IMPROVING PUPIL MOTIVATION TOGETHER

A Thesis

Submitted to the UCL, Institute of Education in partial fulfilment of requirements of a doctorate in Education (EdD)

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I hereby declare that, except where explicit attribution is made, the work presented in this thesis is entirely my own.

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Glossary

Higher Level Teaching Assistant (HLTA): A status given to TAs who reach certain standards of education and performance which enables them to be given greater spheres of responsibility.

Paraeducator: A term used within North America to refer to individuals who are actively engaged in supporting teaching and learning.

School Action: The SEN Code of Progress first step is School Action which is activated if there is concern for a pupil in regard to making little or no progress even with differentiated learning opportunities or if there are ongoing emotional and behavioural problems that have not been resolved by existing school behaviour and management policies and techniques.

SEN Code of Practice (2001): The code of practice became effective in January 2002 and outlined a graduated approach to meeting the needs of pupils with SEN to include Early Years Action/School Action and Early Years Action Plus/School Action Plus, and then to a Statement of SEN if appropriate.

Special Education Needs (SEN): 'Children have special education needs if they have a learning difficulty which calls for special educational provision to be made for them' (Education Act, 1996, Section 312).

Special Educational Needs Co-ordinator (SENCO): The person or persons in school responsible for overseeing the day-to-day operation of special needs provision.

Statements of Special Educational Need: Documents regulated by law setting out the educational and non-educational needs of individuals and the provision to be put in place to meet those needs.

Teaching Assistant (TA): A term used within the English school system to refer to individuals who are actively engaged in supporting teaching and learning.

Abbreviations

BESD	behavioural, emotional and social difficulties
BERA	British Education Research Association
CPD	continuing professional development
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
EBD	emotional and behavioural difficulties
HMI	Her Majesty's Inspector
ITT	initial teacher training
LSA	learning support assistant
NVQ	National Vocational Qualification
Ofsted	Office for Standards in Education, Children's Services and Skills
PD	professional development
QTS	Qualified Teacher Status
SAT	standard assessment task/test
SEN	special educational needs
SENCO	special educational needs co-ordinator
TA	teaching assistant
TDA	Training and Development Agency for Schools

Personal statement regarding the EdD

My experience of the EdD can be best characterised as a 'journey'. When I first commenced the EdD in September 2007 I had two part-time jobs; the first as a curriculum co-ordinator for West Sussex Adult Education, with responsibilities for designing and implementing courses for Teaching Assistants (TAs) at a county level and the second as a senior lecturer at a university. During the first year of the course I moved to a full time position at the university and now seven plus years later, I am principal lecturer responsible for co-ordinating masters provision in Education. On reflection, I realise that the EdD programme has been challenging and rewarding in equal measures and that the knowledge and insights I have gained from participation in the programme has enabled me to contribute more effectively to the teaching provision of my own programme and to better guide my students on their respective research journeys.

In reviewing the assignments that I have completed for this programme my work has focused on aspects of the changing roles of teachers and TAs from various vantage points. My professional interest and desire to make a difference in this field began when I commenced working with TAs in 1998, teaching on the then City and Guilds Certificate in Learning Support which was superseded by National Vocational Qualifications (TDA, 2007). In the role of NVQ assessor I spent much time driving the back roads of the county to visit TAs in numerous schools to assess their practice. During those visits what captured my attention and sparked my curiosity was the working relationship between the teacher and the TA and the impact that this had on pupil learning outcomes. When I moved to a role within

teacher training my interest in the factors contributing to an effective working relationship between teachers and TAs continued. However, it was only through participation in the EdD programme that I was enabled to translate my professional interest into research that had the potential to make a difference.

In reviewing my work for the EdD programme, my first assignment focused on the changing roles of teachers and TAs within a framework of professionalism and used a 'story' to illustrate current debates and critiques. The second assignment consisted of constructing a proposal for a research study that would examine how secondary teachers and TAs negotiated roles and responsibilities in regard to managing behaviour to enhance learning. It was through engagement with this module and the associated reading, that I had an opportunity to explore a range of theoretical viewpoints and debates regarding the nature of 'research' within education. The views of Robson (2002, p. 43) in regard to the so-called 'paradigm wars' endemic in the social sciences between positivists (empiricists, quantitative researchers) and interpretivists (phenomenologists, qualitative researchers) resonated with my experience, as a positivist researcher, teaching in an Education department with colleagues from mainly interpretivist research backgrounds. I was heartened to read of Robson's (2002, p. 43) view that a possible 'solution lies in a radical reappraisal by warriors on both sides of the divide' and that there needs to be a more pragmatic, critical approach to research that involves an integration of subjectivist and objectivist theory which ensures that methods chosen must fit the subject matters. In the assignment for '*Methods of Enquiry* 1', I developed a proposal for collaborative action research which was inspired by initiatives such as the Innovative Links Project (Sachs, 1997). This project encouraged improvement of

teaching practice through close collaboration between practising teachers and academics and that action research could be seen as a way of creating 'new forms of reciprocity between teachers and academics' (Sachs, 2001, p. 153). Though I did not translate the specific proposal into a research study, the vision of the academic researcher as co-ordinating research and encouraging, 'practical deliberation and self-reflection on the part of the practitioners' (Zuber- Skerritt, 1996, pp. 4-5) was realised within work undertaken for the thesis.

For the next unit, I elected to study '*Post Compulsory Education, Training and Lifelong Learning*' and focused on the learning processes involved in competence-based qualifications (NVQs) for TAs. Here I returned to an emphasis on the power of a story in revealing situated knowledge with Shank (2006, p. 3) seeing storytelling as a process that enables teachers 'to understand themselves in the immediate context of school life as well as in the more abstract world of educational ideas'. The theme of a telling a 'story' to reveal situated knowledge was revisited within research conducted for the Institutional Focus Study (IFS) and the thesis.

In the final assignment, '*Methods of Enquiry* 2', I carried out an exploratory study that examined the nature of relationships between TAs and teachers from the perspective of the TA. In order to do this a lengthy questionnaire was developed. Within this module I was impressed by the art of designing a questionnaire focusing on the advice advocated by De Vaus (2002) where steps include: translating any concepts into forms which are measurable; clarifying the concepts; developing indicators and evaluating the indicators, a process of determining whether the indicators actually measure what we think they do. Readings regarding questionnaire design have proven instrumental in my teaching of research design

techniques to M-level students who often view questionnaire design as 'something anyone can do'.

The taught modules on the EdD programme allowed me to explore in-depth current research and understandings regarding the deployment of support staff and paradigms of educational research. The culmination of this taught element of the EdD programme set the scene for the Institutional Focus Study (IFS), where I chose to explore, *Teachers and TAs Perceptions of Collaborative Relationships*. A series of interviews were conducted on views of collaborative relationships with analysis of interview data being used to develop a questionnaire for SENCO's regarding school structures that were thought to play a role in developing such relationships. From a synthesis of a vast amount of data a series of professional development tools were created. These tools included: a proposed model of defining collaborative relationships, that is, 'what was a great, average and awful relationship'; and a series of critical incidents which could be used within schools to promote discussion on collaborative relationships. The outcomes of this research were presented in a chapter entitled: *'Managing to Collaborate'* in *'Improving Pupil Motivation Together: teachers and TAs working collaboratively*' (Bentham and Hutchins, 2012).

Reflecting on the process of research involved in the IFS, I was acutely aware of how the phases of research were interrelated and built on each other. Further, within the IFS, I carried out a validation exercise where I presented the outcomes of the study, a model of collaborative relationship and the series of critical incidents to a group of Special Educational Need Coordinators (SENCO's). The process of engaging in a validation exercise revealed that there was not just one interpretation but multiple interpretations. On one level the engagement in the validation process

affirmed the extent to which the professional development tools were deemed to be transferable, that is, 'related usefully to settings which they themselves were immersed in' (Scott and Morrison, 2007, p.254). On another level the validation exercise revealed the importance of *not* assuming, in the process of qualitative data analysis, that the researcher's interpretation is the only interpretation.

In turning to the thesis I did not extend the research conducted in the IFS but rather developed, piloted, implemented and evaluated a joint CPD programme entitled: 'Improving Pupil Motivation Together'. The thesis explored whether the joint CPD programme for Secondary Teachers and their Teaching Assistants (TAs), impacted on their working relationships and on pupils' motivation, behaviour and engagement. This study adhered to best advice regarding CPD and involved teachers and TAs participating in a 15-session programme focusing on motivational theory and practical strategies to enhance pupil outcomes. Teachers and TAs were asked in pairs to select focus pupils deemed to have motivational challenges. The preliminary findings from this research were presented in BERA conference papers. Papers included: Improving Pupil Motivation Together (Bentham, 2013) and "WE'RE LEARNING AT THE SAME TIME" – The impact of Joint CPD (Bentham, 2014).

On reflecting on the work undertaken for this EdD I have not played it safe and I have chosen assignments and research that I have found challenging. Reflecting on the course as an integrated unit a number of themes emerge.

Over the course of the programme I have developed a greater appreciation of the debates regarding what is considered 'good educational' research. Having two degrees in psychology I come from a positivist or post-positivist background. By the term post-positivist I am referring to a reformed version of positivism that

addresses criticisms made from interpretivist approaches but still preserves the basic assumption of positivism, that is, the possibility of objective truth and the value and use of experimental approaches. In contrast most of my colleagues in the education department come from an interpretivist research background and often there are diverging views in regard to what constitutes good evidence, suitable methods of investigation and what is considered ethically appropriate. Participating in the EdD has enabled me to develop a greater understanding in regard to what constitutes an interpretivist approach to research and has challenged my assumptions regarding the nature of research. Robson in his 2002 edition of *Real World Research* talks of paradigm warriors however, writing in 2011, Robson acknowledges how this debate has moved forward and that:

> while there are still zealots proclaiming their version of the true faith, … there is a growing recognition of the value of combining elements of both quantitative and qualitative research styles. (Robson, 2011, p. 18)

I believe that embarking on a course, such as the EdD which requires an in-depth exploration of a range of research traditions provides researchers with a means of doing just this. Today debates regarding what constitutes good research is at the foremost of the government's agenda and is reflected in Ben Goldacre's report (2013) promoting Randomised Controlled Trials (RCT) with the implication of a 'transfer of resources from the DfE to Sutton Trust which is in turn funding the Education Endowment Foundation to support RCT type research' (Menter, 2013, p.10). Knowledge gained, within the EdD programme, has equipped me with the intellectual tools to interrogate a variety of approaches and to lead discussions on these debates with the M-level students with whom I work.

Upon reflection perhaps my most enduring insight I take from the EdD programme is of the iterative nature of research and that research involves more than a reporting of research findings but necessitates the need to interrogate findings in relation to underpinning research in order to make sense of (understand) and to make meaning (to be aware of the implications) from the concepts and ideas explored. In teaching on M-level course I am acutely aware of how often teachers I work with engage with the research process and state their preliminary findings without fully interrogating their implications. I also often hear the cry, 'that they are very busy and they just want to do enough to pass'. Though this is what I hear from my M-level students it is also what they tell me that they hear from their students. There is the perception, that a task is given, a response is written and then it is time to move on to the next task. When I wish to challenge the views of M-level students I am working with I will often use a Youtube clip, entitled: 'Austin's butterfly' (Berger, 2012). This clip outlines the transformational power of critique and feedback to improve student work. The clip charts the progress of an American Year 1 student who is asked to create a scientific illustration of a butterfly and is encouraged to make multiple drafts through comments such as: 'that is good, but if only you could do this it could be so much better'. In the end the final product that Austin creates is so much more than he could have ever anticipated. Austin's butterfly represents my journey on the EdD programme where I have been consistently challenged to do more.

Abstract

This study explored whether a programme for Secondary Teachers and their Teaching Assistants (TAs), entitled 'Improving Pupil Motivation Together', impacted on their working relationships and on pupils' motivation, behaviour and engagement. Many researchers (e.g. Blatchford *et al*., 2012; Howes, 2003) argue for the need for research to examine the impact that Teaching Assistants (TAs) have on raising standards in schools. Alborz *et al*. (2009, p.2) acknowledged that, 'collaborative working is required if TA support is to be employed to its best effect' and as such joint-training could be seen as a way forward. Many researchers (e.g. TDA, 2012; Earley & Porritt, 2014) cite effective Professional Development as one of the best ways to raise the quality of teaching and learning. However, in relation to embedding change in teaching practice there has been a lack of systematic research (TDA, 2012) on the impact of professional development. This study involved teachers and TAs participating in a 15-session programme focusing on motivational theory and practical strategies to enhance pupil outcomes. Teachers and TAs were asked in pairs to select focus pupils deemed to have motivational challenges. To measure the impact of the training, data were collected before, during and post programme on the nature of the teacher/TA relationships and pupil outcomes. Research methods utilised included: field notes, interviews and measures of pupil participation and self-regulation. In reviewing the impact on the focus pupils there were mixed results; for some pupils there were considerable improvements in some aspects at some moments of time, as perceived by the teachers/TAs, but the momentum for positive change was difficult to maintain. Further, the programme led to reported improvements in teacher/TA working relationships in regard to:

time to plan and feedback; enhanced perception of the value of teamwork; mutually constructive dialogue; and increased TA knowledge.

Recommendations include: the value of joint CPD focusing on raising motivational awareness and the need for further research to explore the potential of such programmes for engaging disengaged pupils; the inclusion of input on collaborative ways of working within initial teaching training programmes and further research into what constitutes effective joint CPD for teachers and TAs.

Chapter 1: Introduction

Introduction

> In education ‘what works’ is not a particularly useful question to ask because almost everything works somewhere, and nothing works everywhere. The important question is, ‘Under what conditions does a particular initiative work?’ (Wiliam, 2009, p.15)

The aim of this study was to explore the impact of teachers' and teaching assistants (TAs) engagement in a joint Continuing Professional Development (CPD) programme entitled ‘Improving Pupil Motivation Together’.

This study dealt with the following fields of research: pupil motivation, behaviour and engagement, teachers' and TAs' working or collaborative relationships, and the impact of joint CPD on the practice of teachers, TAs and pupil outcomes of motivation, engagement and behaviour.

Within this study the term ‘support staff’ will be taken to include: Teaching Assistants (TAs); Learning Support Assistants (LSAs); Higher Level Teaching Assistants (HLTAs); cover supervisors; mid-day meal supervisors; technicians; caretakers and office staff. The term of teaching assistants (TAs) and Learning Support Assistants (LSAs) are used within the literature to refer to those individuals who are actively engaged in supporting teaching and learning. When reviewing specific research in the field the authors’ choice of terminology will be respected and used. However, in general, the term teaching assistants will be used throughout this thesis.

Context and Focus of Study

Though, currently a co-ordinator of Masters-level Provision in Education at a university, my interest and involvement with TAs reflects a long journey. Prior to working in Higher Education, I was involved with coordinating courses for TAs at a county level from 1998 to 2007. During those years, I visited a wide range of schools, to assess TAs' practice in the classroom and what captured my attention and curiosity was the interaction between the teacher and the TA and the impact this had on pupil outcomes. From discussions with TAs various tensions were highlighted: TAs talked of a lack of planning time with the teacher, being unsure of the limits of their authority and a difficulty in engaging in honest dialogue with the teacher regarding pupil behaviour and learning. It was interesting to note that the issues that engaged the TAs I worked with from 1998 to 2007 were still considered relevant in 2014.

The initial impetus for this research was to extend the evidence base on effective deployment and preparation of TAs. The research regarding collaborative practice, deployment and impact of TAs and the nature of effective CPD is extensive with Howson (2010, p.1) noting that such research is necessary as 'support staff increasingly prop up the sector'. Blatchford *et al.* (2013, p.7) report that the number of full-time equivalent (FTE) TAs in mainstream schools has more than trebled since 1997 to about 190,000 (DfE, 2011), with Unison (2014) stating that there are currently 359,200 individual TAs employed by schools in England. Though there has been mention of cutting the numbers of TAs to save money in the media Blatchford *et al*. (2012) and Webster *et al*. (2013) argue that TAs have huge

potential but they must be effectively deployed for these benefits to be actualised. By looking to improve the quality of teaching, collaborative relationships between teachers and TAs could drive up standards, as suggested in relevant literature (Giangreco *et al*., 1997; DfES, 2000; Groom, 2006; Bedford *et al*., 2008; Devecchi & Rouse, 2010). However, Blatchford *et al*. (2012) argue that what looks like a good working relationship between the teacher and TA may actually be harmful if it perpetuates forms of TA deployment that result in the removal of pupils in the most need of expert professional support, in favour of informal remedial help by poorly trained and managed TAs.

Research (Blatchford *et. al.*, 2012, 2013, 2013a) regarding deployment and the impact of TAs is of national importance; however more research is needed on how the factors of TAs' employment, preparedness, deployment and practice can be effectively translated into systems, which can lead to demonstrable positive impacts on pupils. One way forward is to provide further training (Wilson & Bedford, 2008; Webster *et al*., 2013); as such it is appropriate to focus on the nature of Professional Development (PD) which can be seen as a range of activities and practices in which educational professionals engage to learn and develop knowledge and skills (Bolam, 2000). Many researchers (Borko, 2004; Guskey, 1986; TDA, 2009, 2012; Bell *et al*., 2010) cite effective PD as one of the best ways to raise the quality of teaching and learning. However, in relation to embedding change in teaching practice there has been a lack of systematic research on the impact of PD (TDA, 2009, 2012; Coldwell & Simkins, 2010; Earley & Porritt, 2014) and even less on the impact of joint CPD for teachers and TAs.

The focus of the joint CPD within this study was on pupil motivation, which raises the question regarding the rationale for such a choice. Motivation or engagement, terms often used interchangeably (Reschly & Christenson, 2013), have been seen as necessary precursors of pupil achievement resulting in persistence, increased effort, and self-regulation. Further, engagement is not seen as an attribute of the student, 'but rather as an alterable state of being' (Christenson *et al*., 2013, p.v) that is highly influenced by many interactions to include the capacity of school to offer 'consistent expectations and support for learning' (ibid). As such, a discussion of the theory and applications of motivational theory could be advantageous for both teachers and TAs in supporting their interactions with pupils and contributing to driving up academic standards.

This study was innovative in that a bespoke programme addressing relevant theories and strategies on motivation was created for teachers and TAs, building on academic research and adhering to the best advice on good quality CPD (TDA, 2012). The CPD programme was subject to in-depth piloting utilising an iterative process evolving over several years which involved reading and researching for the publication of books on aspects of motivational theory relevant for TAs (Bentham, 2011; Bentham & Hutchins, 2012) and trialling ways of teaching motivational theory within a Masters in Education programme.

In order to evaluate the impact of the joint CPD programme a hybrid methodology that was 'fit for purpose' (Cohen *et al*., 2003, p.134) was designed, utilising aspects of quasi-experimental, case-study and action research approaches. The value of this research and its contribution to relevant academic fields of knowledge was

dependent upon teacher and TA participation in a joint CPD programme. This participation had the potential to influence their working relationships and practice which in turn could affect pupil outcomes of motivation, behaviour and engagement.

Chapter 2: Literature Review

Literature Search

In embarking on a literature review Robson (1994, pp.150-1) states that a conceptual framework is advisable as it builds on theoretical formulation, that is, previous research in the field, reflecting on what is speculatively already known about the case and that this conceptual framework enables the researcher to frame the research questions in regard to existing underpinning knowledge.

As such this thesis attempted to look at three areas of research to include: motivation, engagement and behaviour; TA deployment and the promise of CPD. As each of these research areas were vast decisions needed to be made in order to inform the initial analysis. Table 2.1, below, outlines the terms used for the main literature search and decisions made in regard to inclusion and exclusion criteria. For example, in respect to the field of motivation Dornyei (2001) states the motivation encompasses a plethora of competing theories that recognise multiple perspectives. As the aim of this study was to devise and evaluate a programme to raise motivational awareness of teachers and TAs so that that could use relevant knowledge to re-engage pupils it was decided that the main focus of the literature review would be on motivational theory and applications relevant to pupil learning outcomes. Therefore this focus excluded specific reference to the extensive literature relating to adult motivation building on seminal theories such as: Maslow's (1987) Hierarchy of Needs; Existence-Relatedness-Growth Theory (Alderfer, 1969; Alderer, 1972); Control Theory (Klein, 1991) and Motivator-Hygiene Theory (Herzberg, 1987).

Table 2.1: Key terms for main literature search, with inclusion and exclusion criteria

Concept 1: Motivation, engagement and behaviour	**Concept 2: TA deployment**	**Concept 3: CPD**
Motivation Engagement Behaviour School Secondary School Disaffection Strategies and Approaches to enhance pupil motivation SEN	Teaching Assistants Learning Support Assistants Support Staff Impact of TAs on Pupil Learning Outcomes Teacher and TA Collaborative Relationships	Continuing Professional Development Professional Development Reflection What constitutes good quality CPD CPD with Teaching Assistants Joint practice development Authentic Professional Learning

Inclusion Criteria	**Exclusion Criteria**
Quantitative or qualitative studies, government documentation Full-text availability English language In relation to CPD intervention, 'Improving Pupil Motivation Together' a focus on underpinning research on specific factors affecting motivation, engagement and behaviour in respect to pupil learning outcomes.	In relation to the CPD intervention, 'Improving Pupil Motivation Together' a decision was made *not* to focus on the field of adult motivation.

