulate to give multiple perspectives of HNTs' PD.

Data Collection Steps

Step 1 — Collection of Policy Documentation

Collecting these sources was relatively simple due to the Head teachers having emailed me the documents. In two schools, the documents addressed PD for all teachers, regardless of whether they were HNT or IHT, but different documents were in place for each group at Arrow.

The school PD document analysis was completed before interviewing the PD Lead. The schedule was intentional as the semi-structured interview questions with the PD Lead were informed by the document analysis. Such a case study structure, where each step is informed by the data gathered in the earlier stages, aligns with Yin's (2018) recommendations. After analysing the policy document, the interview with the PD Lead allowed me to ask clarifying questions, pursue

areas of inquiry in greater depth, explore tensions and focus on the leadership of policy and practice. Member checking of this sort is typical in qualitative research and in this instance, it served as a validation technique, helping ensure the data was trustworthy (Birt et al., 2016).

Step 2 — Individual Interviews (Semi-structured)

As the PD Lead's role is crucial in shaping teachers' PD experiences, such as determining PD budgets, it is vital to understand how they viewed PD in terms of the school as a whole, for all teachers and for HNT specifically. The interviews used a tentative interview schedule (Appendix 8), allowing flexibility to pursue points of interest as they arose.

Semi-structured interviews allowed emergent topics to be discussed as each interview progressed (Newton, 2010). The flexibility of semi-structured interviews ensured that participants' views, rather than my pre-conceptions, shaped the discourse with follow up questions arising from what the PD Lead had said (Frankel and Devers, 2000).

Due to the current COVID-19 pandemic, all interviews were conducted virtually using University College London's (UCL) recommended platform, Microsoft Teams. This software maximised privacy and confidentiality and ensured data protection was maintained. Online interviews (e-interviews) differ from in-person interviews in two main ways. Firstly, e-interviews involve time displacement due to delays in data arrival; and secondly, as the parties are not physically located together, displacement of space. These challenges can be overcome by careful

practical and personal adaptations that allow the interview to flow and encourage the participants to feel comfortable sharing their perceptions (Sapleton, 2013). All interviews involved video and audio inputs so facial expressions could be seen. The interviews were recorded (with permission) whilst I actively listened to interpret what was said and shape my follow-up questions (Hennink, 2020). Interviews lasted between 75–90 minutes to establish rapport, posing questions and following lines of inquiry as they emerged, as recommended in semi-structured interviews (Mason, 2017).

The interviews comprised three phases of questioning (Robson and McCartan, 2016). The first phase is to ascertain if the participant agreed to the interview being recorded and the data used in this study. Any questions the participants had were aired at this time to ensure there was a shared understanding of the interview process before commencement. I then asked questions about the participant's professional life establishing the relational trust required if participants are to feel comfortable sharing their perspectives (Frankel and Devers, 2000). Once trust is established, participants are more likely to openly discuss their experiences of social and educational issues (Anderson et al., 2014). The main interview phase worked through the core questions with some sorting activities to support the discussion. Exploratory studies like this benefit from the pursuing points of interest and seeking clarifications and examples that interviews allow (Creswell and Poth, 2016).

Step 3 — Focus Groups (Semi-structured)

The third data collection method was focus groups. This method is ‘a highly effective technique for qualitative data collection since the amount and range of data is increased by collecting from several people at the same time’ (Robson and McCartan, 2016, p. 299). Each focus group’s goal was to explore HNTs’ PD perceptions and experiences. Focus groups were an opportunity to learn if HNTs’ perceptions and experiences concurred or differed from those posited in the school documents and by the PD Lead.

Suggestions on the number of participants in a focus group vary (Stewart and Shamdasani, 2014). I aimed to have five participants in each group, which falls within a recommended range (Carey, 2015). Only four participants logged in for the first focus group and as such the group was smaller than expected. Once the size of the group was determined in the first school, I maintained the same size group for other schools to ensure parity between cases. Each group lasted 100–120 minutes and had a tentative schedule of questions (see Appendix 9). The groups were video and audio recorded using Microsoft Teams whilst I actively listened (Hennink, 2020) to shape subsequent questions. This purposeful conversational style is an established qualitative research methodology that allowed me to address the research questions posed whilst being flexible enough to follow novel lines of questioning as each focus group developed (Newton, 2010).

3.4.2 Inquiry Framework for Data Triangulation

A key aspect of data triangulation was achieved by ensuring that the broad areas of inquiry remained the same for all three types of data collection. By inquiring about the same general elements of PD when analysing policy documents with the PD Lead and the HNT, I approached the same aspect of PD from multiple sources in a manner set out by Yin (2018). Through a planned pattern of inquiry that was used across the data sources, I gained valuable insights on HNTs' PD as stated in the policy, compared to how it was described by the PD Lead, compared to the perceptions and experiences of the PD participants themselves. The inquiry framework facilitated a multi-faceted exploration of the concept being studied and allowed for different views to emerge, as reported in the next chapter.

Table 3. 3 - Inquiry Framework for Data Collection

	Area of inquiry	Focus for Data Collection	Reason for Inclusion/ Research Basis
1	Definition/s of teacher professional development.	How does this source define teachers' PD? What does this term mean?	A necessary starting point to see if there is a shared understanding of PD across the data sources. It would be folly to launch a study assuming that PD means the same thing to all parties.
2	Understanding views on the purpose/s of teachers' participation in PD.	What is the purpose of teachers' PD according to this source? What is PD for?	This section is Informed by Hustler et al.'s (2003) and Goodall et al.'s (2005) wide-ranging PD studies.
3	Understanding the range and variety of PD	How do teachers experience PD? Is it	These researchers' broad analyses of

	experiences available to teachers	process-orientated or a series of events? What is the form, location and structure of teacher PD?	teachers' perceptions and PD experiences led to detailed, in-depth findings. Many of these questions and areas of inquiry are valuable to my study, so they have been adapted for this purpose.
4	Understanding teachers' motivation to engage with professional development	What motivates teachers to engage in professional development, according to this source? What makes teachers/you want to get involved in PD?	Goodall et al.'s (2005) use of prompts in her data collection informed the structure of the interview and the focus groups.
5	Understanding how PD is selected or allocated to teachers and the degree of choice available	How does the school match teacher needs, interests and priorities to PD? How are school, team and individual needs identified and addressed? How is your PD planned, and by whom?	Questions on teacher motivation were influenced by Philips (2014) (Rothwell et al., 2013) and Cordingley et al. (2015), whose research explored motivation including design features that can boost motivation and factors that reduce motivation for PD.
6	Understanding teacher views on what features make PD effective for them	What does 'effective' mean in the context of PD? What features make PD effective and why?	Questions concerning the design features that make PD effective for teachers, owe their inclusion to scholarly endeavours into effective PD including Dunst et al. (2015) and Porritt et al. (2017).
7	Understanding the effects of PD (for multiple stakeholders if mentioned)	What are the effects of PD for you and others? What PD effects do you observe in yourself and others?	
8	Information on when the document referring to teacher PD was written, by	How was the policy concerning PD developed? Who wrote it?	Included to determine the provenance of the policy documents and whether teachers knew

	whom and including any timetable for review.	Who was consulted? Are teachers familiar with it?	about, were consulted about or were involved in writing it.
9	Other aspects of teacher PD or aspects specific to HNTs' PD	Is there anything you think I should be aware of when understanding PD at your school? Are there other aspects of PD that you think need to be discussed?	Included to allow scope for participants to share their views on matters not discussed elsewhere in the inquiry framework.

3.4.3 Pilot Study

Piloting helped refine the data collection process and improved the quality of data collected. An AISA member school outside Ghana was used to pilot the three data collection steps. Piloting helped refine the interview schedules for the data collection and prepared me for the types of extension and follow-up questions I would use in the study itself (Yazan, 2015). The pilot helped indicate that the interview and focus group schedules needed more structure and would benefit from the use of statements to support the discussion (Mason, 2017). A key discovery in the pilot was that the teachers in its focus group were unfamiliar with the term 'teacher agency', so this was replaced by 'choice' and 'autonomy'. The schedules for the interviews and focus groups were revised after the pilot.

3.5 Data Analysis Approach

I immersed myself in the data analysis process to identify themes and points of difference as they emerged, as recommended by Boyatzis (1998) and Braun and

Clarke (2006). Ritchie et al. (2013) support this approach arguing immersion in the data can be best achieved through thematic analysis.

The units of analysis were the three individual case studies. The data collection and analysis took place sequentially, so the earlier case studies fed into the later inquiries. The interview recordings and transcriptions were downloaded from Microsoft Teams before the analytical process began. This was a deliberate step intended to focus on accurate transcribing as a separate stage, requiring different skills to those required for the text analysis. Merriam and Tisdell (2015) argue that prior review of the accuracy of transcriptions allows researchers to progress and give undivided attention to the text to consider the themes as they become apparent.

3.5.1 Qualitative Analysis of Documents

My interest was in the meaning of the documents and in their relationship to the HNTs' PD experiences. I interpreted the words of the policy to 'identify core consistencies and meanings' (Patton, 2002, p. 453). Interpretative elements included considering the policy author(s) when it was written and the intended audience. It may be tempting to seek literal readings of documents and see these as the 'truth' or 'factual records', but this ignores the fact that policies are socially created and may exist as a paper exercise to meet the expectations of third parties (Mason, 2017), i.e., accreditation agencies and regulators. For this study, alignment required maintaining an interpretivist epistemology that values the social process of producing and publishing a policy as well as the words on the page.

The interpretivist approach used in this study ensured a high degree of criticality when analysing the document wording and the process involved in writing and disseminating it in each case study (Mason, 2017).

Two processes can occur in document analysis. The first is a qualitative form of Content Analysis used to identify patterns, themes, and categories in the data (with the interviews and focus groups, a thematic analysis was conducted of the data at this stage). The second is Context Analysis (Miller and Alvarado 2005, p. 352), which goes beyond the literal understanding of the words in the document and their standard meanings. Miller and Alvarado (2005) argue that Context Analysis is important in case studies as it facilitates:

... commentary to provide insight into individual and collection actions. Intentions, meanings and organisational dynamics, and institutional structures, in short, to interpret the social reality indicated in the documents (2005, p. 351).

This phrase describes my reasons for studying documents related to the first sub research question.

3.5.2 Inductive Coding of Interview and Focus Group Data

The first step in the data analysis process was the tentative indexing of data to support the formation and refinement of nodes within each case study. The Inquiry Framework offered some direction for the data collection and led to the formation of nodes or the general theme. Subsequently, the formation of sub-nodes was based on the participants' responses to the Inquiry Framework, or the data read in the school documents. The data created the sub-themes that showed how the

themes differed in each case and facilitated comparing and contrasting cases (Robson and McCartan, 2016).

As the data was re-read several times, the nodes were shaped, split, and refined through an interpretative lens. NVivo software was used to code the themes and sub-themes found in the data (Appendix 10). I adopted a constitutive rather than illustrative approach to the data analysis based on inductive reasoning, allowing the data to form the ideas presented rather than seeking data to support or challenge my ideas. This required me to work evidentially, writing to inform how PD operated and to report and interpret the views of those involved (Mason, 2017). This process led to the main findings seen in Chapters 4–6.

The second part of the process sought to conclude themes and points of difference from the three case studies. This process was holistic and identified broader, overarching themes from the complete data set (Appendix 11). Mason (2017) argues that sometimes data analysis identifies themes in the words of the participants (see Chapters 4–6). At other times, the themes are not spoken or written down and not found in the transcription. This was the case with the analysis seen in Chapter 7 that spans the case studies and draws on multiple data sources (Appendix 12).

3.5.3 Thematic Analysis Protocol

Thematic analysis is a pragmatist methodology using inductive reasoning to report experiences and perceived realities by identifying, analysing and reporting patterns within data (Patton, 2002; Braun and Clarke, 2006). It is independent of

any theoretical or epistemological stance, being freely adopted in many research contexts (Robson and McCartan, 2016).

Thematic analysis offered me ‘an accessible and theoretically flexible approach to analysing qualitative data’ (Braun and Clarke, 2006, p.77). Such analysis facilitated the interpretation of the data and shaped the reporting of the findings and subsequent discussion (Boyatzis, 1998). This study followed Braun and Clarke’s (2006) six-stage thematic analysis model (Appendix 13), the purpose being to establish an effective thematic analysis protocol.

Throughout the data analysis process, I was aware of the need to consciously seek patterns solely from the data, allowing the analysis to be driven by the participants’ words (Braun et al., 2019).

Phases 2–5 involved a semantic rather than latent coding of themes. This process required deciding whether to accept the use of terms and concepts presented in the data collection phase or test them to establish whether they reflected a shared understanding and had the same meaning as that held by the researcher. Due to the scale and scope of this study, it was decided that a semantic approach would be taken, where surface meanings and explicit references are accepted as they are offered (Braun and Clarke, 2006).

Phase 6 involved reporting a rich, descriptive account of multiple themes in each case study. The same nodes were determined for all cases studies, reflecting the direction of the Inquiry Framework. The sub-nodes reported as sub-themes, reflect the uniqueness of each case with individual titles reflecting the data findings.

It must be noted that Braun and Clarke (2006) have been criticised by those who say their method of thematic analysis does not allow the researcher to make claims about language and the nuances of the experience, which can only be described in language (Nowell et al., 2017). Castleberry and Nolen (2018) counter-argue that thematic analysis in qualitative research cannot be replicated; rather, this should not be a limitation but a feature of the study. They argue the criticism of not addressing replicability is unfair.

3.5.4 Ethical Considerations

This research followed the British Educational Research Association's (BERA) 2018 'Code of Ethics'. Vital ethical considerations of this research include obtaining the participants' informed consent, the need to ensure anonymity, and awareness of my 'insider' role. This study did not require a research permit from the Ghanaian government or any ethics approval other than that of UCL (Appendix 14) (Office for Human Research Protections, 2020). UK data protection legislation was followed as the data was recorded and stored at UCL. The guidance offered in 'Research Ethics in Africa' (Kruger et al., 2014) was adopted where appropriate in the design and execution of this study.

3.5.5 Participants' Informed Consent

The starting point in gaining participants' consent for this study was in completing the mandatory UCL General Data Protection Regulations (GDPR) training that all doctoral researchers must pass. Once I had completed this training and my research proposal had passed the scrutiny of the formal upgrade panel, I

successfully applied for a Data Protection number from the UCL Data Protection Office.

My next steps involved several different parties and layers of agreement. Ethical approval was requested and granted by UCL, Institute of Education.

Secondly, the Head teacher at each case study school was approached with information about the study and a request to use the setting as a case study. Subsequently, the Heads all gave written consent for their school to be used for this research, consent for the data to be gathered from the Head of Primary, the PD Lead and teachers and for me to review their school's policies pertaining to teacher PD. Prior to commencement of the interviews or focus groups, consent forms were signed and returned to me via UCL email.

The participants were emailed an information letter and a consent form containing full details about the study, the data protection and anonymity measures, and the participants' right to opt-out. This request was made to all participants, regardless of whether they were participating in the individual or group interviews. Reminder emails were sent to those who had not replied before the interview. All participants completed a consent form and were reminded of their right to remove their consent until 1st September 2021.

3.5.6 Ensuring Anonymity

Anonymity was maintained by ensuring both participants and schools were not named, and interview data was not shared. Additionally, if requested, I offered to

discuss the study, the participants' role, and ethical issues with any potential participant via a Microsoft Teams call. The signed consent forms were not shared with anyone and will be destroyed six months after completing my doctoral studies.

3.5.7 Positionality and Researcher Reflexivity

As a researcher in the network of schools I work with, my role needed deliberation to avoid inter-role conflicts and the potential to influence the data collected (Moore, 2007). There were challenges in achieving this balance that required careful planning and reflection. Being known to the Head teachers of the schools I approached allowed me ease of access to the participants and school documentation but ran the risk of influencing the data. I have socialised with the Heads and facilitated PD for them at AISA events over the past six years. Had I interviewed the Head teachers, there was a risk that our personal connection and my role at AISA could have influenced the data and, therefore the findings. If interviewed by me, the Heads may have wanted to give a more positive interpretation of HNT PD at their school than was the case. By selecting larger schools for this study, I avoided this bias as each school had a member of the senior leadership team (PD Lead), rather than the Head teacher, responsible for teacher PD. While the organisation I work for may be known to the PD Lead, I was not and had not had any previous communications between us. Interviewing the PD Lead rather than the Head teacher lessened the potential of my role as the researcher impacting the data collected. Similarly, I was not known to the teachers participating in the focus groups and had not previously communicated with them. The gatekeeper role in purposive sampling was led by the Head of Primary, who

did not know me and who I had not communicated with previously. The distance between myself as a researcher, the gatekeeper and the participants was sufficient to avoid power relationships or tendencies to shape the data to create a specific interpretation of PD at the school. Had this not been the case, the data and findings could have been significantly different and arguably less trustworthy.

On balance, my role as an outsider-insider researcher allowed me access to the schools that other researchers might not have had. I collected data from participants who had limited interest in creating a perception of PD other than how they experienced it at each school. The fact that the PD Leads in two of the three schools were willing to say that there were gaps in the schools' policies and management of PD suggests that they spoke openly and offered trustworthy data. The data collected from the teachers were candid, free flowing and offered a range of interpretations of PD at each school.

A key difference in my positionality between my IFS and this study was achieved by adopting focus groups in place of individual interviews. During my IFS teacher interviews, my role as a researcher was more present when para-phrasing the reasoning offered by the teachers. This was a challenge as I put the teacher's words into my own words and asked if my perception was accurate. In a one-on-one interview, there are power relationships where the participant may feel compelled to agree with the interviewer even if the interviewer is mistaken or off the mark (Mason, 2017). I avoided this position in this study by adopting a focus group method whereby I asked the teachers to discuss their answers and their reasoning between themselves. My position as the researcher was different in that

I was able to hear the reasoning offered, hear the challenges, counterclaims and disputes without having to intervene in the participants' conversation. My position was much more of a neutral facilitator moving the conversation forward than had been the case in my IFS data collection. This I viewed as a positive learning experience from my earlier EdD studies and allowed the data to flow and the themes to emerge seamlessly, with me taking the position of witness to the discussion (Robson and McCarten, 2016).

Qualitative research requires reflexivity on the researcher's part to ensure full consideration of how the research process shapes the knowledge presented in the findings (Woods et al., 2016). Robson and McCartan (2016) argue that researchers are inseparable from their experiences, assumptions and pre-conceptions concerning the phenomenon being explored. I deliberately focused on what the participants said rather than my assumptions, as Robson and McCartan (2016) advise. Whilst they recognise there is no panacea to guarantee credibility, they suggest the insider-researcher should be thorough, careful and honest while analysing data. Their guidance was adopted during this study's data analysis stage.

A commonly cited limitation of thematic analysis is its subjectivity and the potential for researcher bias. Although personal bias, opinions or perceptions constructed by previous experiences cannot be eliminated, they are often viewed as a limitation of thematic and qualitative analyses (Eynon et al., 2018). Some novice qualitative researchers can experience difficulty understanding how thematic analysis can be interpreted concerning the given phenomenon. The emergence of themes, for

example, can distract the researcher from observing the phenomenon and steer them towards the thematic findings. To overcome these shortcomings, or where sufficient literature is not available, I avoided reverting to previous experiences to formulate opinions. Although some quantitative researchers may dispute the validity of thematic analysis, as this study is based on an interpretative approach, these criticisms are rejected as undervaluing the deep, rich and authentic findings thematic analysis offers (Mason, 2017).

As I analysed the data, I was aware of my own preconceived ideas and I was mindful of allowing the data to speak to me rather than fitting it into my own cognitive framework. I deliberately identified the themes as I saw them rather than placing the data into any of the conceptual frameworks discussed in Chapter 2, allowing information to emerge free from the constraints of the work of other researchers. I was mindful of my role as the interpreter of others' lived experiences and facilitated the data to be reported, not filtered or categorised through my own lived experiences (Stake, 2005).

3.6 Summary

This chapter described my theoretical and methodological approaches and justified their adoption. The research design, data collection methods and data analysis process have been articulated, and the ethical issues addressed in the planning and execution of the study outlined. This chapter explains how I achieved trustworthy and credible findings in this study. I will now present and discuss the

data and the themes that emerged in each case study and then across all three case study contexts.

Chapter 4: Findings and Discussion of Themes Emerging from Arrow International School

4.1 Introduction

This chapter and the following two present thematic analyses of the separate case studies. These discuss the themes and sub-themes that emerged, which go further than the literal meaning of the written policies and the participants' words to include an interpretative reading of the data. The themes are the same in each case study, referring to the core aspects of teachers' PD experiences that emerged in all the schools. The sub-themes differ in each case, which allowed the unique nature of the case studies to inform the discussion of the findings. Chapter 7 will discuss the connections that emerged between and across case studies.

To maintain an inductive approach, the research questions were not referred to during the data analysis or the writing of this chapter. This approach suited this exploratory study where the data sources, particularly the participants' words, shaped the conceptual understandings, rather than the research questions or the researcher's preconceptions.

Table 4.1 illustrates the themes common to all the case studies and the specific sub-themes that emerged from the data in Arrow International School.

Table 4. 1 - Themes and Sub-themes at Arrow International School

Theme 1 – Conceptualising HNT PD	<ul style="list-style-type: none">• Definitions: Multiple definitions of PD• Purpose: Differing views on the purpose of PD• Form: Differing views of HNT PD experiences
Theme 2 - Design and effects of PD	<ul style="list-style-type: none">• Design preferences: Collaboration and practice matter in HNT PD• Effects: Limited effects of PD
Theme 3 - Attitudes towards HNT PD	<ul style="list-style-type: none">• Leadership attitudes: HNT PD less valued than IHT PD• Teacher attitudes: HNT value PD

The PD Lead is referred to as Caitlin. She is an international hire teacher, has been at Arrow for nearly three years and has over 20 years' experience in international schools. She was responsible for the PD handbook already in place when she arrived at the school. The HNT are known as Olivia, Edem, Najla, and James: their pseudonyms reflect their gender. HNT comprise 55% of Arrow's teachers, where four days a year are allocated for mandatory whole-staff PD, known as PD Days.

While all the teachers knew and had read the HNTs' PD handbook, none of them were involved in its writing. Arrow was the only case study that provided different documents concerning PD for IHT and HNT. As this study is focused on HNTs' PD, I have not detailed the IHT handbook's contents but rather highlighted the differences between them. Further details of all the case study schools can be found in Appendix 4.

4.2 Theme 1: Conceptualising HNTs' PD

4.2.1: Definitions - Multiple Definitions of PD

Different understandings of PD emerged from each data source. Terms like 'training' and 'professional development' were used interchangeably with the teachers expressing multiple views on the definition of PD. There were marked differences in how Caitlin and the teachers defined PD, where no similar views were expressed. With contrasting definitions of PD, the diverse understandings must be explored in order to identify similarities and differences and an interpretation offered. Thus, the core concept of the study must be examined to provide context for later analysis and interpretation to avoid assumptions about the meaning of PD for each party.

In the HNT handbook, under 'Professional Development', the school sets out its official position on what it refers to as 'training'. The change in terminology overlooks the differences between the two concepts. 'Training' is often seen as short, specific, learning events whereas PD is an ongoing process carried out over an extended period. The interchanging use of terms did not aid the communication of a clear, shared understanding of the discussed concept. Instead, it was a precursor for different conceptualisations of PD that emerged from each data source.

The handbook offered the following (paraphrased) guidance on HNTs' PD:

- Training needs may arise from either personal growth goals or school-identified goals.

- Professional development activities should not disrupt [student] learning, so should occur in the summer vacation, at weekends or during other school breaks.
- Priority should go to those training experiences that will result in the most significant benefit to students and the broadest application at school through subsequent training of colleagues.
- Teachers may be directed to take specific training by the Principal.

Teachers were expected to understand the school’s vision for their PD from this guidance.

During the interviews and focus groups, the following statements about PD were presented to offer competing views on PD. These were paraphrased statements based on researchers’ PD definitions as discussed in Chapter 2. Participants were asked which, if any, statements matched their definition of PD and their reasons for the match.

Table 4. 2 - Statements Concerning the Definition of PD

No	Statement
1	The participation in learning opportunities such as conferences, courses, in-school PD days, online tools such as social media (Porritt et al., 2017)
2	The development needed to secure future roles, promotions and enhance careers (Bolam, 2002)
3	The constant development of knowledge and professional skills throughout one’s career in education (Fullan and Hargreaves, 2016)
4	The enhancement of pupil outcomes, but which also helps to bring about changes in practice and improves teaching (Bubb and Earley, 2007)
5	The development of knowledge and skills that effectively improve student outcomes (Timperley et al., 2008)

Statement 1 best reflected Caitlin's definition of PD and although there were consistencies, her selection differed from the handbook's view. Both seem to perceive PD as an event-based phenomenon, not an ongoing process. The phraseology of Statement 1 reflects Porritt et al.'s (2017) definition of 'professional learning' rather than 'professional development'. Indeed, they argue that PL is characterised by events that offer opportunities to review practice, acquire new knowledge and skills, and prepare for practice changes. Such events, they opine, are most effective when combined with collaborative, school-based peer-to-peer follow-up and time for implementation in the workplace. When events form part of this longer, more profound process, Porritt et al., (2017) name this extended process 'professional development'.

In contrast to the handbook and to Caitlin's definition of PD, the teachers voiced different views. James favoured Statement 2:

Statement 2: The development needed to secure future roles, promotions and enhance careers

James emphasised the word 'career' when explaining his reasoning. He commented that PD 'is for future roles, to enhance your career because you don't want to be stagnant, you want to do other things' and 'the constant development of knowledge is a key to making a better career in education'. James's views show similarities with those of Bolam (2002), Kennedy (2014), and Muijs and Reynolds (2017), who acknowledge the role of PD in career enhancement as well as other

outcomes.

Olivia was also clear in her understanding of teacher PD:

One thing that strikes me the most would be the constant development of knowledge, that would be [Statement] 3, and professional skills throughout one's career in education. If you do not constantly update yourself, you might be really outdated.

Both Najla and Edem felt it was impossible to pick one statement over another as they thought that all of the statements defined PD. Their view displayed an ambiguous understanding of the concept of PD; however, both agreed that the starting point and responsibility for PD lay with the teacher. As identified in other studies, the willingness to engage in PD was seen as an essential part of teacher professionalism (Collinson and Fedoruk Cook, 2001; Day and Leitch, 2007).