Consequently, the aim of the section on motivation was to identify useful theories and applications to include in a joint CPD programme, whereas the section on TA deployment traces the history and impact of TAs to identify ways forward. Having

identified CPD as a way of improving teacher/TA practice, the section on the promise of CPD outlines the debates on what constitutes effective CPD.

Motivation, Engagement and Behaviour: An Overview

In highlighting the complexity of research in the field of motivation, Dornyei (2001, p.2) argues that given this area is prominent to both the fields of education and psychology it is expected that well established motivation models should have been developed but this is not the case as 'contemporary motivational psychology is characterised by a confusing plethora of competing theories'.

Although Dornyei was writing in 2001 his views regarding the complexity of motivational theory still stand; however these limitations do not detract from the promise of an exploration of motivational theory in illuminating ways of both understanding and improving children's behaviour and progress in the classroom. Therefore an appreciation of these theories is an apt place to begin a review on motivation. Appleton *et al.* (2008, p.1) argue for the need to explore the inter-relationships between pupil engagement, motivation, achievement and school behaviour with 'the observation that far too many students are bored, unmotivated and uninvolved, that is disengaged from the academic and social aspects of school life'. Robinson (1999), recognising the connection between motivation and achievement and the need to raise academic standards, sees a solution in developing the ability to inspire and to find creative ways to engage students in education and that this should be a national priority. Reschly and Christenson

(2013) explore the relationship between engagement and motivation, which they see as:

> ...a prominent, lingering issue… Some scholars use the terms engagement and motivation interchangeably (e.g. Martin, 2007; National Research Council, 2004); others have proposed that the metaconstruct of student engagement subsumes motivation (Fredricks *et al*., 2004), while others ascribe to the position that engagement and motivation are distinct, related constructs wherein motivation represents intention and engagement is action. (ibid, 2013, p.14)

This research study will adhere to distinction between motivation and engagement as cited by Appleton (2013, p.726) whereby:

> ...engagement represents action taken upon that motivation or 'energy in action, the connection between person and activity'. (Russell, Ainley, & Frydenberg, 2005, p.1)

In emphasising the connections between positive pupil behaviour, motivation and engagement, Hart (2010, p.353) writes that positive classroom behaviour management (CBM) results from teachers attempting: 'to control or alter other people's behaviour through, for example, increasing motivation, engagement or compliance'. Thus positive academic behaviours, such as completing homework and being actively involved in classroom discussions, are seen as overt indicators of engagement.

The complexity of the inter-relationship between the concepts of motivation, engagement and behaviour is further highlighted in Reschly and Christenson's (2013) model (Table 1) where they discuss context, indicators of student engagement and selected proximal and distal learning outcomes. Of particular relevance to this study are aspects of the school's relational climate (pupil/teacher/TA relationships) and aspects of school instruction to include clear

and appropriate expectations and opportunities for student participation. This model also proves useful in suggesting indicators of student engagement, such as positive participation in class and lack of detentions, which can be used to ascertain the success of interventions aiming to improve motivation, engagement and behaviour.

Table 2.2 Model of Associations between Context, Engagement, and Student outcomes (Adapted from: Reschly & Christenson, 2013, p.10)

Context	**Indicators of Student Engagement**		**Selected Proximal Learning Outcomes**	**Selected Distal Outcomes**
Family providing Academic and motivational support, Goals and expectations, Monitoring and supervision, Learning resources in the home	**Affective-** (student perceptions) Identification with school	**Behavioural** **Positive** - Attendance, participation (i.e., in classroom and extracurricular) **Negative** - behavioural incidents (detentions, exclusions)	**Academic** Grades, Performance on tests, Passing basic skill tests	Secondary School Graduation Post-Secondary Education/ employment Productive Citizenship
Peers providing - Educational expectations, Shared common school values, Attendance, Academic beliefs, Aspiration for learning	**Cognitive** -self regulation -relevance of school to future aspirations -Value of learning (goals–setting)	**Academic** Time on task, Homework completion rate and accuracy, Class grades	**Social** Social awareness, Relationship skills with peers and adults, Responsible decision-making	
School relational climate: **Instruction and Curriculum**: Quality of instruction, Goal structure, Clear and appropriate expectations **Support for:** Mental health and academic skills, **Management:** Disciplinary			**Emotional** Self-awareness of feelings, Emotional regulation, Conflict resolution skills	

climate, Opportunities for student participation				

Having briefly outlined links between motivation, engagement and behaviour the next sections will explore these concepts individually.

General Theories: Motivation

Dornyei (2001, p.7) states that though the term 'motivation' proves elusive to define, it is recognised that it 'denotes something of high importance' and that it may be best thought of as a way to account for:

- Why people decide to do something;
- How long they are willing to sustain the activity; and
- How hard they are going to pursue it.
  (Dornyei, 2001, p.8)

Of particular relevance to this study is the construct of academic motivation which has been defined as 'a general desire or disposition to succeed in academic work and in the more specific tasks of school' (Newmann, Wehlage & Lamborn, 1992, p.13). Dornyei (2001) writes that contemporary motivational psychology recognises multiple perspectives and theories, while McLean (2006, pp.7-8) argues that these perspectives can be placed within two camps, each with their own assumptions regarding human nature, those advocating behavioural theories and those recognising the role of self and the social context.

> Behavioural theories consider our action to be reflexive and instinctive, governed by a 'stimulus-response' mechanism… that motivation is about providing rewards and punishments… current theories increasingly recognize the centrality of the self and self-determining aspects of behaviour… They are seen as being motivated by personal goals, competency beliefs and personal evaluations of their worth.

Dornyei (2001) in an overview of motivational psychology, over the last four decades, states that one of the most influential conceptualisations of motivation is the development of the expectancy-value framework to include the seminal work of Atkinson's (Atkinson & Birch, 1974) achievement motivation theory. According to the expectancy-value framework motivation to perform various learning tasks depends on an individual's expectancy of success and the value the individual attaches to success of a given task. Thus Atkinson (1964, 1974) viewed motivation as a personality characteristic with individuals differing on the degree to which they viewed success or failure as important; success driven individuals took on a '*nothing ventured nothing gained'* philosophy while those individuals beset with anxieties and fears adopted a failure avoidance strategy of '*nothing ventured – nothing lost*'. Expectancy of success therefore depended upon a combination of factors to include:

> ...processing one's past experiences (attribution theory), judging one's own abilities and competence (self-efficacy theory) and attempting to maintain one's self-esteem (self-worth theory). (Dornyei, 2001, p.21)

Weiner's (1986, 1992) attribution theory stressed the cognitive aspect of motivation whereby individuals reflect, analyse and make judgements on past successes and failures. The consequences of these judgments are important in that when students perceive their achievement to be determined by uncontrollable, stable, external factors such as luck or difficulty of a task, they are less motivated to engage; these beliefs are seen as *unhealthy attributions*. In contrast, if individuals view their achievements to be determined by controllable and unstable factors

such as effort, practice and the use of strategies, they are more motivated to engage; these sets of beliefs are referred to as *healthy attributions*. If unhealthy attributions were seen to exist then attribution retraining, recognising the role of effort and practice, was seen as a form of remediation in that 'it involved improving a person's beliefs in the causes of his or her own failures and successes to promote future motivation for achievement' (Robertson, 2000, p.111).

Norgate *et al*. (2012) describe attribution retraining as involving two stages: giving sufficient support to the student to enable them to perform the task and teaching the student to attribute successes to effort, practice, and the application of strategies. Interestingly, Carol Dweck's (1975) earliest work focused on aspects of attribution retraining where pupils who received achievable maths problems gave up when they experienced failure; whereas pupils who had experienced insolvable maths problems and had been told to try harder, persisted in later challenging learning situations. From this work on attribution retraining Dweck developed the theory of fixed and growth mindsets (2000, 2008). Dweck (2000, 2008) argued that mindsets relate to the beliefs that individuals have regarding how intelligence develops, that pupils need a constructive approach to learning using positive self-talk, seeing the connection between ability and effort and realising that mistakes are integral to the learning process. To encourage a positive attitude to learning, teachers need to model this approach and to ensure that pupil praise is explicitly focused on linking effort with increasing ability. Dweck (1999) critiqued the assumption that boosting pupils' self-esteem through praise would necessarily lead to improvements in academic achievement:

> Giving students easy tasks and praising their success tells students that you think they're dumb. It is not hard to see why...Wouldn't you feel that the person thought you weren't capable of more and was trying to make you feel good about your limited ability? (Dweck, 1999, p.1)

Covington (1992), in recognising the role of pupil self-talk, infers links between students' perceptions of their academic ability and their sense of self-worth; his theory postulates that if self-worth was defined by academic success then academic failure could lead to self-handicapping behaviour, whereby pupils would sabotage their chance of success by deliberately not studying, and failure could then be explained by the student as resulting from lack of effort, rather than ability. This strategy would maintain a student's self-worth but risk underachievement and this behaviour would be characteristic of students with a fixed mindset (Dweck, 1999, 2000). Theories of self-worth were further connected to the need for pupils to make their mark and shine (Marsh, 1978; Galloway, 1998; Hargreaves, 1982) and that if students felt that they could not shine academically and in a way that adhered to the values of the school then they would find alternative ways to enhance self-worth within a non-conforming peer group.

Referring back to the expectancy-value framework, Eccles and Wigfield (1995) argued that much research had focused on the expectancy component, that is an individual's belief in success, and therefore more research was needed on defining, measuring and theorising the value component, that is, why does an individual want to engage in a task? Within this lens of viewing motivation a number of theories have been grouped, to include: Maslow's (1970) hierarchy of needs (physiological, safety, love, esteem and self-actualisation); Locke and Latham's

(1990) goal setting theory (focusing on goal specificity, level of difficulty and commitment); goal orientation theory (contrasting mastery orientation with performance orientation); and self-determination theory (Ryan & Deci, 2000).

Self-determination theory (ibid) suggests that motivation exists as a continuum, from lack of motivation, to intrinsic motivation with extrinsic motivation in the middle. Extrinsic motivation is broken down into four types of regulation: external; introjected; identified; and integrated. External regulation derives from the promise of a reward or avoidance of punishment, whereas introjected regulation involves feelings of obligation or guilt which come from within but which are controlled by an external source such as teachers or parents. Identified regulation emanates from internally set goals which are said to have utilitarian functions rather than intrinsic value; these are characterised by phrases such as: 'I work hard at my GCSEs as I want to achieve high grades so I can go to University'. Integrated regulation involves pupils engaging in an activity, as participation is important to their sense of self. Research (Rigby *et al*., 1993; Ryan & Deci, 2000) suggests that integrated regulation or intrinsic motivation result in greater cognitive engagement and learning than external or introjected regulation.

As stated previously, rewards or punishment (Ryan & Deci, 2000) are key to external regulation. In highlighting the complexity of rewards Deci andMoller's (2005) cognitive evaluation theory emphasises the role of meta-cognition and describes the importance of the pupil's internal dialogue in interpreting the meaning of a reward or sanction as either informing the pupil of 'how they are doing' or controlling their behaviour with rewards or

sanctions being seen as a form of manipulation. In dealing with the lack of motivation to change, McNamara (2009) suggests motivational interviewing which incorporates a model of change (Prochaska & DiClemente, 1982) starting with the stage of pre-contemplation, moving through subsequent cycles of: contemplation; determination; active change; maintenance and relapse. Underlying attributional retraining and motivational interviewing is the need to encourage the pupil to engage in positive self-talk; linked to self-talk is the concept of self-regulation which is seen as central to a discussion of motivation. According to the literature self-regulation (Pintrich, 2004; Pintrich & Zusho, 2003; Zimmerman & Schunk, 2004, Schunk *et al.*, 2010) is a complex process involving: planning; the selection of appropriate learning environments; seeking out advice from knowledgeable sources; goal-setting; self-monitoring and self-evaluation. The processes underpinning self-regulation enable the student to systematically gain necessary knowledge or skills enabling successful learning to occur. Self-regulated learners understand how and when these strategies could be used in order to reach their goals and are able to reflect on the success of strategies and have the capacity to make appropriate adjustments if necessary; this process of reflection is referred to as meta-cognition. Further self-regulated learners are able to maintain effort in challenging circumstances and approach problems, without fear of failure demonstrating a growth mindset (Dweck, 2000). Though the role of the self in regard to motivation has been extensively researched, Dornyei (2001) notes that there has been:

> ... an increasing emphasis placed on the study of motivation that stems from the sociocultural context rather than the study of the individual. (ibid, p.30)

Consequently, a range of theories have been generated, to include Urdan andMaehr's (1995) theory which sees action being associated with social welfare goals (being a productive member of society), social solidarity goals (bringing honour to one's family) and social approval goals (to gain approval from peers and teachers). Eccles *et al.* (1998) highlight the importance of parents in being able to administer developmentally appropriate achievement demands, which contribute to a child's confidence in their abilities; these demands need to be given within a supportive nurturing family climate and through these interactions parents can act as powerful motivating role models.

Of course an important role model is the teacher. In terms of the role of the teacher, Pintrich and Schunk (1996) signal the importance of teachers communicating high expectations for students through verbal and non-verbal feedback; this builds upon a wide body of research on expectations, stereotypes and self-fulfilling prophecies in the classroom from the seminal work of Rosenthal and Jacobson (1966) to Brophy and Good's (1970) description of how teachers treat high and low expectancy students. This line of research continues with Weinstein's (2004) book 'Reaching Higher: the power of expectations in schooling' and Wentzel's (2010) acknowledgement of the research base affirming that the nature and quality of a teacher's relationship with pupils is critical in motivating pupils to learn.

Gilbert (2002), reflecting on how teachers communicate expectations, note the tension between setting high or realistic expectations in that it is perceived by some teachers as a safer option *not* to encourage pupils to aim high due to the perceived fear that pupils will not be able to handle the disappointment of not meeting their goals.

Further, Deci *et al.* (1981) discuss teachers' motivating style which they argue can be seen along a continuum ranging from highly controlling to being highly autonomy supporting. Reeve *et al.* (2005) contrast autonomy supporting teachers who nurture pupils' inner resources by offering preferences, choice making opportunities and instilling a sense of curiosity and challenge within the lesson, to controlling teachers who rely on extrinsic motivators such as incentives, consequences, deadlines and assignments.

General Theories: Engagement

As stated previously motivation, as defined by Appleton (2013, p.726), is equated with intention and 'engagement represents action taken upon that motivation'.

The study of engagement is seen as crucial as it is the:

- Main theoretical model of understanding dropout and promoting school completion;
- Engaged students do more than attend or perform academically: they put forth effort, persist, self-regulate their behaviour toward goals, challenge themselves to exceed, and enjoy challenges and learning;
- Engagement is a multidimensional construct – one that requires an understanding of affective connections within the academic environment (e.g. positive adult-student and peer relationships) and active student behaviour (e.g. attendance, participation, effort, pro-social behaviour);
- The role of context cannot be ignored. Engagement is not conceptualized as an attribute of the student but rather as an

alterable state of being that is highly influenced by the capacity of school, family, and peers to provide consistent expectations and supports for learning;

- Student engagement reinforces the notion that effective instruction explicitly considers and programs for the role of student motivation on learning outcomes. (Christenson *et al.,* 2013, pp.v-vi)

Reeve (2013, p.151) sees engagement as a multidimensional construct that includes behavioural, emotional, cognitive and agentic compon*ents (S*ee Table 2).

Table 2.3 Four interrelated aspects of students' engagement during a learning activity

Engagement during a learning activity			
Behavioural Engagement	**Emotional Engagement**	**Cognitive Engagement**	**Agentic Engagement**
On-task attention and concentration; High effort; High task persistence.	Presence of task-facilitating emotions (e.g. interest, curiosity, and enthusiasm); Absence of task: withdrawing emotions (e.g. distress, anger, frustration, anxiety and fear).	Use of sophisticated, deep, and personalised learning strategies (e.g. elaboration); Seeking conceptual understanding rather than surface knowledge; Use of self-regulatory strategies (e.g. planning).	Proactive, intentional, and constructive contribution to the flow of the learning activity (e.g. offering input, making suggestions); Enriching the learning activity, rather than passively receiving it as a given.

(Reeve, 2013, p.151)

The value of Reeve's (2013) model is that the interrelated aspects can be used to measure progress or improvement in engagement. Finn (1989) developed a participation-identification model (Figure 1) which explained how behaviour and its effects interact over time to impact on the likelihood of academic success, which is seen as:

> ...a cycle that begins with early forms of student behaviour (participation), leading over time to bonding with school

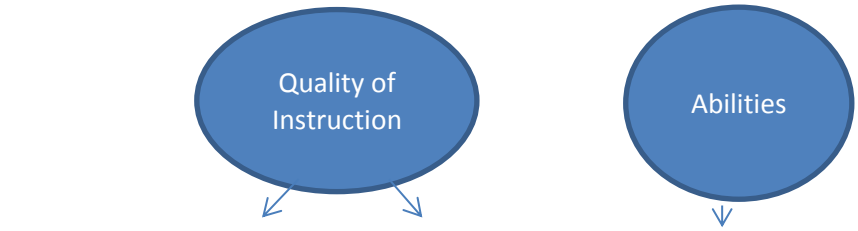
> (identification) and in turn, to continued participation. (Finn & Zimmer, 2013, p.100)

However, some students will experience difficulties with this, as Finn states:

> Students lacking the necessary encouragement at home may arrive at school predisposed to non-participation and non-identification. While exceptional teachers may engage the interest of some of these students, others may resist participation … As academic requirements become more demanding, this behaviour can result in marginal or failing course grades. These students do not have the encouragement to continue participating provided by positive outcomes. If the pattern is allowed to continue, identification with school becomes increasingly unlikely. (Finn, 1989, p.130)

Within the UK research indicates deterioration in positive attitudes towards school as children become older and this becomes more pronounced at Key Stage 3 (Keys & Fernandes, 1994; Keys *et al.,* 1995). Norgate *et al.* (2012) cite a Keele University study which revealed that: 60% of 30,000 secondary pupils had positive attitudes towards school; 20-30% were disappointed or bored; 10-15% disaffected and 2-5% had disappeared, that is given up with school altogether. Given that attitudes towards school deteriorate with age for some students, Finn and Zimmer (2013, p.125) suggests that more research needs to focus on: 'creating more complete ways to identify students at risk of non-engagement or disengagement'.

Figure 2.1 Participation-Identification Model



Participation in School Activities	Successful Performance Outcomes	Identification with School
• Respond to requirements (e.g. paying attention to teacher, responding to teachers' questions) • Class related initiative (e.g. engaging in help-seeking activities, doing more than minimal required work) • Extracurricular activities	→	• Belonging • Valuing

(Adapted from Finn & Zimmer, 2013, p.101)

General Theories: Behaviour

Positive academic behaviour, or behavioural engagement in learning, is defined by Reeve (2013) as aspects of pupils' on-task attention; concentration; high effort; high task persistence and absence of task withdrawal activities. Instilling such attributes has been seen as a national priority and documented in the Elton Report into Discipline in Schools (DES, 1989) as well as more recent Ofsted reports (2006, 2013).

The concerns stated in the above documents focus on the impact of low level, relatively trivial incidents of misbehaviour that have a cumulative, pernicious effect on the classroom learning environment. Hart (2010, p.364), in citing types of effective behaviour management, identifies a number of strategies which highlight the role of motivation and engagement in contributing to effective classroom behaviour management. These include:

- *Contingency management*– applying behavioural principles to reinforce positive behaviours, and punish or promote extinction of negative behaviours;
- *Feeling safe/ secure*– strategies that fostered emotional security in terms of promoting consistent, positive experiences where emotions are recognised and acknowledged;
- *Pro-actively managing conditions*– pre-emptive strategies to reduce the occurrence of incidents which could trigger poor behaviour;
- *Promoting positive beliefs about self*– strategies aimed at altering pupil self-perceptions, promoting controllable attributions and self-efficacy;
- *Promoting pupil autonomy*– strategies that encourage the exercise of control by pupils, pupil participation and collaborations;
- *Pupils feeling valued*– creating situations within which pupils can establish positive relationships with staff and the experience of positive regard.
  (Hart, 2012, p.364)

Green's (2008) book 'Lost at School' discusses the challenges of working with children who have maladaptive behaviour and the impact of applying behavioural principles. Green (ibid) states:

> The vast majority of challenging kids already know how we want them to behave… They don't need us to continue giving them stickers, depriving them of recess, or suspending them from school; they're already motivated. They need something else from us…kids with behavioural challenges lack important thinking skills. (Green, 2008, pp.6-7)

Green (ibid) argues that these needed thinking skills focus on aspects of self-regulation to include: persisting on challenging tasks; considering a range of solutions to a problem and taking into account situational factors that would suggest the need to adjust a plan of action.

Pupil Factors

As Finn (1989) argues, disengaged students are a product of a negative sequence of events, producing a pattern that, if allowed to continue, make identification and engagement with school increasingly unlikely. In trying to identify characteristics of

pupils at risk for disengagement, low achievers have been found to be more likely to attribute their successes to external, uncontrollable causes (an easy test, or being lucky) and their failures to stable, internal causes (being no good at maths) resulting in weak or non-existent links being made between academic outcomes and their own actions, possibly leading to learned helplessness (Schunk *et al*., 2010). Hattie (2012) states that lower achieving students are especially inaccurate at predicting their performance and underestimating their achievements, which in time appears to cause them to lose confidence in persevering with challenging tasks.

Furthermore, low achievers find metacognitive awareness difficult (Klassen, 2010) and often find it difficult to put into words what they are doing or thinking, or what they want to write in their work; this is particularly true with pupils who exhibit challenging behaviour as they often lack important thinking skills (Green, 2008) and these thinking skills need to be explicitly taught. Therefore pupils who are identified as having challenging behaviour, or who are disengaged, are in particular need of personalised strategies designed to enhance academic engagement.

Can concepts of motivation and engagement be measured and used as indicators of progress?

As there are a multitude of theories describing the concepts of motivation, engagement and positive and negative behaviour, so there are a range of instruments designed to evaluate aspects of student engagement. Fredricks and McColskey (2013) contrast the strengths and limitations of self-report measures, teacher ratings and interviews. Self-report measures are the most common method of assessing student engagement and are critical in collecting subjective perceptions specifically on inner emotional and cognitive states that are not directly observable as are attendance or homework completion rates. However, there have been concerns with self-report measurements due to the degree of self-awareness and honesty the respondent brings to the report and the relationship between expressed attitudes and actual behaviour (ibid). Alternatively teacher ratings of individual students' engagement have been used and have been seen as useful for younger students or students who have difficulty with literacy skills. Fredricks and McColskey (2013, p.766) advocate the inclusion of:

> ...both teacher ratings and students' self-reports of engagement in order to examine the correspondence between the measurement techniques. (Skinner, Marchand, Furer & Kindermann, 2008; Skinner *et al*., 2009b)

Within this study both student self-reports and teacher ratings were used to explore aspects of motivation, engagement and behaviour. The measurement techniques used within this study were:

- Student self-report - Myself as Learner Scales (MALS) Burden (1998)
- Teacher Ratings - Participation Questionnaire (Finn & Zimmer, 2013) and Rating Student Self-Regulated Learning Outcomes (Zimmerman & Martinez-Pons, 1988)

In continuing a discussion on methods for studying engagement Fredricks and McColskey (2013) cite the use of interviews which they note can fall along a continuum from structured interviews with pre-designated questions to more unstructured interviews where respondents are invited to tell their stories in an open-ended manner. Within this study a structured interview to assess *Pupil learning preferences in English* (Riding and Read, 1996) was utilised. Fredricks and McColskey (2013, p.767) highlight the advantage of unstructured interviews in providing a detailed description of 'how students construct meaning regarding their school experiences, which contextual factors are most salient, and how these experiences relate to engagement.' This view aligns with the importance of seeing students as partners in the education process (Lewis, 2002; Hannam, 2004). Cremin, Mason and Busher (2011) conducted a study where they explored visual methods of giving voice to disaffected pupils in secondary schools. In their study they supported pupils to take photographs and make scrapbooks to represent their views on identity and schooling; these initiatives were followed up with teachers conducting photo-elicitation interviews in which they encouraged students to talk in depth about their scrapbooks. The authors concluded that:

> ... [the photo-elicitation interviews where] participants verbalised their own explanations and interpretations of their photographs and annotated scrapbooks enabled young people to express themselves through a particular stance or genre creating their own visual culture. (Cremin *et al*., 2011, p.601)

A variation of this method was used within this study.

Ways of Enhancing Motivation

Dornyei (2001) argues that though an understanding of student motivation can have important and valuable applications, the field of motivational research has not reached a level of sophistication that would allow researchers and academics to translate research findings into all-encompassing educational recommendations. Notwithstanding, Gettinger and Walter (2013) advocate a number of classroom strategies to enhance academic engagement to include: managerial strategies (e.g. establish consistent and efficient classroom routines); instructional strategies focusing on interactive teaching (e.g. facilitate active student responding through provision of frequent feedback); instructional design (e.g. match level of instruction with students' abilities to ensure that student understands directions); and student-mediated strategies (e.g. teach students to employ metacognitive and study strategies such as having students set their own goals for learning). Reeve *et al*. (2004) suggest that teachers nurture students' inner motivational resources through offering choices and engaging pupils' curiosity and sense of challenge rather than to rely on extrinsic motivators of incentives, consequences, deadlines and assignments. However, most of the available practical recommendations are subject to situational constraints; they lack universal generalisability and cannot be prescribed 'blindly' without adapting them to the pupil and the learning situation (Dornyei, 2001; Margolis & McCabe, 2006). For these reasons, the most that the educational researcher can do at present is to:

> ...raise teachers' *motivational awareness* by providing them with a menu of potentially useful insights and suggestions from which they can select according to their actual priorities and concerns, and the

> characteristics and composition of their students. (Dornyei, 2001, p.103)

This advice was pivotal in designing the programme 'Improving Motivation Together', where each session focused on aspects of theory and related practical applications. Noting how practical guidelines and strategies needed to be personalised to individuals and educational contexts, Margolis and McCabe (2006) state:

> The what to do and what to say strategies… do not promise miracles they do not always work. But often they do (Schunk & Zimmerman, 1997), and they improve struggling learners' self-efficacy, which in turn helps improve their motivation to succeed academically and their academic performance. (ibid, p.225)

Margolis and McCabe (ibid) synthesise a vast range of research into general strategies for strengthening students' self-efficacy as:

- planning moderately challenging tasks;
- using peer models to acquire new skills and strategies, noting that for pupils with low self-efficacy a coping model who can demonstrate how to persist with challenging situations may be more effective than mastery models who can flawlessly demonstrate a learning strategy;
- teaching specific learning strategies;
- capitalising on student choice and interest;
- reinforcing effort and correct strategy use;
- stressing recent successes and healthy attribution statements;
- giving frequent, focused, task-specific feedback.

Though the focus of this research project is on 'Improving Pupil Motivation', interestingly, Timperley *et al*. (2007) identify the factor of teacher motivation as being central to successful professional learning and that within this process professionals need to view themselves as change agents.

> The teacher's learning needs inquiry begins by focusing on existing teaching learning-links and the outcomes for students. Having established these it asks teachers to understand what they need to learn and do to promote their students' learning. An essential element of this enquiry is that teachers see themselves as agents of change for their students and their own learning. (Timperley *et al*., 2007, p.xiiv)

The aim of the literature review was to distil from the general theories, specific strategies and applications for inclusion in the CPD programme. A further consideration in regard to the delivery was the academic level at which the material was presented, with the final programme being the result of a prolonged piloting process which adhered to research on what constituted high quality CPD. The piloting procedure and the selection of instruments to measure the impact of the programme will be discussed further in Chapter 3.

Table 2.4 Selection of Theories for inclusion in CPD programme

Programme Session	Terminology and Concepts Introduced
Introduction and overview of various definitions of motivation	• Motivation involves choice, persistence and effort (Dornyei, 2001) • Success orientated, failure avoiders, failure acceptors(Covington, 1992) • Attainment Value; intrinsic value, utility value and cost belief (Eccles & Wigfield, 1995)
Developing Motivational Profiles	• Myself as Learner Scales (MALS) (Burden, 1998) • Teacher Ratings - Participation Questionnaire (Finn & Zimmer, 2013) • Rating Student Self-Regulated Learning Outcomes (Zimmerman and Martinez-Pons, 1988)
Praise, Self-Esteem Intrinsic and Extrinsic Motivation	• Academic self-efficacy (Bandura, 1997) • Cognitive evaluation theory (Deci & Moller, 2005) • Ryan and Deci (2000) four types of external motivation

Attribution	• Covington's (1992) 'self-worth' theory • Self-handicapping behaviour • Weiner's (1986) Attributional and Attribution retraining
Mind-sets	• Nicholls (1990) distinction between ability and effort • Carol Dweck's Mindsets (2000, 2008)
Motivational Interviewing	• Motivational Interviewing (McNamara, 2009) • The Model of Stages of Change – (McNamara, 2009, Prochaska & DiClemente, 1982)
Fostering interest and relevance	• Expectancy/Value Theories (Atkinson & Birch, 1974) • Engaging Curiosity through challenge, control, fantasy and surprising information (Schunk *et al*., 2010) • Greene (2008) argument that pupils with behaviour challenges lack important thinking skills
Self-regulation and self-monitoring	• Mastery and Performance Goals • Zimmerman (2000) Self-regulation • Deci and Moller (2005) Self-Determination theory • Geddes (2006) Attachment in the classroom

The Deployment of TAs

Within the previous discussion the focus has been on the role of the teacher as a change agent in enhancing student engagement but, as identified by many researchers, TAs are now often delegated a major role in supporting students with SEN, students who are disengaged and students who have behavioural challenges (Blatchford *et al.,* 2012; 2013; Howes, 2003). So it would seem that any programme offering advice to teachers on aspects of improving motivation and engagement would also need to include TAs; to this end, the next section of the literature review focuses on the evolving role of TAs.

Evolving role of TAs

The last thirty years has seen an influx of support staff within classrooms; being predominately women they have been referred to as a 'Jill of all Trades' (Moyles & Sushitsky, 1997) or more notably John Patten's 'Mum's Army', and were traditionally involved in tasks such as cleaning paint pots, sharpening pencils, collecting dinner money and listening to pupils read. The emergence of the TA can be seen as a response to both the inclusion agenda and to market mechanisms within education to create efficiency.

At the turn of the century, the Labour government implemented a number of reforms to modernise the teaching profession, which included an emphasis on the training and development of support staff within schools (Wilson & Bedford, 2008). It was the PriceWaterhouseCooper's Teacher Workload Study Final Report (2001) which advocated supporting teachers and reducing workload through the effective and efficient use of staff other than teachers, and in turn led to 'The Raising Standards and Tackling Workload: a National Agreement' (DfES, 2003).

> The National Agreement drew together policy aims concerning raising pupil standards, tackling teacher workload (including a concerted attack on unnecessary paperwork and bureaucracy), and creating new support staff roles. (Blatchford *et al.,* 2012, p.10)

The National Agreement aimed to both reduce workloads for teachers and raise standards with the ensuing Remodelling Agenda signalling a process of modernisation in schools which paved the way for individuals without qualified teaching status (QTS), support staff, to undertake activities previously confined only to qualified teachers. Further, the inclusion agenda starting with the Warnock

report (DES, 1978) and later enshrined by The Centre for Studies of Inclusive Education (CSIE) proclaimed that there were no legitimate reasons to separate children, within special schools, for the duration of their schooling (CSIE, 1999). The inclusion of more pupils with special needs in mainstream schools, in response to the 1996 Education Act, necessitated greater pupil support and therefore the need for more TAs.

As a consequence of the Remodelling Agenda and the emphasis on inclusion enshrined in government legislation (Education Act 1996, Education Act 1993, Education Reform Act 1988; Education Act, 1981) the number of full-time equivalent (FTE) TAs in mainstream schools 'more than doubled in the seven years between 1997 and 2004 with concomitant improvements in the ratios of TAs to teachers' (Vincett *et al*., 2005, p.9) and more than trebled from 1997 to about 190,000 in 2011 (DfE, 2011) with Unison (2014) reporting that there were currently 359,200 individual TAs employed by schools in England.

Impact of TAs

The large influx of TAs was accompanied by the overall perception that support staff (including TAs) had positive impacts on pupil attainment, behaviour and attitudes, but schools had difficulty proving this (Blatchford *et al*., 2008). Though perceptions of the influx of TAs within schools was seen as positive, research began to focus on aspects of working conditions, management, roles and training issues (Balshaw, 1999; Farrell *et al*., 1999; Lee, 2002; Moyles & Suschitzky, 1996; Wilson *et al*., 2003); pedagogical effectiveness and impact on pupil attainment (Blatchford *et al*., 2001; Ofsted, 2003); support for pupils seen as having special educational

needs (Balshaw, 1999; Moran & Abbot, 2002) and issues of professionalism and professional boundaries (Quicke, 2003).

Howes (2003, p.147) in reviewing the literature argued that the wider impact of the National Agreement (DfES, 2003), to include the dramatic increase in the number of support staff in school, had been insufficiently explored and stated that:

> What is missing from the agreement is any exploration of the wider impact of this proposed deployment, citing evidence or experience. (ibid, p.147)

Exploring the impact of support staff Howes (2003) focuses on evidence regarding: the effect on overall pupil attainment; support for pupils seen as having special educational needs; TAs being a mediator between pupils and teachers, and details of what constituted effective practice. In reviewing effects on overall attainment Howes (ibid, p.149) cautions against studies that are based on a simple correlation between number of support staff and general attainment alone; instead, Howes (2003) argues that the impact of various ways of working with particular groups or working with learners with specific characteristics needs to be considered. In terms of perceptions (of teachers, pupils and parents) support staff were seen to have a positive impact on pupils having special educational needs. However, Howes (2003, p.149) makes the caveat that 'under certain conditions, support for particular children can be stigmatising'. Howes (ibid, p.150) cites a positive impact of support staff reflected in the literature (French & Chopra, 1999; Monzo & Rueda, 2001; Bennett, Rowe & Deluca, 1996) as the 'role of connecting and mediating in the classroom between different children and between children and teachers'. Of note is French and Chopra's (1999) study that found that parents perceived support staff

to be more effective when TAs were included as team members, with classroom teachers, and that this team approach had a positive impact on communication and devising strategies to support pupils' inclusion.

In the review Howes (2003) talks of the unintended effects of particular patterns of support on longer-term processes to include pupils' construction of their identity as learners, and cited research (Giangreco *et al.,* 1997; Marks, Schrader & Levine, 1999) warning that continuous close proximity can result in separation from classmates, dependence on adults and impact on peer relationships.

In terms of ways forward Howes (2003, p.152) suggests that the role of paid adult support should be considered in relation to:

- The significance not only of raising standards, but also for the more basic and harder to measure notion of 'engagement in learning';
- The risk of inadvertently marginalising pupils through isolated support and;
- The important mediating role that support staff play between school and children or young people.

Alborz *et al*. (2009), building on the Howes (2003) review, noted that:

> The most recent reports by Her Majesty's Inspectorate (HMI) have "confirmed the tremendous contribution that well trained and well managed teaching assistants (TAs) can make in driving standards up in schools". A further HMI report (Ofsted, 2002) suggested that the quality of teaching in lessons where TAs was present is better than in lessons without them.

The authors argue that assumptions regarding the positive impact of TAs have contributed to the rapid rise in the numbers of support staff despite there being no systematic review of relevant international literature on the impact of their deployment on raising standards, though the need for one was recognised by many

researchers in the field (Howes, 2003; Giangrecco & Doyle, 2007; Blatchford *et al*., 2008). The review by Alborz *et al*. (2009) concludes that:

> ...trained and supported teaching assistants (TAs) can have a positive impact on the progress of individual or small groups of children, in the development of basic literacy skills. In addition, 'sensitive' TA support can facilitate pupil engagement in learning and social activities … To enhance these impacts it is necessary to ensure effective management and support for TAs, including effective training and clear career structure. Collaborative working is required if TA support is to be employed to its best effect. (p.1)

Central to the optimal deployment of TAs was the notion of the 'sensitive' TA, effective management, training and collaboration. Of concern was the consideration of what constituted the appropriate pedagogical role of TAs recognising that the large influx of TAs had introduced a 'different kind of social and instructional dynamic' (Blatchford *et al*., 2012, p.6) into classrooms.

In the Deployment and Impact of Support Staff (DISS) project Blatchford *et al.*(2012) sought to describe the characteristics and deployment of support staff and to investigate the impact that they had on teachers, teaching, pupil learning outcomes and behaviour and finally to address the pedagogical role of TAs. The authors (Blatchford *et al*., 2012) state that their research was not an intervention study but that:

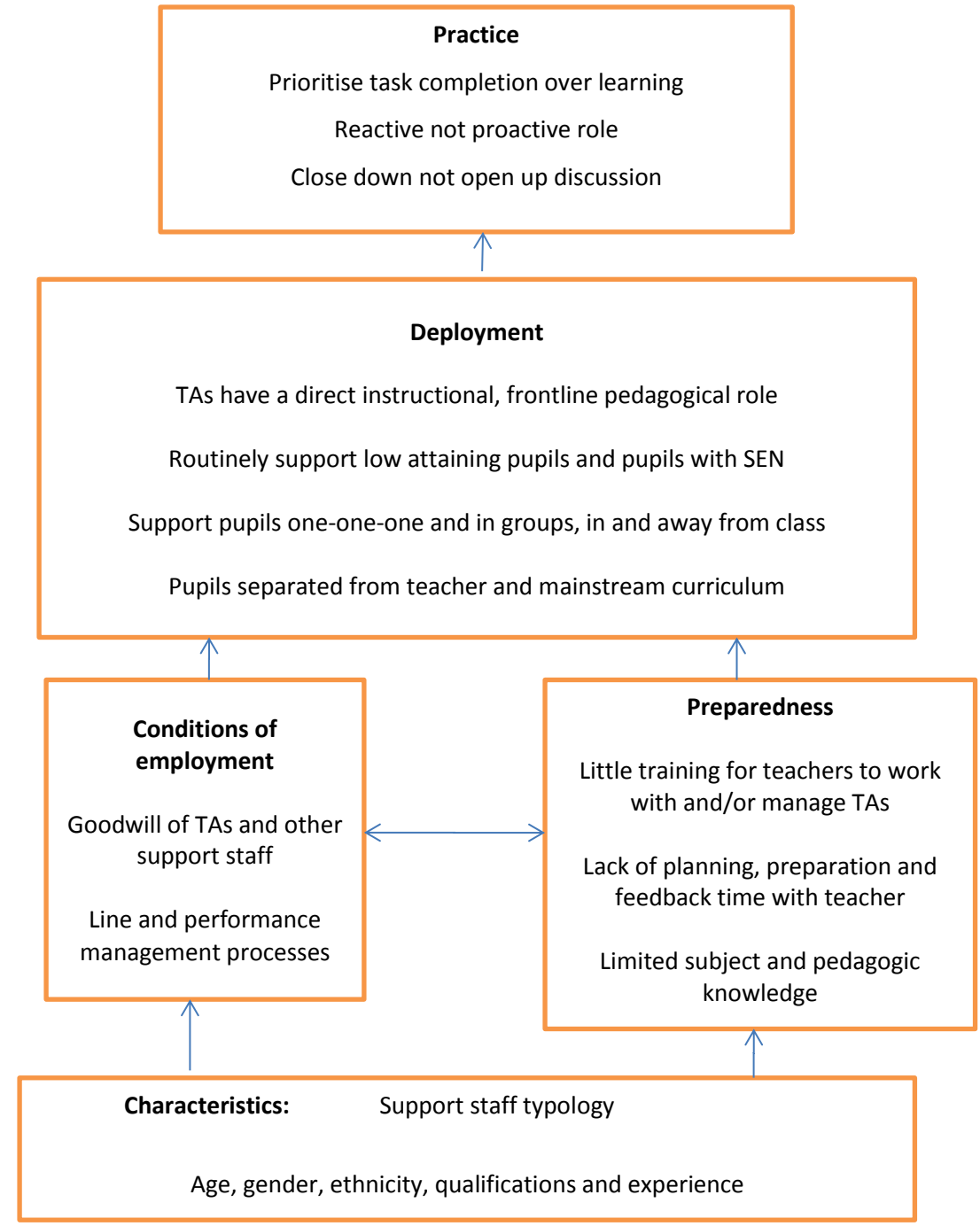
> ...it was thought more useful and strategic to first find out what the situation was like more generally across many schools, rather than examining what might be possible under certain circumstances. (ibid, p.18)

The key findings of the DISS report (Blatchford *et al*., 2012) concluded that:

- TAs and other support staff had a positive effect on teacher's workload, job satisfaction and levels of stress;
- Teachers felt that TAs had a positive effect on the quality of teaching and observations showed a positive effect of TAs on the overall amount of individual attention and on classroom control;
- At both Wave 1 and 2 there was a consistent negative relationship between the amount of TA support a pupil received and the progress they made in English and mathematics, and also at Wave 2 in science, even after controlling for pupil characteristics, such as prior attainment and SEN status. The more TA support pupils received, the less progress they made. (Blatchford *et al*., 2012, p.46)

These findings both beneficial in terms of teacher satisfaction and troubling in regard to negative outcomes on pupil progress were explained by the authors using the Wider Pedagogical Role (WPR) model. This model provided a contextualised picture of factors impacting on the quality of support staff work and acknowledged that the negative effects of TAs can be attributed to aspects of preparedness and deployment, that is, aspects outside the control of support staff.

Figure 2.2 The Wider Pedagogical Role Model



(Blatchford *et al*., 2012, p.119)

The concept of 'Preparedness' was argued to take two forms:

- The training and professional development of teachers and TAs, how teachers manage and organise the work of TAs, and how TAs are trained to support learning; and

- Day-to-day preparation, the time for joint-training, preparation and feedback between teachers and TAs, before and after lessons.