The teachers' varied perceptions about the meaning of PD could be seen to reflect the contrasting views of the handbook and the PD Lead. The handbook communicates one view of PD, Caitlin another, and the teachers' others still. There was no unity in the definition of teacher PD. The participants had all taught in government schools before arriving at Arrow School; thus, it may be that the participants' views of PD differed from Caitlin's upon arrival at the school and have not changed despite the handbook and the PD Lead's views. The multiple perspectives of PD from the data sources at Arrow may reflect the perpetuation of long-standing perceptions of PD. Significantly, the phenomenon explored in this case study has different meanings across the data sources. With these differing definitions of the core phenomenon, care had to be taken to ensure that the findings relate to the view held by each source.

4.2.2: Purpose - Differing Views on the Purpose of PD

Related to the definition of PD is the sub-theme concerning the purpose of PD. The different data sources conveyed varying understandings of its purpose. While the HNT handbook and teachers concurred on PD's purpose, the PD Lead expressed a different opinion. This is relevant as the lack of a shared purpose added to the multiple definitions of PD creating further diversity of views.

The handbook suggests the purpose of PD is to:

- Support teachers in the pursuit of continued training.
- Maintain a culture of continuous improvement.
- Ensure that instructional practices are based on current research, best practice, and available data on student performance.
- Support teachers' teaching needs identified through the teacher performance evaluation and assessment process.

These points establish both strategic and practical understandings of PD's purpose and contrast with the PD Lead's understanding of this purpose. Although the interview with Caitlin was focused on HNTs' PD, the discussion on the strategic purpose of teacher PD opened a different conversation. Caitlin spoke about the purpose of the PD budget in the recruitment of IHT. This was an unexpected direction for the discussion but was illuminating in showing how the PD Lead viewed the purpose of her budget, not to develop HNT but to facilitate recruitment of new IHT. Caitlin explained:

There was a survey of what teachers look for when choosing which schools to work at next. And it wasn't just salary. It was the fringe benefits like PD allowances and things like that was something that really made teachers look at a school. It's like, 'Oh, they're investing in us to grow, so

they give us our own PD budget'. Having a PD budget is something teachers like when you start the school, and you know, when I go to that school, I get \$2,000 a year for myself in addition to your salary and your health benefits, I think that really is attractive. It has made it easier to recruit new hires at the recruitment fairs, for sure. I think it's a draw.

Caitlin explained that Arrow offers IHT (only) a personal PD allowance to make recruitment easier. She explained, 'Upping salaries to make us more attractive and the PD budget is always on the table. Right now, it's US\$2,000 [or] more on offer'.

Caitlin said IHT chose how to spend this money, and as long as they presented receipts for the amounts claimed, the allowance was paid. That IHT recruitment is being mentioned in a discussion on the purpose of HNTs' PD is of interest for two reasons. Firstly, it is informative that the purpose of PD was not linked to any PD-related outcomes. Caitlin explicitly stated these PD allowances were not related to school improvement, changing teacher practices or improving student learning but attracting IHT to the school. It could be interpreted that the personal PD allowances offered to recruit new IHT serve as additional tax-free salary or as a signing bonus with no developmental purpose in mind. Such practices have been reported in international schools elsewhere (Bunnell & Atkinson, 2020). To call this funding a 'PD allowance' is misleading.

The second point is that these allowances were only offered to IHT. Caitlin talked about the challenge of getting teachers working in other parts of the world to apply to work in Ghana. She describes how higher pay, PD allowances and other perks for IHT made Arrow more attractive to job seekers from abroad (Bailey & Cooker, 2019; Hammer, 2021). This was a consideration for her as to achieve accredited

status, international schools must demonstrate that they have a global workforce. Others might argue it reflects the prevailing bias for whiteness and Englishness that leads to systemic under-valuing of HNT (Gardner-McTaggart, 2021). It was significant that the discussion of the purpose of HNTs' PD should focus on the recruitment of IHT. Caitlin's words illuminated the leadership's perception of the meaning and purpose of PD, which had little to do with the stated goals in the handbook and which prioritised IHT over HNT concerning PD expenditure. That IHT can secure this additional PD allowance, which is not available to HNT, is inequitable and disadvantages HNT in terms of PD experiences outside of the school. The position of HNT in this matter shows structural inequality that disadvantages them beyond their PD experiences, reflecting the inequities HNT face in other nations (Hammer, 2021). The inequities impact HNTs' access to best practices, research-informed PD, and current development opportunities, which may leave them less prepared for their roles and less ready for promotion than IHT, thus reinforcing systemic injustices over time (Gardner-McTaggart 2016; Gardner-McTaggart 2021).

The four teachers shared broadly similar perceptions about PD's purpose. They agreed it was encouraging teachers to:

- a) Continuously improve.
- b) Remain current in terms of pedagogy.
- c) Be the best that they can in their current roles.

Edem explained:

I believe it's [PD] to encourage you to grow on your own. Apart from what the school provides (PD Days), they give us \$500 for us to spend on PD.

They feel that will enhance your teaching instruction that they can't see, so they encourage you to go out on the limb and bring that in and bring that flair back to the school.

These views broadly align with the handbook but contrast with Caitlin's view that PD's purpose is to facilitate IHT recruitment. The participants' views show similarities with Fullan and Hargreaves (2016) and Bolam (2002) by relating the purpose of PD to teachers improving their teaching. Little was said about the purpose of PD in improving student learning outcomes. This view reflected the data concerning the teachers' definition of PD.

4.2.3: Form - Differing Views of HNTs' PD Experiences

Discussion about the range of PD experiences offered to Arrow's HNT included PD Days. Caitlin explained how the school usually brings in two external facilitators annually who launch a whole-school initiative during whole-school PD Days. The pandemic moved this to an online process, connecting with facilitators outside of Ghana via Zoom. Once the external expert launches an initiative at a PD Day, implementation occurs in two-hour on-site workshops every Wednesday afternoon. These workshops vary by grouping between the whole school, divisions (early years, primary or secondary) or teaching teams (teachers working with the same age range). Caitlin explained:

That's our weekly in-house PD, and we'll have consultants during that time, especially now that we can Zoom consultants in, but that's typically led by one of the senior team.

When asked if HNT ever led the Wednesday afternoon whole-school workshops, Caitlin said it had happened, but no examples were forthcoming. Other research

has found that Ghanaian teachers have been very successful facilitators in peer-to-peer PD (Perry and Bevins, 2019); however, Arrow does not seem to be utilising the potential of HNT as PD leaders or facilitators to any extent.

In addition to the weekly on-site PD workshops, Caitlin described how teachers attend off-site PD events such as courses and conferences, often linked to the school's IB programmes.

A tension began to emerge between the data sources. The handbook described PD in terms of going off-site to attend PD events while Caitlin spoke of weekly in-school PD. This view rebalances the presentation of PD experiences at Arrow given in the handbook by suggesting that PD is regularly on-site, using staff (IHT) expertise. Caitlin's description of the PD process at the school contrasts with her definition of PD, which she said was participating in external events. Not only were there differences between sources on the purpose of PD at Arrow, but also of how the teachers experienced PD. It is challenging to interpret how the PD Lead offered such contradictory data. Her role involves approving external PD experiences, so her involvement in processing applications may lead her to see off-site events as the core of her school's PD offer. However, she scheduled the weekly PD sessions and facilitated some of those for the whole staff. The latter part of her role was not referenced in her definition of PD. A possible interpretation is that Caitlin had an organisational view of PD and defined it as a series of events regardless of whether they are on or off-site. This interpretation would support the earlier finding that the PD Lead perceives PD as events, not a process.

The teachers' recent PD experiences showed a mixture of online and on-site options (Appendix 4). What stood out was how much PD involved free online resources, free online communities, and school-based workshops. These experiences contrast with the perception given in the handbook that off-site PD was typical, but this can be explained in the short term by the impact of the pandemic on attending public events.

The HNT discussion about the variety of PD experiences added much detail to the findings. Najla expanded on what Caitlin had said about the on-site PD workshops when she said, 'we have the TTT, 'Teacher Training Teachers' every Wednesday afternoon' spoken of enthusiastically by the group. We have either the meeting for the whole staff to talk about the next PD steps or to see what other people have done with the idea'. Online PD options were also discussed, including free courses and demonstrations, social media options, online communities, and paid multi-week courses. The teachers described how online learning was an everyday PD experience before the pandemic and have increased during Ghana's COVID-19-related shift to remote learning. This range of PD experiences reflected the details shared by Caitlin, and evidence of additional peer-led PD in small teams also emerged.

Edem shared how some primary teachers had formed an online PD group when the pandemic led to remote teaching. She said:

We have 'Tech Tuesday', you have the tech teachers in the primary section, they give specific classes, training on Seesaw and Canva, or simple basic things that most people know, but there are some people that don't know it well.

The group had formed organically, with those teachers who were confident and competent leading sessions for their peers. This innovation was of interest for several reasons. It showed a need for PD on technology integration that the school leaders were not addressing and evidence of grassroots leadership of HNTs' PD by HNT.

This omission by school leaders may reflect a lack of interest in HNTs' PD or the view it is not a priority at a time of competing demands. Secondly, it showed teachers were learning from one another regardless of status or role and seeking peers with the necessary skills to support their practice. Thirdly, the teachers' description aligned with the views of researchers who argue that PD is a developmental process of learning, practice and change that requires time (Bubb and Earley, 2007; Desimone, 2009) rather than a series of events as discussed in the handbook and by Caitlin. Finally, the teachers displayed a want for PD relevant to their immediate needs, a feature of andragogy common amongst other teachers (Guskey and Yoon, 2009; Cordingley and Bell, 2012).

In contrast to the handbook, which suggested that PD was organised *for* the teachers, this data showed PD organised *by* the teachers to meet their immediate needs. When teachers can influence the design and delivery of PD in the way Edem describes, the outcomes can be significant. Teachers display higher motivation and engagement levels when they influence how PD is organised (Trotter, 2006; Morris, 2020). Interestingly, Caitlin had not mentioned 'Tech Tuesday' or how HNT were organising their own PD. The lack of reference to host nation teacher instigated PD might show that the leadership was unaware of how

proactive and effective the HNT were in identifying and addressing their PD priorities. This omission shows that the school leadership's understanding of HNTs' PD experiences differed from HNT actual experiences. This tension between data sources echoes the lack of shared understandings discussed above and strengthens the view that PD is conceptualised differently across the school.

Missing from the discussion was any reference to off-site PD events featured so prominently in the handbook, with HNT reporting they do not often partake in this form of PD, even before the pandemic.

'Off-site PD' refers to international travel to courses or conferences or attendance at nearby PD experiences in Ghana. When asked if the participants engage with external PD events in Ghana, Edem said:

No, that doesn't work for us as it's all about the national schools, not international schools. It's all different to how we work and what we teach and how we teach it. And the events don't know what we do so we don't go to Ghanaian courses.

Najla began her teaching career working in a Ghanaian government school like all the focus group participants. She contrasted PD as a government-employed teacher with her current PD experiences at an international school. As a teacher in a government school:

We did a training day one year and then for the next three years, we don't do anything until the next big thing, but at [Arrow], we're constantly being trained. We are constantly doing one thing or the other to get better at what we do with the kids

There was general agreement with this, which suggests moving to an international school led to increased variety and amount of PD available for HNT compared with working in government schools. When referring to off-site PD, the teachers mentioned attending international courses and conferences often linked to the school's PYP curriculum.

Further tension between data sources was seen between the focus on off-site PD events in the HNT handbook and the teachers' description of PD which showed this was a minor, infrequent component of their PD experiences. If this document informed HNTs' PD at the school, one might expect that a sizeable amount of their PD experiences would be off-site, yet this was not the case. In contrast, the teachers' experiences were occasional off-site PD and regular online PD, with the largest component being on-site PD Days, i.e., PD Days and weekly workshops. The predominance of on-site PD may result from HNT limited access to PD funds. The representation of HNTs' PD in the handbook is the inverse of the teachers' PD experiences.

A possible interpretation of this inconsistency between sources could be that on-site PD has no application process or financial implication; hence, there is less need to discuss this type of PD in the handbook. However, as teachers must attend the PD Days and workshops and plan their time accordingly, it would be sensible to mention this expectation in their handbook. Moreover, if the leadership wished to build a shared understanding of the school's conceptualisation of PD, it might want to include a reference in the handbook explaining how PD will be experienced to inform teacher expectations. The need to build a shared understanding of PD is

more significant in light of the teachers' description of their previous PD experiences in government-run schools. Again, the HNT handbook and PD Lead presented differing perceptions of PD to the teachers, showing misalignment between policy and practice. A cynical interpretation might suggest that the school is overly promoting the possibility of off-site, possibly international PD, to HNT in order to create a positive impression of working at the school.

Caitlin's final words concerning the range of PD experiences available to HNT were:

There's room for improvement and room for revision, but for the most part, our teachers have access to great PD; they get world-class PD, and it's so much better and available than if they were still in government schools for sure.

Perhaps Arrow's leadership feel that as long as their HNTs' PD is better than the PD available at government schools, they have done their job supporting HNTs' PD. This perception is problematic as it suggests a two-tier system for PD is in place, one that values HNTs' PD less than IHTs' PD. This has implications that reach beyond PD. It may be the case that HNT are not valued as much as IHT by the school leadership.

4.3 Theme 2: Design and Effects of PD

In contrast to the discussion of Theme 1 above, where data sources gave contrasting impressions, Theme 2 reflected a shared understanding between the teachers and PD Lead (the school policy did not address this aspect of PD in detail). This unified vision was the exception to the rule in this case study.

4.3.1: Design preferences - Collaboration and Practice Matter in HNTs' PD

Much has been written about the design of effective, impactful PD (Cordingley et al., 2015; Porritt et al., 2017). This discussion aimed to understand if the data sources in this study supported or contrasted the features of effective PD as proposed by researchers.

Caitlin was presented with a range of statements based on research-informed features of effective PD (Appendix 8). She was asked if any or all of the statements reflected her views on the design of effective PD. She selected:

Statement 1: Active and collaborative professional learning sustained over time

Statement 2: Follow up opportunities to apply learning in practice

Caitlin said it was too much to think about the students when planning and delivering PD, so she rejected 'a focus on student learning and outcomes' until after the PD was over and teachers were back in the classroom. This discussion reinforced her earlier definition of PD as learning events rather than a continual learning and development process.

The handbook did not discuss matters about the design and effect of PD other than stating 'priority should go to those training experiences that will result in the most significant benefit to students' and suggesting that PD should take place outside of the school day. No information was shared on how PD could benefit students or how the school might assess the impact of PD on students.

When the teachers discussed the statements, there was a uniform endorsement of the same features Caitlin had selected. This concurrence was a rare example of data sources aligning to show a shared appreciation of what makes PD effective for Arrow's teachers.

The interest in collaborating with peers was also seen in the discussion on the motivation for PD. Olivia explained her preference:

Active and collaborative PD gives you a more personalised experience, but I would also add follow-up opportunities to apply learning in practice. I would say that when you're being followed up upon, based on what you've practised, follow-up can be in the sense of you showing what you've learned, or you use what you've learned.

Edem added:

When you say collaborative, I'm working with my team. It's always much more effective if we are in our group to pick and prod it and make sure it works for us. Then that way, we know we can practise it. Read, show, practise, very hands-on, and then mix with other teachers and get another perception of it.

The relative concurrence of views on the PD features that ensure success may have arisen through evaluations of the on-site PD experiences and conversations with teachers. However, Caitlin's lack of detail when discussing the evaluation of on-site PD suggests this was not the case. Regardless of how this shared understanding developed, this data partially affirms researchers positions on the design features likely to deliver effective PD (Sims et al., 2021). Research into the design features of effective PD in Western countries has some traction with teachers in other cultural contexts such as this Ghanaian international school.

4.3.2: Effects - Limited Effects of PD

HNT illustrated the effects of engaging in PD experiences. The comments were more theoretical than grounded examples from the classroom. Nevertheless, two perceptions emerged: PD outcomes involve teachers and teaching (Olivia and Najla) rather than students in contrast to researchers (Timperley et al., 2008; Desimone, 2009). The second was a link participants made between the effects of teacher PD and broader school improvement. This connection showed how teachers viewed PD as valuable to them and the school generally.

Exploring the first view, Olivia identified a beneficial effect of PD as 'uniformity in practice' across the staff and that PD 'helps to integrate you into the community, for you to really understand how things are being done here'. Najla developed this, saying it helped create a:

...common language, common practice, common usage of information, so you don't do things differently and maybe use the old way you've been... which is not to say the old way is not good, it's just the [Arrow] community, have their own way of doing things.

This uniformity could be interpreted as compliance with the established order at the school. Such a move could have negative implications for PD as compliance activities de-motivate teachers (Phillips, 2014) and should not be considered as teacher PD (Cordingley et al., 2015). Alternatively, uniformity could be interpreted as a determined attempt to induct new teachers to operate effectively. No comments suggested that the focus on consistency was overbearing or imposed on teachers, so the latter interpretation prevails.

When exploring the link between the effects of teacher PD and school improvement, James stated:

If I'm improving myself, I'm improving my school, and most of the time our PD and the way we grow are usually tailored towards the school's vision and mission. As I increase my goal and professionalism, I believe it improves the school.

The most expansive connections between the effects of PD came from Edem when she said:

The school is moving up because the teachers are moving up. Because the teachers are moving up, the students are moving up. Because the ...students are moving up, expectations generally in education, way kids are instructed, the way kids are allowed to present their thoughts and meanings, everything's just getting better.

The teachers said little of the effects of PD on students or student learning, yet some see this as the most significant effect (Guskey, 2002a; Timperley et al., 2008). The weak connection between teacher PD and student learning was seen elsewhere in the data; e.g., all sources of PD definitions showed little connection with improved student learning. It further illustrates that at Arrow, PD is focused on teachers and teaching and general school improvement to a lesser extent. The prevailing teacher perception of PD is that it affects teachers and their teaching, upskilling them, ensuring their practice is optimal for the classroom (Fullan and Hargreaves, 2016).

4.4 Theme 3: Value of HNTs' PD

Data sources showed PD was highly valued by the HNT and held to be of lesser value by the school leadership.

4.4.1: Leadership Attitudes – HNTs’ PD Less Valued than IHTs’ PD

The issue of funding and access are connected. Funds are required to access most types of off-site PD events, so lack of the former impacts the latter. The HNT handbook section ‘New Teachers’ states that during their first two years at Arrow, HNT could only apply for funding to attend PD experiences that supported their teaching programmes (i.e., PYP) rather than a PD experience of the teacher’s choosing. After the first two years, teachers were eligible for a PD allowance to spend with some discretion. The handbook states:

Each teacher is entitled to be reimbursed up to an amount of US\$1,800 a year for professional development. Unused funds may be carried forward up to the equivalent of \$3,600.

These sentences are replicated in the IHT Handbook, suggesting there should be parity of funding, access and choice between the two groups. After completing two years’ service at a school, the handbooks state that the PD allowance must be spent on the teacher’s primary role in the school or to fulfil school goals.

The first difference between the IHT and HNT handbooks concerns teachers’ autonomy over their PD in the first two years at a school. It is stated that in the first years, the HNT participants’ PD is restricted to ‘school programmes’ (PYP). However, this restriction is not in the IHT Handbook; instead, IHT can select and apply for PD experiences, which are denied to the HNT until they have served two years at their school. The IHT have more choice and professional discretion over their PD compared to HNT, especially when engaging in off-site PD. Arrow’s leadership may justify this inequity with the argument that HNT, coming from

government schools where they taught the Ghanaian curriculum, are unlikely to have experience of the PYP and must focus on this before being allowed greater choice. The assumption is made that all IHT will be familiar with PYP, so have agency over their PD from their arrival. However, it is erroneous to assume all IHT have experience of the PYP: those hired from UK or US state schools are unlikely to have such experience. The difference in the treatment of the two groups of teachers may be explained by the school leadership's eagerness to be flexible and cooperative with new IHT to support recruitment and retention. Others cite a preference for whiteness and Englishness in international schools, leading to greater value attached to IHT than HNT, including funds for and access to PD (Gardner-McTaggart, 2021). Similarly, it may be that the school leadership, aware of the lack of PD in Ghanaian government schools, view their PD opportunities as superior to what HNT are used to and therefore see no need to be accommodating.

The second issue was not stated in the handbooks but was evident from the HNTs' experiences. The request for PD to be conducted during the teachers' summer break seems a reasonable way of ensuring teachers are with their classes as often as possible. However, the IHT handbook mentions that all IHT receive a paid return flight to their country of origin for the summer holidays, something not discussed in the HNT handbook. This has implications for access to off-site PD experiences. With IHT able to attend PD events in their country of origin, often Europe or North America, they have access to a wide range of PD options designed for international teachers. Indeed, most IB-related PD courses take place in Europe, Southeast

Asia and North America, with very few available in sub-Saharan Africa. Although HNT have an allowance of up to US\$1,800 after the initial two years, they do not have paid-for flights like the IHT. The issue of accessing PD is compounded by the teachers' views that PD options in Ghana are not relevant for teachers in international schools and are seldom attended. With the move to a broader range of online PD events in the past year, HNT can access more PD options than previously as providers like IBO switch courses from on-site to online. That said, whether this change in delivery will continue into the medium term is yet to be seen. The lack of paid flights over the summer break for HNT has led to less access to the type of PD suited to their role in international schools. This inequity compounds over time as HNT may not have access to PD to prepare them for promotions into middle and senior leadership roles, thus forming a structural barrier between HNT and promotional opportunities.

The second part of this sub-theme concerns the lack of funding for HNT, which restricts their access to the same PD experiences as IHT. The handbook and PD Lead outlined a PD allowance of up to \$1,800 per teacher after completing their first two years' service. Contrastingly, the participants told me that the annual PD allowance was \$500 for HNT, with several participants repeating this figure during the discussion. When asked if it was possible to spend up to \$1,800 a year as stated, there was a universal belief this amount was not available for them to spend in a typical year. The inconsistency between the possibilities set out in the handbook, Caitlin's interview, and the teachers' experiences created the view that

while the higher allowance is accessible and achievable, the teachers' experience did not reflect this. James explained the HNTs' experience:

With our school, they make offers [of off-site PD], but it's hard to get the funding. It depends on the cost of that PD session. If funds are available, yes, they say go, but they say the school itself have all those PD sessions already.

Other participants expressed difficulty accessing the extra funds needed to top up the \$500 PD allowance to travel to and attend external PD events, either in Ghana or elsewhere. The teachers' limited experience of gaining additional funds to attend off-site PD in other countries showed they might obtain the extra \$1,300 of funding once every 3–4 years. HNT having less spent on their PD than IHT has been reported in other nations such as China (Jones, 2021) and is evidence that supports the view of systemic injustice faced by HNT in international schools where whiteness and Englishness are preferred over other characteristics (Gardner-McTaggart, 2021). This limited access to PD funds may explain why so many recent HNTs' PD experiences were free.

Indeed, significant implications for HNT exist due to the structural barriers of accessing funds to attend off-site PD, either in Ghana or abroad. Despite teaching in an international school, they have limited access to PD explicitly designed for their context, except for the whole-school PD programme. Moreover, there is little PD on offer specific to their role at their international school or any attempt at personalising the PD experience to meet their needs, priorities or passions. There is a contrast in the value attributed by school leadership towards the PD of IHT and HNT. With paid travel over the summer vacation to places with more PD

options and recruitment bonuses in the guise of PD allowances, IHTs' PD is given much greater value than HNT's PD. This inequity demonstrates that the school does not act in a way that shows they value HNTs' PD: rather, the opposite.

This lack of value may extend beyond HNTs' PD to how Arrow's leaders value HNT compared to IHT. If this were the explanation, it would not be unique to this school, as similar inequities have been reported in international schools around the globe (Bailey & Cooker, 2019). The data can be interpreted to show that HNT are perceived as less valuable than IHT; thus, the school does not offer them the same PD funding or access that is offered to the IHT. School leaders may consider the PD on offer to HNT as 'good enough' and 'better than' that available in a government school. Some argue that the school leaders see their current offer as good enough for HNT, who are less valuable to them than IHT (Gardner-McTaggart, 2021). Thus, they may feel no need to offer HNT the same funding and access as IHT. Such an interpretation would explain why the structural barriers faced by HNT regarding PD are allowed to persist and perpetuate inequities.

4.4.2: Teacher Attitudes - HNT Value PD

The HNT saw much value and enjoyment in their PD. This perception of value was evident in how the teachers explained their motivation for engaging in PD and the outcomes they observed from their participation.

The lack of PD experiences in Ghanaian government schools has been discussed and the teachers have also expressed dissatisfaction with the quality of PD experiences they had when working there (Boadi, 2017), emphasising their strong

preference for the types and quality of PD they engage in at Arrow. The dissatisfaction with their previous PD stemmed from it being government-organised and pitched at a level that did not respect their prior knowledge and didactic, similar to the views of other teachers (Steyn, 2010). Yet, these negative past experiences had not diminished their strong motivation to engage in PD in their current roles.

The teachers' motivation to engage in PD was expressed in an eagerness to develop their practice as teachers (Osman and Warner, 2020) and were emotionally engaged in the PD process (Mosha, 2004). Improving student learning was not explicitly mentioned as a motivator for PD but may have been implicitly viewed as the eventual outcome. The teachers' motivation was in keeping with views expressed by teachers in connection to the definition and purpose of PD. The data suggested that the school relied heavily on the goodwill and enthusiasm of its teachers to engage in more than the mandatory, whole-school PD workshops. The HNT were motivated to participate as they saw value in the PD on offer to them (Duckworth, 2019). James's words reflect this intrinsic motivation for PD displayed by all participants:

I think what drives me is that I want to be knowledgeable every time and get new skills. This keeps me motivated to want to work on myself, to want to acquire new knowledge. I want to be good at what I do basically either in class or outside.

Najla added, 'I want to keep getting better. And I need to be relevant'. Edem and Olivia's comments are interesting as they refer to working with others when discussing their motivation for PD. Olivia adds:

I tried on my own, of course when I see that it's tough, I ask her [referring to Edem], I ask other people, the tech people around me, I ask them. For me, it's just a quest to get better because I just can't be irrelevant and redundant.