Blatchford *et al*. (2012) argued that this component of the WPR model has the greatest bearing on TA effectiveness as difficulties emerge due to:

> TAs performing their role with little guidance from teachers because: 1) teachers do not have the time to prepare TAs prior to the lesson; and 2) even where they do, they lack the formal training to know how to make best use of it and to impart information effectively. (p.67)

The DISS report (Blatchford *et al.*, 2012) revealed that this situation was more problematic in secondary schools with 95% of teachers reporting that they had no planning or feedback time and that communication between teachers and TAs was largely brief and ad hoc and that such 'conversations took place during lesson changeovers, before and after school and during break and lunch times' (ibid, p.61). The specific difficulties emerging in secondary schools were attributed to:

> ...the fact that teachers typically worked with several TAs each week and so it was difficult for them to find time to meet with them all. (ibid, 2012, p.58)

Impact of TAs on Pupil Motivation

The DISS report (Blatchford *et al.,* 2012) examined the impact of TAs on pupils' positive approaches to learning (PAL) with teachers' reports indicating a perception that assigning pupils, usually those experiencing problems of learning, behaviour or attention to TAs 'would give the pupils more individual attention and help them develop confidence and motivation in their work' (ibid, p.24). These positive teacher reports resonated with the research of Schlapp *et al.* (2003). To further examine positive approaches to learning (PAL) the DISS report (Blatchford *et al.,*

2012) asked teachers to complete rating scales on the degree to which TA supported pupils were: distracted, confident, motivated, disruptive, independent learners, had good relationships with peers, completed assigned work and followed instructions from adults. For each of these dimensions 'teachers were asked near the end of the school year to say whether the pupils' behaviour had 'improved', 'stayed the same' or 'deteriorated' over the year' (Blatchford *et al*., 2012, p.34). The results of this research indicated that:

> …the amount of TA support received by pupils over a school year improved their positive approaches to learning showed little evidence of an effect at Wave 1 or at primary level for Wave 2, but there was a strong relationship for Year 9 at Wave 2.

In interpreting these results Blatchford *et al*. (2012, p.37) state:

> That this effect [on positive approaches to learning] is found in Wave 2 at secondary only suggests that the explanatory processes at work differ between primary and secondary sector…TAs in primary schools were more likely to be classroom based and interact with other pupils in a group, as well as those they were supporting, in secondary schools TAs tended to interact more exclusively with the pupil they were supporting. It may therefore come as no surprise if the TA-supported pupils showed most effects in terms of the PAL dimensions.

However, what was interesting is that this positive impact, in terms of positive approaches to learning, did not manifest itself in the Year 10, Wave 1 evidence. The authors speculate that the result, only in Wave 2, could be a consequence of TAs and teachers working to prepare students for the then compulsory Key Stage 3 test with the possibility that 'TA support in this year was specifically directed at ensuring that each pupil learned to work independently, with confidence and motivation' (ibid, p.37). This research finding could suggest that in order to improve pupil

positive approaches to learning, TA support needs to be explicitly focused on these areas. Therefore, it would seem that TA training in the pedagogy that underpins positive approaches to learning would be beneficial.

Alternative Strategies of Deployment

Howes (2003) in advising future researchers recommended that, 'it is vital that all those involved in reforms are active in interpreting what is valuable, superfluous or damaging' (p.152). Following on from the DISS report (Blatchford *et al*., 2012) the Effective Deployment of TAs (EDTA) (Blatchford *et al*., 2013a) project took place between 2010 and 2011. The project used as a starting point the implications of the Wider Pedagogical Role (WPR) model to explore alternative strategies in order to empower schools to release the untapped potential of TAs.

The aim of the EDTA study was to work in collaboration with headteachers, teachers and TAs in order to develop school-based strategies for effective TA preparation, deployment and practice in mainstream schools. Effective strategies included: creating liaison time; ensuring that TAs worked more often with middle and high attaining pupils while teachers worked with low attaining and SEN pupils and encouraging TAs to ensure interactions with pupils be focused on understanding rather than task completion (Blatchford *et al*., 2013a).

Working Relationships

In beginning a discussion on the nature of working relationships between teachers and TAs it is important to acknowledge that effective working relationships by themselves are not sufficient if negative aspects of TA deployment (Blatchford *et al.,* 2012) as outlined in the previous section continue to persist. There has not been a shortage of accolades (Ofsted, 2002; Alborz *et al*., 2009) describing the possible benefits to be derived from collaborative practice; however it is perhaps the subjective nature of personal relationships that makes it 'the most important but least tangible' (Jackson & Wilson, 2005, p.14). One way of viewing the promise of collaborative relationships can be seen within Huxman & Vangen's (2005) theory of collaborative advantage, which describes the advantage to be gained when members from one organisation or group act collaboratively with another. The benefits from collaboration include access to resources; shared risks and shared successes; efficiency and effectiveness; co-ordination and seamlessness; and learning (Huxman & Vangen, 2005).

Howes (2003, p.148) in reviewing the National Agreement (DfES, 2003) claims that the documentation is clear about the relationship between teachers and TAs; and that it is characterised by teacher leadership and management. However, he notes:

> Effective teamwork cannot be easily subsumed into a relationship between leaders and led, … when the process is as complex as teaching and learning in mainstream classrooms. Schools need to develop a concept of team working that is focused on the engagement in learning of all staff: this requires the development of trust over time… Such a process emphasises critical reflection and casts everyone in the role of learner. (Howes, 2003, p.152)

Bedford *et al*. (2008, p.7) describes teachers' professional relationships with TAs as opportunities for 'new partnerships in learning'. Jackson and Wilson (2005, p.2) argue that comments framing the teacher/TA relationship in term of leadership and management need to be extended to focus on 'the partnership aspects of adults working together in the learning environment'. Bedford *et al.* (2008, p.14) notes more research needs to address the necessary teacher skills required for effective working partnerships as there has been 'an assumption that teachers can naturally transfer their skills of working with children or how they work collaboratively with other teachers'. Jackson and Wilson (2005, pp.14-15) argue that effective practice is situated within the four domains of:

- systems (to include induction, performance management and supervision) and skills;
- understanding of staff (opportunities for joint-training in areas of pedagogy, behaviour management and teacher training in how to work with other adults);
- personal relationships (characterised by commitment to equality and recognition of all staff);
- organisational culture (leadership) would ensure an effective and innovative partnership between teacher and TA.

Devecchi (2007) viewed collaborative support as the dynamic interplay amongst three interrelated systemic levels: a macro-level of educational and social policies; a meso-level of school organisation, ethos and culture; and a micro-level of individual and team practices (2007, p.6). Devecchi (ibid), in acknowledging that though official policies (DfES, 2000, 2001, 2003, 2004) advocate that the role of a TA is to act under the guidance of a teacher, notes that in practice there are various definitions of what a collaborative relationship entails. Devecchi (ibid) argues that one vision of a collaborative relationship entails that:

> Not only is there recognition that the other adult has content knowledge, but also that she has the pedagogical knowledge appropriate to the task. What is shared in this instance is not just the delivery of the curriculum as previously planned, but rather the authoritative space of autonomy, responsibility and accountability in making decisions and about how best to facilitate the child's learning. (p.3)

Devecchi (2007) notes that the teacher and TA partnerships she observed had developed various ways of working together all of which were deemed effective, so it would seem that one size does not fit all.

Cremin *et al*. (2003), in exploring various ways of collaborative practice, evaluated three models of team organisation and planning between teachers and TAs in six primary classrooms, to include room management, zoning and reflective teamwork. Though there were differences between the models overall, there were 'substantial improvements in working practice' (Cremin *et al*., 2003, p.160) which were attributed to greater time given to joint-training and reflection. In conclusion the authors state:

> …that the teachers and assistants found new definitions and ways of thinking around notion of special needs and adopted new ways of working with pupils… and this followed at least in part from the fact that they were given permission through this research to use a problem-solving approach (ibid, pp.160-161).

What is apparent in a discussion of collaborative relationships or collaborative practice between teachers and TAs is the necessity of defining the meaning and nature of collaboration. Collaboration has been defined in a number of ways to include to work jointly and to co-operate (Sykes, 1986). Further, Devecchi and Rouse (2010) see collaboration as:

> ...a process by which people work co-operatively together to accomplish a task, or a series of tasks, of benefit to one or more people by reaching a mutual understanding of how to solve problems and resolve complex ethical and practical dilemmas. (p.9)

However, Devecchi (2005) noted that often teachers and TAs involved in collaborative relationships found defining the nature of such relationships problematic and that the difficulty in articulating views on collaboration was not based on a lack of collaboration in 'their actual practice, but on the lack of the necessary language' (p.7). Devecchi (2005) recommended that a dialogue to explore collaboration should involve questions being re-phrased to focus on 'how the adults supported each other and the children' (ibid). Devecchi and Rouse (2010, p.97), reporting on an ethnographic study of two secondary schools, stated that teachers and TAs described various ways of supporting each other but 'all stressed the importance of developing and sustaining both a functional and a personal dimension of collaboration'. Functional collaboration was defined as technical knowledge, 'directly linked to the need to support teaching and learning' (ibid, p.97) whereas a personal dimension of collaboration emphasised personal and affective knowledge encompassing the need for reciprocal care, respect and trust and that these two dimensions (technical and personal) were intertwined. Bentham and Hutchins (2012, p.81) argue that these two aspects of collaboration lead to 'constructive feedback or joint dialogue, in which both teacher and TA would be able to take constructive criticism from each other and use it to improve'.

Vincett *et al.* (ibid, p.22) state that: 'despite the fact that so much is known about effective teamwork in other areas of working life, little of this knowledge has

filtered through to the classroom setting'. Vincett *et al.* (ibid, pp.22-27) in evaluating research regarding effective teamwork state that:

- Teams need to be heterogeneous and have a rich diversity of input to be creative (West, 2000) and reach high quality decisions (Hoffman, 1979; Johnson & Johnson, 1992).
- Teams need to be clear about their purpose (Galagan 1986; Shea & Guzzo 1987), employ active listening (Lacey, 2001a) and provide opportunities for team members to interact face to face and promote and celebrate each other's success (Johnson & Johnson, 2000).
- Effective teams require members with the skill and knowledge needed to address problems systematically (Mohrman & Ledford, 1985) and such knowledge can be acquired through training (Sunderstrom *et al.*, 1990).

Vincett *et al.* (2005) highlight possible problematic areas with teachers' and TAs' teamwork regarding issues of power, citing research by Johnson and Johnson (1992) which claims that:

> Group effectiveness improves when power is relatively balanced amongst the members and when power is based on competence, expertise and information… and that communication is affected by the status of members. High-authority members do most of the talking. (Vincett *et al.,* 2005, p.27)

Further, the authors note that key principles for effective teacher/TA teamwork include 'opportunities to reflect on, share and agree their common aims, goals and roles within the team' and that teacher/TA teams feel empowered to 'use their autonomy effectively to solve problems' (Vincett *et al.,* 2005, p.31).

Adult Learning and Reflection

As adult learning, in respect to the participating teachers and TAs, was central to this research study it is important to briefly review literature regarding adult

learning including the role of reflection. In beginning such a discussion it is appropriate to acknowledge the seminal work of Malcolm Knowles (1973) on andragogy, the theory of adult learning as distinct from the compulsory learning of children, that is, pedagogy. Today the field of adult learning encompasses research and theory as applied to workplace learning, professional education and organisational learning.

According to Webster-Wright (2010) though there are a myriad of competing theories of learning, to include: experiential learning; constructivism; social constructivism and situated learning, all theories agree that learning involves change but differ in regard to the mechanisms underpinning the change and 'whether this change involves knowledge, behaviour or practice' (ibid, p.20). Experiential learning (Gibbs, 1988; Eraut, 1994) often referred to as 'learning by doing' acknowledges Piagetian theory (Piaget, 1970) whereby initial experience requires time for reflective thinking before new knowledge can either be assimilated into existing schemes of thought or whether this new knowledge induces the schemes to change in order to accommodate new understandings.

While agreeing with some aspects of Piagetian theory (Piaget, 1970), in that knowledge is actively constructed by the learner, the theory of Constructivism (Vygotsky 1986; Engestrom, 1999) sees learning, 'being influenced by past experience and present interactions within the social learning context' (Webster-Wright, 2010, p.20) though within this view debate exists regarding the relative influence of social cultural interactions. The social constructivist approach argues that the process of learning involves the inter-subjective construction of meaning,

whereby individuals come to a shared meaning or understanding through dialogue (Bourdieu, 1990; Gergen, 2001) whereas Wenger (Lave & Wenger, 1991) focuses on the social context or what they refer to as situated learning where practitioners learn in authentic contexts through participation in communities of practice. Turning to the mechanisms which support learning undertaken by professionals within work contexts it is important to first acknowledge Kurt Lewin's (1946,1977) seminal work on action learning and action research whereby:

> professionals learn from experience, alone or in a collaborative group, in an incidental manner or as part of a planned cyclic intervention.
> (Webster-Wright, 2010, p.33.)

The concept of action learning has been further developed to include the views of: Kolb (1984) experiential learning cycles; Cowan (2006) spirals of action learning; Kemmis and McTaggart (1988) collaborative action research; McGill and Beaty (2001) action learning sets and Tripp's (1998) view of action inquiry whereby teachers are supported to learn from critical incidents.

What is shared by these various models of action research is the role of reflection and that reflection is an integral part of learning and thinking with Moon (2002, p. 4) noting, 'that learning leads to action that is, in effect, experimentation, which leads to more experience and reflection'. Further Moon (2002, p.26) comments on various theorists (Boyd and Fales, 1983; Atkins and Murphy, 1993; Boud, Keogh, & Walker, 1985) who in order to illuminate the nature of reflection, 'attempt to locate it in a sequence of activities of learning from experience in order to suggest processes that it may consist of '. These stages of reflection (Moon, 2002, p.28) include: the experience; a need to resolve; clarification of the issue; reviewing and

recollecting the emotional state; processing of knowledge and ideas; resolution; transformation and possible action.

In regard to teaching, Vincett *et al.* (2005) argue that to meet children's needs reflective practice and reflective teamwork is necessary. Schön (1983, 1988) compares reflection *on* action to reflection *in* action. Reflection *on* action involves the teacher re-visiting a past teaching session through critical self-evaluation whereas reflection in action *is* a dynamic process whereby the teacher is involved in making on the spot decisions and choices regarding practice on the basis of previous reflection.

Pollard (1997, p.4) states that:

> Teaching is a complex and highly skilled activity which, above all, requires classroom teachers to exercise judgement in deciding how to act. Reflective teaching is seen as a process through which the capacity to make such professional judgements can be developed and maintained**.**

Relevant to this is a teacher's 'tacit' knowledge which Schön (1983) defines as a professional's ability to work through a problem within their practice but at the same time their inability to articulate in words how they do what they do. Reflective abilities are seen as essential to the teaching process and emphasised in most teaching training programmes. Oesterman (1990) states that the goal of conscious reflection is to articulate this tacit knowledge with the aim of sharing professional skills with others, key if teachers are to model and develop good practice in the TAs they work with.

Korthagen and Vasalos (2005) in exploring the concept of reflective practice argue that systematic reflection often differs from what teachers are accustomed to doing.

> If we look closely at how teachers generally reflect, often influenced by the specific school culture, we see that the pressure of work often encourages a focus on obtaining a quick fix-a rapid solution for a practical problem – rather than shedding light on the underlying issues. (ibid, p.48)

Korthagen and Vasalos (ibid) use a model which structures the process of reflection into a cycle of: action, looking back on the action, awareness of essential aspects, creating alternative methods of action and trialling new approaches. It would seem that if teachers and TAs were engaged in effective teamwork then both would need to be involved in cycles of reflective practice.

The Promise of CPD

Research (Blatchford *et al.* 2012; Jackson & Wilson, 2005) has highlighted the need for training to ensure effective deployment of TAs; this in turn leads to a discussion on the nature of effective CPD and current advice, underpinned by research, on how to both plan and evaluate professional development (PD).

Definitions

There have been a myriad of definitions regarding CPD though in terms of an overview it is helpful to acknowledge Eraut's (1994) view of CPD as all further learning which contributes to how a qualified professional thinks and acts at work and that these learning opportunities include external courses, conferences and work-based opportunities. In search of a definition that is more education-specific Peeke (2000, p.2) states that:

> CPD can be characterised as usually standards-based or leading to a formal qualification, focused on promoting improvement or change in practice thereby leading to eventual impact on the quality of student learning.

Helsby (1999) identifies three categories of development within the teaching profession as: initial teacher education (ITE), externally provided courses and work-based events. The function of CPD should be intensive, on-going and connected to practice (Darling-Hammond *et al.,* 2009), as a way of keeping up to date and building a career (Friedman & Philips, 2004) and as a process of reflection and action characterising the professional learning process (Billet, 2001).

Further to defining the concept of CPD, many attempts have been made to categorise different approaches, theories or models of CPD in acknowledgement that an exploration of such can serve to illuminate 'the nature and effects of CPD in ways that both do justice to the complexity of the CPD world and generate practical possibilities for programme evaluation' (Coldwell & Simkins, 2010, pp.143-144). Programme evaluation is often equated with exploring impact. Frost and Durrant (2003) distinguish between impact on classroom practice and personal and interpersonal capacity; whereas Earley and Porritt (2014, p.121) view impact in regard to the 'separate yet progressive areas of products, processes and outcomes'. Examples of products are policies or resources, examples of processes are new or improved systems while outcomes describe the differences made to colleagues, children and young people.

Before progressing further, it is useful to outline commonly cited models or approaches to CPD (See Table 2.5).

Table 2.5 Models and Approaches of CPD/PD

Researcher(s)	Vision of CPD/PD	Description
Guskey (2000)	Five potential levels	1. Participants' reactions, 2. Participants' learning, 3. Organisation support and change, 4. Participants' use of new knowledge and skills, and 5. Student learning outcomes.
Guskey (2002)	Reversal of five levels to be used in planning PD	1. What impact do you want to have on pupils? How will you know that you have had this impact? 2. If that is what you want to accomplish, then what practices do you need to implement? 3. What does the organisation need to do to support that; for example, what time/resources do people need? 4. What knowledge do people have to have and what skills do they have to develop? 5. What activities (e.g. training) do people need to gain those skills or knowledge
Bubb and Earley (2010)	Twelve different levels of impact	1. Establishing a baseline or knowing where you are; 2. Setting goals (knowing what you want to achieve); 3. Plan (planning the best way); 4. The PD experience (initial satisfaction); 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. Putting new learning into practice (degree and quality of change following from the PD 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 in school (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. And pupils in other schools (impact on experience, attainment and achievement of other pupils).
CUREE Report (TDA, 2012)	Four factors key to assessing effectiveness of practice	• Takes account of evidence that CPD is collaborative and sustained; • Helps to improve outcomes for children and young people; • Based on effective needs analysis and; • Encourages participants to be reflective practitioners and use their learning to inform their professional judgements.
	Four levels of	• 'informing' – drawing participants attention to

	engagement on learning pathway	new knowledge and considerations in implementing new practice; • 'influencing' – actively engaging participants with new knowledge, assessment of their starting points and considering application; • 'embedding' – engaging participants in- depth and through a range of activities with new knowledge, assessment of their starting points, and planning of application and; • 'transforming' – equipping participants to take control of their own learning, both within and after the CPD provision.
Bubb (2013)	Nine stages organised into three domains	• *Domain of preparation*, which includes four stages: identify needs, baseline picture, set a goal and plan how to achieve it. • *Domain of learning*, which includes two stages: the development activity and the new learning (skills, knowledge and attitudes) that results. • *Domain of improvement*, which includes three stages: putting learning into practice, with impact on pupil learning and improved teacher self-efficacy.

Criticisms of CPD and underpinning models

Coldwell and Simkins (2010) considered the strengths and weaknesses of various models and cite Holton's (1996) critique of the 'levels' approach, arguing that:

> The levels are not necessarily sequential (e.g. positive reactions [of participants] may not be a necessary pre-condition for effective learning), but also that the model is inadequate in a more general sense for explaining evaluation findings. In other words, we do not know whether poor outcomes are the result of a poorly designed programme or of factors that lie outside the programme itself. (p.145)

However, more recent models of PD to include Bubb's (2013) avoid seeing PD in terms of a sequential level of steps or a hierarchy but rather see all levels/steps/stages as important and that, 'the neglect of any one will have a detrimental effect' (Earley & Porritt, 2014, p.115).

Key to this critique is the recognition of a range of interacting factors that can impact on the outcome of PD programmes to include those associated with

participants' engagement, organisational features and the wider context in which the programme occurs; these are important as they may 'explain why outcomes may differ for different participants and in different contexts' (Coldwell & Simkins, 2010, p.148).

The CUREE Report (TDA, 2012) elaborating on key factors underpinning effective CPD and the necessary learning pathways to enable this, stressed the extent to which:

> The programme goals were embedded in the design, and the depth in which this enabled participants to engage with and integrate new knowledge and approaches into existing practice. (TDA, 2012, p.5)

They also acknowledged that this was not the case of 'one size fits all', and that different forms and functions of PD determine levels of engagement.

In interrogating the extent to which CPD has made a difference, Earley and Porritt (2014, p.112) note that:

> ...much evaluation of professional development (PD) by school leaders, practitioners and policy-makers is still impressionistic, anecdotal and focused on simple measures such as completing a post-event evaluation form.

Earley and Porritt (2014, p.115) cite Opfer *et al.* (2010, p.7) in observing that, 'most teachers' approaches to PD tend not to be collaborative or research informed.' Ofsted (2010, p.27) cited that there were barriers to enhanced impact, even in schools where PD was good, and that these were identified as weakness in monitoring and evaluation. Evaluation of PD (Earley & Porritt, 2014, p.113) was often seen as:

> ...instinctive and pragmatic with reference to outcomes that are insufficiently specified and insufficiently linked to pupil learning

> outcomes, school improvement and self-evaluation' (Pedder *et al*. 2010, p.18). The impact of PD on student learning was rarely evaluated by schools, and if done so, was rarely executed very effectively. (Porritt, 2009a, Ofsted, 2010)

CPD has been described (TDA, 2012) as being in a state of turbulence buffeted by the need to yield effective outcomes for both staff and pupils within a climate of budget restraints and funding cuts. Traditionally the remit for CPD can be seen within the concept of dual professionalism, with the need for teachers to keep up-to-date with changes in regard to their curriculum area and pedagogical debates; consequently most research on the impact of PD within education has focused on teachers (Keay & Lloyd, 2012, p.4). However, from a school perspective the need for CPD now encompasses the wider workforce. A wider definition of the educational workforce is necessary when discussing the function and 'impact of PD on pupils' learning because it recognises the complex nature of learning and teaching processes and the range of actors involved' (Keay & Lloyd, 2012, p.4).