Neither Najla nor Olivia explicitly stated that collaborating with peers was their motivation for engaging in PD. Still, it is interesting that they raised interaction with their peers in the context of motivation as collaboration between teachers has been identified as a motivator for teachers to engage in PD (Rothwell et al., 2013). It may be that the examples of collaboration they shared implicitly communicate what drew them to engage in PD and what they perceive as the value of PD.

In contrast to the PD value perceived by the teachers, Caitlin said little that suggested she valued HNTs' PD. When asked about the effects of HNTs' PD as a vehicle to discuss its value, Caitlin responded by saying:

I would say this is an area of growth in terms of really being conscious of what our outcomes are. I wouldn't say that we have anything necessarily concrete there. We have basic expectations around if you take the PD, come back to your team and share, but what is implemented, is in various degrees of fidelity across the school.

Her comments suggest a gap exists between the PD Lead's understanding of PD effects and that of the teachers. The school leadership lacked the necessary systems for monitoring or evaluating the effects of PD (Bubb and Earley, 2010). In contrast, the teachers gave clear examples of the effects of PD and their value for them and the school (Bubb, 2017). Despite being denied equitable access to and funding for PD, the HNT in this case did not display the types of malaise and alienation experienced by HNT in similar situations in other nations (Hammer, 2021).

Arrow's leadership has a loose understanding of their teachers' PD effects. This vagueness was partially explained by staff turnover and a lack of systems to define, monitor, or evaluate expected effects generated by their teachers' engagement in PD. Additionally, the conceptualisation of PD as a recruitment strategy blurs PD's purpose, effects and experiences. The school leadership's ambiguity of PD effects is exacerbated by the contrasting clarity offered by the HNT.

4.5 Summary

The overriding conclusion concerning HNTs' PD is that Arrow's leadership does not understand its purpose: it is misrepresented and unequally available. However, the teachers are motivated to engage in PD, value the experiences, see its effects and know what features ensure PD is effective in producing the effects they want to improve their students' learning.

Chapter 5: Findings and Discussion of Themes Emerging from Orion International School

5.1 Introduction

This chapter follows the format of the previous: a thematic analysis across three data sources. The themes remain the same while the sub-themes reflect the unique qualities of each case and offer a description of PD in each school. The themes and sub-themes from this case study are illustrated in Table 5.1 below.

Table 5.1 - Themes and Sub-Themes at Orion International School

Theme 1 – Conceptualising HNT PD	<ul style="list-style-type: none">• Definitions: PD about gaining knowledge, skills, promotion and improved student learning• Purpose: PD for school improvement• Form: Wide range of HNT PD experiences
Theme 2 - Design and effects of PD	<ul style="list-style-type: none">• Design Preferences: Collaboration and practice matter in HNT PD• Effects: Far reaching effects of PD
Theme 3 - Attitudes towards HNT PD	<ul style="list-style-type: none">• Leadership attitudes: Investment in HNT PD and promotions• Teacher attitudes: HNT value PD and prepare for promotion

The school's PL Lead is referred to as Mary, a host nation teacher with over 25 years' experience in government, independent, and international schools in Ghana. Her job title is Director of Learning and Innovations, a post she has held at Orion for five years.

The HNT in the focus group are referred to as Abdul, Juliette, Maria, and Monica, names that reflect their gender. The staff comprises 60% HNT and the school organised six days annually for whole-staff PD, i.e., PD Days where attendance is mandatory. See Appendix 4 for further details of the case study school.

5.2 Theme 1— Conceptualising HNTs’ PD

5.2.1: Definitions - PD about Knowledge, Skills, Future Roles and Improved Student Learning

The Head teacher allowed access to the school’s PD policy for this study, a detailed, six-page document comprising ten subheadings (Appendix 15). The policy did not offer a formal definition of PD; however, it illustrated how the school leadership conceptualised teacher PD. Not all the sections carried equal weight; Sections 2 – 4 were the most detailed, while Sections 1,5,6,7 were formatted bullet points. Section 9 contained a comprehensive list of possible PD activities, emphasising in-school PD experiences over external PD events. Sections 2, 3 and 8 referred to the links between the teacher appraisal cycle and PD: a connection presented as the foremost opportunity for teachers to discuss their perceived PD needs and to request future PD. The policy stated that the annual teacher appraisal cycle included opportunities to discuss:

- 1) Access to PD suited to teacher needs and aspirations, including promotion and career growth.

- 2) Further qualifications and credentials.

3) Ways of disseminating PD to colleagues as appropriate (within teaching teams).

This protocol showed how the leadership of PD had established an annual format in which two-way dialogue could shape teacher PD for the year ahead.

The PD Lead, Mary, wrote the school's PD policy in consultation with a group of teachers and middle leaders. This group included both HNT and IHT who completed the policy writing process in May 2018. The policy review cycle at the school takes place every five years and involves a similar process of leadership by the PD Lead and consultation with a group of teachers who volunteer their time. The HNT in this study knew of the policy but had not been involved in writing it. However, the school leadership had made efforts to ensure those impacted by it were consulted in the writing and review process.

The policy defines PD as an ongoing process involving external expertise either in external events or in bringing facilitators on-site, combined with on-site peer-to-peer planning and implementation. The purpose and effects of PD were stated in the policy and reiterated by Mary and the HNT.

Mary saw connections between several of the PD definitions shared with her (Appendix 8). She argued that;

Statement 3: The constant development of knowledge and skills throughout your teaching career.

This statement fitted in 'very well with what we [the school leadership team] believe in the school'. She added once this is in place, the teachers and the school can focus on:

Statement 2: The development needed to secure future roles and promotions.

Mary stated that she would give both statements equal weighting, as they are part of the same concept and process at the school. Together, she said these statements 'pretty accurately sum up what I do most of the time in my job'.

When asked to elaborate, she explained that the school leadership saw PD and preparing HNT for promotions as a highly positive process for the HNT and the school. She said, 'they [teachers] are the number one ambassador within the school and outside as well... so we want to send them out, and everyone finds out they're an Orion teacher'. The leadership did not worry about developing teachers and then losing them to other schools when they sought promotion. She said, 'if people leave, it's because they want and have a reason to go. You can't stop them and shouldn't try'. Instead, Mary said that the school was 'developing the in-house expertise' it needed to grow and flourish. She added:

From the HR point of view, it makes a lot of sense in terms of getting people ready for promotion so that you're not having to spend a huge amount of money recruiting outsiders.

This comment suggested that there are financial reasons for the development and retention of teachers. The leadership's conceptualisation reflects established views (Bolam, 2002; Kennedy, 2014) that PD is a continual learning and development process designed to help teachers progress in their current roles,

achieve promotion, if sought, or other opportunities for growth within or outside the school.

The HNTs' definition of PD initially echoed Mary's view but went further, stating that the following are sequential and, together, define PD. Their choices were:

Statement 3: The constant development of knowledge and professional skills throughout one's career and education.

Statement 4: The enhancement of pupil outcomes, which also helps to bring about changes in practice and improves teaching.

Statement 5: The development of knowledge and skills that effectively improve student outcomes.

The reference to improving student learning echoed the policy's wording, which stated that PD is evaluated on an 'individual, division and whole-school basis'. The policy stated that PD was evaluated according to effects on:

1. Student attainment.
2. Improved teaching and learning.
3. Increased student understanding and enthusiasm for learning.
4. Increased staff confidence and willingness to apply for promotion.

The policy and the HNT concurred that the definition of PD should reference impact on student learning to define the process. Juliette explained the ordering of the three statements, and she said it all starts with the teachers' responsibility as professionals. She stated:

If you're not developing yourself and learning the current methods, you'll be very stale, and you bore your students to bits. You need to reignite yourself all the time, to be current and to learn. You're constantly refreshing what you know.

Monica added:

PD continues throughout; it shouldn't be a one-time kind of thing. Constantly coming back to the table and thinking 'what next, what next, what next?' As long as you are in this profession, you shouldn't be tired of learning new things since there's always something new to learn about teaching and learning.

Monica explained why Statement 4 was next in the sequence:

Through ongoing assessments, we're also learning whether what we're doing is effective, how the cohorts of the students we have learn best. We don't necessarily have to teach the same way to the same students; we have to know our students to teach to their abilities and the way they learn. That's us developing all the time.

The HNT closely connected how their students learned and the continual reviewing of their teaching. As Monica explained, formative assessments allowed the teachers to understand student progress and inform professional decisions about their instruction based on ongoing feedback.

The final component (Statement 5) in their definition focused on student learning.

Maria stated:

Here, the student is the centre of the teaching and learning going on. We should see some great effects from PD, some great improvement in the students. That is core for me; that is what comes top-ranking.

The HNTs' statements and the words used to define PD suggest that they envision continually learning and refining their teaching practice throughout their careers.

This multi-faceted definition describes a necessary mindset for teachers, from

which PD aids changes in practice and student outcomes. The HNT saw the goal of improving student learning as having a direct impact on how they teach and how they learn to be better teachers. The final statement focused their minds on the outcomes they sought. The goal is to improve student learning via a process of teacher change and a willingness to commit to learning and development throughout their working life. This view aligns with Bubb and Earley's (2007) view of PD that aims to improve student learning by changing teachers' practice. There are also similarities with Darling-Hammond et al., (2017), who argue that PD is a process of structured teacher learning that leads to changes in teachers and, in time, improved student learning.

Overall, the data sources offered a variety of definitions. The common thread between them was the importance of PD in the constant development of knowledge and skills throughout a teacher's career, an opinion endorsed by others (Kennedy, 2014; Muijs and Reynolds, 2017). The policy and HNT perceived PD as having a broader impact on student learning. Interestingly, the PD Lead's understanding was more constrained than the other sources as she did not mention student learning when defining PD. This omission may stem from being heavily involved in the day-to-day organisation of PD, concentrating her attention on the short-term rather than long-term effects. Additionally, the data could be explained by the HNT working more closely with the students than Mary, so they could observe the effects of PD on student learning and thus included this when defining PD.

5.2.2: Purpose - PD for School Improvement

This sub-theme is multi-faceted, with PD's purpose being seen as a change-maker for teacher practice and a catalyst for improving student learning alongside the core belief that these contribute to broader school improvement.

The policy stated that PD aims 'to improve the school's effectiveness and the professional skills of the individual staff members to make learning better for our students'. It offers a comprehensive understanding of the purpose of teacher PD, including reference to improving the quality of teaching and learning, enabling teachers to meet their objectives, and involving all teachers in moving the school towards the goals stated in the policy. Teachers' PD needs are identified through the annual appraisal process by their team leader. PD is explicitly organised to improve student learning and support personal and school developments. This view is in keeping with the views discussed in Chapter 2 that link teacher PD to school improvement (Guskey, 2002a; Hargreaves 2011, Opfer and Pedder, 2011; Cordingley et al., 2015).

When asked about the purpose of teachers' PD, Mary said the core purpose was to ensure 'that we [the teachers] are all lifelong learners as much as the students', which was vital as 'we live in a very dynamic world, things are changing very fast'. When shown the interview prompts (Appendix 8), Mary explained how she saw connections between them. She stated her work 'is very focused on continuous school improvement', of which changes in teacher practice that improved student learning were examples.

Mary explained that at a deeper level, the school leadership allocated funds to teacher PD for various reasons in addition to school improvement. Generally, she said that the school leadership made:

A deliberate effort to ensure the teachers are always kept up with the changing needs of the students and the curriculum. We allocate a certain percentage, looking at the overall budget. We assign a certain portion of the budget to PD, and we do the allocation for the school and the individual teacher.

The purpose of individual funds for each teacher were to support equitable distribution and the teacher appraisal process where PD needs and aspirations are first discussed. Mary explained how the personal allowance might be spent on a teacher because of the target set in the appraisal process:

We find out that there's a little bit of a challenge, let's say classroom management, for instance, we bring in somebody, a facilitator, or send somebody on a course so that need is addressed.

Both the policy and Mary's explanation show Orion has a clear purpose for PD. These include school improvement achieved via goals, including changes in teacher practice and advances in student learning. Mary illustrated how this purpose was operationalised for individual teachers and their specific needs. The link to teacher performance and the annual discussion of PD for 'needs and aspirations' offers an inclusive dialogue to improve a teacher's current role and identify PD to secure a future position. A shared vision on PD's purpose appeared between the policy and Mary's views.

The HNT agreed that PD contributed to school improvement but spoke explicitly of how PD improved students' learning outcomes. Juliette and Maria agreed that

the primary purpose was to improve student learning through changes to teachers' practice (Guskey, 2002a; Darling-Hammond et al., 2017). Both effects, in turn, contribute to school improvement (Hargreaves, 2011). The HNT saw a clear and demonstrable link between PD and improved student learning. This view is significant as teacher attitudes and engagement with PD were the most critical factors in determining whether or not PD produces change (Komba and Nkumbi, 2008).

Maria argued that PD's purpose extends beyond improving student learning outcomes and should aim to develop learners and citizens (Barber et al., 2010).

She said:

What is a school without good student outcomes? We know that we are seen as a competitor school that taps into students' strengths, and they become change-makers. They become what we want to see. They become the global citizens we hope them to become.

The notion of competing with other schools in the independent school marketplace was picked up and discussed further by others in the group without any prompts. Monica stated: 'International schools have to market themselves. They're not cheap', and 'student outcomes are a marketing strategy to show that this is the school of choice'. Juliette agreed part of PD's purpose was to promote the school in the community, including prospective parents. She said, 'Yes, schools will invest in PD for teachers to achieve that result'. This view showed that the HNT saw a broader purpose of teacher PD beyond students' immediate scores or qualifications to create a reputational impact in the independent school

marketplace. Bubb and Earley's PD Framework (2010) illustrates this PD ripple effect.

The HNT clearly stated that PD's primary purpose was to improve student outcomes and that it could benefit the school in other ways. It was interesting that the HNT, unlike the PD Lead, all spoke of the link between teachers' PD, developing the school's reputation and attracting future students. One might have expected the reverse, as the strategic leader responsible for PD outcomes might be expected to have the long-term goals in mind. In this case, the HNT, not Mary, had their eyes on the long-term effects of PD improving the students' learning at Orion and possibly other schools (Bubb and Earley, 2010).

5.2.3: Form - Wide Range of HNTs' PD Experiences

The three data sources are mutually reinforcing in creating a consistent picture of the HNTs' PD experiences. Experiences included off-site courses and conferences, online learning, on-site workshops and PD Days, i.e., formal learning events. Additionally, the policy listed less formal options; these included team teaching, peer observation, mentoring, model lessons, input from visiting consultants, coaching, secondments, and working with a 'master teacher'. This range of in-school, peer-to-peer options showed that PD is seen as an ongoing process, which involves components that can be delivered within the school and by external partners at off-site locations. Mary provided examples of some of the options the policy mentions. The range of PD experiences showed a conceptual understanding that PD is more than attending courses or whole school PD Days.

PD is seen as a continuous process, operating differently with different teachers depending on need. Efforts to personalise PD to meet individual or team needs were evident in on-site PD activities, such as working with an external consultant, a coach, a mentor, or a highly competent colleague at the school. The policy stated that the PD budget is 'allocated on an equitable basis without further explaining how this is decided or quoting the actual allowance available to teachers. When asked about this statement in the interview, Mary stated all teachers received the same access to PD regardless of their employment status or country of origin. The HNT concurred that funds were distributed equitably.

The annual teacher appraisal shaped PD experiences through a needs assessment process. Mary explained, 'if there is a change in the International Primary Curriculum, the teacher may go out on a course or visit another school'. Mary commented that off-site PD may happen once or perhaps twice a year (pre-COVID-19) for primary teachers, with much of a teacher's PD experience being gained as part of a primary school teaching team. She explained:

Teams meet weekly to collaborate, design lesson plans, share ideas, we share best practices at every meeting. So, team PD is very, very regular, it's on a daily basis, for sections is weekly, and for the whole school, we have a PD Day every half term.

Mary outlined how the PD Days typically started with the staff all together but would break off into teaching teams during the day. Mary saw this as more effective in achieving changes in practice, a view the HNT agreed with.

The HNT concurred with the range and occurrence of the different PD experiences discussed in the policy and by Mary. The HNTs' examples of recent PD (Appendix 4) corroborated the range of options that Mary discussed. Monica summed up the different experiences:

There are times that we have individual [PD] and then the whole school meets for PD. Then there are times that we have teams, teams based on the needs and particular needs of that time.

The HNT discussed in-school and external PD options. Maria explained:

Individual PD opportunities are highly respected. When you are signing up or you want to go for a PD course, the question asked is 'how is it meeting the goal of the school or how is it meeting a team goal or your own appraisal goal?'

Mary and the HNT described courses available in Ghana for the International Primary Curriculum and Cambridge 'A' levels, unlike the IB. Mary outlined how these British origin curricula are 'not uncommon in schools in Ghana'. This availability of external courses is significant for HNT as they can access PD needed for their roles in an international school without travelling outside of the country. The HNT described attendance at courses or conferences outside Ghana as 'rare' for them. However, the school leaders attend the AISA conference in Kenya or South Africa every year. Everyone in the focus group had attended PD events outside of Ghana while working at Orion. However, only two had participated in PD events outside of Ghana in the previous three years.

Tension arose in the data when the use of external experts was discussed. Mary explained how the leadership preferred to bring a consultant into the school several

times to lead a PD Day for everyone over a school year rather than send a few teachers to an external event. Such an approach, Mary said, was cost-effective and established a shared understanding amongst the staff on the matter being discussed. This generalised approach to PD contradicts the individualised approaches set out in the policy. When questioned, Mary explained that external specialists often started a PD Day with all the staff, so everyone had the same immersion in the topic. During the PD Day, the staff broke into teaching teams, with the visitor rotating between the groups offering input tailored to the teachers' needs. This outline suggests a thoughtful balance of whole-staff and team-based PD was planned for these days, an approach that increased the effectiveness of the day (Timperley and Alton-Lee, 2008; Lee, 2018).

Although significant focus was placed on whole school training rather than individuals, this did not prevent individual needs and interests from being addressed. The annual review cycle allowed teachers to identify personal PD needs, which are organised and funded from Mary's PD budget and reflect the value both she and the school leadership place on HNT. Mary explained that if 'training need pertains to a single person, that person will see that kind of training, be it in house or external'.

Mary explained that teachers could exercise choice and spontaneity over their PD by applying for experiences during the school year, an approach that can increase the effects of PD (Orchard, 2007). Applications, Mary said, usually took two forms. The first involves requests to attend an external course or conference, the second

in-year PD request involves peer-to-peer collaborations within the school. These are co-ordinated by Mary, who explained that:

If somebody has an interest, and there's a teacher in the school who is an expert in some area. Maybe the international teacher and a local teacher, we sometimes match these teachers, and they do peer observation, they go into their classrooms to observe and then mentor them. So that's another way we support teachers' interests in these self-initiated programmes.

Furthermore, Mary stated that the teachers knew what their personal PD would involve in the next teaching year by the end of the current one. This planning allowed PD to be organised into a sustained process rather than unconnected events, an approach that can increase motivation and effects (Dunst et al., 2015, Porritt et al., 2017). In keeping with these researchers and others, Mary claimed the most appropriate form of PD was peer-to-peer or working with external experts, rather than ad hoc applications to events being made during the school year.

With curriculum-specific PD in IGCSE and A levels available in Ghana, the need for teachers to travel internationally was reduced and access was not problematic. PD was negotiated with a line manager in a timely manner, based on current needs and aspirations for the future.

Significantly, the discussion demonstrated that teachers were engaging in as wide a range of PD experiences as the policy and PD Lead had said were available, an illustration of the data sources concurring. Another interesting finding was that the teachers valued all the PD options regardless of whether they were in-house PD or external. The HNTs' examples showed on and off-site PD were symbiotic in

supporting change during the implementation phase. The reality of PD at the school was a wide range of experiences that often fit together in a continuous process of the type described by Bubb and Earley (2007) to address personal, team or school goals.

5.3 Theme 2: Design and Effects of PD

5.3.1: Design preferences - Collaboration and practice matter in the implementation of PD

The policy, PD Lead, and HNT shared an understanding of the features that made PD effective. Additionally, Mary and the HNT could articulate the types of outcomes they witnessed that informed their views on effective PD. The HNT described the impact of PD on a variety of stakeholders.

Mary was clear that the teachers at Orion preferred PD that offered them the opportunity to:

Practise, practise, practise, instead of just theoretical PD, it's very practical, hands-on; with teachers having things that they can take into the classroom immediately after our training session, we can run with it, and then we evaluate and see how effective that was.

The school leadership has developed a preferred format for whole-school PD, built on organisational features they find most effective for their teachers. Mary explained:

We structured PD Days, so they acquire, they practise it, they review, they share, I think that it's most effective when teachers get different perspectives from each other.

Mary mentioned that 'there's collaboration, there's sharing' in the PD experiences the school organises. This model embraces the motivation for collaboration the HNT shared in their data. Mary felt that the two statements that matched leadership's preferences for the structure of PD were:

Statement 1: Active and collaborative professional learning sustained over time.

Statement 2: Follow up opportunities to apply learning in practice.

She explained that while external consultants and courses helped start PD initiatives, there is a risk that momentum stops when the consultant leaves or the course ends. Aware of this risk, as an immediate follow-up after working with external expertise, the school leadership recognised the need to focus on implementation and practice within its teaching teams (Mansour et al., 2014). This kind of sustained in-school support was often informal and took place within familiar teaching groups. Nevertheless, Mary aligning with researchers like Cordingley et al., (2015) & Porritt et al., (2017), felt collaboration and practice ensured a PD initiative would be effective.

The HNT selected the same statements as Mary, showing that she understood how PD should be optimised for Orion's teachers. This concurrence was an example of the data sources creating a shared view on the features of PD that are effective and showed alignment with recent work by Sim et al., (2021).

Abdul explained why collaboration and practice were important:

Because when we collaborate with our colleagues, we're trying to get the best out of ourselves, we share better ideas, and we come up with better

things more than just sitting down from a PD Day, and you want to implement everything.

Monica concurred when she said, 'collaborating with colleagues over a sustained period makes what you've learned from the PD richer and better'. Juliette supported these statements by adding, 'we have to make it collaborative and interactive and short!'

Maria explained how the characteristics of collaboration and follow-up opportunities are preferable, saying that they facilitate reflection, considering factors such as:

Do you think I'm doing this right? Do you think I need to improve on this? Do you think it can work? They can also say, oh, we are doing something similar or here is my work. How about you look at it and do yours?

The HNT articulated the effects they saw from their PD experiences and their impact. They described a breadth of outcomes that extended beyond the immediate school community to teachers from Ghana's government schools. On balance, the majority of effects referred to in-school PD, often of the informal, peer-to-peer type. The HNT discussed some effects of external courses and conferences, but the deeper conversation was about team-based PD. Summing up the group's thoughts, Abdul commented that, 'there's also so much opportunity to learn from each other. The school enriches each and every one of us so much so that there's so much to give.'

Abdul described how PD on using technology tools such as Google Classroom and Flipgrid had affected his practice and led to demonstrable results in his

students' learning. This PD had taken place at the outset of the pandemic, and he reported:

That's what we had and the impact was serious. The outcome is such that now, even though our students are here with us on campus, they became as successful as they could be because of that PD that was available to all of us at the time.

Juliette extended the discussion to describe how PD delivered by external experts, when combined with ongoing in-school implementation, led to the most significant effects:

Going out for PD and learning from each other here complements each other. Then it's going to impact what the students are doing. I know definitely that PD is affecting what the students are getting.

Juliette described how she had been able to learn from collaborating with teachers at an international school in Nigeria when she was learning to teach in a multi-class teaching space:

We got the opportunity to observe how the teachers used that setting, looking at their schedules. I was amazed at the things that they were doing. I feel that we learn from each other a lot, which has impacted what we're using now because we moved into a new building with the same kind of environment.

The concurrence of data on the features that made PD effective at Orion aligned with the views of others (Cordingley and Bell, 2012; Dunst et al., 2015). There was agreement between the PD Lead and the HNT on what features make PD effective.

5.3.2: Effects - Far-reaching Effects of PD

Abdul explained that the school organises weekend conferences for 500 teachers from government schools twice a year. Registration is free, and Orion's teachers lead the workshops based on an area of expertise that has benefitted from PD. The HNT saw this opportunity to share what they had learnt as a very significant effect of PD. Abdul said that:

With PD that we've been receiving, another very powerful way it has been impactful is sharing it with local teachers. Not local teachers but across Ghana. We have these educational network conferences that we hold twice a year. We can share all these powerful understandings that we are gathering with local teachers, over 500 of them, at each of those conferences. I think for me, it's powerful.

The conferences allowed HNT to share their practice and therefore their PD with teachers from Ghanaian government schools. That Orion's teacher PD affects teachers from government schools demonstrated the far-reaching effects of PD. These effects align with Bubb and Earley's (2010) framework that recognises that the impact of PD can go beyond a classroom or school to reach teachers and students in other schools, in this case, to the broader Ghanaian school community. Interestingly, neither the school documentation nor the PD Lead mentioned these conferences or seemed aware of the reach of HNTs' PD in affecting the wider education community.

5.4 Theme 3: The Value of HNTs' PD

5.4.1: Leadership Attitudes - Investment in HNTs' PD and Promotions

The school leadership showed how they valued HNT and their PD through innovative approaches to preparing them for promotion within and outside of the school.

Preparations for promotions and career growth had been mentioned in Mary's interview and within the policy. Mary explained that the school leadership had become aware that HNT seldom applied for middle and senior leadership roles when advertised at the school. Instead, they applied for promotions at Ghanaian independent schools without any IHT. Leadership's analysis of this situation highlighted a lack of confidence and a sense of ill-preparedness among the HNT when considering roles in international schools, including Orion. Digging deeper into the causes of this lack of confidence, Mary and her leadership colleagues consulted HNT to discover that they felt their qualifications and experiences did not put them on an equal footing with IHT coming to Ghana from international schools abroad. Mary explained that the school leadership saw this perception as problematic because some HNT were leaving Orion when their expertise had developed and the teachers had the most to offer the school. The leadership also wanted to be less dependent on international hired middle and senior leaders who only stay for a couple of years before moving, show a lack of institutional knowledge, and whose recruitment is costly. Additionally, Mary said she and the Head had been promoted to leadership positions as HNT and wanted to see other Ghanaians take the same steps.