What does effective CPD look like?

Though many approaches, models and advice regarding best practice have been offered, a key finding from the Effective Practices in CPD Project (Earley & Porritt, 2014, p.119) was that for a PD activity to be effective it needed to adhere to nine factors 'irrespective of the PD activity, the participants, the context or the setting'. These nine factors (ibid) were:

- Establishing clarity of purpose at the outset in PD activity;
- Specifying a focus and goal for PD activity aligned to clear timescales;
- Including a focus on pupil outcomes in PD activity;
- Participants' ownership of PD activity;
- Engagement with a variety of PD opportunities;

- Time for reflection and feedback;
- Collaborative approaches to PD;
- Developing strategic leadership of PD;
- Understanding how to evaluate the impact of PD.

In evaluating the findings of the Effective Practices in CPD Project Earley and Porritt (p.118) noted that schools:

> ...initially found it difficult to be clear about what they wanted to improve before engaging in PD activity; what was possible in a specified time frame; and identifying the appropriate development activity to improve their starting point and so change and improve practice. Consequently, they therefore struggled with evaluating whether they had achieved their intended outcome through engaging with PD activity.

The second key finding from the project referred to the need to interrogate the processes underpinning impact.

In terms of ways forward it is useful to adhere to the various models, approaches and guidance on what constitutes good quality CPD and that before engaging with a CPD activity it is necessary to have a clear picture of:

> ...what current practice and learning are like before engaging in PD (the baseline) and a vision of how practice and learning should look after such engagement (the impact). (Earley & Porritt, 2014, p.113)

Joint Practice Development and Authentic Professional Learning

More recently the discussion on professional learning has focussed on the conditions under which professionals learn within work contexts.

Pivotal to educational professionals learning is the concept of joint practice development. The term joint practice development was first coined by Fielding *et al.* (2005) and stemmed from their research into 'Factors Influencing the Transfer of

Good Practice' which they see as an exploration regarding how teachers learn from each other. Sebba *et al.* (2012) reflecting on Fielding *et al.'s* (2005) work noted the change in emphasis from a view that saw learning as a transfer of practice between educational professionals to a vision where knowledge or practice are exchanged within a collaborative framework focusing on the co-construction of new ways of working. Fielding *et al.* (2005, p. 5) highlight the elements of practice transfer which sees learning as:

> A social process that is sustained by relationships and trust… a personal and inter-personal process that has to engage with our sense of who we are, with teacher and institutional identity… it requires conditions that provide support for learner engagement fostering the willingness to try something out and, lastly that the work of transfer has to be sustained over time.

Hargreaves (2011, p.10) extended this discussion in his 'second thinkpiece on the concept of a self-improving system of schools' written for the National College for School leadership. Hargreaves (ibid) in discussing joint practice development contrasts a *knowledge model* of professional development where the emphasis is on studying formal literature and theory versus a *practice model*,

> where the emphasis is less on cognitive change through the acquisition of academic knowledge and more on the progressive development of best professional practice. Its focus is learning-by-doing. (Hargreaves, 2011, p.10)

Hargreaves (2011) contrasts the peer-to-peer approach of 'sharing good practice where teachers aim to tell other professionals about a practice that is both interesting and seems to work in their school with their pupils with 'practice transfer'. While sharing stories of good practice is commendable Hargreaves (ibid) reflects on the common experience of those receiving this news whereby they struggle to translate these great ideas within their own professional context. Hargreaves (2011, p. 11) therefore argues that as, 'a major means of improving

teaching and learning, [sharing good practice] is a relative failure'; what is needed is for teachers to, 'take responsibility for ensuring real practice transfer and being accountable if the practice is not really transferred'. Joint Practice Development therefore is:

> not a matter of unilateral practice transfer, important as that can be. Rather, through mutual observation and coaching the donor reflects further on the practice that is being shared and explores ways in which it can be improved further. This is a process to which the recipient can also contribute as an act of reciprocity. In short, what begins as sharing practice ends up as a co-construction of practice that entails incremental innovation. (Hargreaves 2011, p.11)

Research and theory regarding Authentic Professional Learning (APL) can further extend an understanding of joint practice development. In its most general sense Webster-Wright (2010, p. 195) defines Authentic Professional Learning (APL) 'as the experience of continuing to learn as a professional' and within this framework proposes 'constructive possibilities for supporting professionals as they learn in their current context'. These constructive possibilities according to Webster-Wright (2010) include:

- 'Awareness as a resource… all change begins with awareness of situations and imaginative ideas about future relationships' (ibid, p. 197);
- The centrality of learning relationships, which are 'not only about support but also involves challenging and questioning of assumptions' (ibid, p. 200). This takes place within the context of a dialogue, 'that are generative of ideas' (ibid, p. 199).
- Creative inquiry, which involves professionals drawing on their own and others' experiences of what did and didn't work. They seek and incorporate new ideas through reflection or from research, when they see the relevance to them.

Perhaps the hope of APL can be summarised by professionals working collaboratively with Webster-Wright (2010, p. 231) stating that this allows them the

freedom, 'to find their own ways of incorporating such changes into their practices'. This idea regarding professionals drawing on their own and others experiences of what did and didn't work can be compared to Hargreaves' (2011) idea of incremental innovation within joint practice development. All of the literature, pertaining to the promise of CPD and to adult learning and reflection, has particular relevance for the professional learning that occurs within this research where teachers and TAs come together to engage in an extended CPD intervention entitled 'Improving Pupil Motivation'.

Training for TAs and Joint CPD

Though many researchers (Borko, 2004; Guskey, 2000; TDA, 2009, 2012) cite effective PD as one of the best ways to raise the quality of teaching and learning, there has been a lack of systematic research on the impact of PD (TDA, 2009, 2012); this is particularly true for the training of TAs.

Cajkler *et al*. (2007) conducted a review on how training and professional development activities impact on TAs' classroom practice. Their conclusions stated:

> TA training is patchy and its impact is little understood. Policy on training for TAs has not been co-ordinated despite significant policy developments in recent years… While training of TAs is needed we require stronger evidence from new studies as to what forms of training work well and why. (ibid, p.1)

Giangreco *et al.* (2003) state that the impact of the training left some paraeducators feeling energised to act, however there was the recognition that as other staff did not take the course this could lead to TA perceptions, that given

their position, they were less likely to bring about necessary changes (Romano, 1999, p.384-385, cited in Cajkler *et al.,* 2007, p.54). However, Giangreco (2003, p.51) also cautions of a 'training trap' whereby:

> ...teachers relinquish instruction of a student with disabilities to the paraprofessionals after paraprofessionals have received virtually any level of training, no matter how scant and argues the need for on-going supervision and feedback.

Though not constituting joint CPD, research by Jackson and Wilson (2005) describes a training programme for headteachers and teachers that explored teacher skills and issues connected with TA deployment to create effective partnerships for learning. The aim of the training programme was not intended to be 'a course where the transfer of knowledge was imparted from the trainer to the participants; instead participants were expected to create their own knowledge, share ideas and conduct their own investigations' (ibid, p.4).

In terms of joint-training for both teachers and TAs, Pearson *et al.* (2003) investigated the use of video material as a support to developing effective collaboration. Within this study classroom practice was filmed and the material viewed together which provided 'a unique opportunity' to reflect on other teacher/TA working relationships and practice. The authors concluded that further 'opportunities need to be provided for Teachers and TAs to train together using appropriate materials and styles of approach' and that 'observation and reflection are powerful approaches that may influence those involved' (ibid, p.87).

Blatchford *et al*. (2012, p.64) note how a number of TAs found it frustrating that teachers did not tap into their detailed knowledge of the pupils they supported; as

such joint training could enable teachers to tap into useful information. The DISS report (Blatchford *et al.,* 2012) revealed 'few instances of TAs gaining subject and pedagogical knowledge through formal or informal training' and that 'TAs tend to obtain what they need to know about the subject, and how to present it to pupils, by 'tuning in' to teachers' whole-class delivery and then modelling it' (p.65). In extending TA subject knowledge through joint planning, Radford *et al.* (2011, as cited in Blatchford *et al.,* 2012, p.66) suggest that 'one relatively straightforward way in which teachers can help TAs to develop their pedagogical knowledge is by sharing their own higher order skills.'

Summary

The literature review began with a discussion on pupil outcomes of motivation, engagement and behaviour noting that those pupils who have an intent or motivation to learn, who are actively engaged in the learning process and who display positive behaviours, are more likely to achieve and complete schooling (Finn, 1989; Reschly & Christenson, 2013). Dornyei (2001) argued that though the field of motivational research had not reached a level of sophistication that would allow the translation of research findings into all-encompassing educational recommendations, there existed many useful principles, guidelines and strategies. Therefore, having recognised the importance of student motivation the aim of the literature review was to distil from the current body of knowledge key concepts, strategies and applications to include in a joint CPD programme for teachers and TAs entitled, 'Improving Pupil Motivation Together'.

The second part of the literature review discussed aspects and history of TA deployment and the nature of collaborative relationships between teachers and TAs. Blatchford *et al*. (2012) argued that what looks like a good working relationship may actually be harmful if it perpetuates forms of TA deployment that result in the removal of pupils who are in most need of expert professional support, in favour of informal remedial help by poorly trained and managed TAs. Further, Blatchford *et al.* (2012) in discussing possible roles for TAs, commented:

> ...a non-pedagogical role, but with scope for interacting with pupils would be to build on the DISS findings on positive approaches to learning. (pp.127-128)

Therefore in acknowledging TAs' lack of training and knowledge of classroom practice and effective pedagogy (Watkinson, 2004; Farrell *et al.,* 1999; Howes, 2003; Blatchford *et al.,* 2012) and the role that well trained and well managed TAs can play (Alborz *et al*., 2009), the inclusion of TAs in the joint CPD programme on 'Improving Pupil Motivation' could have the potential to build on existing research relating to aspects of TA deployment.

Such research includes the:

- impact on pupil outcomes (Howes, 2003; Blatchford *et al.,* 2012, 2013a);
- 'significance of not only of raising standards, but also for the more basic and harder to measure notion of 'engagement in learning' (Howes, 2003, p.152);
- need for effective teamwork between teachers and TAs (Lacey, 2001a; Bedford *et al*., 2008; Devecchi, 2007);
- lack of time for teachers and TAs to meet and plan together (Farrell *et al.*, 1999; Lacey, 2001a; Blatchford *et al.*, 2012);
- need for mutual constructive dialogue. (DfES, 2000; Balshaw & Farrell, 2002; Groom, 2006; Devecchi, 2007; Bedford *et al*., 2008)

The final section of the literature review discussed a range of approaches to CPD, recognising the current challenges of PD and those particular to TAs in order to illuminate what constituted effective CPD. Advice regarding what constitutes best practice, that is, the need to establish baseline evidence of current practice and a vision of how practice and learning should look after engagement in PD (the impact) (Earley & Porritt, 2014) was adhered to.

In assessing the impact of a CPD programme, this study recognised the need to interrogate the processes underpinning impact; as such two research questions emerged from the literature review with two overlapping conceptual frameworks being developed.

Research Questions:

1. How does teacher/TA participation in a joint-training programme impact on pupils' motivation, behaviour and engagement?
2. How does participation in a joint-training programme impact on working relationships between the teacher and the teaching assistant?

The conceptual frameworks reflected the extent to which the research questions were inter-related. In designing a study Robson (2011, p.67) comments on the value of a conceptual framework and cites Miles and Huberman (1994, p.18) in that the main advantage of conceptual frameworks is that they can:

> explain, either graphically or in narrative form, the main things to be studied – the key factors, constructs or variables – and the presumed relationship among them.

As such Figure 2.3 and 2.4 denote the conceptual frameworks underpinning the research questions, while Figure 2.5 outlines how these two research questions

were intertwined, in that participation in a joint-training programme was seen as a means of enhancing working relationships. It was hoped that joint-training would lead to positive outcomes to include: improved working relationships; greater opportunities to meet and plan; and mutually constructive dialogue, and that this in turn would have a positive impact on pupil outcomes to include motivation, engagement and behaviour. In recognition of Finn's (1989) argument that disengaged students are a product of a negative sequence of events, producing a pattern that, if allowed to continue, makes identification and engagement with school increasingly unlikely, it was the hope of this study that this project would contribute to a positive sequence of events that would in time lead to greater pupil engagement, motivation, positive academic behaviours and ultimately improved academic standards.

Figure 2.3 Conceptual Framework for Research Question 1: How does teacher/TA participation in a joint-training programme impact on pupils' motivation, behaviour and engagement?

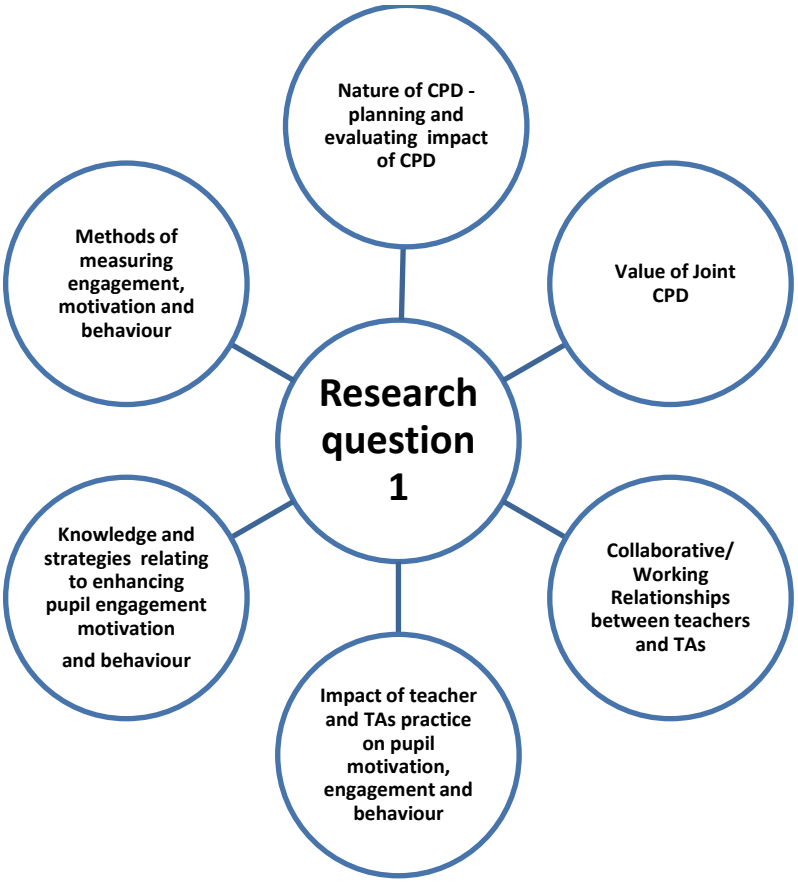


Figure 2.4 **Conceptual Framework for Research Question 2: How does participation in a joint-training programme impact on the working relationship between the teacher and the TA?**

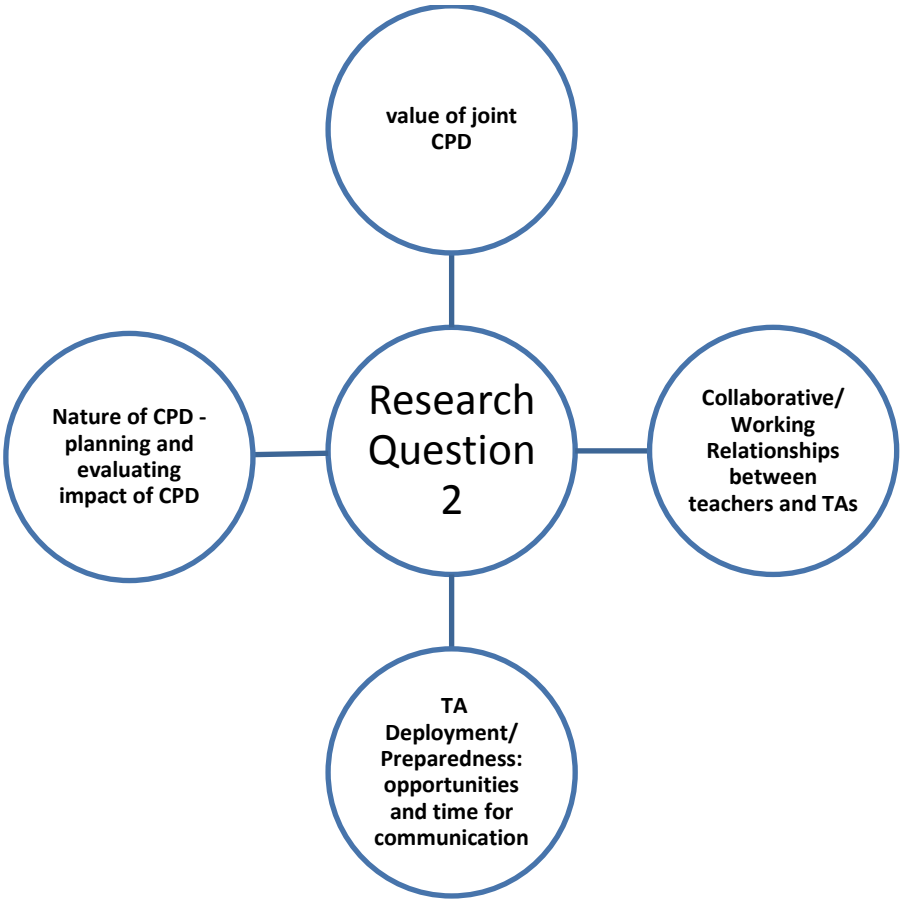
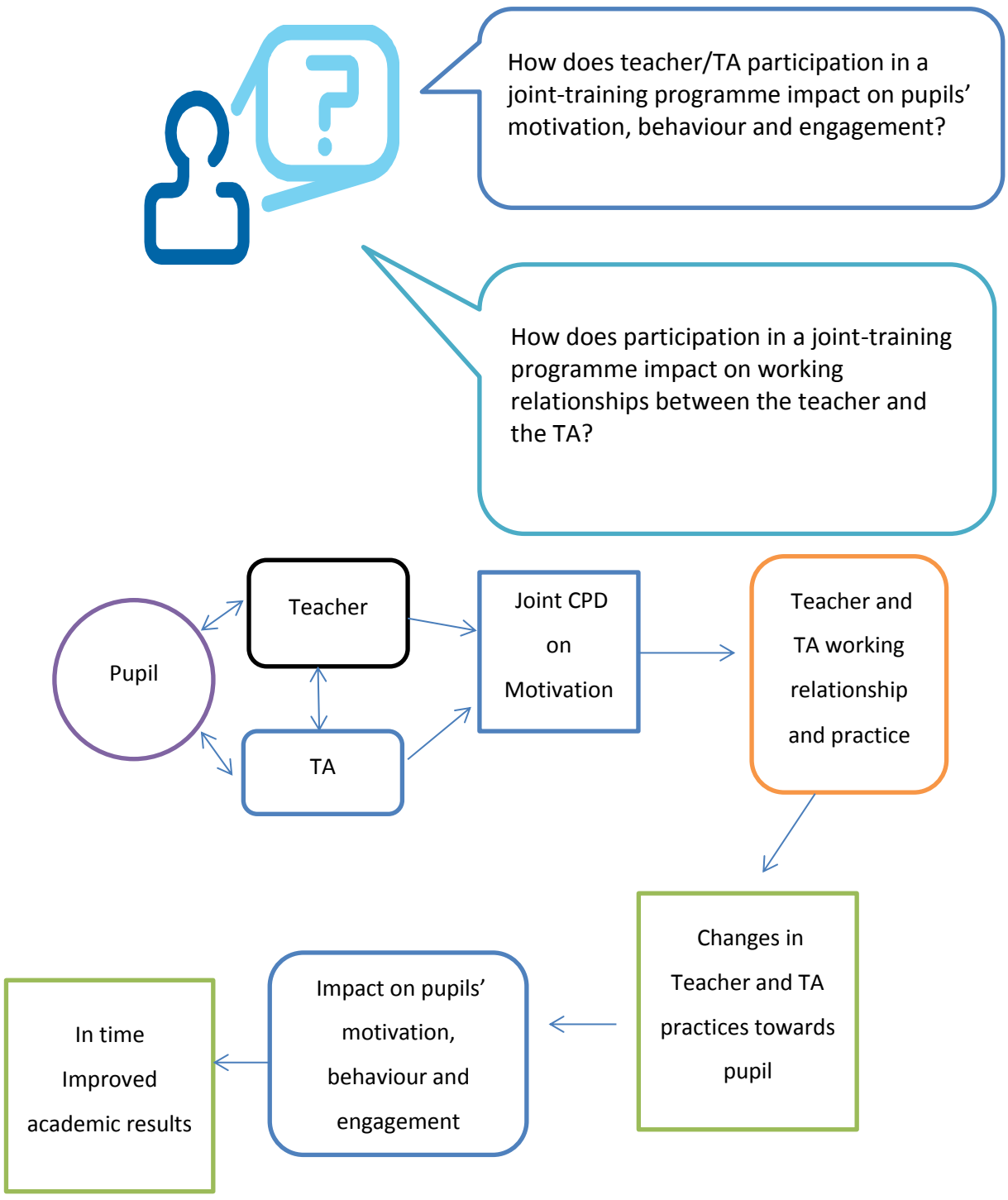


Figure 2.5 Model of Research



Chapter 3 Methodology

Overview

This study involved designing, implementing and evaluating the impact of a bespoke CPD training programme, designed by the researcher for secondary teachers and TAs entitled: 'Improving Pupil Motivation Together'. The fifteen-week training programme focused on aspects of motivational theory and practical strategies to enhance pupil motivation. Participating teachers and their TAs from two secondary schools were asked to select focus pupils, each of whom they identified as having motivational challenges. To measure the impact of the programme, data were collected before, during and post programme; data included information regarding aspects of the teacher/TA working relationships and the impact that joint-training had on pupil outcomes, specifically pupil motivation, behaviour and engagement.