To address the HNTs' perception that they were less suited to promotion than IHT, Mary and the SLT created three internal Career Pathways, exclusively for HNT. Mary justified the targeted membership of HNT-only Career Pathways as necessary to ensure the perception of 'a level playing field' across the staff with the goal of HNT and IHT applying for middle and senior leadership roles at the school. This targeted intervention shows an appreciation of teachers' different needs and contexts in international schools (Bailey & Corker, 2019) and the importance of considering teachers' cultural contexts when designing PD (Deveney, 2007; Hofstede, Hofstede and Minkov, 2010). While membership of the Career Pathways is not inclusive, such interventions can be justified to address inequity issues and achieve fairer representation for under-represented groups like HNT at Orion (Kendi, 2019; Gardner-McTaggart, 2021).

Each Pathway required a teacher to commit to a two-year school-organised PD programme, and participants received a small monthly stipend to recognise their commitment. The programmes recognise that not all teachers seek promotion or want to become leaders. Some HNT may wish to develop mastery in their existing roles through action research; others may want to extend their pedagogical expertise. The Career Pathways were:

- 1) 'Teacher as leader' — preparation for a middle or senior leadership role.
- 2) 'Teacher as researcher' — opportunities for action research projects to improve practice.
- 3) 'Master teacher' — opportunities for teachers to excel in their current role and mentor others.

Everyone following Orion's Career Pathways worked with a senior team member as a coach or mentor and participated in a wide range of PD experiences, including job shadowing, visiting other schools or working online with an external expert on a specific project. Mary explained:

We put these teachers who have selected these Career Pathways together to motivate each other, share ideas, and get ready to apply for a promotion in-house. So, from the HR point of view this also encourages them to take part in PD, people are really interested in moving up, in taking part and that's because you'll be recognised as being that top-notch educator in the school.

Abdul spoke about his participation. The Pathway he chose was for teachers to gain experience in aspects of leadership in preparation for applying for such a role.

He commented that:

The Pathway is a big PD project. It takes time to shadow and meet with your mentor, so I haven't asked for any other PD this year. Once this is finished next year, I want to study more about leadership, maybe from an American university online.

The Career Pathways are significant for several reasons. Firstly, their creation shows that the leadership wanted to overcome the barriers preventing HNT from applying for promotions in an international school, an issue that has been reported across the sector (Canterford, 2003) and specifically in developing nations (Bailey & Corker, 2019). The lack of preparation for leadership roles in Ghanaian schools has been identified before and is seen as a significant gap in PD provision in the country. The scarcity of PD to prepare teachers for leadership roles has been argued to be so severe that it acts as a brake on broader school improvement in

Ghana (Zame et al., 2008). That Orion was addressing this gap in PD provision is significant in the national context as well as for the school's HNT.

In relation to this, the leadership appears to value HNT and their PD to the extent that they want to retain them. Such an approach supports the growth of an international school when demand has been growing and the workforce must expand to keep up (Hayden and Thompson, 2013). It should be mentioned that the cost of recruiting IHT had also been cited as a factor for retaining HNT and supporting them into leadership roles. However, Mary's words about her journey (and that of the Head teacher), from HNT to leaders in an international school, are significant in showing how these leaders are motivated to support other HNT in gaining promotions. The fact the Career Pathways are open only to HNT illustrates how school leaders have identified obstacles and issues of equity and developed strategies that can lead to a more inclusive representation of teachers in leadership positions. Some argue such a targeted intervention is necessary to challenge the culture of whiteness in international schools that prevents the recognition and valuing of HNT (Gardner-McTaggart, 2021). It can therefore be said that leaders value HNT and their PD at Orion.

5.4.2: Teacher Attitudes - HNT Value PD and Prepare for Promotion

The HNT valued the PD opportunities offered to them, the choice available to them and their ability to shape their PD experiences to suit their needs and interests. There was a high degree of motivation to engage in various types of PD,

which increases the likelihood that PD will be effective in achieving its goals (Komba and Nkumbi, 2008; Mwangi and Mugambi, 2013).

The teachers shared a universal motivation of the type Duckworth (2019) described to become better teachers and saw PD as instrumental in helping them achieve this. Abdul explained, 'What motivates me? I think the changing pace of education and also the need to improve on what I'm doing each and every day'. PD was the vehicle through which Abdul saw professional improvement and the chance to remain up-to-date and relevant in a fast-changing world.

Juliette expressed the value of PD to her thus:

For me, to be honest with you, it's a passion. I'm everywhere and anywhere. I crave making myself a better teacher. I really do. Whatever I'm teaching, I have to find a new or better way of teaching it. I have to find; I search, I ask.

Monica also expressed her views on the value of PD to her:

If you are not interested in educating yourself, upgrading, I'm sorry, you should go home and stay in the shade. When I hear about these opportunities, I jump at it because this [teaching] is what I've chosen to do. If I've chosen to do this, I need to get myself equipped to deliver. When I deliver, then I continue to remain relevant.

The mention of 'relevance' was interesting as it reflected teachers' views towards PD in other studies (Sparks, 2005; Franey, 2015; Brown et al., 2021). However, these studies outline how teachers say PD must be relevant to their needs. Abdul and Monica's words suggest that teachers need to commit to remaining relevant as teachers by connecting with how the world is changing, and specifically, how teaching and learning are changing.

Maria's view about the value of PD was similar to her colleagues' but with an added appreciation of how the pandemic had necessitated that PD meet the needs of changing times:

A love for what I do. Then a love for the students. I'm thinking about the students, who am I teaching? The students I'm teaching is [sic] definitely different from those I taught five years back. We live in different times, different situations.

The shared passion and enthusiasm for PD amongst the teachers went further than just wanting to improve their work and showed they were not operating in the lower levels of Maslow's Hierarchy (Hedges, 2000). Several of them linked PD to improvements in their practice, student learning outcomes, and helping students develop as learners. This link reinforces the earlier data suggesting teachers saw a connection between their PD and improved student learning (Guskey, 2002a). This connection was also discussed in their views on the definition, purpose and motivation to engage in PD. The teachers' view of the interrelationship between their PD and student learning is stronger than that of the PD Lead. Based on their experiences, PD directly impacts their students' learning.

The group described how they were either asked to participate in PD or requested specific experiences. Monica said:

There are times when we are specifically asked to do certain courses or take part in certain professional development and there are other times where you come up as an individual to go for your own choice.

Mary's description aligned with the teachers' views. She displayed an intimate understanding of teacher needs and skilful leadership, bringing teachers to view

their PD experience as highly valued. Mary shared her perception on why teachers valued PD and were motivated to engage:

The teachers have their own goals and aspirations, and this is what drives them to PD. And then, of course, the school also sets goals for teachers for growth and promotion, goals that teachers must obtain if they want to move up, so that helps with the motivation.

Mary's perspective was that to motivate teachers to engage with PD there needs to be a balance of intrinsic and extrinsic motivators (Maslow, 1966, McMillan et al., 2014). She stated that teachers want to do well and be the best they can be, but they also want to know they are valued, that the school leadership sees potential in them to be more than they are at present and recognised their commitment to developing in the form of a stipend. She said that the motivation for PD comes when the school:

...helps them develop and grow in the teaching profession, not just for skills they are proud to teach our kids but also skills they want to develop themselves, if in future you want to leave and go elsewhere, with these mastery skills, you will be in demand in the education market as well.

The leadership's understanding of motivation resonates with Maslow's highest level of need, self-actualisation (Lester, 2013), in which teachers experience learning, challenge, personal and professional development, recognition, and enhanced opportunities. Viewing the school's approach through Herzberg's two-factor theory lens, teachers are highly motivated as they experience achievement, recognition, and pleasure from participating in the PD (Dartey-Baah and Amoako, 2011). The school has an advanced understanding of motivating their teachers to engage in PD, develop their role, or apply for promotion. This understanding shows

commitment on the school's behalf to develop optimal conditions where teachers feel supported, appreciated and encouraged to excel at their current job and be ambitious when considering future roles.

5.5 Summary

The data sources mostly corroborated to form a detailed description of HNTs' PD at Orion. The school leadership had a keen understanding of how to organise PD experiences to meet the needs and preferences of their teachers. This insight had been achieved by the leadership's willingness to consult with HNT on their preferences and by having an appreciation of how to lead and embed change effectively (Fraser et al., 2007). HNT highly valued PD and keenly appreciated its potential to improve their practice. They faced no apparent issues of inequity or restricted access compared to IHT. The considerable efforts made by the school leadership to design PD that meet the needs and preferred learning modes of the teachers was reciprocated by teachers engaging in PD with motivation, appreciation, and purpose (Bubb and Earley, 2010). The HNT were emotionally committed to PD (Moshe, 2004) and gained pleasure from engaging with it, professionally and personally (Bullough and Pinnegar, 2009).

Chapter 6: Findings and Discussion of Themes Emerging from Msitu International School

6.1 Introduction

This chapter details the findings from the final case study and follows the same format as its predecessor. The themes and sub-themes can be seen below.

Table 6. 1 - Themes and Sub-Themes at Msitu International School

Theme 1 – Conceptualising HNT PD	<ul style="list-style-type: none">• Definitions: PD about improving student learning• Purpose: PD to adapt to international curricula and improve student learning• Form: PD is mostly an on-site process
Theme 2 - Design and effects of PD	<ul style="list-style-type: none">• Design preferences: Collaboration and student outcomes valued in HNT PD• Effects: Multiple effects from HNT PD
Theme 3 - Attitudes towards HNT PD	<ul style="list-style-type: none">• Leadership attitudes: Value is seen in HNT PD and in-school promotion• Teacher attitudes: HNT value PD for improvements to student learning

The school's name has a pseudonym from the Twi language. The PD Lead (pseudonym Ruth) is a host nation teacher with 33 years' experience in independent and international schools in Ghana. Her job title is Head of Teaching and Learning with a remit across the whole school that includes the development of all staff, not only teachers. Ruth was promoted to this post in the school seven years ago.

The teachers have the pseudonyms Adzo, Christina, Faith and Steve, reflecting their gender. The staff comprises 65% HNT and all teachers are mandated to attend six PD Days annually. See Appendix 4 for more details of the case study school.

6.2 Theme 1: Conceptualising HNTs' PD

6.2.1: Definitions - PD about Improving Student Learning

The school did not have a specific PD policy. However, a section of the five-year strategic plan was dedicated to teacher PD. The plan started last year (2020-21) and will conclude in August 2025. It was written by the school's senior leaders and revised after feedback from an external consultant. There was no evidence that teachers were involved in the writing process or consulted about its content and the HNT in the focus group were not aware of the goals concerning their PD in the strategic plan. PD is the fourth of eight goals in the plan and aims 'to hire, train, orient and retain excellent educators. The document uses the terms 'educators' and 'teachers' interchangeably. The PD goal fitted across two A4 pages in the strategic plan, the same space allocation as the other goals. The goals were organised in order of priority as determined by the Head teacher and were agreed by the governing body. The PD goal was preceded by goals for 'Raising Achievement', 'Child Protection' and 'Improving Student Wellbeing'. The introduction to the PD goals states:

1. We believe teacher development is a continuous and lifelong process through which educators develop their personal and professional abilities

and improve their knowledge, skills and practices. This leads to their empowerment and their transformation as learners.

2. We believe that educators who are passionate and deep learners will inspire students to achieve their best potential and embrace a deep love for learning.

3. We commit to developing an extensive yearly professional development programme for all staff, including building the capacity of educators from Ghana.

These goals illustrate the school's conceptualisation of PD as an ongoing process of learning and development that will improve teachers' practice and, consequently, inspire students. The goals refer to PD 'inspiring' student learning but stop short of linking student learning outcomes with PD in the way that some researchers have argued is essential when defining PD (Guskey, 2002a; Timperley et al., 2008). There was no indication of how the 'inspiring' of students would be defined, understood or measured. The choice of the word 'inspiring' intrigued me as a nascent 'practitioner-researcher' (Lee, 2010, p.25). The term seems more suited to a mission or vision statement than a strategic plan as reporting achievements or progress is problematic (Bubb and Earley, 2010). I wondered if the word was used to intentionally avoid 'improving student learning,' which is more common in strategic documents. Another interesting point was the goal of building the capacity of HNT through PD, suggesting that the leadership

perceives specific issues or needs of this group. Later questioning would explore these matters further.

The strategic plan's statements seemed presumptive as neither the teachers nor students were consulted in their creation. Indeed, they originate from the leadership and are imposed on teachers participating in PD. Such an approach can be dangerous, as not consulting teachers about their PD process can alienate them and reduce PD's effects (Komba and Nkumbi, 2008).

Regardless of the strategic plan, the PD Lead, Ruth, had different ideas on how PD was conceptualised at the school. Two statements connected with Ruth's view of PD. These were:

Statement 4: The enhancement of pupil outcomes, but which also helps to bring about changes in practice and improves teaching.

Statement 1: The participation in learning opportunities such as conferences, courses, in-school PD Days, online tools such as social media.

Ruth said, 'We're looking at ways to enhance our students' learning and we need to improve our teaching to do this'. Statement 4 reflected Ruth's goal. She explained how she saw a direct link between improving teachers' practice and student outcomes. She described how the school had brought in external experts to run exam preparation classes, revision workshops, and memory technique workshops with the students. These direct interventions, she said, should only be 'nice extras' as the main route to improving student outcomes should be

developing the teachers so that their practice improves and meets the 'challenge of constant change in schools'. Ruth's view on this aspect of PD had a stronger focus on student learning than expressed in the strategic plan.

Statement 1 was Ruth's second choice. Explaining her selection, she said: 'we focus on a lot of learning opportunities with conferences, courses, in-school professional developments and a lot of online tools as well'. She continued '[Statement] 1 is the method and 4 is the goal'. Ruth added that Statement 4 describes how the school 'checks to see if it's actually delivered; if you've got a return on investment'. Statement 4 is a paraphrased version of Bubb and Earley's (2007) view of staff development. Statement 1 is based on Porritt et al.'s (2017) description of professional learning experiences contributing to developmental outcomes. Positioning these statements as she did, Ruth understood the potential of PD to improve student learning and how this could be achieved. Her focus on PD events, many of which occur outside the school, suggests that Ruth conceptualised PD less as an ongoing process and more as a series of inputs that deliver a goal. No mention was made of informal, peer-to-peer or team-based PD between colleagues. Despite probing, no explanation arose to clarify the tension between the different conceptualisations of PD in the strategic goals document and those of the PD Lead. Ruth had been part of the team that wrote the school strategic plan.

The HNT defined PD differently, the focus group forming two viewpoints. Christina, Steve, and Adzo saw connections between three of the statements and, through

detailed discussion, decided that PD could be defined by putting the statements in a set order. For them, PD is defined as:

Statement 3: The constant development of knowledge and professional skills throughout one's career in education.

Statement 4: The enhancement of pupil outcomes, which also helps to bring about changes in practice and improves teaching.

Statement 5: The development of knowledge and skills will effectively improve student outcomes.

The three HNT justified their choices by suggesting that Statement 3 conveys 'a sense of professional responsibility and motivation' that challenged them to continually improve throughout their teaching career, linking with ideas of how teacher professionalism informs attitudes to PD (Collinson and Fedoruk Cook, 2001; Day and Leitch, 2007). Steve explained the importance of teacher motivation for PD when he said:

We are very aware that trends in education change. There's always new research. We also work in a school with children from so many different countries. Expectations are pretty high, so everyone here knows that learning should be a constant. We always try to keep up with the research, so I would say that it's common for all of us.

Steve's view concurs with the strategic plan in seeing the need for teachers to be continuous, lifelong learners.

The three HNT saw Statement 4 as the next defining part of PD. Adopting this statement and its position in the middle of their three choices was due to teachers' central role when actively engaging in the PD process to change their practice. They agreed that Statement 5 appeared to be the best option to define PD at first glance but acknowledged it is unachievable without teacher engagement and changes to practice. They felt Statement 4 was valuable as it recognised the pivotal role of teacher attitudes and teachers' practice in improving student learning. They thought it essential to realise this before progressing to Statement 5, which offered a powerful reminder of why PD matters to them. Steve and Adzo endorsed Christina's explanation below:

The reason why I'm doing this PD is to develop me professionally, so I enhance my pupils' outcomes, but this can only happen if the PD helps to bring about changes in practice and improves my teaching. You can't jump over that stage.

This definition takes the form of a process, showing the teachers perceived PD as more than events and aligns with others (Guskey, 2002a; Timperley et al., 2008; Desimone, 2009) by connecting PD primarily with the improvement of student learning. The teachers' recognition of the role of teacher learning in improving student learning resonated with Ruth's view that sustained improvement to student outcomes required teacher PD. However, the teachers went further than Ruth and the strategy document by connecting the PD stages needed to improve student learning into a process.

Faith had a different definition of PD that started with a focus on improving student outcomes, followed by the recognition that this requires continual learning and

development on the part of teachers. Faith began with Statement 5 then Statement

3. Faith was clear in her rationale for her definition of PD:

We are in this business because of the children. We get up and break our backs because of the kids. We want them to improve on what they are learning in school. PD sessions are held for me primarily to improve on what I can do in the class so that the children get to learn better. But you need [Statement] C. If I don't get to develop, how do I transfer that to my kids?

The teachers' different views may partly be due to ordering the components in the PD process. Faith states that the first part of the definition should refer to student learning, whereas the others consider this the terminal point in the PD process. However, the similarities outweigh the differences in the responses to this question. There was concurrence among the teachers that the core defining feature of PD was improving student learning, which required teachers to be motivated to learn and develop continually, which aligns powerfully with Bubb and Earley's (2007) view of PD.

6.2.2: Purpose - PD to Adapt to International Curricula and Improve Student Learning

The strategic plan explained how the school leadership understood the purpose of PD. Following the defining statements discussed above was a list of objectives.

These were:

- 1) A yearly professional development programme for staff that is personalised, data-driven and focused on the school's learning principles.

2) A Personal Development Plan (PDP) for educators linked to a yearly evaluation process.

3) A local teacher-training programme to meet the needs of teachers adapting to the international curricula.

The document stated PD's purpose is linked to the teacher appraisal process and broader school development goals. Reference to the development of HNT acknowledges that these teachers are familiar with the demands of teaching in Ghanaian government schools but will need support in 'adapting' to the curricula and pedagogy of international schools. The document wording gave the impression that PD is about writing plans and participating in events more than actively engaging as changemakers (Brown et al., 2021).

Ruth's understanding of PD's purpose offered greater insight into how the school leadership saw the purpose of teacher PD. She explained that:

To improve student outcomes is what we want and that can only happen through a school improvement plan and that plan should and must include teacher change and growth. Yes, it's very interconnected because, in the end, the most significant is looking at improved student outcomes.

She further illustrated how she saw the purpose of PD as the driver of school improvement and student learning, saying:

We need to unlearn and learn new ways to develop as a school, which is very, very important. We can't achieve that if we do not invest in our teachers' professional development because that's the core of everything. You can only do that by having the right people with the right skills at a certain level.

Ruth offered a refined purpose specific to HNT. She explained that ‘over half of our staff are locals and we [including herself] have opted for an international curriculum and can only do that by providing us with the right PD’. The purpose of PD for the HNT who were new to international curricula was to support them as they adapted their pedagogy to suit their new context. Ruth explained this purpose further:

When they come for interview and we have them do a demo. lesson, we notice it’s very traditional. It’s more of the old system, more traditional and they need a lot of support. It’s because of their qualifications from the country itself.

The school supports new HNT with a varied PD programme that includes travelling to PD events outside Ghana ‘because it’s not easily accessible here’. Ruth saw the lack of PD events appropriate for the PYP offered in Ghana as unfortunate and necessitating travel overseas. Journeying further afield increased travel costs and time away from school; however, she argued that the HNT benefited from attending PD events abroad as:

Exposure is very important. Sometimes I feel okay; yes, we can do the training online but it’s important to send someone abroad to get the exposure of [meeting], other teachers, teaching the same curriculum in different countries in international schools. This person will bring the experience back to the school, so that’s a purpose too.

Ruth had a clear understanding of PD’s purpose, especially for HNT. Her view concurred with the strategic plan but was not reflected in the HNTs’ experiences as the goal of attending PYP events outside of Ghana was more aspirational than actual.

The teachers' views on PD's purpose split along similar lines as in the previous discussion. Christina, Steve, and Adzo agreed that the most significant purpose of teachers' PD was to improve student learning and consideration was given to other purposes, such as improving teachers' practice. Still, they felt that these were a means to improve student learning and should not be considered the core purpose. Adzo summed this up in saying that the purpose is to 'improve students' outcomes because, as teachers, we are here because of the students. Steve suggested that the school leadership also believe PD's purpose is to improve student learning, and that is why they fund it. He said:

When the school pays for PD for teachers, they look at how the teacher can improve student outcomes. Once student outcomes are improving, I believe that the school itself will be improved. Then, teachers change, and growth will set in as well.

Faith expressed a slightly different view to the others. She saw PD's purpose as multi-faceted; to improve student learning, change teachers' practice, and facilitate school improvement as an intertwined process. She argued that it is impossible to separate these when considering PD as the outcomes cannot be separated. She stated:

I need development to change and that will bring growth. When that happens, you improve the student outcomes, and the ultimate gain would be the school's improvement. For me, I think all three are intertwined. One cannot work on only one; the three must work together so that the school improvement becomes better.

Faith was not disagreeing with her colleagues, as improving student learning was core to how she viewed the purpose, as it was to her definition of PD. The

difference was how she perceived the range and potential of PD as a catalyst for change and improvement. Whereas the others were clear in prioritising PD's purpose in student learning, Faith argued that the purpose could not be separated as her colleagues had suggested because the concept of teacher PD is complex and far-reaching.

There were connections between the three data sources on the purpose of PD. The strategic plan and Ruth's words outlined the high-level purpose of supporting HNT adapting to international curricula and the document mentioned the creation of individual plans (PDP). The teachers' views showed a pragmatic understanding that while adapting to the demands of working in an international school, the purpose of their PD was to improve student learning. Once the teachers have been at the school for several years and become accustomed to the context, the school's strategic planning recognised their ongoing PD needs less.

6.2.3: Form – PD is Mostly an On-site Process

Teachers had a range of on-site PD Days and online and off-site PD options. The online PD options were mostly for international curricula such as the IB courses. Off-site PD occasionally involved travel to international events, most likely in the first two years of teaching at Msitu.

The school brought in one external facilitator to lead whole-school PD Days each year. The facilitator was chosen to help the school deliver one of its strategic goals by initially working on-site (when travel is possible) with the whole staff and then working with teams to implement the outcomes in context. Usually, the facilitator

continued to work with teams via remote online workshops and coaching sessions for the rest of the school year, extending the PD experience beyond single events into an ongoing process.

For off-site events, Ruth said, 'every year we send a few teachers out on PD courses for the PYP or to the AISA Conference'. The leadership favoured teachers working with those from other international schools to learn how they deliver their curricula. Additional to the curricula-specific off-site courses, the school saw value in attending the AISA Conference as their teachers learn how teachers in international schools across Africa develop their practice. Leadership's views appeared to concur with researchers who argue that PD is more effective if it builds on past experiences, the specific work context (an international school) and is relevant to the real-life challenges teachers face (Sparks, 2005; Franey, 2015; Brown et al., 2021).

Ruth mentioned that a few teachers had attended 'a workshop done by the Ghanaian National Teachers' College, and we encouraged them but there was really nothing in it for them and national events have a different agenda'. This view supports her earlier comment that there are few PD opportunities in Ghana for teachers delivering IB curricula like PYP.

Ruth said little about informal PD or peer-to-peer PD opportunities in the school which caused tension with the description of PD in the strategic plan. This tension may have resulted from Ruth thinking of the visible events she organises as part

of the PD process rather than the informal, in-school PD experiences, relationships and internalised change that she does not see.

The HNT spoke about the six PD Days that occur evenly across the year, explaining how the school leadership chose the focus for the PD Days, often arranging for an external facilitator to lead them. As with the PD goals in the strategic plan, there was no consultation with teachers on the focus for the PD Days. After each PD Day the focus was continued in smaller teams such as departments in the high school and year teams in the primary school. In these smaller groups the teachers shared strategies, reviewed implementation and planned to embed sustained change (McArdle and Coutts, 2010). The teachers' insight into the post-PD Day small group work showed that Ruth's conceptualisation of PD did not capture the team-based and informal PD. The teachers described how they chose how to implement change and formed communities of practice after PD Days with the more experienced informally supporting the less experienced (Bentall, 2020), thus embracing strategies that improve the effectiveness of PD programmes (Opfer and Pedder, 2011).

The teachers also discussed individual PD experiences in similar terms to Ruth. It was clear that attendance at external courses and conferences became less common after the second year working at Msitu, and after completing their first two years of service there were only two examples of attendance at an international course. However, many examples of online PD were available to the teachers, although most discussed PD in their teaching teams.

It became clear that most of the teachers' PD occurred in collaborative settings with close colleagues where ideas from whole-school PD Days were developed, good practices shared, and student needs addressed. Teachers and teaching assistants who teach the same grade met weekly, and these meetings provided the opportunity for continual PD embedded in practice. Steve explained his experience of team-based PD:

If there is anything new from a PD Day that we need to learn more about, we sit down, discuss it. Then we decide what to do in our classes. Sometimes we agree to try different things and talk about what worked in the next meeting.

It can be seen that whole school PD initiatives cascaded down from the whole-school context to teaching teams. The teachers shared PD experiences within the past 18 months (Appendix 4) that included several references to PD in teaching teams after PD Days. Within teams, initiatives were operationalised and implemented with considerable room for experimentation and professional judgement when planning their next steps. Adzo discussed how issues with the curriculum, topics students found challenging, and other student-based matters were also focused on in team-based PD. Adzo explained:

A team way helps a lot because you cannot always know what exactly is happening, but once you share the ideas coming from everyone, you're able to muster up whatever each and every one has, we're able to do the work or be able to teach more effectively as a team.