Theoretical Perspectives

Before embarking on research it is deemed essential that researchers understand and acknowledge the philosophical and theoretical underpinning that informs their research. As Hitchcock and Hughes (1995, p.21) argue:

> Ontological assumptions give rise to epistemological assumptions; these, in turn, give rise to methodological considerations and these, in turn, give rise to issues of instrumentation and data collection.

Therefore how a researcher views the nature of reality, *ontology*, and how a researcher believes knowledge is constructed within that view of reality,

epistemology, will influence the researcher's choice regarding appropriate methodology and methods (Scott & Morrison, 2007). As such the exercise of research is not a straightforward technical activity of collecting information, but that:

> ...justification of our choice and particular use of methodology and methods is something that reaches into the assumptions about reality that we bring to our work. (Crotty, 1998, p.2)

Historically educational research has been informed by a scientific or 'positivist' view (often associated with quantitative methodologies) and an 'interpretivist' approach (often associated with qualitative methodologies). Modern day positivists believe that truth exists and that it can be discovered objectively through deduction, theory/hypothesis testing, explanation, prediction, standardised data collection and statistical analysis. Interpretivists argue that this approach disregards the nature of the social world and that 'investigation of it must be in principle different from investigation of the physical world' (Hitchcock & Hughes, 1989, p.12). The interpretivist approach sees the aim of social science as a 'subjective rather than an objective undertaking' (ibid, p.20) and as Beck (1979, cited in Cohen *et al.*, 2003, p.20) states:

> The purpose of social science is to understand social reality as different people see it and to demonstrate how their views shape the action which they take within that reality. Since the social sciences cannot penetrate to what lies behind social reality, they must work directly with man's definitions of reality.

In contrast, the positivist paradigm following a scientific method describes in sufficient detail the set of procedures used within the study, such that other researchers are able to repeat the study to verify the findings (Cohen *et al.*, 2003)

and that the emphasis within a positivist paradigm is on the search for causality to produce findings that can be generalised beyond the original context.

This study involved the implementation and evaluation of a joint CPD programme for teachers and TAs entitled '*Improving Pupil Motivation Together*' and from the outset it intended to include both quantitative and qualitative data to document outcomes and progress so as to inform future programmes. Coldwell and Simkins (2010, p.150), within their critique of models of CPD, considered 'the theoretical underpinning of these approaches' and identified three categories of evaluation within CPD research; the first being associated with a positivist approach.

> Such approaches often utilise experimental or quasi-experimental evaluation designs that attempt to measure impacts by controlling for factors that might confound such impacts. Typically, these types of studies can tell us something about effects of CPD in very limited but highly valid ways.

The second sets of approaches to CPD evaluation are described as being:

> ...explicitly driven by theory rather than data, and includes the group of post-positivist approaches… They share the ontological position that there are real, underlying causal mechanisms that produce regularities observable in the social world … Viewed from this perspective, the role of the evaluator is to uncover such combinations of context, mechanisms and outcomes. These approaches have a strong focus on learning from evaluation about why and how programmes work, not just 'what works'. (ibid, p.151)

This quote resonated with the aims of this research in that the evaluation was interested in finding not only whether the intervention worked but the processes that underpinned change.

Regarding the last approach or third category of ontological approaches to evaluation, Coldwell and Simpkins (2010, p.152) state that this is based on:

> ...underlying ontological position that the social world is constructed by the actors engaged within it… Evaluators from this tradition – which we label a constructivist position – concentrate on the perspectives and constructed meanings of programmes, their workings and outcomes from the viewpoints of all of those involved …programme purposes may be contested, that individuals may experience interventions in different ways, and that understanding these contestations and experiences may provide important information that can contribute to our understanding of how interventions work. (Sullivan & Stewart 2006)

In exploring the impact of the CPD programme I agree that any impact evaluation study would need to acknowledge that there will be individual differences in regard to the participants' experience of the programme and that researchers will need to look at underlying processes that could account for these differences in perception. Robson in his 2002 (p. 43) edition of *Real World Research* critiques the notion of 'paradigm warriors' which sees the dichotomy between interpretivist and positivist paradigms as not being constructive and that paradigms with corresponding links to specific research methods in opposition to each other are:

> ..neither sacrosanct nor necessary (Howe, 1988, 1992). For example, qualitative researchers should be free to use quantitative methods, and quantitative researchers should be free to use qualitative methods. (Burke Johnson & Onwuegbuzie, 2004, p.15)

However, the debate regarding the nature of educational research has moved forward with Robson (2011, p. 18) commenting that:

> Warring tribes of quantitative and qualitative social researchers fought a good fight… While there are still zealots proclaiming their version of the true faith, several commentators (e.g. Bryman, 2006b) see this as a worn-out debate… there is a growing recognition of the value of combining elements of both quantitative and qualitative research styles.

In positioning myself as a researcher I was drawn to a pragmatic paradigm which Teddlie and Tahsakkori (2009) see as a mixed methods approach which aims to

combine and interrogate both numerical (quantitative) and narrative (qualitative) approaches. Pragmatism states that:

> ... research approaches should be mixed in ways that offer the best opportunities for answering research questions. (Burke Johnson & Onwuegbuzie, 2004, p.16)

The pragmatic paradigm recognises that though numerous models/approaches and methods exist as possible ways of undertaking research there is no one way, rather the guiding factor must be a research design that is 'fit for purpose' (Cohen *et al*., 2003, p.134).

In search of an approach

The intention of this study was to explore the impact of a joint CPD programme, which according to Bassey (2005) was a form of evaluative research which seeks to both understand and evaluate rather than engaging in theoretical research where the aim is for understanding alone. Bassey (2005) highlights the potential use of experiments, case studies and action research as forms of evaluative research. As this study was part of my HE role, delivering CPD to teachers and TAs in schools, my preference needed to be aligned with the requirements and realities of both my work context and that of participating schools, that is 'fit for purpose' (Cohen *et al*., 2003, p.134). To this end I considered whether the research study in question best suited an experimental, case-study or action research approach, or whether this study necessitated utilising elements of each in order to best answer the research questions.

Experimental or Quasi-Experimental Approach

Initially, I was drawn to an experimental or quasi-experimental design. At a most basic level there exists what is referred to as a pre-experimental design, where one group experiences both a pre-test and post-test. In this design baseline data could be collected, an intervention introduced and post-intervention data collected to indicate the success of the intervention. The one group pre-test-post-test design runs into difficulty in educational research in that a multitude of factors, other than the intervention, could account for differences between before and after results, and that these outside factors, or extraneous variables, are often not in the control of the researcher (Cohen *et al*., 2007, p.212).

An experimental approach, as an improvement to the pre-test-post-test design, was then considered. The purpose of an experiment, in education research, is that two comparison groups are identified, a treatment or manipulation of an independent variable is given to one group (known as the treatment or experimental group) while the other group (known as the comparison or control group) receives something different or nothing at all. The groups can be compared on an outcome variable (dependent variable) to determine whether differences between groups at the end of the study are due to (caused by) the treatment (intervention), that is, the manipulation of the independent variable (Punch, 2012). In the present study an independent and dependent variable can be identified; with the independent variable being the intervention programme and the dependent variables being the impact on working relationships between the teacher and the TAs and the impact on pupils' motivation, behaviour and engagement. In regard to CPD evaluation

Coldwell and Simkins (2010, p.151) describe how evaluation can take on a positivist approach but caution against:

> ...treating interventions as 'unified entities through which recipients are processed and where contextual factors are conceptualised as confounding variables' rather than essential ingredients in understanding causal processes at work.

Within this study I was very much interested in illuminating the underpinning causal processes. Traditionally, a key feature of an experimental design is the presence of a control group and through the comparison of numerical data from the experimental and control group, statistical relationships can be calculated to establish causal relationships. Within this study pupils with motivational challenges were identified and were the focus of the intervention. I did not attempt to set up a control group of pupils who were matched on motivational challenges to the group of focus pupils but rather I chose to collect data on the classmates of the pupils with motivational challenges. In this regard, I had comparison numerical data, to include data on aspects of motivation and engagement, which were used to illuminate the individual focus pupil's progress and therefore in part this study could be seen as quasi-experimental.

Action Research

In the pursuit of exploring suitable approaches I examined next whether the research questions could be seen as action research, whereby the researcher both seeks to understand, change and evaluate.

Action research is:

> … an approach which has proved to be particularly attractive to educators because of its practical, problem- solving emphasis, because practitioners carry out the research and because the research is directed towards greater understanding and improvement of practice *over a period of time. (*Bell*, 1980, p.6)*

Kemmis and McTaggart (1992) argue that action research is underpinned by the focus on improving and understanding situations 'by changing it and learning how to improve it from the effects of the changes made' (Cohen *et al.*, 2000, p.227). Further, 'Action research is a form of collective self-reflective inquiry undertaken by participants' (Kemmis & McTaggart, 1988, p.5). From the outset of the study it was apparent that the research was a joint project; that as I would be attempting to understand and evaluate the phenomenon of the programme so would the teachers and TAs be reflecting on their role within it. Munn-Giddings (2012, p.71) in noting the many formats of action research acknowledged that:

> Action research is often led by 'insiders', defined as those facing the situation or trying to develop their practice, as opposed to an external 'outsider' research expert who does research 'on' other people's problems or practice.

In this research I could be construed as the outside expert. However, according to Winter and Munn-Giddings (2001) there exists a model of action research whereby a social researcher acts as a facilitator, catalyst and coordinator of enquiry based projects, whereby they work 'alongside people who have lived experience of the situation being enquired into' (ibid, p.71).

Typically action research consists of cycles of planning, acting, observing and reflecting, with data collected in one cycle informing the next stage of the programme. Figure 4 outlines the cyclical process in action research as outlined by

Denscombe (2007, p.126); while Figures 5 and 6 outline how this cyclical process has informed this study. The preparation and piloting of the CPD programme can be construed as the first and second cycle while the implementation and evaluation of the CPD programme constitute the third cycle of action research with the information gained through evaluation used to inform future programmes. While my role as the facilitator of the programme required that I reflect on the nature of the delivery and effectiveness of the programme, the next cycle in action research, changes in classroom practice of participating teachers and TAs, was not within the parameters of this present research. However, it was noted from participating teachers and TAs, prior to the commencement of the study that they hoped that this programme would lead to changes in how they worked with other pupils, indicating that from their perspective their participation could be seen as the first cycle of action research.

Figure 3.1 The cyclical process in Action Research (Denscombe, 2007, p.126)

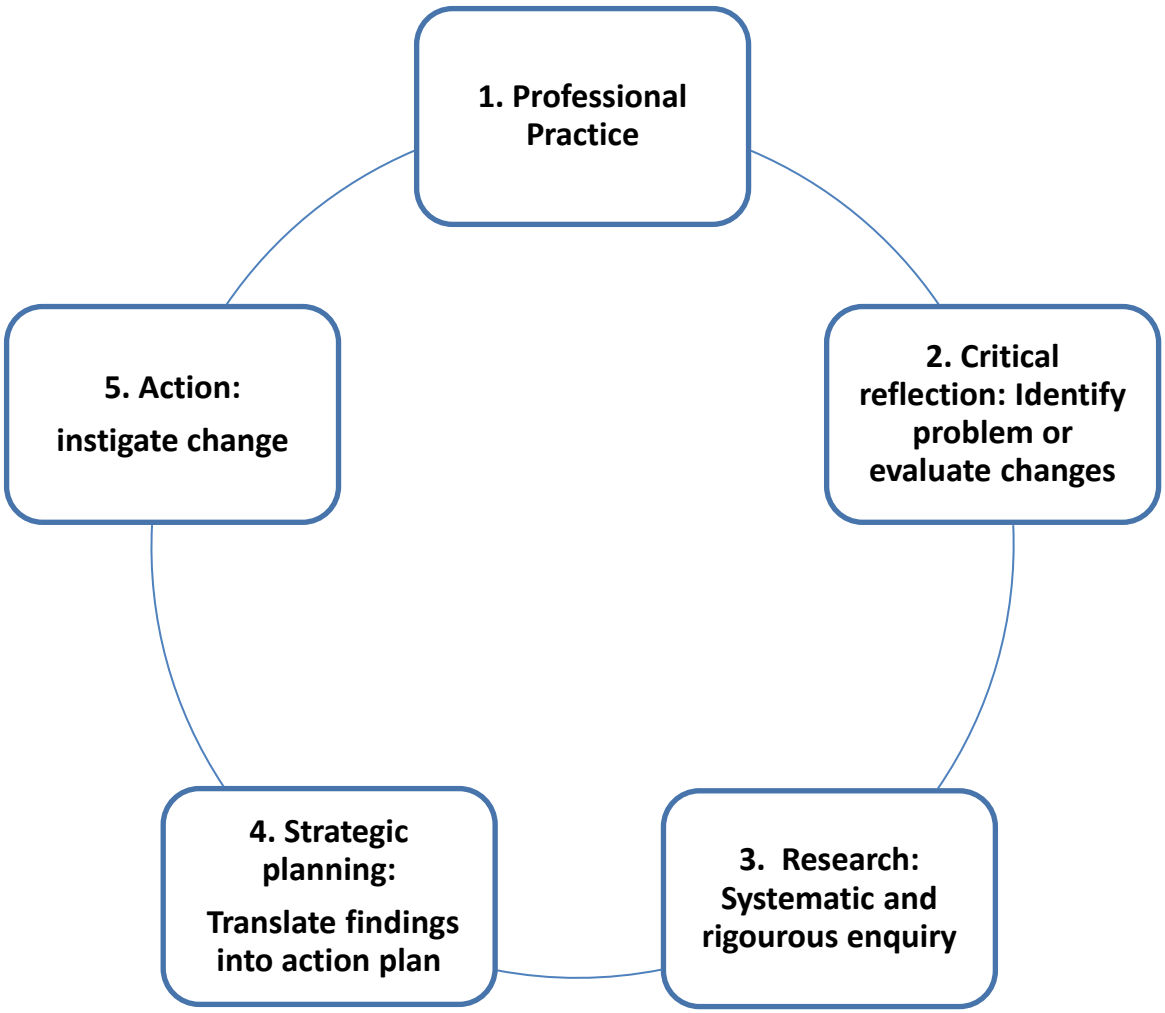


Figure 3.2 Cyclical process in action research as applied to this study

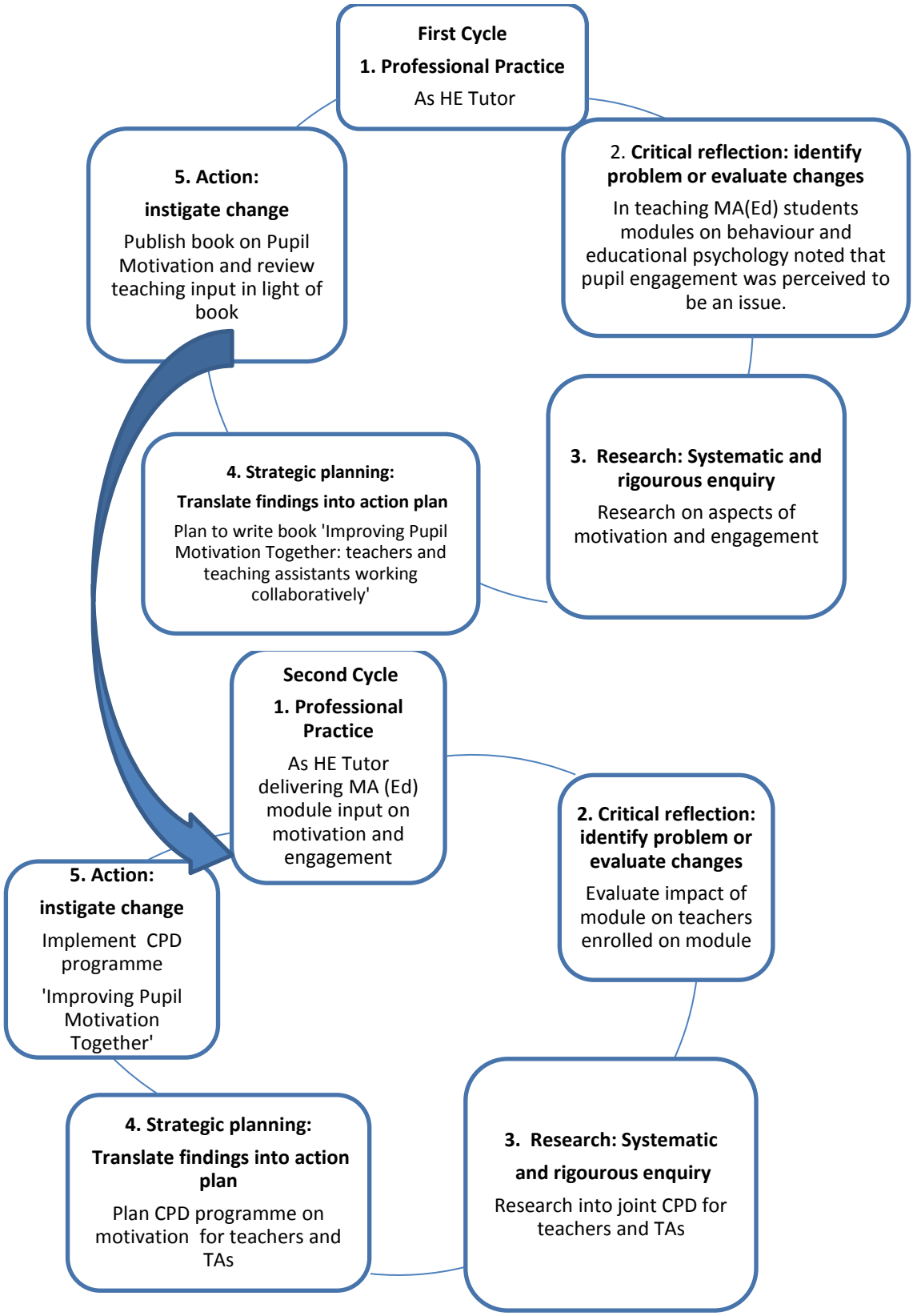
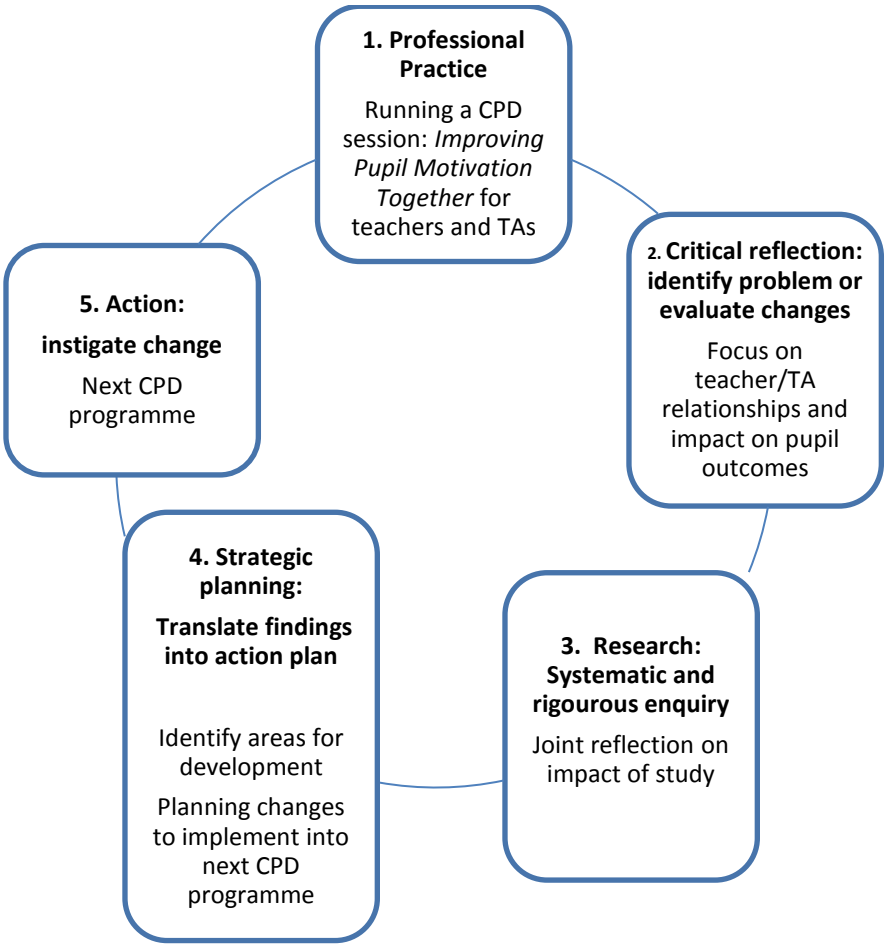


Figure 3.3 Present Cycle of Action Research



Recognising Opie's (2004, p.9) view that 'educational research often does not follow well defined patterns falling squarely into one approach or another', I reflected on the extent to which the present study could also be seen as an evaluative case-study.