The team-based PD centred on collaboration and informal peer-to-peer learning, similar to that discussed by Fullan (2005) and Cordingley et al. (2015). Furthermore, Christina illustrated how informal PD grew out of the team-based

approach and was usually initiated by the teachers to develop their practice. She explained:

I know a teacher who's really great at maths, so I tell her that I'm going to come to this lesson, and I just go there. We are pretty flexible as a school on that. A teacher can go and sit in another teacher's class.

The teachers added detail and depth to Ruth's explanation of the PD experiences available, including the informal arrangements made between peers and in teams. When discussing formal PD events, the different data sources concur. The descriptions of the teachers' less formal, day-to-day PD experiences illuminate the picture of PD at Msitu and illustrate it as a continual process of change and improvement instigated by the teachers, rather than isolated events organised by the PD Lead. In conclusion, Ruth's conceptualisation of PD rested on learning events. At the same time, the teachers took the events and made them part of an ongoing process to develop their practice to improve student learning.

6.3 Theme 2: Design and Effects of HNTs' PD

6.3.1: Design Preferences - Collaboration and Student Outcomes Valued in HNTs' PD

When discussing the teachers' views of features that make PD effective for them, there was agreement on the following:

Statement 3: A focus on student learning and outcomes.

Statement 1: Active and collaborative professional learning sustained over time.

Aligning with their views on the definition and purpose of PD, the teachers reiterated the importance of student learning in PD design. Christina summarised the group's views when she said, 'the most important thing I would want is a focus on students' learning and outcomes.' Steve added his thoughts: 'I always lookout for something that will help me connect with my students better, so a focus on student learning and outcomes will be the first one for me'. This preference shows consistency in the teachers' views throughout the data; student learning outcomes are at the forefront of their thoughts on teacher PD. Faith explained this priority when she said:

It's essential to me that whatever has been done or what has been taught during the PD, you come back and put it into practice so we can sit back and say, 'This PD has really helped me because I've been able to do this with this child', and then helped in my teaching as well.

Adzo explained the preference for active collaboration sustained overtime:

...we can't do this without collaboration; it won't work. No teacher can do very well without falling on the others to find out where he's having challenges or trying to learn new ideas.

All the teachers preferred collaborative PD, saying it was core to how they operate as teachers. Collaboration was also at the core of the teachers' description of how they engaged in on-site PD. They spoke of teaching teams working together to develop shared understandings that maximise the effects of PD. This type of action aligns with researchers who argue that collaboration can make PD more impactful (Hoque et al., 2011; Bentall, 2020). The focus on sustainable PD also received positive acclaim. Christina stated, 'if it's [PD] sustained over time, we learn better, and we may understand things deeper, so that helps'. This statement added to the

teachers' earlier description of PD as a process that takes practise, experimentation and time, and suggested a culture of peer-to-peer learning, support and inquiry as described by Fullan (2005).

There were divergent views on other priorities for PD design. Three HNT commented that they preferred to focus on Statement 2 (follow-on opportunities to apply learning in practice) as their next preference. This perception was explained by Steve, who, aligning with others (Yoon et al., 2007; Cordingley and Bell, 2012; Sims et al., 2021), said there needed to be:

...many follow-up opportunities to apply learning in practice time and again; otherwise, there's no point to it because we have all these things up here [pointing to his head] that we may not use and there's no point to that.

Contrastingly, Faith suggested that the evaluation of PD outcomes is more critical than follow-up opportunities. She justified this by stating that evaluation data informs what the follow-up opportunities should be and whether they deliver the expected outcomes. This difference did not reflect mutually exclusive viewpoints and it may indicate a difference in the ordering of steps in the PD process. Faith was mindful that follow-on opportunities need to be monitored and evaluated, suggesting that this focus requires attention before any follow-on opportunities are conducted.

Ruth took a different view of the design and effects of PD. When shown the components of effective PD, she did not prioritise or choose only some, saying all Porritt et al.'s (2017) PD features (Appendix 8) are vital in PD design.

Ruth concurred with the teachers when she said, 'We need to make sure that they [teachers] collaborate and work together as a team to implement these new things that they've learned'. Other than this, Ruth expressed that the school's leaders needed to understand how the teachers preferred PD to be structured and what makes PD effective for them. She suggested that the leadership should decide how:

...we are going to evaluate what we put into practice, make sure that it's implemented, how effective has it been, how is it going to improve on student learning and so on.

Ruth had mentioned earlier that she and other leadership team members were working on a teacher evaluation and development process. It may be that examining teachers' design preferences for PD could be included in this review. Once in place, individual teachers may have a more significant say in what PD options they need and want, so an understanding of preferences will become apparent. Presently, the school leadership is selecting PD experiences for HNT in their first years at the school without appreciating how they want their PD to be structured or learn best. Such a lack of awareness of teachers' PD preferences does not ensure that PD is set up for success (Fullan, 2005).

6.3.2: Effects - Multiple Effects from HNTs' PD

The teachers shared a wide range of effects illustrating how PD benefitted teachers, students, and the school. Christina described how this manifested:

PD, when it is effective, has improved the school generally because we know the school's goals, for example, teaching 21st Century skills and so forth. PD gives us a clear understanding of exactly what the school

expects of us because people understand things differently, but when we attend the same PD Days, it gives a common understanding of what the school requires of us.

She went on to discuss how PD outcomes have had a positive effect on the school community:

I think it has genuinely improved the school atmosphere. Everybody has a clearer understanding of the school's goals and what we are expected to do to achieve them. It has also improved our use of technology quite a lot, quite significantly.

The group agreed that whole-school PD Days and the subsequent collaboration delivered observable effects that aided the sense of community across the staff and supported the creation of shared understandings across teams (Bentall, 2020). They felt that PD made teachers more knowledgeable and skilful and, therefore, more competent in their practice. There was a discussion of how PD had the effect of 'generally improving our pedagogy' and giving teachers 'more strategies to help the children access the curriculum. This data supported the view that a culture of inquiry and peer-to-peer learning existed amongst the HNT (Fullan, 2005). One of the more detailed observations was that the outcome of a PD course that enabled a teacher to 'improve 21st Century skills in the student and become more accommodative of different learning styles. That helps with improved performance.' When PD is seen to initiate improvements in student learning and meet the immediate needs of teachers, it can support a belief among teachers that PD is valuable and leaves teachers motivated to engage in further PD (Guskey, 2002b).

Referring to off-site PD courses and conferences, Adzo outlined the effects of a course she attended at Harvard University. She said, 'it really enlightened me on how kids see the tasks we give them as work'. She noted that the PD 'really helped me get the kids to understand that we are doing this together'. Steve summarised the group's thinking thus, 'Yes, PD has had a lot of effect on me and what I take into the classroom'.

There was agreement in the group that effective PD benefits students. One example showed how Christina observed a colleague teach part of the maths curriculum, learning from that experience and then using some of the approaches with her class. The students understood the concept faster and avoided the mistakes made by the previous class, reflecting PD's effects on learning described by Bubb (2017). Another example was a PYP PD course that led the teacher to change how an inquiry was introduced to students. This change results in students demonstrating their ability to devise learning objectives rather than copying those made by the teacher. Steve's words reflect the thoughts of the group:

It's actually improved student outcomes and our students are really, really doing well when it comes to that because of the PDs we do and learn, and they, in turn, help our students with it.

The group perceived many positive effects from PD for all the stakeholders discussed.

Ruth identified a range of PD effects she observed for various stakeholders. For teachers, she witnessed the improved quality of teaching and learning strategies and the evaluation of different teaching methods. This latter point was explicitly

relevant to HNT, who completed their teacher training following a traditional understanding of pedagogy in Ghanaian training programmes. The ability to adapt their practice to the PYP curriculum and differentiate learning to meet student ability was an effect Ruth credited entirely to PD since joining the school.

Ruth described the effects of PD on students and their learning. She maintained that 'by the time they [students] get to the IB Diploma Programme, their scores, grades, and everything have improved and the universities they go to shows that they stand out'. Ruth argued that PD led to the delivery of the school's mission and vision, i.e., active participation in the international schools' community and fulfilling programme standards that they also subscribed to like the IB. In addition, PD improved the school's reputation. Indeed, there has been an increase in 'the number of applications from new students, which is a pointer that the school is doing well'. This popularity illustrated that PD is not only seen as valuable by the participants but by parents and the wider community, thus rippling beyond one teacher and their classroom as described by Bubb and Earley (2010).

There was a gap in the school leaders' understanding of how teachers prefer their PD to be designed, and in the efforts made by teachers to work collaboratively to implement change as part of PD. Ruth freely expressed that this was an area the school leadership would work on to deepen their appreciation of how teachers view effective PD and how the school assesses PD effects. The documentation and PD Lead had limited insight into these aspects of PD and how teachers experience it at Msitu. The data provided by the teachers added detail to aid understanding of PD at Msitu School.

6.4 Theme 3: Value of HNTs' PD

6.4.1: Leadership Attitudes - Value is seen in HNTs' PD and In-School Promotion

Ruth outlined why she believed that the school's teachers valued PD, setting out three motives she believed teachers had for engaging in PD:

- 1) Compliance with the mandatory PD requirements, such as the PD Days at the start and end of each semester, which she described as 'just part of the job'.
- 2) A passion for continual improvement in current roles, displaying intrinsic motivation.
- 3) Preparing for promotion within the school or to move to another international school, displaying extrinsic motivation.

Most teachers, Ruth said, valued PD opportunities with very few engaging only when they had to.

The second and third motives were of greater interest as they offered insights into how Ruth saw teachers actively valuing and engaging with PD. Ruth perceived that the motivation to improve was widespread amongst the teachers, with the majority 'really wanting to improve and do better and grow' regardless of whether they are HNT or IHT. Ruth suggested that the school attracted HNT who are enthusiastic about PD. There is a clear expectation to work hard to adapt to the international school context when they arrive. This change involves teachers

investing a significant amount of their time in PD during their first two years at the school. Those Ghanaian teachers unwilling to commit to this expectation are rejected in the interview process or the probation period. Thus, the HNT employed at Msitu are selected for their passion for PD and the value they place on it, meaning these teachers may be more committed to PD than others. Linked to this is the view that PD is a means of securing promotion because 'some want to be teacher leaders or get promoted to a higher role in the organisation'. Ruth described how the school usually seeks internal candidates for new positions before recruiting externally. She explained:

We have a lot of promotion from within the school. Be it teachers moving from a teaching position to a coordinator position or even to a head of school position. We prefer it this way because we want to focus on Africa; it is right. We're in Africa, but we're an international school.

The leadership considers familiarity with the school culture and the cultures within the school as highly valuable when promoting teachers, as Ruth asserted:

If the teacher does not understand the school's culture and the culture of the 56 nationalities we have, it would be very challenging for anyone coming from outside to adapt to the setting. We do prefer someone from inside.

The leadership is intentional when deciding whether to recruit IHT. Ruth explained, 'Sometimes we target people from abroad for certain positions because we need them to bring something inside the school'. Msitu's leadership preferred internal promotions and hiring HNT rather than IHT. Ruth stated that the leadership needed to invest in HNTs' PD for there to be internal host nation teacher candidates suited to take middle and senior leadership positions in an international school like Msitu.

As she explained, the leadership's quest for more internal promotions partially motivated the specific focus on HNT in the strategic plan. Ruth's explanation suggests that the leadership valued HNT and wanted to invest in their PD in order to retain them at the school. This strategic goal recognises international schools need to work harder at retaining HNT (Hayden and Thompson, 2013).

On a personal note, Ruth illustrated how internal promotions at the school impacted her career:

I started off as a teacher here after six years in a government school and then I became a coordinator and then I became the head of the primary school. Now I oversee the curriculum and PD. I worked my way up through professional developments, courses online, conferences, and so on.

The PD Lead clearly understood what motivated teachers to engage in PD and illustrated how HNTs' PD could be valuable in securing promotional opportunities at Msitu. However, there is a slight misalignment with the teachers' views which predominantly perceive the value of PD as, first and foremost, a vehicle to improve student learning. A possible explanation is that the document and the PD Lead refer to the first part of the PD process, developing and promoting HNT. The teachers see the next part of the PD process when they observe the effects of PD on their practice and in their students' learning.

6.4.2: Teacher Attitudes - HNT Value PD for Improvements to Student Learning

The teachers displayed high levels of intrinsic motivation for PD; these were not teachers struggling to obtain the basics to support their work as seen by others (Hedges, 2000; Gokce, 2010). The key motivation they shared was a desire to learn and develop to improve their current role at the school and improve their students' learning. Adzo explained this motivation when she said she was 'always eager and enthused about the school organising PD because in the long run, you are going to learn, and it's going to help you also to give back to the students'. The teachers saw a close connection between engaging in PD to change practice and the subsequent improvement in student learning. Steve expanded this point, suggesting that motivation is not limited to improving academic outcomes for students. He expressed motivation to support students to become 'better citizens wherever they find themselves and leaders to help improve the world', something the other teachers and researchers agreed with (Duckworth, 2019).

In addition to the motives above, Christina shared a more personal reason. Her primary motivation for PD was her being 'just a naturally curious person' and her dislike of being 'in situations where there's a conversation to which I cannot contribute, that is one reason I just like to learn'; her passion for learning aligning with the views of others (Osman and Warner, 2020). Faith summed up the group's motivation when she said, 'we have to move with the tides, or I'll be held back'. She continued, 'Sometimes it's not about money; it is job satisfaction'. This

sentiment reflected the motivation of the group to be the best they could be in their current roles.

It should be noted that no one linked motivation for PD with seeking promotion or applying for other roles; this is inconsistent with the strategic plan and the views of the PD Lead. The group's unfamiliarity with me as the researcher may have prevented such discussions, alternatively, these teachers may not have been seeking positions other than that of classroom teachers. Ruth saw PD as a vehicle for promotion, but this may have been based on her own experience in reaching the senior leadership team, and she perceived all teachers as having the same view and aspirations. There was synergy in the view that PD was valuable in helping teachers in their current roles. Ruth did not mention why this was valuable, while the teachers furthered their explanation in stating that the value of PD was in improving student learning. Ruth had outlined a motivation amongst teachers to engage in PD to increase their chances of promotion at the school or elsewhere. Still, the teachers do not corroborate this, showing a tension between the data sources. Ruth's perception that teachers were motivated by PD as a means for promotion was contradicted by the teachers, viewing PD as a means to be the best they could be in their roles to maximise student learning.

6.5 Summary

At the forefront of the teachers' perception of their PD is the goal of improved student learning, concurring with Guskey (2002a) and Timperley et al. (2008) that this should define PD. The centrality of student learning was reflected in their

definition and discussion of PD's purpose and teachers' motivation to engage with PD.

Overall, the teachers had strong motivation to engage in PD and saw much value in this process. However, the PD Lead only partially understood what motivated teachers to engage in PD. The leadership believed PD was preparing HNT for internal promotions; however, this was not mentioned by the teachers who expressed that their motivation was to improve the learning of their current students. The leadership had a less clear view on the effects of PD and showed little appreciation of how the teachers want PD to be designed or the effects of PD on teachers and students.

Chapter 7: Conclusion

7.1 Introduction

Before exploring the conclusions of this study, it is helpful to be reminded of its purpose: to explore HNTs' PD in Ghanaian international schools from various sources. This aim emanated from my EdD IFS, highlighting a need to explore HNTs' PD experiences in greater depth. This chapter links the literature in Chapter 2 with the findings in Chapters 4–6. Each research question will be addressed before broader issues are discussed, followed by concluding comments. The limitations of this study and areas for future research are also discussed.

This exploratory study does not intend to generalise the broader population or offer definitive conclusions that apply to similar case studies (Mason, 2017). Instead, this conclusion highlights the data's most salient findings and interprets why these issues matter.

7.2 Discussion of Research Questions

7.2.1 Discussion of RQ1: How do relevant school policies inform the implementation of professional development as perceived and experienced by host nation teachers?

Not all case studies had a specific policy document concerning teacher professional development. The lack of a policy did not indicate school leadership failing to see value in HNTs' PD in school improvement (Hargreaves, 2011). The school with two PD policies, one for IHT and another for HNT, displayed the least

concurrence of views on PD out of the three studied. The school without a policy recognised the need for one and had included the development of PD leadership (policy and practice) in the school's strategic plan.

The HNT interviewed knew of the school documentation but were not familiar with the content, nor were they involved in writing these documents.

The inconsistency with which these documents informed the management of, and participation in, PD was apparent and showed the value of triangulating the data (Yin, 2018). Arrow's PD Lead contradicted its policy in terms of definition and purpose, suggesting confusion between the policy intentions and execution. The handbook stated that an individual's annual PD budget was up to \$1500, whilst the HNT experienced budgets no greater than \$500. A further inconsistency was seen in Arrow's policy statement that external PD events should occur during the summer vacation when the school leadership, including the PD Lead, were aware that financial arrangements facilitated this for IHT but not HNT. This issue of inequitable funding and access to PD for HNT based on their employment status became apparent in this study, more so than in others' exploring views on teacher PD (Hustler et al., 2003; Goodall et al., 2005). This understanding supports the need for this study and suggests that inequity in international schools should be researched further.

Another inconsistency was seen when the HNT spoke of self-organised and informal PD experiences, as has been found in other schools, that were not reflected in the handbook or by the PD Lead (Evans, 2019). Arrow's documentation

presented a more generous and inclusive approach to PD than was experienced by HNT, suggesting that policy did not significantly inform HNTs' PD in practice. In the case of Arrow, there was little evidence that policy informed the PD Lead's practice or the HNTs' PD experiences.

Msitu School lacked a PD policy and the PD Lead accepted that this situation was problematic when attempting to understand the purpose and effects of PD. The PD leadership gave the impression that the priority was for PD to be organised and for the budget to be spent, with less concern about purpose or effects. The most substantial contrast between the PD strategic plan, the views of the PD Lead and the HNT concerned the connection between PD and student learning. The policy made little mention of student outcomes, contradicting the approach advocated by Guskey (2002a) and Timperley et al. (2008). The PD Lead and teachers concurred that PD is about improving student learning and that changes to teachers' practice are the vehicle to achieve this (Bubb and Earley, 2007; Darling-Hammond et al., 2017). This difference in the view of PD suggests that the documentation did little to inform the views or practice of Msitu's PD Lead or the HNT.

Orion was the only school that evidenced alignment between the policy, the PD Lead's management and the teachers' perceptions of PD; this being the sole illustration in this study of policy informing practice and documentation capturing the diversity of PD experiences (Evans, 2019). Orion's PD policy was a large document — by far the lengthiest and most detailed — aimed at all teachers regardless of employment status. It showed evidence that the strategic plan and

PD Lead had responded to the unique circumstances of HNT when designing tailored PD. Orion was the only school where teachers had been involved in writing the PD policy (in this study, the HNT had not been included), and where there was an intention to consult teachers when the policy is next reviewed. Such consultation of teachers can increase motivation to engage in PD and its effects (Trotter, 2006; Darling-Hammond et al., 2017). One positive outcome of this consultative approach was Orion's Career Pathways programme, designed to address a specific HNTs' PD need. The strategic plan set out the goal of developing PD for HNT. There was evidence that the leadership listened, understood, and empathised with HNT in their reluctance to apply for promotion and designed targeted action to meet the needs of HNT. Orion aligned PD policy, leadership and practice, illustrating that the strategic plan was informing practice.

The potential of PD was not realised in schools like Arrow and Msitu, where policy did little to inform practice. Predictions suggest international schools will continue to grow in many parts of the world, including Ghana. This change requires an increasing number of HNT in the workforce (Pearce, 2013), so an argument exists that offering PD that is attractive to HNT will be a necessary step for international schools to grow (Hayden and Thompson, 2013). With criticism of the PD offered in Ghanaian government schools (Tanaka, 2010), there is an opportunity for international schools in Ghana to attract HNT by offering them the PD they want and need. Developing multi-faceted PD that appeals to teachers (Osman and Warner, 2020) could be a valuable recruitment and retention tool as teachers in international schools, including those in this study, value PD. Such an approach is

justified as limited access to PD is linked to teacher retention problems in international schools (Mancuso et al., 2011).

The longest document (Orion) was the one that informed PD practice at that school more than the documents in other schools. However, it cannot be claimed that the longer the document and the greater detail it offered, the more it informed PD practice. The second-longest document was Arrow's handbook which did little to inform PD practice and rather the opposite; it gave a representation of PD not experienced by the HNT. The strategic plan from Msitu was the shortest document with the least detail whilst informing PD practice more than Arrow's handbook. The length and detail of the document did not equate to a greater impact on PD practice.

As found in other studies, the teachers in this study experienced many unplanned PD experiences not captured in school documents but that have meaning and importance to teachers (Evans, 2019). Policy, leadership, and teacher experience might have been more aligned had HNT been more involved in writing the documents analysed in this study. Such an alignment might offer a shared understanding of the definition, purpose, and effects of PD and could lead to PD being designed to suit those expected to engage in it. The success of PD programmes can increase when teachers' views and preferences are built into the process (Guskey and Yoon, 2009; Bubb and Earley, 2010).

7.2.2 Discussion of RQ2: How do the PD Leads' perceptions inform host nation teachers' professional development?

In all of the schools, the PD Lead informed the management of the HNTs' PD, which informed the teachers' PD experiences. The PD Leads operationalised the PD programme, organised the on-site PD Days, managed the budget, and reviewed applications for off-site PD experiences. In some cases (Arrow and Msitu), this role was seen as more operational than strategic and appeared not to be driven by the connection between changes in teacher practice and improved student learning (Garet et al., 2001; Opfer and Pedder, 2011). PD Leads displayed varying degrees of knowledge of, or support for, the informal PD process between colleagues, as has been documented elsewhere (Evans, 2019). Two PD Leads had limited understanding of the effects of PD for participants or the school in general. They did not display the skilled PD leadership articulated by Bubb and Earley (2010). The PD Leads at Arrow and Msitu displayed none of the appreciation shown by Orion's PD Lead that short-term PD events have a limited impact on teacher practice (Yoon et al., 2007; Cordingley and Bell, 2012). There was limited evidence that these two PD Leads were informed or even knew about the whole experience of HNTs' PD.

Across the three schools, PD Leads informed PD in varying ways. At Arrow, the PD Lead oversaw personal PD allowances that were considerably less than had been suggested in the PD policy, thus restricting teacher involvement in external PD experiences. The PD Lead saw the PD budget as a tool to aid the recruitment of international teachers rather than as a resource to improve student learning,

strongly contradicting the frameworks of Guskey (2002a), Desimone (2009), Bubb and Earley (2010), Huber (2011), Evans (2014), King (2014), Hiew and Murray (2021). When discussing inequitable access and funding for HNTs' PD, Arrow's PD Lead commented that at least the PD available to the HNT at the school was better than that offered in government schools. This view may partially explain the inequity at Arrow. There is a perception that the HNT have better PD available to them at the school than if they were still teaching in government schools (Boadi, 2017), and as such, they should be grateful for what they have regardless of the inequity with IHT. If this interpretation is accurate, then Arrow's PD Lead informs practice by enforcing systemic inequalities that constrain the PD experiences of HNT. Arrow's PD policy and PD Lead did not concur on many aspects of PD but were united in informing and perpetuating unequal access and funding of HNTs' PD. These combined actions suggested at Arrow HNTs' PD is not valued and possibly HNT are less valued than IHT.

At Msitu, the PD Lead informed teachers of options available to them in terms of facilitated on-site and off-site opportunities. The PD Lead and the teachers shared similar views on how PD should be designed and concurred on what motivated teachers to engage in PD. The gap between the PD Lead and the HNT at Msitu was most apparent when discussing the effects of PD where only the teachers were able to articulate the impact of PD for their practice and their students (Garet et al., 2001; Bubb, 2017). Tension emerged when leadership perceived PD as a vehicle for HNT to gain promotion, but the HNT did not share this view. This tension may be significant and may reduce the effectiveness of the PD due to the mismatch

of the aims school leadership hold compared to the HNT aim. Teachers are most likely to engage in PD when they see gains for their students; other outcomes may not lead to such engagement (Guskey, 2002b; Earley and Porritt, 2009). It appeared that the PD Lead informed the arrangement of PD and coordinated the inputs to achieve a school-wide PD programme. However, the PD Lead did not inform HNTs' PD when it came to the informal interactions taking place in teaching teams or experimenting with change in classrooms. It is the case that the HNT could inform the PD Lead on the types and scale of informal PD taking place and, critically, on the effects of PD on practice and student learning.

Contrastingly, the Orion PD Lead acted as a conduit between policy and teachers, displaying strategic and operational competence in their role (Bubb and Earley, 2010). HNTs' PD needs were considered and acted upon in terms of the Career Pathways; the PD Lead informed both policy and HNT experience of PD. The PD Leads' actions offered the HNT a contrast between the PD in government schools, that has been reviewed negatively by teachers (Boadi, 2017), and a PD programme designed to support HNT development as expert teachers, teacher-researchers or to prepare them for leadership roles. The Career Pathways programme, designed and led by the PD Lead, was an example of how changes in teacher practice are optimised by aligning teacher beliefs to change, motivation and outcomes (Fullan, 2005). Indeed, the Career Pathways informed HNTs' PD choices, encouraging them to challenge their beliefs about teaching to minimise tension between personal beliefs and school policy, thus avoiding some of the demotivation or hostility to PD identified by Buehl and Beck (2015). Orion's PD Lead

approached teacher beliefs and previous experience with respect and caution when aligning policy and PD experience to motivate teachers (Opfer and Pedder, 2013), optimising PD for success (Girardet, 2018).

7.2.3 Discussion of RQ3: How is professional development perceived and experienced by host nation teachers?

Definition and Purpose

The HNT expressed various ideas when defining and discussing PD's purpose. The tentative definition adopted for use in this study stated that PD primarily 'enhances pupil outcomes, but [which] also helps to bring about changes in practice and improves teaching' (Bubb and Earley, 2007, p.4), corresponding with the data gathered from Orion and Msitu. The data from these schools reflect the sentiment and structure of Bubb and Earley's (2007) statement. They saw that the meaning and purpose of PD was to improve student learning and the vehicle to do this involved HNT reflecting on and adapting their practice, in that order. These HNT thought that the drive to improve student learning is likely to change teacher practice, not the other way round. Arrow's HNT viewed PD with a more diverse range of perspectives.

The importance of improving student learning when defining PD and discussing its purpose was more substantial among the HNT than seen in the policy documents or the PD Lead interviews. The importance placed on PD improving student learning may be explained by HNTs' motivation for PD that offers improvements to their students' learning (Guskey, 2002b; Earley and Porritt, 2009). It is

interesting that even when school leaders do not emphasise the core purpose of PD improving student learning, HNT did.

Experiences

A common theme from the HNT in all three schools was that PD involved more than just isolated events such as off or on-site PD Days or online learning and was more effective as a result (Yoon et al., 2007; Cordingley and Bell, 2012). While reference to specific, often short-term events took prominence in the school documents and in PD Leads' discussion, the HNT experienced a more comprehensive range of learning experiences, some of which were self-organised and many were sustained over time to embed changes in practice (Sims et al., 2021).

The HNT discussed how they participated in team-based discussion, planning and reviews as part of ongoing PD, seeing value in collaborative PD (Cordingley et al., 2015; Morris, 2020). In one school (Msitu), HNT discussed observing peers to gain insights to develop their practice. At Orion, HNT engaged in the Career Pathways programme, had mentors to support their learning and observed or shadowed colleagues as part of that PD initiative. These PD features reflect the findings of Desimone (2009), Mansour et al. (2014), Dunst et al. (2015), and Cordingley et al. (2015), that collaboration strengthens PD. This theme is significant for several reasons: firstly, the HNT described PD as a developmental process over a sustained period in whole-staff groups, teaching teams, individually, online, and in classrooms. This experience was not limited to occasional events that would have fitted better with Porritt et al.'s (2017) definition of professional learning. Instead,

the HNT participating in this study described a PD process that connected the formal learning input of external courses and school-based PD into an intentional exploration of change to improve student learning. Secondly, much of the informal PD was self-organised, with the HNT showing a high degree of motivation and agency over what and how they learnt. These actions reflected the views of Guskey (2002b) and Earley and Porritt (2009) that teachers engage in PD that will improve their students' learning. This informal learning often reflected the HNT preferred features of collaboration and practise (DuFour et al., 2004; Cordingley et al., 2015; Morris, 2020). Finally, the different PD experiences described by the HNT versus the impression given by the school documents and PD Leads suggests the latter were unaware of how HNT shaped, extended and embedded PD. In two of the cases (Arrow and Msitu), this lack of awareness may have stemmed from the school leadership having a limited purview of the purpose and effects of PD. There is a greater focus on the inputs into PD at these schools than on monitoring and evaluation. In such circumstances, the HNTs' motivation and commitment to learn and adapt their practice to improve their students' learning appears not to be fully understood and therefore is less valued by school leaders; this can reduce the overall effects of PD (Mwangi and Mugambi, 2013).

Features

There was universal agreement among the HNT that they value some PD design features more than others. HNT favoured collaboration in a sustained PD process that offered opportunities to apply learning to practice. Teacher interest in these features was evidenced in the team-based PD experiences the HNT spoke of,

where new ideas were analysed and changes to practice planned. The value attached to collaboration and having sufficient time to apply learning to practice are not exclusive to this study's HNT (DuFour et al., 2004; McArdle and Coutts, 2010; Rothwell et al., 2013). The preference for collaborative learning sustained over time with follow-up opportunities to practise in the classroom align with the findings of Dunst et al. (2015), Cordingley et al. (2015) and, to a lesser degree, Porritt et al. (2017), whose focus on the evaluation of PD was only mentioned by one teacher. The more recent study by Sims et al. (2021) only aligned with the HNT on a preference for PD that allows practice embedded in the classroom.

Effects

The HNT in every school had a more detailed understanding of the effects of PD than was evidenced in the school documents or by the PD Leads. This awareness was unsurprising as it is the practice of the HNT that may change and whose students' learning may improve. More than the policy writers or the PD Lead, the HNT experienced the effects of PD for themselves and observed them in their classrooms (Guskey, 2002b).

Descriptions about PD's effects varied between schools. At Arrow, the HNT spoke of the effects PD had on their practice but not their students, suggesting that they saw PD's effects as the constant development of knowledge and professional skills throughout their career in education (Fullan and Hargreaves, 2016).

Orion's HNT described effects that went beyond their practice and their students, extending to HNT and students in government schools, while at Msitu, HNT noticed

the effects of PD mostly on their students' learning. These views do not necessarily contradict each other; instead, they suggest PD affects multiple stakeholders, including those not involved in the initial PD process.

Frameworks (Guskey, 2002a; Desimone, 2009; Huber, 2011; Evans, 2014; Hiew and Murray, 2021) consider the effects of PD regarding the participants' students and their learning, yet this study's findings show the effects can reach further than this. With HNT speaking about how their PD impacts HNT and students in government schools alongside their school's reputation, such far-reaching effects should be noted when considering how this study relates to the PD frameworks above. Of those discussed earlier, Bubb and Earley's (2007) aligns most closely with this study's findings. They recognise that PD's effects can cascade outwards from the participant to other teachers and students in other schools, thus magnifying the effects far beyond the participants to the broader education community.

Beliefs and motivation

The HNT in this study were motivated by PD and driven to engage in it. Unlike Fraser et al. (2007), who found personal motivators for PD were as crucial as social or professional motivators, the data from this study suggests HNT are motivated mostly by the desire to see their students' learning improve. Again, unlike other studies that reported reluctance to engage in PD (Steyn, 2010; Phillips, 2014; Berger et al., 2018), the HNT in this study showed high levels of motivation for PD. This may be partially explained by the design and organisation of the HNTs' PD

experiences. Teachers have a positive attitude towards PD and report being motivated to engage in it when they learn practical applications and strategies that have immediate application to their practice (Opfer and Pedder, 2011; Cordingley and Bell, 2012). Similarly, for teachers to be motivated about PD, it needs to address interests and ways of learning (Osman and Warner, 2020) and allow them the scope to shape their PD (Trotter, 2006). According to the HNTs' descriptions of collaboration, teamwork and relative autonomy over implementation, these reasons may explain their high degree of motivation for PD (Mansour et al., 2014).

Teacher motivation for PD is important for the schools in this study (Brown et al., 2021). Some argue that motivating teachers about PD is the most critical factor in ensuring the effectiveness of a PD programme (Komba and Nkumbi, 2008; Darling-Hammond and McLaughlin, 2011). These schools stand to gain by having such motivated HNT as their PD programmes are optimised for success (Mwangi and Mugambi, 2013).

It is not only schools and their students that gain from teachers who are motivated to engage in PD. Such teachers, who see themselves as continual learners, are attractive candidates to leaders recruiting for international schools (Budrow and Tarc, 2018). Thus, teachers seeking new roles stand to gain from being motivated to engage in PD.

Value

Linked to motivation, one of the strongest themes to emerge from the HNT across the schools was the significant value associated with PD. The words used by the HNT showed a deep appreciation and gratitude for PD and a hunger for more; not all teachers, though, possess such drive for more PD (Rothwell et al., 2013; Jacob and McGovern, 2015). The HNT were operating at the higher levels of Maslow (1954) and Herzberg (1968), far from the teachers struggling with basic needs Hedges (2000) reported in Ghanaian government schools. Across the schools, the HNT were operating at Maslow's highest level of need, self-actualisation (Lester, 2013), in which teachers experience learning, challenge, personal and professional development, recognition and enhanced opportunities. According to Herzberg's two-factor theory (1968), all of these HNT were highly motivated as they experienced achievement, recognition and pleasure from participating in PD (Dartey-Baah and Amoako, 2011).

The HNT valued the range and amount of PD experiences in their international schools. Disparity over funding for and access to external PD events created by the systemic inequity at Arrow did not impact how HNT valued PD. When explaining their PD allowances were \$500 and not the \$1500 suggested in the HNT handbook, there was no sense of disappointment or cynicism. It could be argued that Arrow's leadership valued HNTs' PD less than IHTs' PD for the reasons forwarded by Gardner-McTaggart (2021) of international schools valuing whiteness and Englishness above host national staff and culture. However, the

HNT continued to value their PD; systemic inequity between IHT and HNT did not reduce the value they placed on PD.

The value HNT associated with PD in international schools is important for the participants and schools in this study and the wider sector. It has been argued that the expansion of international schools will necessitate innovations in the recruitment process to ensure a ready supply of teachers (Hayden and Thompson, 2013; Pearce, 2013). One approach is to expand teacher PD in international schools and to promote this offer more explicitly when recruiting. The data from this study suggests that Coffie (2019) is correct in arguing that the range and quantity of PD available in international schools is a draw for HNT, including those currently working in Ghana's government schools.

7.3 Concluding Points

This section brings together the outcomes from all of the research questions to conclude this study. When exploring HNTs' PD in these schools, three key conclusions stood out.

1. HNT are highly motivated about engaging in PD, which helps PD succeed.

Many stakeholders in the schools gained from the HNTs' motivation for PD. As this level of motivation for PD is not universal in the global teaching workforce (Rothwell et al., 2013; Phillips, 2014), schools such as these should recognise the value of HNT and appreciate that their PD is likely to be made more effective because of their motivation (Opfer and Pedder, 2011). In two of the three schools in this study,

HNTs' motivation for PD appears to be overlooked or taken for granted by school leaders, raising questions regarding how much HNTs' PD, and even the HNT workforce itself, is valued.

2. HNT can encounter inequitable access to, and experiences of, PD compared to IHT.

There was tension in the HNTs' PD experiences in one of the case studies. HNT are unlikely to have any prior experience teaching an international curriculum like those adopted at these schools. However, these HNT have less funding for PD than the IHT and less access to overseas PD events designed for those teaching international curricula, experiences not unique to HNT in Ghana (Canterford, 2003; Jones, 2021). This systemic inequity involves HNT being paid less than IHT and experiencing less favourable access and funding for their PD in ways seen elsewhere in the international school system (Canterford, 2003; Bailey and Cooker, 2019). This inequity means that PD does not meet the needs of HNT to the degree that IHTs' PD meets those teachers' needs. The HNTs' PD experience is less suited to their current roles in international schools than PD for IHT. PD may not offer developmental opportunities for the HNT seeking promotion, thus maintaining systemic inequities (Gardner-McTaggart, 2021). This issue is significant as PD is more effective when teachers' cultural contexts are considered in its design (Deveney, 2007; Hofstede, Hofstede and Minkov, 2010). In this case study, no attention was given to the HNTs' cultural contexts. Instead, HNT were enrolled for PD in a new curriculum they were unfamiliar with and often led by

facilitators from other nations who may have had little understanding of the teachers' culture.

The structural inequities created the impression that HNTs' PD is valued less by the school leadership than IHTs' PD and possibly HNT are less valued in general. Explanations for this view include the notion that whiteness and Englishness hold a higher status in international schools so are rewarded more generously than the HNT (Gardner-McTaggart, 2016, Gardner-McTaggart, 2021). While not all IHT are white or English, none of the HNT in this study were either, supporting Gardner-McTaggart's (2021) argument that HNT are seen as less valuable and, therefore, receive less investment in their PD.

3. HNT can experience targeted PD to enhance their current role and prepare them for promotion.

Contrastingly, when school leaders listen to HNT, consult them when designing PD, value HNTs' PD and their contribution to the school, they create targeted interventions addressing specific HNTs' PD needs. Orion's Career Pathways programme is an example of how PD can be designed to strengthen equity in a school by supporting HNT to develop their roles as teachers and, if they choose, prepare them to apply for leadership roles. In this study, Orion was the only school with a tailored PD programme in place, designed in consultation with the HNT, to retain and promote them at a time of growing demand for HNT (Hayden and Thompson, 2016). Msitu's strategic plan intended to have a similar focus, but the

HNT viewed PD differently. A lack of consultation with the HNT over their PD may explain this juxtaposition.

A focus on developing, promoting and retaining HNT is timely and relevant, and the need for international schools to work harder at retaining HNT is well documented (Hayden and Thompson, 2013; Coffie, 2019). Orion's Career Pathways show how PD can be designed to promote inclusion and tackle inequity among staff. Such an intervention shows that HNTs' PD is valued at Orion and that the school leaders value HNT and their contribution to teaching and leading.

7.4 Contribution to Professional Knowledge

This study has expanded my professional knowledge and will be shared with my colleagues at AISA, thus adding to the professional knowledge of others in the sector. This study, and the broader EdD experience, have led to the synthesis of academic and professional knowledge that informs my professional practice. As Scott (2014) states, there are varying views about how academic and professional knowledge are related and having completed this study, I align with the multi-method or eclectic approach. I see the value in professional knowledge constructed from different types of research methodologies, including, but not limited to, the methods adopted in this study. I recognise some constituents will value professional knowledge differently based on the research methods used; therefore, my study will be seen as a contribution to professional knowledge by some more than others, often based on their epistemological and methodological preferences. My emerging identity as a 'practitioner-researcher' (Lee, 2010, p.25)

offers me an opportunity to develop further professional knowledge by researching other areas of my professional practice and approaching my work with new criticality and researcher-informed perspectives on methodology (Wellington and Sikes, 2006).

Transferability of Findings

The findings from these case studies can be extended beyond their immediate context to inform broader academic debate and professional knowledge. When features in one case study can be related to other cases, trends can be interpreted and the contribution to knowledge amplified. When differences between cases are identified, understandings are challenged and extended, questions posed and contributions to the field are made (Flyvbjerg, 2006). To help readers assess the transferability of this study's findings to their setting, the main contributions to knowledge and how they relate to the literature discussed are set out below.

Consultation of HNT on their PD needs

Consulting teachers on the design of their PD has been shown to increase motivation, improve engagement and optimise its effects (Trotter, 2006; Darling-Hammond et al., 2017). However, there was only one example of school leaders consulting HNT over their PD in this study. This was the case despite research showing no degree of school leader encouragement to engage in PD can match the effect of teacher motivation when assessing the outcomes of a PD programme (Komba and Nkumbi, 2008). When HNT were consulted at Orion School, the impact was tangible and showed how different types of international school

teachers (Bailey & Corker, 2019) have different PD needs (Hammer, 2021). The role of consultation on PD can improve HNT PD experiences in Ghana, across the international school sector and beyond to government schools in the UK and elsewhere (Collin and Smith, 2021).

PD interventions to develop HNT mastery and prepare for promotion

The Orion School's Career Pathways Programme challenges the structural barriers and systemic inequities faced by HNT (Gardner-McTaggart, 2021). Programmes like this are significant in the international school sector as they show what can be achieved in terms of interventions when school leaders invest in listening to the voices of HNT and attempt to understand their cultural context (Deveney, 2007; Hofstede, Hofstede and Minkov, 2010). By designing a PD programme of this type solely for HNT, the school was addressing the broader inequities HNT can experience (Canterford, 2003) and inequitable access to PD (Jones, 2021). Some argue that targeted interventions of this type are required to address the pervading bias of whiteness and Englishness in international schools generally (Gardner-McTaggart, 2021) and specifically in the developing world (Bailey & Corker, 2019).

HNT motivation for and value of PD

Motivation is key to ensuring the success of PD (Darling Hammond, 2011) and can lead to participants excelling in their professional practice (Duckworth, 2019). However, the motivation to engage in PD and the perception of its value vary between teachers. Studies of state school teachers in the UK (Bubb and Earley,

2009) and USA (Phillips, 2014) have shown low levels of motivation for in-school PD days stemming from little perceived value in engaging in PD.

In contrast, the HNT in this study showed high levels of motivation for PD and associate great value with it, not just in increasing job satisfaction but also in improving their students' learning. This view is significant and has application for researchers of PD in international schools and more broadly. The context of this study is transferable when analysing factors that optimise teacher motivation for and value of PD.

Inequities experienced by HNT compared to IHT

Inequities between HNT and IHT regarding PD and broader pay and conditions have been discussed above. The findings from this study add to the data illustrating the inferior treatment of HNT compared to IHT, which in turn illustrates the lower value associated with HNT in the international school sector (Canterford, 2003; Hammer, 2021). These findings are transferable to the broader debate on the inequitable treatment of HNT, especially those in the developing world (Bailey & Corker, 2019), as it offers contextually rich illustrations of structural barriers. Data from this study can contribute to the broader analysis of the systemic inequitable treatment of HNT and the possible explanations for this situation (Gardner-McTaggart, 2016; Gardner-McTaggart, 2021; Hammer, 2021).

Dissemination

I am a founding member of the ‘Regional Associations’ Professional Development Leads’ group. This group consists of people with a similar role to mine, in similar organisations in other world regions. This forum allows me to discuss findings from my study and others and engage my colleagues in collective reflexivity as we debate changes to our practice and our organisations (Lundgren-Resenterra and Kahn, 2019).

Points from my study that can add to professional knowledge in the short term are set out in the table below:

Table 7. 1 - Dissemination of Professional Knowledge Gained from this Study

Item	Point	Questions for colleagues in other regional associations
1	HNT concurred on their preferred PD features.	Do HNT in your region have shared preferences? Might you explore what these are?
2	HNT can experience inequitable access to and funding for the PD most suited to their roles in international schools.	Is this similar in other regions? What are the indicators? What might be explored to address these inequities?
3	HNT can be very motivated to engage in PD.	Is this similar in other regions? How do regional associations respond to this motivation and demand from HNT?
4	PD, like the Career Pathways Programme, has been designed to support HNT.	Are similar programmes in place in other regions, and if so, what is their efficacy? Are HNT applying and gaining promotions in other regions?

5	HNTs' PD can be under-valued compared to the PD of their international hired teacher colleagues.	Is this an issue in other regions? How might HNTs' PD be recognised, valued and held in parity with IHTs' PD?
6	Schools can lack clarity of vision, meaning, purpose and effects of PD.	Is this an issue in other regions? How might you support schools in developing a comprehensive approach to PD?

7.5 Implications for Professional Practice

A benefit of the professional doctorate model is the opportunity to inform my professional practice and my organisation's work (Drake and Heath, 2010). The extent to which EdD students affect change in their organisations can be difficult to assess (Hawkes and Yerrabati, 2018, Lundgren-Resenterra and Kahn, 2019). At this point in the programme, I, like others studying EdDs, see changes in my professional practice (Lee, 2010) and have a plan to develop my practice in light of this study's findings as seen below:

1. Review issues of equity in the funding of, and access to, HNTs' PD across AISA schools

Some of the findings, such as those illuminating the inequitable access and funding of HNTs' PD and the appearance this creates of a lack of value for HNTs' PD, are serious matters that will need discussion within my organisation and with Heads of Schools. I intend to collaborate with senior colleagues and stakeholders to develop an approach.

2. Use the HNT preferred PD features to inform the design of AISA PD events

The preferred PD features identified by the HNT in this study will be used to start a broader conversation among teachers, leaders and co-professionals in AISA schools to gain a more comprehensive and inclusive understanding of what all educators seek in the design and delivery of the PD AISA offers.

3. Use HNT preferred PD features to encourage inquiry in AISA schools

To increase the effectiveness of school-based PD, I will share the findings with PD Leads in all AISA schools to suggest that schools explore their staffs' preferred PD features to inform their design of future PD programmes.

To be able to affect change in my organisation and the schools we work with, I will need to develop a discourse that combines research and the professional practice of colleagues to achieve collective reflexivity as we review, consult and plan for changes in our organisations (Lundgren-Resenterra and Kahn, 2019).

7.6 Research Limitations

This study is not intended to be a representative case or sample, so there is no claim that it informs perceptions of other HNT in other international schools in Ghana (Yin, 2018). Positivists may see the lack of representativeness as a limitation. The limited number of cases examined, the limited number of participants in the focus groups and the purposive sampling used to identify participants means claims of representativeness of the broader international school sector cannot be made (Robson and McCartan, 2016). However, it can be

argued that if the findings of several case studies in similar contexts indicate a general theme, then such themes could have greater representation than first assumed (Flyvbjerg, 2006). Therefore, this study may not only identify themes from three schools but align with studies in other schools where similarities have been identified.

I also acknowledge that the role of the Head of Primary when helping in the purposive sampling process allowed potential bias in selecting the participants. This highlights my acceptance that the findings may not represent those of other HNT in the same school. However, no claims are made of representativeness and the data was varied in how PD was conceptualised, suggesting that a range of views have been reported. Instead, this study aims to be a credible, trustworthy understanding of teacher PD from various perspectives. The order in which the data sources were explored may have had implications for the findings. Had the sources been investigated in a different order this study could have produced different findings.

The focus groups and interviews were conducted with responsibility and care. However, the interpretation involved in the data's collection and analysis could be seen as limited by those who prefer the natural science method (Robson and McCartan, 2016).

My role as a researcher in an interpretative study, working with schools I have a connection with, may also be seen as a limitation (Mason, 2017). Care was taken in the design and execution of the data collection and analysis to refrain from

applying my paradigm of thought to the data and instead allow the findings to emerge without an external lens shaping the data.

7.7 Areas for Further Research

There are two approaches to furthering this study's research. The first involves replicating the study in other Ghanaian international schools or elsewhere. The second involves focusing on themes that emerged in this study to gain a deeper understanding.

7.7.1 Replicating this Study

There is value in replicating this study in other Ghanaian international schools and other African countries (and beyond) to see if the same or different themes emerge. While case studies of this type do not intend to develop themes that apply to all, some generalised themes may be relevant to the wider population (Flyvbjerg, 2006). Further research will identify any such connections. Inversely, if different themes are identified between schools when this study is replicated, the explanation of those differences would offer insights into teacher PD in other contexts.

7.7.2 Developing this Study's Ideas Further

As is often the case with an exploratory study, any themes could be explored in greater depth. Areas that appear to be the most fertile for further research include but are not limited to:

1. Explore the causes and effects of inequitable access to PD for HNT.

Further research could explore the reasons for the different access and funding of PD between IHT and HNT. This research would seek evidence of whether this disparity is intentional or an unintended outcome of policy and whether this inequity relates to HNT applying for promotions in international schools.

2. Explore the role of targeted PD in enhancing HNT competence and preparedness for promotion.

Such research could include a study of Orion's Career Pathway programme that aims to address equity issues and explore whether initiatives like this affect HNT retention and promotion.

3. Explore how aligned views on PD between teachers, PD Leads and policies impact HNTs' PD experience.

Such research might focus on how the alignment of different sources such as those used in this study impact PD in schools.

4. Explore a comparative analysis of HNTs' PD with IHTs' PD

This study would include an analysis of PD budgets and funds spent as well as PD documentation, the PD Lead's perspective and the views of HNT and IHT.

7.8 Concluding Comments

This exploratory study has provided a unique contribution to the literature on HNTs' PD in Ghana's international schools, an area that has previously received limited

research focus. Findings from this study indicate that the views of PD participants, the leaders of PD and PD policy did not always align. In the case where they did, the outcomes for the HNT were the most beneficial and equitable. Relatively positive HNTs' PD experiences were found in the school with an alignment of policy, leadership and participant views. This suggests that the alignment process involved consultation and consideration of HNTs' PD needs for their current roles and promotions. The inverse of this situation was also seen in this study's findings, where policy, leadership and teachers with the fewest common views towards PD faced structural inequalities in access and funding for PD and a limited understanding of the effects of HNTs' PD.

The full extent of HNTs' PD experiences and perceptions were seldom known by school leaders and rarely included in school documents. HNT were more likely to see the purpose of PD as the improvement of their students' learning than school leaders, and HNT are better able than leaders to give a detailed analysis of PD's effects. HNT described PD as a process including formal and informal learning, taking place over extended periods and involving components the HNT organised for themselves, which the PD Leads often did not know. HNT concurred in their preferred PD features and articulated the effects of PD far better than the PD Leads or school documents. This shared perception illustrated that the HNT were the experts in their school's PD provision, having the most detailed insight on definitions, purpose, design and effects.

This study's findings indicate that HNT were very motivated to engage in PD, with the most common aim being to improve their students' learning. However, two of

the three schools did not appear to be tapping into teacher motivation for PD by improving the PD experience to retain teachers, which has been suggested as a wise staffing approach (Mancuso et al., 2011). The link between offering PD and teacher retention is not clear in all the schools in this study.

By triangulating the data (Yin, 2018), multiple perspectives were gathered and, in most cases, illuminated discrepancies between the policies, leadership and participants' PD experiences. The differences and similarities have been interpreted and tensions explored, highlighting the need for an exploratory, qualitative study like this that questions terms and meanings. This study has gathered the perceptions of a range of sources, producing a rich picture of HNTs' PD and raising questions for future research. HNT are becoming increasingly important in staffing international schools (Pearce, 2013), so their professional development deserves greater consideration to reflect their vital contributions to the international school sector. Schools such as those featured in this study should consider ensuring HNT are involved in the design and delivery of their PD and that they have parity of access and funding for PD compared to the IHT.

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Appendices

Appendix 1: List of International School Accreditation Agencies

Cognia (formally AdvancED)

Council of International Schools (CIS)

CfBT Education Trust CfBT Education Trust

Authorised International Baccalaureate World School (at least two IB programmes required)

Middle States Association of Colleges and Schools (MSA)

New England Association of Schools and Colleges (NEASC)

Western Association of Schools and Colleges (WASC)

Council of British International Schools (COBIS)

Association of Christian Schools International (ACSI)

Independent Schools Association of Southern Africa (ISASA)

Penta International

Appendix 2: Head Teacher Information Letter and Consent Form

Host Nation Teachers' Professional Development in International Schools in Ghana

March 2021

Dear Head teacher,

I am studying for a Doctorate in Education at University College London, Institute of Education (UCL). I am writing to invite you and your school to be a part of my doctoral research project.

Your involvement, and that of your school, would be as follows:

- 1) allowing me to review and discuss your school's professional development (PD) policy.
- 2) the participation of your school's professional development leader in an online 30-minute interview and answering questions about host nation teachers' professional development at your school. This will be recorded as both audio and video files before being transcribed for analysis.
- 3) allowing me to approach host nation teachers (a Ghanaian citizen who completed their degree studies and teacher certification there) at your school to recruit volunteers to participate in a 45-minute online focus group about their perceptions and experiences of PD.

The interview and focus group will take place online, at times that are convenient for you and your colleagues, using Microsoft Teams software. This data collection is planned to take place in Spring or early Summer 2021.

Your involvement will be anonymous, as will the school's name, teachers, and third parties. All participants will need to complete a consent form before their involvement in the study. You will have the right to cancel your involvement and to have your words removed from the final report at any time up to 1st Sept 2021.