Case-study

Bassey (2003, p.28) cites Stenhouse as describing evaluative case studies as:

> A single case or collection of case studies in depth with the purpose of providing educational actors or decision makers (administrators, teachers, parents, pupils, etc.) with information that will help them to judge the merit and worth of policies, programmes or institutions.

Merriam (1998, p.27) in recognising the complexity of case-study research acknowledges that:

> ...part of the confusion surrounding case studies is that the process of conducting a case-study is conflated with both the unit of study (the case) and the product of this type of investigation.

Merriam (ibid, p.33) states that case-study is an appropriate design if you are interested in process, which can be seen as both:

> Monitoring: describing the context and population of the study, discovering the extent to which the treatment or program has been implemented…the second meaning of process is causal explanation: discovering or confirming the process by which the treatment had the effect that it did.

The aim of the present study in both describing the process of the CPD programme and exploring the nature of its impact fits with Merriam's (ibid, p.39) definition of an evaluative case where, 'the objective of the evaluation is to develop a better understanding of the dynamics of a programme.'

In regard to the unit of study, Stake (1995, p.2) cites Smith's (1979) definition of 'case' as an object, a 'bounded system' rather than a process. A case as a single entity sets boundaries around what is studied and likewise what is not. In this study the case as 'a specific, a complex, functioning thing' (Stake, 1995, p.2) would be the CPD programme, the participating teachers/TAs, the focus pupils with the end product of the field-orientated research being an illumination of how the teachers and TAs participating in the programme worked together to improve focus pupil outcomes.

Case-studies do not seek to control variables but set out to 'focus on the complex interaction of many factors in a few cases rather than on a few variables in a large number of cases' (Thomas, 2012, p.4) and have the advantage of being able to explore as 'many variables as possible and portray their interactions, often over a period of time' (Merriam, 1998, p.30). This quote resonated with the present research in that there were a multitude of factors which could influence the impact of the programme to include: teacher/TA enthusiasm, their experience and qualifications, background factors of focus pupils and reasons for pupil disengagement, to name but a few. A case-study approach to this study seemed suitable as the research questions dictated that a vast amount of data be collected on a small number of participants in order to explore underpinning processes of educational change.

A further confusion in regard to defining 'case-study' is to distinguish it from casework (detailed account of remedial procedures following a diagnosis), or from the in-depth psychological case-study of an individual (e.g. work of Freud); though this case-study does present some material in regard to focus pupils it does not do this to the depth implied in casework or psychological case-studies.

A further advantage of case-studies is that they incorporate sub-methods to include: interviews; observations; document and record analysis; questionnaires; field-notes.

> Data accumulated by different methods but bearing on the same issue are part of what is called the multi-method approach… if they converge (agree) then we can be reasonably confident that we are getting a true picture. If they don't agree then we have to be cautious about basing our understanding on any one set of data. That doesn't mean that one set of data is wrong (or any of them) but

> that the picture is more complicated than we expected. (Gillham, 2000, p.13)

Having reviewed theoretical approaches to educational research it was felt that in order to evaluate the impact of the joint CPD programme a hybrid methodology that was 'fit for purpose' (Cohen *et al.,* 2003, p.134) was necessary; as such aspects of quasi-experimental, case-study and action research approaches were utilised within a mixed methods evaluative study.

Sample

The sample in regard to teachers/TAs and pupils was deliberately small as this allowed an exploration of the 'complex interaction of many factors in a few cases rather than on a few variables in a large number of cases' (Thomas, 2012, p.4). It was felt that this strategy would provide useful information regarding factors underpinning educational change and supply necessary evaluative evidence to inform future CPD programmes.

The opportunity to participate in a CPD programme' was advertised to a number of partnership schools. Two schools came forward and the programme commenced in the Autumn term of 2012.

The sample was self-selecting in that initially five teacher/TA pairs volunteered to participate in the programme. The teacher/TA pairs were from two secondary schools.

One school, **School A,** had been designated by Ofsted as requiring improvement while the second, **school B**, was judged by Ofsted as outstanding. Both schools were smaller than the average size high school with students from predominantly White British backgrounds.

There were ten participants, four pairs of teachers/TAs working in the English Department with the final pair working in Drama. Each pair was asked to select pupils whom they identified as having motivational challenges.
This sample could be seen as convenience sampling consisting of those who are 'first to hand' (Denscombe, 2007, p.18) and self-selecting. Though Denscombe (2007, p.19) states that on one level choosing participants 'on the basis of convenience runs counter to the rigour of scientific research', Stake (1995, p.4) argues that:

> The first criterion should be to maximize what we can learn… If we can, we need to pick cases which are easy to get to and hospitable to our inquiry… Of course we need to carefully consider the uniqueness and contexts of the alternative selections for these may aid or restrict our learning's. But many of us case-workers feel that a good case-study does not depend on being able to defend the typicality.

Teachers and TAs

Five teacher/TA pairs started the programme. From School A there were initially three teacher/TA pairs, while there were two pairs from School B. However, due to school work pressures and commitments and decisions to reallocate staff working patterns a more complex array of working relationships emerged over the training programme.

Figure 3.4: Secondary School A

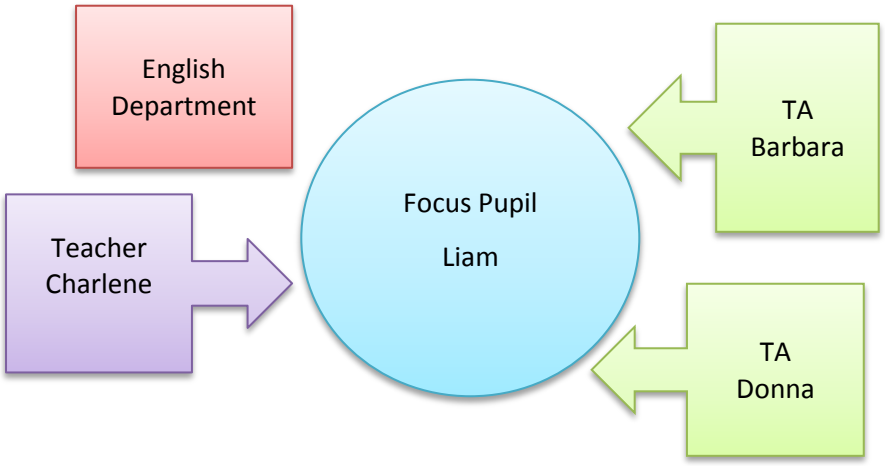


Table 3.1 Background details of teachers/TAs in School A

	Role and Qualifications		**Length of time working in role**
Charlene	**Teacher**, MA(Ed)		5 years
		Length of time working with teacher	
Barbara	**TA** Range of GCSEs	One term	3½ years
Donna	**TA** O levels, Access course, Foundation Degree in Learning Support, HLTA	Five years	17 years

Donna (TA) was initially working with a teacher in the English Department who subsequently left the programme; therefore over the course of the programme, a more complex relationship triad was created with Charlene (teacher) and Barbara (TA) continuing to work together, while Donna was allocated to separate classes, though still working with the focus pupil.

Figure 3.5: Secondary School B

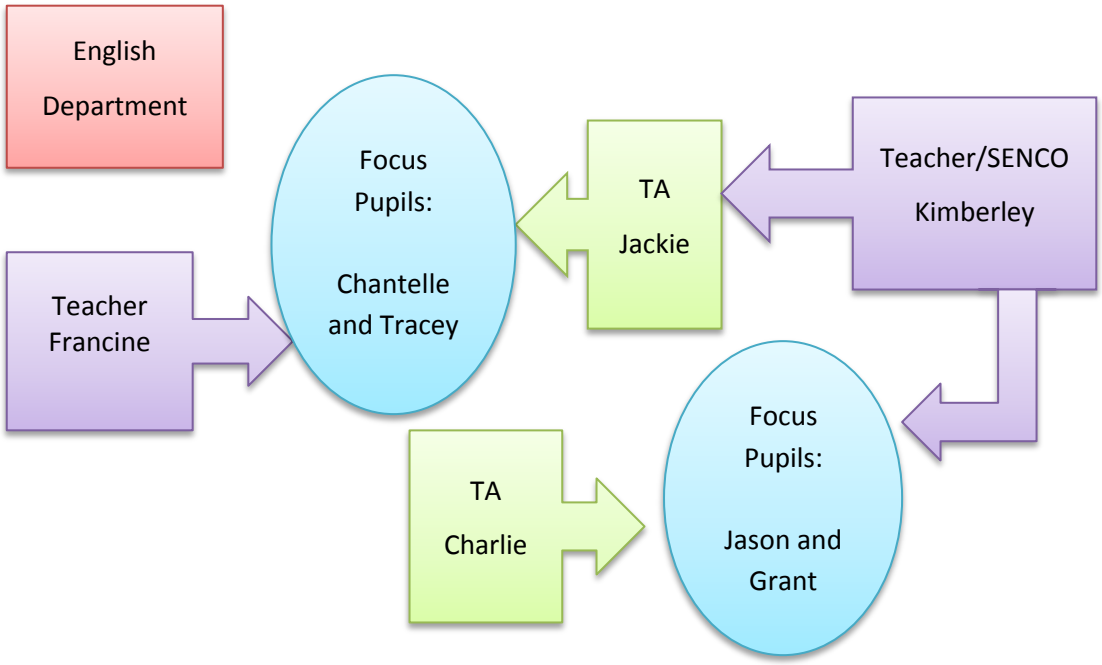


Table 3.2 Background details of teachers/TAs in School B

	Role and Qualifications		**Length of time working in role**
Kimberley	TA, Teacher, SENCO		15 years
Francine	**Teacher** (training as GTP – graduate teacher programme)		1 year
		Length of time working with teacher	
Jackie	**TA** BA (English)	6 months	15 months
Charlie	**TA** BA (Hons) Drama		Just started

Francine (on graduate teacher programme) worked closely with Jackie (TA), while Charlie (TA) worked with a range of teachers not on the programme, though both TAs were supervised by the SENCO (Kimberley) with Kimberley working in her role as teacher with Jackie (TA) in some classes.

The Pupils

Participating teachers and their TAs were asked to select focus pupils each of whom they identified as having motivational challenges. Five pupils (three boys, two girls) were the focus of this study all of whom were in Year 9. All pupils were perceived by the teachers/TAs as challenging, were in receipt of pupil premium funding, were placed in lower ability classes, and had in their time at school experienced many educational interventions.

Table 3.3 Overview of Focus Pupils

Student	School	Age	On SEN register	Reading Age	Spelling Age
Liam	A	13	School Action	8 years, 10 months	10 years, 5 months
Chantelle	B	13	School Action	7 years, 10 months	6 years, 10 months
Tracey	B	13	BESD	9 years, 11 months	No data
Jason	B	13	School Action Statement of dyslexia	8 years, 7 months	7 years
Grant	B	13	School Action	11 years, 2 months	9 years, 8 months

Procedure

The design and the implementation of this study took place over an extended period of time. Terminology, from Lewin's seminal (1946) action research model, was transposed onto this research study as illustrated in the table below.

Table 3.4 Outline of the Research

Task	Date
Identifying a general idea Exploring areas concerning the nature of good quality CPD, working relationships between teacher/TA and aspects of pupil engagement and motivation.	May 2011 – December 2011
Reconnaissance Evaluating and updating MA(Ed) modules on Behaviour and Educational Psychology. Literature review which included writing a book for teachers and TAs on improving pupil motivation. Analysis of research regarding teachers/TAs working relationships, theories of motivation and the nature of 'good quality CPD'. Review of various research methodologies. Formulate research questions.	May 2011 – December 2011 (Book on Improving Pupil Motivation published May 2012)

General Plan and Developing the Action Present proposal of thesis for 'upgrade'. Planning the CPD sessions based on pilot work with MA(Ed) modules. Holding information meetings for teachers and TAs. Consent forms devised. Ethical consent from University of Chichester Ethics committee gained. Begin CPD programme: • Teacher/TAs to select focus pupils; • Consent forms filled in; • Baseline information collected; • Motivation profiles created for each pupil; • Field-notes on CPD sessions and class observations carried out; • After completion of needs analysis with focus pupils and prior to intervention, comparison data collected on classmates of focus pupils; • Post programme evaluation carried out to include: analysis of field-notes, observations, and questionnaire data to inform post-session semi-structured interviews with teachers and TAs.	December 2011 January 2012 – August 2012 July 2012 September 2012 October 2012 – June 2013
EVALUATION and REVISING THE PLAN Analyse data and write up results.	June 2013 - December 2014

Piloting of the Programme

The Piloting of the programme can be seen within cycles of action research (Figure 3.1,3.2 & 3.3) and occurred during the academic years 2009/2010 and 2010/2011 wherein two MA (Education) modules, 'Educational Psychology' and 'An Integrative Approach to Supporting Pupils with Behavioural Emotional and Social Difficulties (BESD)' were run several times with cohorts of teachers from local primary and secondary schools. These modules consisted of 10-weekly three hour sessions

Table 3.5 Piloting

Module	Academic Year
	Term (Enrolment numbers)
Educational Psychology	Autumn 2009 (10) Spring 2010 (24) Semester 1 2012 (10)
An Integrative Approach to supporting Pupils with BESD	Summer 2011 (20) Autumn 2011 (19)

Within the teaching of these modules it became apparent that MA(Ed) students perceived engagement and motivation of pupils as key issues within their classroom practice. This was reflected through class discussions, the number of MA(Ed) students who chose to write on aspects of motivation and engagement for their assignments and the requests in MA(Ed) student module evaluations for further input on these issues. Research in the areas of motivation and engagement led to the publication of two books: '*A TA's Guide to Child Development and Psychology in the Classroom' (*Bentham, 2011) and '*Improving Pupil Motivation Together: teachers and TAs working collaboratively'* (Bentham & Hutchins, 2012).

Material from the research, underpinning the publication of the two books, was incorporated into subsequent MA(Ed) modules and specifically involved the creation of PowerPoint presentations on topics to include: the role of motivation; self-efficacy; attribution theory and attribution retraining; learned helplessness; developing resilience and school refusal. In MA(Ed) module evaluations participants stated that though the sessions had extended learning it was felt that more group-work and inter-sessional tasks with specific links between theory and practice were needed; upon reflection this resonated with research regarding what constituted effective CPD (TDA, 2012) in regard to embedding activities. Research

into the nature of effective CPD (Coldwell & Simkins, 2010; Keay & Lloyd, 2012; TDA, 2013; Earley & Porritt, 2013) and features of evaluating impact, that is, there should be demonstrable evidence of the impact of PD on pupils' learning outcomes (Keay & Lloyd, 2012; TDA, 2012), was recognised. Further, in making decisions regarding content it was acknowledged that:

> ...[the most an] educational researcher can do is to raise teachers' *motivational awareness* by providing them with a menu of potentially useful insights and suggestions (Dornyei, 2001, p.103)

Therefore, the piloting and creation of the 'Improving Pupil Motivation Together' programme built on an iterative process evolving over several years that consisted of: reading and researching for books; teaching and evaluating MA(Ed) modules and embedding insights from MA(Ed) teaching to illustrate concepts in module sessions and books.

The final programme consisted of fifteen sessions, approximately two hours in length, held on average every other week. The Programme was divided into three segments. The first segment included a collection of baseline evidence based on a needs analysis of the pupils and a questionnaire on the current working practices between teachers and TAs; base-line evidence was needed to formulate an impact picture, that is, a picture of what success would look like. The mid-section of the programme involved the input of relevant theory and applications distilled from the extended piloting process. Within this stage practical activities or embedding tasks to aid reflection and strategic thinking were utilised; this data was referred to as project artefacts and an on-going analysis of this led to the final stage of strategic planning. Strategic planning constituted the final segment of the programme and

involved the teachers/TAs designing, implementing and evaluating personalised interventions for the focus pupil. The designing of the intervention was often based on what became known as 'Break-through Moments' which in turn informed strategies to move forward.

Table 3.6 Final Programme

Session	Programme	Content
Needs Analysis Stage (Collection of Baseline Evidence)		
1	Introduction to Motivation Discussion regarding who are the focus pupils	Definitions of motivation Selecting focus pupils Consent forms *Inter-sessional task: Prepare brief case-study on focus pupils*
2	Developing Motivational Profiles	Looking at various measurements to include: • Participation Questionnaire (Finn & Zimmer, 2013) • My Attitudes as a Learner (Burden, 1988) • Rating Student Self-Regulated Learning Outcomes (Zimmerman & Martinez-Pons, 1988) • Structured Interview: Questionnaire to assess Pupil learning preferences in English (Riding & Read, 1996) School Audit of Teacher/TA working practices (Blatchford *et al.,* 2012) *Inter-sessional task: Completing and making sense of motivational profiles*
Delivering Information All sessions included time given to reflect on previous session Theoretical Input Discussion of inter-sessional tasks or embedding strategies		
3	Praise, Self-Esteem Intrinsic and Extrinsic Motivation	Share and Reflect from previous session Theoretical Input: Self-determination (Ryan & Deci, 2000) Cognitive evaluation theory (Deci & Moller, 2005) Views of Alfie Kohn (2000) Punished by Rewards Self-Efficacy (Margolis & McCabe, 2006) *Inter-sessional task – Make a record of when and how you give praise to the pupil*

4	Attribution Attribution Retraining	Share and Reflect from previous session Theoretical Input: Covington's (1992) 'self-worth' theory Weiner (1986) Attribution Theory of Motivation Norgate *et al*. (2012) Motivating Reluctant Learners *Inter-sessional task – attribution questionnaire adapted from Norgate et al. (2012)*
5	Fixed and Growth Mind-sets	Share and Reflect from previous session Theoretical Input: Nicholls (1990) ability and capacity Carol Dweck (2000, 2008) *Inter-sessional task: Ask pupils to fill out questions on the relationship between ability and effort* *Ask pupil to fill out Implicit theory of Intelligence (Dweck, 2000)*
6	Motivational Interviewing	Share and Reflect from previous session Theoretical Input: McNamara (2009) *Inter-sessional task: To gauge where the pupil is on Model of Stages of Change (Prochaska & DiClemente, 1982)*
7	Fostering interest and relevance	Share and Reflect from previous session Theoretical Input: Expectancy/Value Theories (Atkinson, 1964, 1974) Eccles and Wigfield (1995): attainment value, intrinsic value, extrinsic utility value and cost Gardner's theory of Multiple Intelligence (1993, 2006) Greene (2009) Lost at School *Inter-sessional task: Ask pupil to make picture diary of what they find motivating (Pupil voice activity)*
8	Self-regulation and self-monitoring	Share and Reflect from previous session Theoretical Input: Zimmerman (2000) Self-regulation Deci (1980) Self-Determination theory Geddes (2006) Attachment in the classroom *Inter-sessional task: Children's coping behaviour questionnaire(*Hernandez, 2008)
Intervention Stage Strategic Planning Reflecting on data collected to formulate ways forward for focus pupils Collecting Comparison Data for classmates of focus pupils prior to intervention		
9 -10	Strategic Planning Break-through moments informing individual interventions	

11 - 14	Measuring Progress Reflections on progress	
15	Putting it all together Teacher/TA presentations Collection of pupil and pupil comparison data	
	Post-session interviews with teachers and TAs	

A sample of session PowerPoints and inter-sessional tasks can be found in the Appendix

The design of the CPD programme was influenced by The CUREE Report (TDA, 2012, p.4) which argued that the outcomes of participation would depend on the extent to which, 'the programme goals were embedded in the design, and the depth in which this enabled participants to engage with and integrate new knowledge and approaches into existing practice' (p.5). Further the report (ibid) stated that there were possible levels in regard to depth of engagement; these levels and their relationship to the present study are outlined in the next table.

Table 3.7 'Levels of Engagement' designated by CUREE Report (TDA, 2012) transposed onto the 'Improving Pupil Motivation Programme'

Level of Engagement	Definition as adapted from CUREE Report (TDA, 2012, p.27)	As applied to 'Improving Pupil Motivation Together Programme'
Informing	The focus and context of the CPD opportunity should be signposted to participants in regard *to needs* and development in the *workplace* and/or of participants' *learners.*	*Teacher/TA pair asked to select pupils who had motivational challenges with a view to acquiring knowledge to improve pupil motivation.*
Influencing	Encourage participants to *reflect*, in the light of the CPD focus, on *their* needs in the context of the *workplace priorities* and/or specific *learner outcomes.*	*Within each session teacher/TA participants were asked to reflect on professional development (learning) they needed in order to enhance pupil motivation. Teacher/TA participants also asked to reflect on learner needs and specific learner outcomes.*
Embedding	Introduce *activities* for participants to reflect explicitly on their *learners' needs and starting points* to *identify* their professional *development priorities* in relation to the focus of the CPD.	Teacher/TA pairs were required to collect extensive baseline data; this allowed them to focus on their pupils' needs as starting points for their own professional development. **Practical activities (embedding strategies)** were introduced that required teachers/TAs to continually reflect on their pupils' learning needs and subsequent discussion required them to consider what they needed to learn or do to meet pupils' needs.
Transforming	Equip participants with *tools and skills* to identify what and how *learner outcomes* would be improved through *participants' professional learning* related to the focus of the CPD opportunity and their development of practice.	By providing teachers and TAs with tools (ways of collecting baseline data, various interventions and means of evaluating impact) this new knowledge could be extended to other pupils and staff.