This study will be consistent with current [British Educational Research Association guidelines](#) and has already passed ethical clearance at UCL. The data collected will be kept strictly confidential, available only to me, and will be stored safely and securely in line with the university's data protection policy. The findings will inform my work and that of others working in the international school community in Africa. The findings may be used in future journal articles or conference presentations.

A two-page Executive Summary of the study's findings can be emailed to you and all those who express interest in being part of this project, regardless of whether they are selected as participants. This email will include a link to the full study findings for those interested in exploring further.

By participating in the research, you will be contributing to a project that will deepen our understanding of professional development in international schools in Africa.

If you are willing to participant in this study, please email me by April 1st, 2021.

Yours sincerely,

Graham Watts, Department of Learning and Leadership, UCL Institute of Education, 20 Bedford Way, London WC1H 0AL, United Kingdom

Head teacher Consent Form

If you agree to you and your school participating in the study, please complete this consent form, by deleting either Yes or No and return to Graham Watts at graham.watts.17@ucl.ac.uk

1	I have read and understood the information letter, including the Privacy Notice, concerning this project.	Yes/ No
2	I understand that my school's professional development policy will be reviewed and discussed as part of this study.	Yes/ No
3	I understand that my school's professional development leader will be asked to participate in a 30-minute recorded interview.	Yes/ No
4	I understand that host nation teachers at my school will be asked to participate in a 45 mins focus group where they will share their perceptions and experiences of a professional development.	Yes/ No
6	I understand that I can contact Graham Watts (graham.watts.17@ucl.ac.uk) at any time up to 1 Sept 2021 to request all or part of my interview data to be removed from the project records and the final report without giving reason.	Yes/ No
7	I understand that the name of the school, all of the participating teachers and any third parties will be anonymised so they cannot be identified in the final report	Yes/ No

8	I understand that this project's report will be presented in Graham Watts' EdD thesis and could feature in journal articles or conference presentations.	Yes/ No
9	I understand that this project has gained ethics approval from the Institute of Education, University College London and will comply with the University's data protection and security requirements.	Yes/ No

Print Name:

Signature:

Date:

Privacy Notice:

The controller for this project will be University College London (UCL). The UCL Data Protection Officer provides oversight of UCL activities involving the processing of personal data and can be contacted at data-protection@ucl.ac.uk.

This 'local' privacy notice sets out the information that applies to this particular study. Further information on how UCL uses participant information can be found in our '[general](#)' [privacy notice](#):

The information that is required to be provided to participants under data protection legislation (GDPR and DPA 2018) is provided across both the 'local' and 'general' privacy notices.

The lawful basis that will be used to process your personal data is: 'Public task' for personal data. I will be collecting your views on teachers' professional development, the number of years you have been teaching, the age range you teach but not your name or the name of your school.

Your personal data will be processed so long as it is required for the research project. If we are able to anonymise or pseudonymise the personal data, you provide we will undertake this and will endeavour to minimise the processing of personal data wherever possible. If you are concerned about how your personal data is being processed, or if you would like to contact us about your rights, please contact UCL in the first instance at data-protection@ucl.ac.uk.

Appendix 3: AISA School Size Categories

Category	Number of students
AA	Less than 50
A	51 - 100
B	101 - 200
C	201 - 400
D	401 - 600
E	601 - 800
F	801 - 1000

Appendix 4: Contexts of Case Studies

Case Study 1

Case Study 1, under the pseudonym Arrow International School, is a Ghanaian fee-paying school with between 600–800 pupils aged 5–18. Students follow the International Baccalaureate Organisation (IBO) curricula called the Primary Years Programme (PYP), Middle Years Programme (MYP), and the Diploma Programme (DP). The student population divides near evenly between Ghanaian students and international students, the largest group of which are American. There are 32 nationalities in the student population. HNT comprise 40% of the teaching staff, with the rest being IHT. The school organises four days annually for whole staff PD, referred to as PD Days. Attendance is mandatory for all staff.

The data collection process for this case study included:

- a) Two policy documents, the HNT staff handbook and the IHT handbook. These are issued at the start of the school year.
- b) An interview with the senior leadership team member responsible for the teacher professional development, referred to in this study as the PD Lead. The interviewee, known here as Caitlin, is an international hired teacher, and has been at the school for nearly three years, she has over 20 years' experience in the international school sector.
- c) A focus group with four teachers, Olivia, Edem, Najla, and James, who were the only HNT that met all of the participant selection requirements as set out in the chapter above, thus determining the size of the group.

When requesting school policy documents that included reference to teacher professional development, the Head teacher shared two items. First was the staff handbook for HNT and the second the equivalent handbook for IHT. Handbooks have a slightly different purpose to policies. While both provide information and guidance on what to do in certain circumstances, a handbook is intended to help the reader operationalise policy into practice. When asked for any policies relating to PD, the PD Lead said the handbooks were the only documents she was aware of that have details on this issue.

It should be noted that Arrow School was the only case study that provided different documents concerning PD for IHT and HNT. The IHT handbook is for all teachers recruited outside of Ghana who move to the country to take up a teaching post at the school. As this study is focused on PD from the HNT perspective, I have not detailed what is in the IHT handbook but rather I have highlighted the differences between them.

Case Study 2

Case Study 2, referred to as Orion International School, is a Ghanaian fee-paying school with between 600–800 pupils from ages 4–19. The school has adopted the International Primary Curriculum for its junior students. In the high school, students study the IGCSE and Cambridge International ‘A’ levels. Ghanaians form the largest group in the student population. The staff comprises 60% HNT, with the remainder being IHT. The school organises six days annually for whole-staff PD, referred to as PD Days. Attendance is mandatory for all staff.

The data collection process for this case study included:

- a) The school's teacher professional development policy.
- b) An interview with the senior leadership team member responsible for the teacher professional development, referred to in this study as the PD Lead. The interviewee (given the pseudonym Mary) is an HNT with over 25 years' experience in government, independent, and international schools in Ghana. Her job title is Director of Learning and Innovations, a post she has held for five years.
- c) A focus group of four HNT, given the pseudonyms Maria, Juliette, Monica, and Nazir, were selected from six applicants using the criteria discussed in Chapter 3.

Case Study 3

Case Study 3, referred to as Msitu International School, is an independent Ghanaian school with between 600–800 pupils aged 5–19. The school follows the International Baccalaureate Organisation's (IBO) Primary Years Programme (PYP), Middle Years Programme (MYP) and the Diploma Programme (DP), and the Pearson Edexcel International AS/A Levels (IAL) for the older secondary students. Ghanaians form the largest group of students, with others coming from the UK, Europe, the USA and the Middle East, especially Lebanon. The staff comprises 65% HNT, with the remainder being IHT. The school organises six days annually for whole staff PD, referred to as PD Days. Attendance is mandatory for all staff.

The data collection process for this case study included:

a) An extract from the school's strategic plan concerning the goals for professional development. All members of the school's leadership team had been involved in writing the strategic plan. The section related to PD was a collective vision that included the views of the leadership team and board members. Teachers had not been involved in the plan's initial writing, but there had been two rounds of consultation with them for their comments. The plan is in place until June 2025 and reviewed annually to monitor the progress made. Teachers are not involved in the monitoring process.

b) An interview with the senior leadership team member responsible for the teacher professional development; the PD Lead. The interviewee (given the pseudonym Ruth) is a host nation teacher with 33 years' experience in independent and international schools in Ghana. Her job title is Head of Teaching and Learning with a remit across the whole school that includes the development of all staff, not just teachers. Ruth began in post seven years ago.

c) A focus group of four HNT, Alex, Belinda, Charity, and Thelma, who were identified using purposive sampling techniques.

Appendix 5: PD Lead Information Letter and Consent Form

Host Nation Teachers' Professional Development in International Schools in Ghana

March 2021

Dear [Insert name],

I am studying for a Doctorate in Education at University College London, Institute of Education (UCL). I am writing to invite you and your school to be a part of my doctoral research project.

Your involvement, and that of your school, would be as follows:

- 1) allowing me to review and discuss your school's professional development (PD) policy.
- 2) your participation in an online 30-minute interview and answering questions about host nation teachers' professional development at your school. This will be recorded as both audio and video files before being transcribed for analysis.
- 3) helping me approach host nation teachers (a Ghanaian citizen who completed their degree studies and teacher certification there) at your school to recruit three volunteers to participate in a 45-minute online focus group about their perceptions and experiences of PD.

The interview and focus group will take place online, at times that are convenient for you and your colleagues, using Microsoft Teams software. This data collection is planned to take place in Spring or early Summer 2021.

Your involvement will be anonymous, as will the school's name, teachers, and third parties. All participants will need to complete a consent form before their involvement in the study. You will have the right to cancel your involvement and to have your words removed from the final report at any time up to 1st Sept 2021.

This study will be consistent with current [British Educational Research Association guidelines](#) and has already passed ethical clearance at UCL. The data collected will be kept strictly confidential, available only to me, and will be stored safely and securely in line with the university's data protection policy. The findings will inform my work and that of others working in the international school community in

Africa. The findings may be used in future journal articles or conference presentations.

A two-page Executive Summary of the study's findings can be emailed to you and all those who express interest in being part of this project, regardless of whether they are selected as participants. This email will include a link to the full study findings for those interested in exploring further.

By participating in the research, you will be contributing to a project that will deepen our understanding of professional development in international schools in Africa.

If you are willing to participant in this study, please email me by [Insert date] to discuss the next steps.

Yours sincerely,

Graham Watts

Department of Learning and Leadership, UCL Institute of Education

20 Bedford Way, London WC1H 0AL, United Kingdom

Professional Development Lead Consent Form

If you agree to participate in the study, please complete this consent form, by deleting either Yes or No and return to Graham Watts at graham.watts.17@ucl.ac.uk.

1	I have read and understood the information letter, including the Privacy Notice, concerning this project.	Yes/ No
2	I understand that my school's professional development policy will be reviewed and discussed as part of this study.	Yes/ No
3	I understand that I will participate in a 30-minute recorded interview.	Yes/ No
4	I understand that the interview will be saved as both audio and video files.	Yes/ No
5	I understand that I can contact Graham Watts (graham.watts.17@ucl.ac.uk) at any time up to 1 Sept 2021 to request all or part of my interview data to be removed from the project records and the final report without giving reason.	Yes/ No
6	I understand that the name of the school, my name, those of the participating teachers and any third parties will be anonymised so they cannot be identified in the final report.	Yes/ No

7	I understand that this project's report will be presented in Graham Watts' EdD thesis and could feature in journal articles or conference presentations.	Yes/ No
8	I understand that this project has gained ethics approval from the Institute of Education, University College London and will comply with the University's data protection and security requirements.	Yes/ No

Print Name:

Signature:

Date:

Privacy Notice:

The controller for this project will be University College London (UCL). The UCL Data Protection Officer provides oversight of UCL activities involving the processing of personal data and can be contacted at data-protection@ucl.ac.uk.

This 'local' privacy notice sets out the information that applies to this particular study. Further information on how UCL uses participant information can be found in our 'general' privacy notice:

The information that is required to be provided to participants under data protection legislation (GDPR and DPA 2018) is provided across both the 'local' and 'general' privacy notices.

The lawful basis that will be used to process your personal data is: 'Public task' for personal data. I will be collecting your views on teachers' professional development, the number of years you have been teaching, the age range you teach but not your name or the name of your school.

Your personal data will be processed so long as it is required for the research project. If we are able to anonymise or pseudonymise the personal data you provide we will undertake this and will endeavour to minimise the processing of personal data wherever possible.

If you are concerned about how your personal data is being processed, or if you would like to contact us about your rights, please contact UCL in the first instance at data-protection@ucl.ac.uk.

Appendix 6: Host Nation Teacher Information Letter and Consent Form

Host Nation Teachers' Professional Development in International Schools in Ghana

March 2021

Dear Applicant,

I am studying for a Doctorate in Education at University College London, Institute of Education (UCL). I am writing to invite you to be a participant in my doctoral research project.

I seek unpaid volunteers who are host nation teachers to be participants for this study. The definition of host nation teacher is a Ghanaian citizen, born in Ghana and completed their degree studies and teacher certification there. To participate in this study, you must meet all these criteria:

1. You are a Ghanaian teacher (born and completed teacher training in Ghana)

2. You have completed between 4–7 years of service in an international school

3. You are a primary school teacher working with any children aged 4 – 11 years

Your involvement would involve participating in a 45-minute online focus group with approximately five of your colleagues from your school. This will be recorded as both audio and video files before being transcribed for analysis. The group will discuss your perceptions and experience of professional development in your current international school in Ghana. The discussion will be organic and follow the participants' points rather than following a pre-determined set of questions.

The focus group will take place online, at a time that is convenient to you and your colleagues, using Microsoft Teams software. I anticipate this will occur after school one day in either in Spring or early Summer this year.

Your involvement will be anonymous, as will the school's name, your colleagues and any third parties. You will need to complete a consent form before your

involvement in the study. You will have the right to cancel your involvement and to have your words removed from the final report at any time up to 1st Sept 2021.

This study will be consistent with current British Educational Research Association guidelines and has already passed ethical clearance at UCL. The data collected will be kept strictly confidential, available only to me, and stored safely and securely in line with the university's data protection policy. The findings will inform my work and that of others working in the international school community in Africa. The findings may be used in future journal articles or conference presentations.

A two-page Executive Summary of the study's findings can be emailed to you and all those who express interest in being part of this project, regardless of whether they are selected as participants. This email will include a link to the full study findings for those interested in exploring further.

By participating in the research, you will be contributing to a project that will deepen our understanding of professional development in international schools in Africa.

Teacher Consent Form

If you agree to participate in the study, please complete this consent form, by deleting either Yes or No in the columns, typing your name at the bottom and email to Graham Watts at graham.watts.17@ucl.ac.uk.

1		I have read and understood the Teacher Information Letter and Privacy Notice concerning this project.	Yes/ No
2		I understand I will be asked to participate in a 45 mins focus group with approximately two other teachers at my school.	Yes/ No
3		I understand that the focus group will be recorded and both audio and video files saved before being transcribed for analysis.	Yes/ No
4		I understand that I can withdraw from this project at any time before, during or after the focus group.	Yes/ No
5		I understand that I can contact Graham Watts (graham.watts.17@ucl.ac.uk) at any time up to 1 st Sept 2021 to request that all of my data be removed from the project records and the final report without giving reason.	Yes/ No

6		I understand that the use of pseudonyms will anonymise the school's name, all of the participants' names (including mine) and any third parties, so they cannot be identified in the report.	Yes/ No
7		I understand that this project's report will be presented in Graham Watts' EdD thesis and could feature in journal articles or conference presentations.	Yes/ No
8		I understand that this project has gained ethics approval from the Institute of Education, University College London and will comply with the university's data protection and security requirements.	Yes/ No
9		I understand that although the researcher will take every precaution to maintain confidentiality of the data, the nature of focus groups prevents the researcher from guaranteeing confidentiality. The researcher would like to remind participants to respect the privacy of your fellow participants and not repeat what is said in the focus group to others or talk to group members in front of others about what was said in the focus group at a later date.	Yes/ No

Print Name:

Signature:

Date:

Privacy Notice:

The controller for this project will be University College London (UCL). The UCL Data Protection Officer provides oversight of UCL activities involving the processing of personal data and can be contacted at data-protection@ucl.ac.uk.

This 'local' privacy notice sets out the information that applies to this particular study. Further information on how UCL uses participant information can be found in our ['general' privacy notice](#):

The information that is required to be provided to participants under data protection legislation (GDPR and DPA 2018) is provided across both the 'local' and 'general' privacy notices.

The lawful basis that will be used to process your personal data is: 'Public task' for personal data. I will be collecting your views on teachers' professional development, the number of years you have been teaching, the age range you teach but not your name or the name of your school.

Your personal data will be processed so long as it is required for the research project. If we are able to anonymise or pseudonymise the personal data you provide we will undertake this and will endeavour to minimise the processing of personal data wherever possible

If you are concerned about how your personal data is being processed, or if you would like to contact us about your rights, please contact UCL in the first instance at data-protection@ucl.ac.uk.

If you have any questions or need more information about what is involved, please contact me.

If you are willing to participant in this study, please email me by [Insert date] to discuss the next steps.

Yours sincerely,

Graham Watts

Appendix 7: Selection Criteria for Focus Group Participants

Criterion 1 — The teacher meets the definition of a host nation teacher
Identification of the teacher as a host nation teacher was based on the definition of a Ghanaian citizen, born in Ghana and completed their degree studies and teacher certification there. The selection of HNT was aided by the Head of Primary who knew the teachers' employment status and backgrounds.
Criteria 2 — The teacher has completed between 4–7 years of service in an international school
Based on Day and Gu's (2010) definitions of the phases of teachers' professional lives, I selected those in the second phase (4–7 years of service in any school) who are characterised as 'sustaining identity, efficacy and effectiveness' (2010, p.47). Day and Gu argue this cohort is seeking improvement, effectiveness and development, and are therefore suited to this study about PD.
Criteria 3 — The teacher works in the primary section of the school
This was defined as a teacher who spends 75% or more of their working week teaching children aged 5–11. A focus on primary teachers allowed for the sample to have similar but not identical work experiences and for me to build up an understanding of how one specific group view PD.

Appendix 8: PD Lead Interview Schedule

	Questions and activities
1	<p>Thank you for being a part of this conversation about your professional development or PD.</p> <p>Can you share an example of how you have engaged in PD recently (in the past 12 – 18 months)?</p> <p>[Interest to see what constitutes PD. Events? Processes? Internal? External? Online? On-site? External leads? Peer-led? Micro-credential? Graduate credit?]</p> <p>How would do you define PD in your own words?</p> <p>Activity:</p> <p>Ask if some of the definitions below are suitable:</p> <ol style="list-style-type: none"> 1. The participation in learning opportunities such as conferences, courses, in-school PD days, online tools such as social media (Porritt et al., 2017). 2. The development needed to secure future roles, promotions and enhance careers (Bolam, 2002). 3. The constant development of knowledge and professional skills throughout one’s career in education (Fullan and Hargreaves, 2016). 4. The enhancement of pupil outcomes, but which also helps to bring about changes in practice and improves teaching (Bubb and Earley, 2007). 5. The development of knowledge and skills that effectively improve student outcomes (Timperley et al., 2008).
2	<p>What is the purpose of PD?</p> <p>[Interest in perceptions of strategic intentions of PD and whether this links or contrasts with ideas stated.]</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Ask for ideas first. 2. Show prompts and ask if they can rank in order of importance. <p>Does this purpose apply to IHT and HNT alike?</p>

	<p>If not, in what ways are there differences?</p> <p>[Interest to see whether HNT see differences in strategic intentions for different types of teachers and whether this supports or challenges the views of the Head teacher.]</p>
3	<p>Tell me about the range of PD experiences open to teachers?</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Wait for ideas first. 2. Offer headings and ask about the balance for teachers. <p>[Interest in range of experiences offered as examples of PD and how this reflects the PD Leads' definition of PD.]</p> <p>Is that balance the same for HNT and IHT?</p>
4	<p>What motivates your teachers to participate in PD?</p> <p>[Interest to see how participants express motivation for engaging in PD.]</p> <p>How, if at all, do you as the PD Lead, motivate teachers to participate in PD?</p> <p>Are the motivations to participate in PD are the same amongst IHT and HNT?</p> <p>[Interest in knowing whether participants think their motivations are different to those of IHT.]</p>
5	<p>How does the school match teacher needs, interests and priorities to PD?</p> <p>[Interest in participants view on the appropriateness of PD.]</p> <p>How does this matching process work? (If the participants say there is such a process.)</p> <p>[Interest in agency in how participants engage in PD.]</p> <p>How much choice do teachers have in what PD they engage with?</p> <p>[Interest in teacher agency.]</p> <p>Is this process the same for IHT and HNT?</p> <p>[Interest in knowing whether participants think agency is different for IHT.]</p>
6	<p>What makes PD effective for you? What structure, facilitation, timings and learning activities?</p> <p>[Interest in participants' views on how the most effective strategies for PD.]</p>

	<p>Activity:</p> <p>Do any of these approaches add to the effectiveness of PD? More than any others?</p> <ol style="list-style-type: none"> 1. Active and collaborative professional learning sustained over time; 2. Follow up opportunities to apply learning in practice; 3. A focus on student learning and outcomes; 4. External support and expertise; 5. The evaluation of PD experiences. <p>Are some more effective? If so, which?</p> <p>Arrange as a hierarchy.</p> <p>[Interest in whether there are some approaches that are more highly rated.]</p>
7	<p>What are the effects of PD? Can you describe an example?</p> <p>[Interest in seeing what outcomes are shared and who they impact.]</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Wait for ideas first. 2. Show headings. <p>For the school?</p> <p>For the teachers?</p> <p>For the students?</p> <p>For other?</p> <p>Ask if the outcomes under one heading are more important than under another and why that may be.</p>
8	<p>Who wrote the school's PD policy?</p> <p>Were teachers consulted? When did you refer to it last?</p> <p>[Interest in seeing if teachers know who wrote the policy about their PD.]</p>
9	<p>Are there any other aspects of your PD that you want to discuss?</p>

Appendix 9: Host Nation Teacher Focus Group Schedule

	Area of inquiry	Focus group questions and activities
1	Definitions of teachers' professional development	<p>Thank you for being a part of this conversation about your professional development or PD.</p> <p>Can you share an example of how you have engaged in PD recently (in the past 12 – 18 months)?</p> <p>[Interest to see what constitutes PD. Events? Processes? Internal? External? Online? On-site? External leads? Peer-led? Micro-credential? Graduate credit?]</p> <p>How would do you define PD in your own words?</p> <p>[Interest in the purpose, place and outcomes of PD.]</p> <ol style="list-style-type: none"> 1. The participation in learning opportunities such as conferences, courses, in-school PD days, online tools such as social media (Porritt et al., 2017). 2. The development needed to secure future roles, promotions and enhance careers (Bolam, 2002). 3. The constant development of knowledge and professional skills throughout one's career in education (Fullan and Hargreaves, 2016). 4. The enhancement of pupil outcomes, but which also helps to bring about changes in practice and improves teaching (Bubb and Earley, 2007). 5. The development of knowledge and skills that effectively improve student outcomes (Timperley et al., 2008). <p>Ask for any key words that should be added.</p>
2	Stated purpose for teachers' participation in PD	<p>What is the purpose of teacher PD?</p> <p>[Interest in perceptions of strategic intentions of PD and whether this links or contrasts with ideas stated by PD Lead.]</p>
3	Stated procedures for the allocation of PD	<p>Tell me about whole-school and individual PD experiences (if your example in Q1 was individual,</p>

	between whole-school, team and individuals	<p>please give a whole-school example and vice versa).</p> <p>What is the balance between the two? Is that balance right in your opinion?</p> <p>[Interest in range of experiences offered as examples of PD and whether informal peer-to-peer PD is included.]</p>
4	Stated views (if any) on teachers' motivation to participate in PD	<p>What motivates you as a teacher to participate in PD?</p> <p>[Interest to see how participants express motivation for engaging in PD.]</p> <p>Activity:</p> <p>Record all key words stated by participants and ask if some are more important to them than others and if so, why?</p> <p>How does your school leader, motivate you to participate in PD?</p>
5	Stated approaches for matching teachers' PD need or interest with PD provision	<p>How does the school and individual PD match your needs, interests and priorities? Do you have any choice in your PD?</p> <p>[Interest in participants view on the appropriateness of PD.]</p> <p>How does this matching process work? (If the participants say such a process exists.)</p> <p>[Interest in agency in how participants engage in PD.]</p>
6	Stated preferences on the type of PD the school views as most effective and any reasoning for such preferences	<p>What makes PD effective for you? What structure, facilitation, timings and learning activities?</p> <p>[Interest in participants' views on how the most effective strategies for PD.]</p> <p>Activity:</p> <p>Do any of these approaches add to the effectiveness of PD? More than any others?</p> <ol style="list-style-type: none"> 1. Active and collaborative professional learning sustained over time;

		<ol style="list-style-type: none"> 2. Follow up opportunities to apply learning in practice; 3. A focus on student learning and outcomes; 4. External support and expertise; 5. The evaluation of PD experiences. <p>Are some more effective for you?</p> <p>Arrange as a hierarchy.</p> <p>[Interest in whether there are some approaches that are more highly rated.]</p>
7	Statements on the expected outcomes of teacher's PD (for multiple stakeholders if mentioned)	<p>What are the effects of your PD? Can you describe an example?</p> <p>[Interest in seeing what outcomes are shared and who they impact.]</p> <p>Activity:</p> <p>Record outcomes with reference to impact on the school, teacher, students.</p> <p>Arrange examples under the headings below and ask for any other examples and the correct heading to place them under.</p> <p>For the school?</p> <p>For the teachers?</p> <p>For the students?</p> <p>For other?</p> <p>Ask if the outcomes under one heading are more important than under another and why that may be.</p>
8	Information on who wrote the policy and when, including any timetable for review	<p>Who wrote the school's PD policy?</p> <p>[Interest in seeing if teachers know who wrote the policy about their PD.]</p>
9	Participants' opportunity to add information not sought earlier	<p>Are there other aspects of your PD experience at the school you think we should discuss?</p>

Appendix 10: Indexing to form Tentative Nodes

The screenshot displays the NVivo software interface. On the left is a navigation pane with sections for 'Quick Access', 'IMPORT', 'ORGANIZE', 'Cases', 'Notes', and 'Sets'. The 'ORGANIZE' section is expanded to show 'Coding', which includes a 'Codes' sub-section. A table lists the following codes:

Name	Files	Reference
Agency	6	39
Definition	6	28
Experience	2	5
Implementatio	1	4
Motivation	6	30
Outcomes	6	37
Preferences	6	41
Purpose	6	34
range	6	24

The main workspace shows a document titled 'Case Study 1 PL Lead'. The document content includes the following text segments:

A Definitions
 So my first question is around kind of definition of teacher professional development, and I'm wondering if.

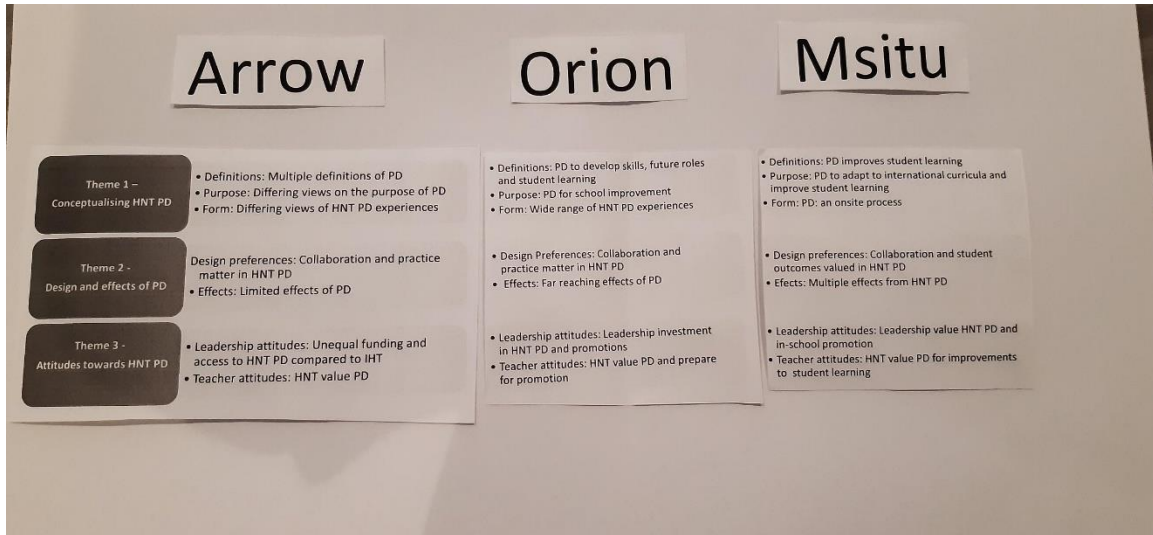
00:08:47.000 --> 00:09:01.000
 So, A, the participation in professional development is the participation in learning opportunities such as conferences courses in school PD days online tools.

00:09:01.000 --> 00:09:09.000
 Is it B the development needed to secure future roles promotions and enhance careers.

00:09:09.000 --> 00:09:16.000
 Is it C the constant development of knowledge and professional skills throughout one's career.

At the bottom of the interface, there is a search bar with '9 Items' and a 'Code to' field with the placeholder text 'Enter code name (CTRL+Q)'. The Windows taskbar at the very bottom shows the time as 19:38 on 01/01/2022.

Appendix 11: Thematic Analysis of Nodes across Case Studies



Appendix 13: Thematic Analysis Framework (Braun and Clarke, 2006)

Phase	Data analysis steps taken
Phase 1 - Familiarising yourself with your data	Listening and re-listening to recordings. Reading and re-reading of transcripts and school documents. Jotting down the initial ideas for nodes.
Phase 2 - Generating initial codes	Re-read transcripts with knowledge of emergent nodes searched for connections or repetition. Compare emerging nodes back to notes written following each interview in a reflective journal.
Phase 3 - Searching for themes	Matching interview and focus group text to nodes. Refining how the nodes differ in each case study and how the sub-themes should be worded.
Phase 4 - Reviewing the themes	Reviewing text highlighted in Nvivo against each node. Rejecting some, moving some and refining nodes in the process.
Phase 5 - Defining and naming themes	Confirm themes and sub-theme titles. Review Nvivo to ensure highlighted text matches and supports titles.
Phase 6 - Producing the report	Reporting of themes in Chapters 4 – 6 and discussion of themes in Chapter 7.

Appendix 14: University College London Ethics Approval

Doctoral Student Ethics Application Form

Anyone conducting research under the auspices of the Institute of Education (staff, students or visitors) where the research involves human participants or the use of data collected from human participants, is required to gain ethical approval before starting. This includes preliminary and pilot studies. Please answer all relevant questions in simple terms that can be understood by a lay person and note that your form may be returned if incomplete.

Registering your study with the UCL Data Protection Officer as part of the UCL Research Ethics Review Process

If you are proposing to collect personal data i.e., data from which a living individual can be identified **you must be registered with the UCL Data Protection Office before you submit your ethics application for review.** To do this, email the complete ethics form to the [UCL Data Protection Office](#). Once your registration number is received, add it to the form* and submit it to your supervisor for approval. If the Data Protection Office advises you to make changes to the way in which you propose to collect and store the data, this should be reflected in your ethics application form.

Please note that the completion of the [UCL GDPR online training](#) is mandatory for all PhD students.

Section 1 – Project details

Project title: [Host Nation Teachers' Professional Development in International Schools in Ghana](#)

- | | |
|--|---|
| a. Student name and ID number (e.g., ABC12345678) | Graham Christopher Watts
17137412 |
| b. *UCL Data Protection Registration Number | Z6364106/2021/02/63 |
| a. Date Issued: 15/02/21 | |
| c. Supervisor/Personal Tutor | Dr Sue Taylor |
| d. Department | Learning and Leadership,
Institute of Education |
| e. Course category (Tick one) | PhD <input type="checkbox"/>
EdD <input checked="" type="checkbox"/>
DEdPsy <input type="checkbox"/> |
| f. If applicable , state who the funder is and if funding has been confirmed. | |
| g. Intended research start date | March 2021 |
| h. Intended research end date | January 2022 |
| i. Country fieldwork will be conducted in: | The data will be collected remotely (via Microsoft Forms and Teams) from Head teachers and teachers based in Ghana. I |

am based in the UK.

- j. If research to be conducted abroad, please check the [Foreign and Commonwealth Office \(FCO\)](#) and submit a completed travel risk assessment form (see guidelines). If the FCO advice is against travel this will be required before ethical approval can be granted: [UCL travel advice webpage](#)
- k. Has this project been considered by another (external) Research Ethics Committee?
- Yes External Committee Name: Enter text
Date of Approval: Enter text
- No **go to Section 2**

If yes:

- Submit a copy of the approval letter with this application.
- Proceed to Section 10 Attachments.

Note: Ensure that you check the guidelines carefully as research with some participants will require ethical approval from a different ethics committee such as the [National Research Ethics Service \(NRES\)](#) or [Social Care Research Ethics Committee \(SCREC\)](#). In addition, if your research is based in another institution then you may be required to apply to their research ethics committee.

Section 2 - Research methods summary (tick all that apply)

- Interviews
- Focus Groups
- Questionnaires
- Action Research
- Observation
- Literature Review
- Controlled trial/other intervention study
- Use of personal records
- Systematic review – **if only method used go to Section 5**
- Secondary data analysis – **if secondary analysis used go to Section 6**
- Advisory/consultation/collaborative groups
- Other, give details: [School policy documents](#)

Please provide an overview of the project, focusing on your methodology. This should include some or all of the following: purpose of the research, aims, main research

questions, research design, participants, sampling, data collection (including justifications for methods chosen and description of topics/questions to be asked), reporting and dissemination. Please focus on your methodology; the theory, policy, or literary background of your work can be provided in an attached document (i.e., a full research proposal or case for support document). *Minimum 150 words required.*

The purpose of this research is to explore the perceptions and experiences of Professional Development (PD) of Host Nation Teachers (HNT) working in international schools in Ghana.

The research question in this study is:

How is host nation teachers' professional development perceived and experienced in international schools in Ghana?

When exploring this question, sub-questions will be posed:

- a. How do relevant school policies inform host nation teachers' professional development?
- b. How does the school's PD Lead inform host nation teachers' professional development?
- c. How is professional development perceived and experienced by host nation teachers?

The research design of this interpretivist study will allow me to gain an in-depth understanding of the participants' perceptions and experiences of teachers' PD in relation to the research questions above.

A multiple case study approach will be taken using three schools. In each the data collection is triangulated as follows:

- 1) document analysis of relevant written policies;
- 2) interview with the senior member of staff who leads professional development (referred to as the *PD Lead*) to understand how their leadership informs teachers' PD;
- 3) two focus group with three host nation teachers at the school to understand their perceptions and experiences of PD in the light of the data gathered from points 1 and 2 above.

Interviews and focus groups will take place online using Microsoft Teams software as this is the preferred platform at UCL (<https://www.ucl.ac.uk/ioe/research/research-ethics/ethics-applications-ioe-students/guidance-changed-contexts-due-coronavirus-moving-research-online>). The data from the interviews will not be shared with anyone other than the researcher, although my supervisors may see segments of the transcription.

Purposive sampling will be used to identify the participants from the host nation teachers at each school. The definition of host nation teacher is a Ghanaian citizen who was born and completed

their university education including teacher training in Ghana, and who is therefore employed by the school on a host nation contract. I will work with personnel at the school to help me to identify the participants of this study.

The criteria for forming the sample are:

Criteria 1 - The teacher meets the definition of a host nation teacher
Identification of the teacher as a host nation teacher is based on the definition given above. The selection of HNT will be helped by the Head of Primary who knows the teachers' employment status and backgrounds.
Criteria 2 - The teacher has completed between 1- 3 year and 4-7 years of service in an international school.
Based on Day and Gu's (2010) definitions of the phases of teachers' professional lives, I will select two focus groups. One group will consist of early career teachers in year 1 – 3 of working in schools and the other group will be in the second phase (4 – 7 years of service). Based in Day and Gu (2010) these two groups have different development needs. The early year teachers need support with classroom management and some of the fundamental of teaching, while the second group (4 – 7 years of service) are characterised as 'sustaining identity, efficacy and effectiveness' (2010, p.47). Day and Gu argue the latter cohort is seeking improvement, effectiveness and development to enhance their skills. The Head of Primary School will help with the identification of teachers who meet this criterion.
Criteria 3 - The teacher works in the primary section of the school
This will be defined as a teacher who spends 75% or more of their working week teaching children aged 5 – 11. A focus on primary teachers allows the sample to have similar but not identical work experiences and for me to build up an understanding of how one specific group of teachers view PD.

Rather than starting with fixed questions and a pre-determined conceptual framework, this proposal involves semi-structured interviews and focus groups that allow for emergent themes to be identified and explored fully and fluidly as the study progresses.

Both the interviews and focus groups will be recorded whilst I will engage in active listening to interpret what is being said. Interviews and focus groups will last for 30 mins and 45 mins respectively. An interview guide (Appendix 7) and focus group guide (Appendix 8) will be used, but these are tentative not prescriptive.

During the interviews and the focus groups, there will be three phases of questioning. The first will be to ascertain if the participant/s is/are willing to give consent for the session to be recorded and the data to be used in this study. Next, questions will be asked about the participant's life and work to establish the relational trust and, finally, the main phase of the interview will address the research questions (above).

Once transcribed, emergent themes and points of difference will be used to code the data using NVivo software. This analysis will inform the reporting in relation to relevant literature and a full discussion will be shared. A two-page executive summary will be made available to all those who expressed interest in participating regardless of whether they were chosen to participate or not.

Section 3 – Research Participants (tick all that apply)

- Early years/pre-school
- Ages 5-11
- Ages 12-16
- Young people aged 17-18
- Adults please specify below
- Unknown – specify below
- No participants

Ghanaian teachers in international schools in Ghana.

Note: Ensure that you check the guidelines carefully as research with some participants will require ethical approval from a different ethics committee such as the [National Research Ethics Service](#) (NRES) or [Social Care Research Ethics Committee](#) (SCREC).

Section 4 - Security-sensitive material (only complete if applicable)

Security sensitive research includes commissioned by the military; commissioned under an EU security call; involves the acquisition of security clearances; concerns terrorist or extreme groups.

- a. Will your project consider or encounter security-sensitive material?
Yes* No
- b. Will you be visiting websites associated with extreme or terrorist organisations?
Yes* No
- c. Will you be storing or transmitting any materials that could be interpreted as promoting or endorsing terrorist acts?
Yes* No

* Give further details in *Section 8 Ethical Issues*

Section 5 – Systematic reviews of research (only complete if applicable)

- a. Will you be collecting any new data from participants?
Yes* No
- b. Will you be analysing any secondary data sets?
Yes* No

* Give further details in **Section 8 Ethical Issues**

*If your methods do not involve engagement with participants (e.g., systematic review, literature review) **and** if you have answered **No** to both questions, please go to **Section 8 Attachments**.*

Section 6 - Secondary data analysis (only complete if applicable)

- a. Name of dataset/s N/A
- b. Owner of dataset/s Enter text
- c. Are the data in the public domain?
Yes No
If no, do you have the owner's permission/license?
Yes No*
- d. Are the data special category personal data (i.e., personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation)?
Yes* No
- e. Will you be conducting analysis within the remit it was originally collected for?
Yes No*
- f. **If no**, was consent gained from participants for subsequent/future analysis?
Yes No*
- g. **If no**, was data collected prior to ethics approval process?
Yes No*

* Give further details in **Section 8 Ethical Issues**

*If secondary analysis is only method used **and** no answers with asterisks are ticked, go to **Section 9 Attachments**.*

Section 7 – Data Storage and Security

Please ensure that you include all hard and electronic data when completing this section.

- a. Data subjects - Who will the data be collected from?
[School leaders and teachers working in international schools in Ghana](#)
- b. What data will be collected? Please provide details of the type of personal data to be collected

A member of the school leadership team will be interviewed about their vision for, and leadership of professional development including host nation teachers' professional development.

Host nation teachers will participate in focus groups where data on their perceptions and experiences of professional development will be collected.

Is the data anonymised?	Yes <input checked="" type="checkbox"/> No* <input type="checkbox"/>
Do you plan to anonymise the data?	Yes* <input checked="" type="checkbox"/> No <input type="checkbox"/>
Do you plan to use individual level data?	Yes* <input checked="" type="checkbox"/> No <input type="checkbox"/>
Do you plan to pseudonymise the data?	Yes* <input checked="" type="checkbox"/> No <input type="checkbox"/>

* Give further details in **Section 8 Ethical Issues**

- c. **Disclosure – Who will the results of your project be disclosed to?**
The results of this study will be featured in my EdD thesis and may be included in academic papers or conference presentations. An executive summary of the results will be shared with those who expressed an interest in participating in the study including those who were selected to take part.
Disclosure – Will personal data be disclosed as part of your project?
No

- d. **Data storage – Please provide details on how and where the data will be stored i.e., UCL network, encrypted USB stick**, encrypted laptop** etc. All data will be collected using Microsoft Teams, transcribed and saved on S Drive on the UCL server.**

** *Advanced Encryption Standard 256-bit encryption which has been made a security standard within the NHS*

- e. **Data Safe Haven (Identifiable Data Handling Solution) – Will the personal identifiable data collected and processed as part of this research be stored in the UCL Data Safe Haven (mainly used by SLMS divisions, institutes and departments)?**
Yes No

- f. **How long will the data and records be kept for and in what format?**
Data relating to this study will be stored on the UCL server until December 31st, 2025, when it will be deleted.

Will personal data be processed or be sent outside the European Economic Area? (If yes, please confirm that there are adequate levels of protections in compliance with GDPR and state what these arrangements are)

No, data will be processed in the UK.

Will data be archived for use by other researchers? (If yes, please provide details.)

No

- g. If personal data is used as part of your project, describe what measures you have in place to ensure that the data is only used for the research purpose e.g., pseudonymisation and short retention period of data’.

The name of the participants and their schools will be kept anonymous by allocating pseudonyms that cannot be traced to the individual. The data collected for this study will only be seen by the researcher and his EdD supervisors and will be deleted no later than Dec 31st, 2025, by which time I will have completed my doctoral studies.

* Give further details in **Section 8 Ethical Issues**

Section 8 – Ethical Issues

Please clearly state the ethical issues which may arise in the course of this research and how will they be addressed.

All issues that may apply should be addressed. Some examples are given below, further information can be found in the guidelines. *Minimum 150 words required.*

Methods – This study follows an ‘opt-out’ approach for participants. After participants have given their informed consent for the use of their data, there are opportunities to later remove their data from this study without giving any reason. The use of anonymised interviews and focus groups, with clearly stated opportunities to opt out, not respond to questions or end the interview, minimise any concerns or anxieties the participants may have about sharing their views. Participants’ names and schools will be given pseudonyms to ensure anonymity and ethical treatment.

Sampling – I have established clear criteria to select participants for the sample. This avoids any bias, favour or prejudice. Using the established approach of purposive sampling in combination with the selection criteria when forming the sample, defends this project against claims of bias and ensures ethical conduct.

Recruitment and Gatekeepers –

The steps for the recruitment of teachers for the focus groups are as follows:

Step 1 – Consent of Head teacher

Consent will be required from the Head teacher for permission to use their school as a case study, to have access to school policies and to invite the PD Lead and teachers to participate in the study. As mentioned above, this will be sought via email communication outlining the project and including the Information Sheet (Appendix 1). The consent form requiring a formal opt-in to the project and will be attached to this email (Appendix 2). The offer will be made for a Teams call

with the Head teacher where any questions or clarifications can be addressed. I will request that the Consent Form is signed electronically and scanned to me.

Step 2 – Consent of the Professional Development Lead

Once the step above is completed, the PD Lead will be asked to read the relevant information letter (Appendix 3) before signing and returning the relevant consent form (Appendix 4).

Step 3 – Consent of Teachers

Once the steps above are completed, all teachers who meet the selection criteria will be invited to express interest in becoming a participant in the focus group. This will involve them completing an online application form designed on Microsoft Teams. This invitation will be communicated via my UCL email account with an information letter (Appendix 5) setting out the details of the study and of the participants role in it.

Expressions of interest will be sent to me via an online form using Microsoft Forms. This form will collect the person's contact details and ask information relevant to the selection criteria. This data will only be seen by me and will be deleted at the end of this study and no later than December 31st, 2025.

The selected applicants will be informed of acceptance to this study once the purposive sampling stage has been completed, as set out above. The focus group interviewees will be asked to sign an opt-in Consent Form (Appendix 6) before the start of the call. If the participant decides not to, someone on the reserve list will be contacted to take this place in advance of the date of the focus group call.

A timeline showing the specific actions required of the participants will be sent at this time.

Step 4 – Invitation to join the Focus Group

When the consent form is returned, a confirmatory email will be sent to participants reminding them of the specific dates and time of the interviews and will include an invite to the Microsoft Teams call.

Informed Consent – The opt-in approach to consent and the provision of the Information Letter and the offer to discuss details in a one-to-one call, means consent comes from an informed position. All parties will be informed and reminded of their right to opt out or to have their data removed from this project at any time up to 1st Sept 2021. This ensures an ethical approach is maintained.

Potentially vulnerable participants – This will not be an issue for this study.

Safeguarding – As those being asked to participate are all adults, safeguarding is not an issue for this study.

Sensitive topics – The names of any third parties discussed in the interviews or focus groups, such as the name of PD facilitators will be anonymised to avoid their identity being revealed. There is no other sensitive data involved in this study.

International research – This research will involve data collection from participants in Ghana. However, all data will be collected digitally via Microsoft Forms and Teams and the data

processing and analysis will take place in the UK. [British Educational Research Association Ethical Guidelines \(2018\)](#) will apply to this project.

The transcribing, analysis, storage and reporting of this research will comply with UCL requirements.

Risks to participants and/or researchers – There are no foreseen risks to the participants or the researcher as there is no travel involved in this study.

Confidentiality/Anonymity – The identities of the schools and the teachers involved in the research will be kept anonymous by allocating pseudonyms when writing up the findings so anonymity is assured. With a group of teachers participating in the focus groups it is inevitable that they will hear what each other says. The consent form for focus group participants will include the statement below: ‘I understand that although the researcher will take every precaution to maintain confidentiality of the data, the nature of focus groups prevents the researcher from guaranteeing confidentiality. The researcher would like to remind participants to respect the privacy of your fellow participants and not repeat what is said in the focus group to others or talk to group members in front of others about what was said in the focus group, at a later date.’

The importance of this commitment will be reiterated at the start of the focus group meeting, when participants are reminded that ‘everything said in the room, stays in the room’.

Disclosures/limits to confidentiality – Focus group participants will be asked to commit to anonymity of what is said by other group members as part of the signing of the consent form. This reinforces the importance of maintaining confidentiality of what is said in these groups.

Data storage and security both during and after the research (including transfer, sharing, encryption, protection) – As stated above, the data will be kept securely on the UCL S drive or on an encrypted personal laptop for the remainder of my studies on the EdD course. Participants will have seen the privacy notice in the information letter and on the consent form.

Reporting - The findings of this study will be submitted as my doctoral thesis. An executive summary with a link to the full report will be sent to the interested parties who expressed interest in being a part of the study and a copy of the full report will also be made available to those who select this option when expressing an interest to participate.

Dissemination and use of findings –Based on discussion of the findings, my association (AISA) may want to alter or develop practice. This study forms the thesis of my EdD course and will be submitted for this purpose. The findings may be used in future academic papers or conference presentations.

Please confirm that the processing of the data is not likely to cause substantial damage or distress to an individual.

The collection or processing of the data in this study is unlikely to cause any harm or damage to any parties involved.

Yes

Section 9 – Attachments. *Please attach the following items to this form, or explain if not attached*

- a. Information sheets, consent forms and other materials to be used to inform potential participants about the research (List attachments below)

Yes No

Appendix 1: Head teacher Information Letter

Appendix 2: Head teacher Consent Form

Appendix 3: Professional Development Lead Information Letter

Appendix 4: Professional Development Lead Consent Form

Appendix 5: Teacher Information Letter

Appendix 6: Teacher Consent Form

Appendix 7: Schedule for Interviews

Appendix 8: Schedule for Focus Groups

- b. Approval letter from external Research Ethics Committee (N/A) Yes
- c. The proposal ('case for support') for the project Yes
- d. Full risk assessment. (This study will be conducted from my home) Yes

Section 10 – Declaration

I confirm that to the best of my knowledge the information in this form is correct and that this is a full description of the ethical issues that may arise in the course of this project.

I have discussed the ethical issues relating to my research with my supervisor.

Yes No

I have attended the appropriate ethics training provided by my course.

Yes No

I confirm that to the best of my knowledge:

The above information is correct and that this is a full description of the ethics issues that may arise during this project.

Name [Graham Watts](#)

Date [14 March 2021](#)

Please submit your completed ethics forms to your supervisor for review.

Professional code of ethics

You should read and understand relevant ethics guidelines, for example:

[British Psychological Society](#) (2018) *Code of Ethics and Conduct*

Or

[British Educational Research Association](#) (2018) *Ethical Guidelines*

Or

[British Sociological Association](#) (2017) *Statement of Ethical Practice*

Please see the respective websites for these or later versions; direct links to the latest versions are available on the [Institute of Education Research Ethics website](#).

Disclosure and Barring Service checks

If you are planning to carry out research in regulated Education environments such as Schools, or if your research will bring you into contact with children and young people (under the age of 18), you will need to have a Disclosure and Barring Service (DBS) CHECK, before you start. The DBS was previously known as the Criminal Records Bureau (CRB). If you do not already hold a current DBS check, and have not registered with the DBS update service, you will need to obtain one through at IOE.

Ensure that you apply for the DBS check in plenty of time as will take around 4 weeks, though can take longer depending on the circumstances.

Further references

The www.ethicsguidebook.ac.uk website is very useful for assisting you to think through the ethical issues arising from your project.

Robson, Colin (2011). *Real world research: a resource for social scientists and practitioner researchers* (3rd edition). Oxford: Blackwell.

This text has a helpful section on ethical considerations.

Alderson, P. and Morrow, V. (2011) *The Ethics of Research with Children and Young People: A Practical Handbook*. London: Sage.

This text has useful suggestions if you are conducting research with children and young people.

Wiles, R. (2013) *What are Qualitative Research Ethics?* Bloomsbury.

A useful and short text covering areas including informed consent, approaches to research ethics including examples of ethical dilemmas.

Departmental use

If a project raises particularly challenging ethics issues, or a more detailed review would be appropriate, the supervisor must refer the application to the Research Development Administrator via email so that it can be submitted to the IOE Research Ethics Committee for consideration. A departmental research ethics coordinator or representative can advise you, either to support your review process, or help decide whether an application should be referred to the REC. If unsure please refer to the guidelines explaining when to refer the ethics application to the IOE Research Ethics Committee, posted on the committee's website.

Student name

Graham Watts

Student department	Learning and Leadership
Course	EdD
Project title	Host Nation Teachers' Professional Development in International Schools in Ghana
Reviewer 1	
Supervisor/first reviewer name	Susan Taylor
Do you foresee any ethical difficulties with this research?	No
Supervisor/first reviewer signature	
Date	10.03.21
Reviewer 2	
Second reviewer name	Peter Earley
Do you foresee any ethical difficulties with this research?	No
Supervisor/second reviewer signature	
Date	12 March 2021
Decision on behalf of reviews	
Decision	Approved <input checked="" type="checkbox"/>
	Approved subject to the following additional measures <input type="checkbox"/>
	Not approved for the reasons given below <input type="checkbox"/>
	Referred to REC for review <input type="checkbox"/>
Points to be noted by other reviewers and in report to REC	
Comments from reviewers for the applicant	
<i>Once it is approved by both reviewers, students should submit their ethics application form to the Centre for Doctoral Education team: IOE.CDE@ucl.ac.uk.</i>	

Appendix 15: Orion School PD Policy Outline (summarised)

Section	Heading	Content
1	Aims and objectives	Overview of how teacher PD is understood and operationalized.
2	Key roles and responsibilities	Details of the roles of the Head teacher, PL Lead and teachers in organising and engaging in PD.
3	Identifying needs	Overview of how teacher PD needs are identified by teachers in their annual appraisal cycle and by leaders in the school strategic plan.
4	Provision of PD	Explanation of how to arrange PD, including references to in-school collaboration and applications for external events.
5	Training costs	Explanation of how the PD budget was spent on external events and bringing facilitators on site.
6	Repayment of training costs post-resignation	Details on how the costs of external PD events will be recouped from a teachers' salary if they resign from their post while participating in an ongoing, extended PD programme.
7	Leadership and management of PD	An explanation of the PL Lead's role in leading PD across the school and details of how PD intersects with the teacher appraisal cycle.
8	Planning for effective PD	An overview of how the school leadership feeds strategic goals into the planning of PD and teachers' opportunities to inform their PD.
9	Types of PD activity	A list of different modes of PD available to teachers that included in-school, peer-to-peer experiences,

		whole-school PD workshops and participation in external events.
10	Evaluation of PD activities	An outline of how the school evaluates the impact of PD concerning school improvement, including reference to student learning.