Methods Used

Motivational Profiles

Motivational profiles were compiled utilising various research scales, including: Participation Questionnaire (Finn & Zimmer, 2013); My Attitudes as a Learner (Burden, 1998); Rating Student Self-Regulated Learning Outcomes (Zimmerman & Martinez-Pons, 1988) and Structured Interview: Questionnaire to assess Pupil learning preferences in English (Riding & Read, 1996). A copy of each questionnaire can be found in the Appendix.

The motivational profiles served a number of functions, *viz.*

1) Data served to measure key aspects of behaviour, motivation and engagement;
2) Provided baseline data;
3) Data were used to identify possible explanations for motivational difficulties and possible ways forward;
4) Instruments (Participation Questionnaire, Rating Student Self-Regulated Learning Outcomes) were used on classmates of focus pupils prior to intervention stage and post-intervention to create comparison data which provided further opportunities for teachers/TAs to reflect on focus pupils' progress;
5) Data (Participation Questionnaire, My Attitudes as a Learner, Rating Student Self-Regulated Learning Outcomes) were collected post-intervention for focus pupils to ascertain progress;
6) The interrogation of all data provided opportunities for the teachers/TAs to talk, communicate and problem-solve together.

Student Participation Questionnaire

Finn and Zimmer's (2013) Student Participation Questionnaire (fourth grade) version was used within this study and served to measure aspects of engagement and behaviour. The questionnaire required teachers/TAs in pairs to consider the behaviour of the pupil over the last 2 to 3 months and indicate on a Likert scale (1

to 5, with 1 being never and 5 being always) how often the pupil exhibited the behaviour. Though this questionnaire was designed for fourth grade students, the teachers/TAs in this current study believed it to be suitable for the year nine pupils they supported.

The 28 item instrument questionnaire (See Appendix) yielded multi-item scale scores for 'effort', 'initiative-taking', 'non-participatory behaviour' and 'value'. Finn and Zimmer (2013) used this questionnaire in a study with 1,013 fourth graders (Finn *et al*., 1995) and noted a significant correlation between effort, initiative and achievement scores at the end of the school year.

In the present study teachers and TAs in pairs filled out the questionnaire for both the focus pupils and their classmates (serving as comparison data). Scores for effort, initiative, non- participatory behaviour and value attributed to school were calculated before and after the intervention. The difference between pre and post intervention scores was calculated and noted within the thesis as an index of change or as improvement scores. Calculating items for the subscales of effort, initiative and value involved reversed scoring where items marked by a minus sign should be reverse-scored before adding the items in the subscale (Finn & Zimmer, 2013). Table 3.8 reports the specific questions that were used to measure each scale.

Table 3.8 Scales Used within Student Participation Questionnaire (Finn, 2011)

Scale	Questions
Effort	○ pays attention in class ○ completes homework on time ○ works well with other children ○ loses, forgets, or misplaces materials ○ comes late to class ○ completes assigned seat work ○ is persistent when confronted with difficult problems ○ doesn't seem to know what is going on in class ○ approaches new assignments with sincere effort ○ doesn't take independent initiative ○ prefers to do easy problems rather than hard ones ○ tries to finish assignments even when they are difficult ○ gets discouraged and stops trying when encounters an obstacle in schoolwork
Initiative-taking	○ attempts to do his/her work thoroughly and well, rather than just trying to get by ○ participates actively in discussions ○ does more than just the assigned work ○ is withdrawn, uncommunicative ○ asks questions to get more information ○ raises his/her hand to answer a question or volunteer information ○ goes to dictionary, encyclopaedia, or other reference on his/her own to seek information ○ engages teacher in conversation about subject matter before or after school, or outside of class
Non-participatory behaviour	○ acts restless, is often unable to sit still ○ needs to be reprimanded ○ annoys or interferes with peers' work ○ talks with classmates too much
Value	○ thinks that school is important ○ is (not) critical of peers who do well in school ○ criticizes the importance of the subject matter

Rating Student Self-Regulated Learning Outcomes: A Teacher's Scale (RSSRL)

This 12 item rating scale was designed by Zimmerman and Martinez-Pons (1988) and asked teachers to reflect on pupils' self-regulating learning strategies. The items on the scale tap into several self-regulation strategies to include: seeking information; self-evaluation; goal setting and planning; seeking assistance and intrinsic motivation. The questionnaire required teachers/TAs in pairs to consider

the behaviour of the pupil and to indicate on a Likert scale (1 to 5, with 1 being never and 5 being most of the time) how often the pupil exhibited the behaviour. The advantage of the scale is to alert teachers to a pupil's ability to self-regulate, though,

> the most useful outcomes for the RSSRL can be achieved by discussing the student's use of self-regulation strategies and the possibility of increasing the use of specific strategies. (Frederickson & Cameron, 1999a, p.19)

Again, teachers and TAs in pairs filled out the questionnaire for the focus pupil and their classmates (serving as comparison data). Scores for seeking information, self-evaluation, goal setting and planning, seeking assistance, representing organisational activities and intrinsic motivation were calculated before and after the intervention. The difference between pre and post intervention scores was calculated and noted within the thesis as an index of change or as improvement scores. Scores for individual scales were calculated by adding scores from items comprising the scale and then dividing the total by the number of items within the scale. For example, the scale intrinsic motivation was measured by two items: 'Does this student spontaneously express interest in course matters?' and, 'Does this student volunteer for special tasks, duties or activities related to school work?'. If the teacher and TA felt that a student never displayed this behaviour they would give the pupil a score of 1 for each item. In this example, the scores for the individual items would be added (giving a total of two) and divided by the number of items in the scale (2 items) to give the pupil an overall score for intrinsic motivation of 1. Scores would range from 1 to 5 with higher scores indicating higher levels of aspects of self-regulation. Therefore a pupil with a score of 1 for intrinsic motivation would be seen as never displaying this aspect.

Table 3.9 reports the specific questions that were used to measure each scale and item means in relation to each question are presented on the basis of research conducted by Zimmerman and Martinez- Pons (1988).

Table 3.9 Rating Student Self-Regulated Learning Outcomes: A Teacher's Scale (RSSRL) (Frederickson & Cameron (Eds.), 1999a, p.20)

	Items on RSSRL Scale and self-regulation strategies	Item Means of the RSSRL
1	Does this student solicit additional information about the exact nature of forthcoming tests?	3.03
	SEEKING INFORMATION	
2	Does this student solicit additional information about your expectations or preferences concerning homework assignments?	2.05
	SEEKING INFORMATION	
3	Does this student display awareness concerning how well he/she has done on a test before you have graded it?	3.06
	SELF EVALUATION	
4	Does this student complete assignments on or before the specified deadline?	3.48
	GOAL SETTING AND PLANNING	
5	Is this student prepared to participate in class on a daily basis?	3.78
	GOAL SETTING AND PLANNING	
6	Does this student express interest in course matters?	2.67
	INTRINSIC MOTIVATION	
7	Does this student offer relevant information that was not mentioned in the textbook or previous class discussions?	2.18
	ORGANISATIONAL ACTIVITIES **SEEKING ASSISTANCE**	
8	Will this student seek assistance from you on his/her own when he/she is having difficulty understanding school work?	3.77
	SELF EVALUATION **SEEKING ASSISTANCE**	
9	Does this student ask unusual or insightful questions in class?	2.01
	ORGANISATIONAL ACTIVITIES	
10	Does this student volunteer for special tasks, duties or activities related to school work?	2.09
	INTRINSIC MOTIVATION	
11	Does this student express and defend opinions that may differ from yours or those of classmates?	2.11
	ORGANISATIONAL ACTIVITIES	
12	Does this student solicit further information regarding your grades or evaluation of his or her school work?	2.69
	SELF EVALUATION	

*Each question asked teachers to respond on a Likert scale with: 1 = never; 2 = occasionally; 3 = sometimes; 4 = frequently; 5 = most of the time.

Structured Interview: Questionnaire to Assess Pupil Learning Preferences in English

This structured interview delivered by the teacher/TA was developed by Riding and Read (1996) to reveal pupils' reported preferred learning strategies in regard to mode of working, social context and task outcomes. Riding and Read (1996) stated that once the interview has been completed the pupil's learning preferences can be discussed and implications for teaching and learning considered. Riding and Read (1996) argue, 'that there is evidence that pupils who have general learning difficulties are more constrained by modes of working, social context and task outcome preference than high achieving pupils' (Frederickson & Cameron (Eds.), 1999b, p.24) and that teaching should be adapted to learning preferences. In this study the structured interview was used as a starting point for teachers/TAs to reflect on how to improve pupil motivation. Table 3.10 details the questions asked in regard to learning preferences.

Table 3.10 Questions asked on Structured Interview Questionnaire to Assess Pupil Learning Preferences in English

Modes of Working	What types of materials do you prefer to use: a) Written/text-based? b) Diagrams/pictures/maps?
	How do you prefer to complete tasks: a) In writing? b) By speaking? c) In diagrams/pictures/maps?
Social Context	In what context do you prefer to complete tasks: a) With groups of students? b) By yourself? c) With a partner?
	Do you like asking and answering questions?
	Do you like asking/answering questions: a) When the teacher is working with the whole class? b) When you are part of a smaller group within the class working with the teacher?
	Do you feel confident in this subject?
Task Outcomes	What type of tasks do you prefer: a) product based (where you are required to produce certain fixed tasks)? b) Process based (where you are required to discuss and develop ideas or use certain strategies)?
	What types of tasks do you prefer: a) closed (where there is one or a restricted range of correct answers and ways of completing the task)? b) open (where there is a wider range of possible/acceptable answers, and you are allowed to arrive at these in your own way)?
	What types of tasks do you prefer: a) Knowledge/information learning (where you are required to learn facts and information)? b) Skilled learning (where you are required to learn how to use or do something)?

Myself as Learner Scales (MALS)

This scale, to be completed by the pupil, was devised by Burden (1998) to assess academic self-perceptions of pupils from age 9 to 16. The scale consisted of 20 items of self-referring statements to which the pupil could respond in a positive, neutral or negative manner. Scoring for the questionnaire used a five-item Likert

scale ranging from, 'yes definitely true about me', to 'no, definitely not true about me'. For example, pupils were asked to respond to statements such as: 'I like having problems to solve', or, 'I get anxious when I have to do new work'. Responses to questions involved both positive and negative scoring, for example a maximum score would require a response of definitely agree (score of 5) to the question, 'I am good at doing tests' and a response of strongly disagree (score of 5) to the question, ' I need lots of help with my work'. Though academic self-perception is complex, Burden (1998) argues that:

> The key elements of a positive self-perception as a learner and problem-solver can be identified as enjoyment in problem-solving, confidence in a variety of different learning and problem-solving situations, a careful learning style, lack of anxiety and access to and use of a wide vocabulary. (Frederickson & Cameron (Eds.), 1999c, p.22)

Further, Burden states that from standardisation samples:

> ...a score between 60 and 82 can be considered as within the average range. A score below 60 represents a low academic self-concept and a score above 82 represents a high academic self-concept. (Frederickson & Cameron (Eds.), 1999c, p.22)

Burden (2009) cites a useful application of the scale to be as a means of evaluating the effectiveness of educational interventions.

In the present study pupils were asked to fill out this questionnaire pre and post intervention. The difference between pre and post intervention scores was calculated and noted within the thesis as an index of change or as improvement scores. Table 3.11 lists the questions asked within the questionnaire as a function of factors comprising attitude towards learning.

Table 3.11 Factors within Myself as a Learner Scale (adapted from Burden, 2009, pp.8-9)

Factor	Questions asked
Enjoyment in problem-solving	I like having problems to solve I think that problem-solving is fun Thinking carefully about your work helps you do it better I know how to solve the problems that I meet I like using my brain
Confidence about school work Academic self-efficacy	I don't need lots of help with my work I don't find a lot of schoolwork difficult I'm clever When I get stuck with my work, I can usually work out what to do next Learning is not difficult I know how to solve the problems that I meet
Confidence about learning ability Learning self-efficacy	Learning is easy I'm good at doing tests I'm clever I like having difficult work to do I know how to solve the problems that I meet
Taking Care with work: Careful learning style	I usually think carefully about what I've got to do Thinking carefully about your work helps you to do it better
Lack of Anxiety	I don't get anxious when I have to do new work When I get stuck with my work, I can usually work out what to do next
Access to and use of vocabulary in problem solving	I know the meaning of lots or words When I get stuck with my work, I can usually work out what to do next
Confidence in dealing with new work	Learning is not difficult When I'm given new work to do, I usually feel confident I can do it
Confidence in problem-solving ability	I'm not very good at problem solving
Verbal Ability/fluency	I'm good at discussing things
Confidence in general ability	I know how to be a good learner I like using my brain

School Audit: TA/Teacher Survey

At the commencement of the study Blatchford *et al*.'s (2012) School Audit of TAs and teachers was completed. The audit measured aspects of Preparedness (communication, planning, feedback, training, subject knowledge and instructional techniques), Deployment and Practice. Of specific interest to this study were opportunities for teacher-TA communication and the nature of this communication before lessons, during lessons and after lessons. Modifications to the survey were made in respect of asking for further background details of their time in present role, qualifications and time spent working with present teacher/TA partner. As all participants in the study had volunteered, it was expected that all relationships would be seen as positive and that these audit questions would reveal more subtle changes in working relationships over the course of the programme.

Project Artefacts: Embedding Activities

Following on from recommendations (CUREE Report, TDA, 2012) a number of activities or strategies were given to participating teachers and TAs, after each session, to 'try out' with their focus pupils. The rationale for these activities was to 'embed' knowledge covered in the session by actively asking participants to engage with the new knowledge. Further, these activities could be used to identify explanations for motivational difficulties, ways forward and provide opportunities for the teachers/TA to talk, communicate and problem-solve together.
Where they produced data in terms of teacher/TA reflections these records or project artefacts were analysed qualitatively through thematic analysis.

Table 3.12 Embedding Tasks

Session	Activity	Function
1	Brief case-study on focus pupil	Overview
2	Motivational profile questionnaires	Baseline data and points for reflection
3	Make a record of when and how you give praise to the pupil (praise diary)	To identify their praise style
4	Ask pupil to fill out Attribution Questionnaire (based on Norgate *et al*., 2012)	To identify effort and ability attributions
5	Ask pupil to fill out Implicit Theory of Intelligence (Dweck, 2000) Ask pupil to fill out Questions on the relationship between ability and effort	To identify Fixed or growth Mindset
6	Try out motivational interview techniques	To gauge where the pupil is on Model of Stages of Change *(Prochaska & DiClemente, 1982; McNamara, 2009)*
7	Pupil Voice Activity: Ask pupil to make picture diary of what they find motivating	Gain Pupil perspective
8	Children's coping behaviour questionnaire	Looking at resilience

Pupil Voice Activity

A key element within this study was the pupil voice activity; this adhered to the views of Fredricks and McColskey (2013, p.767) who highlighted the advantage of unstructured interviews in providing a detailed description of 'how students construct meaning regarding their school experiences'. Furthermore, the design of the pupil voice activity was influenced by research conducted by Cremin, Mason and Busher (2011) where they gave voice to disaffected secondary pupils by inviting them to take photographs and make scrapbooks to represent their views; this was followed up with teachers conducting photo-elicitation interviews in which they encouraged students to talk in depth about their scrapbooks. A variation of this

method was used within this study. Digital cameras were given to focus pupils and they were given a week each to take pictures of what they found motivating or engaging about school; they then discussed their pictures with their teachers and TAs.

Field-Notes

Within this research, I took on the role of participant observer. Participant observation, originally associated with ethnography and social anthropology, aims to generate data by observing and listening to people in their natural settings thus to discover the social meaning and interpretations people give to their own activities. The aim of the participant observer is to become 'immersed in the research setting with the objective of sharing and experiencing people's lives in order to learn' (Gray, 2012, p.400). Though I was delivering the CPD sessions; the nature of the sessions were designed to be collaborative in that we were all concerned with improving pupil motivation. Field-notes were written up after each session. Further, one in-school observation was carried out on each of the focus pupils. The aims of the observations were to facilitate my understanding of the context in which the teachers/TAs worked and to understand the challenges they faced in trying to motivate pupils. An observation template was used (see Appendix) to elicit field-notes and a subsequent semi-structured interview was held with the teacher/TA to clarify issues emerging from the observation.

Robson (1994, p.203) advises that even in the most unstructured observation it is crucial to have a system 'which allows you to capture information unambiguously and as faithfully and fully as possible'. Robson (1994, p.203), citing Lofland and

Lofland (1984), suggests five types of material that should be included in records of participant observation. These include:

- Running descriptions: specific, concrete, descriptions of events, who are involved, conversations;
- Recalls of forgotten material: things that come back to you later;
- Interpretive ideas: notes offering an analysis of the situation. You need both notes addressing the research question, and ones which will add supportive or elaborative material;
- Personal impressions and feelings: your subject reactions;
- Reminder to look for additional information (e.g. reminder to check with A about B, take a look at C, etc.).

Field-notes following the above format were made after each programme session and class observation. On the basis of the analysis of field-notes, observations and written project artefacts, the semi-structured interview questions for the post programme evaluation were formulated.

Interviews: Semi-structured

Interviews are widely used within educational research and are advantageous as they allow an opportunity to:

> ...mark a move away from seeing human subjects as simply manipulable and data as somehow external to individuals, and towards regarding knowledge as generated between humans, often through conversations. (Kvale, 1996, p.11)

Scott and Morrison (2007) argue that interviews differ in regard to the type of data generated, purposes for which they are deployed and the structure of the exchange. Being situated on the qualitative/quantitative continuum, interviews can be characterised according to the degree of structure involved which can range from

highly-structured interviews in which responses are tightly controlled to semi-structured and unstructured interviews which encourage uniqueness, depth and open-endedness in response. Bearing in mind the research should be 'fit for purpose' (Cohen *et al.*, 2003), and that an opportunity where those interviewed 'could develop ideas and speak more widely on issues raised by the researcher' (Denscombe, 2007, p.176) was desirable, it was recognised that there was a need to compare responses, and therefore a semi-structured interview format with open questions was selected.

Semi-structured interviews were seen as advantageous as they could elicit a unique and non-standardised data set which could be subjected to thematic analysis. A semi-structured interview involves not necessarily a list of questions but a number of themes to be explored, with flexibility given to the interviewer to examine certain issues in more depth or to ask for further elaboration. As a semi-structured interview produces vast amounts of rich qualitative data, this provides the opportunity to use direct quotes in the analysis section which reveals both the authentic voice of the respondent and 'enables us to convey in a powerful way issues and perspectives that are important to the interpretation and explanation' (Newby, 2010, p.299).

Semi-structured interviews were utilised post-intervention with teachers and TAs with questions being generated from both an analysis of the underpinning literature and themes emerging from field-notes and project artefacts.

Table 3.13 Semi-Structured Interview Questions

How has participating in this programme made a difference to your working relationship?
If you think back to before we started the programme: how were lessons planned to include TAs? What is it like now? If there was a difference; why is this?
If you think back to before we started the programme: how would you describe feedback between teachers/TAs? What is it like now? If there was a difference- why is this?
Has the programme changed your relationship with other TAs/ teachers?
Have you ever participated in joint CPD before?
What is the value of joint CPD?
To what degree do you think the programme worked or didn't work with the focus pupils and why?
Have you used the material or insights to work with other pupils and if so how?
When you're thinking about pupil learning needs do you think about your training needs and if so can you give me an example?
What part of the programme do you think helped the most?
Is there anything else you'd like to add or say?

Data Collected

Within this study a wide range of data were collated as illustrated in Table 3.14.

Table 3.14 Data Collected to Answer Research Questions

Research Question	**Data Collected to answer Research Question**			
	Needs Analysis Stage (Baseline evidence)	CPD programme	Commencement of Intervention Stage	Post Programme
How does participation in a joint-training programme impact on pupils' motivation, behaviour and engagement?	Motivational Profile Questionnaires on focus pupils	Project Artefacts: Data from embedding tasks Pupil voice activity	Comparison Data on Focus Pupils Classmates • *Participation Questionnaire (Finn, 2011)* • *Rating Student Self-Regulated Learning Outcomes (Zimmerman & Martinez-Pons, 1988)*	Questionnaire Data for Focus Pupils and classmates of Focus pupils Post – programme interviews with teachers and TAs
	On-going field notes			
How does participation in a joint-training programme impact on the working relationship between the teacher and the TA?	School Audit: TA/Teacher Survey (Blatchford *et al*., 2012)			Post-programme interviews with teachers and TAs
	On-going field notes			

Data Analysis: Quantitative

Finn's (2011) Student Participation Questionnaire (fourth grade) version and Rating Student Self-Regulated Learning Outcomes: A Teacher's Scale (Zimmerman & Martinez-Pons, 1988) generated numerical data on aspects of behaviour, motivation and engagement which allowed for indexes of progress to be calculated

and comparisons made between focus pupils and their classmates. Further comparisons, pre- and post-intervention, were made between focus pupils on Burdens' (1998) MALS. As it was the intention of the study to collect in-depth information on a small number of pupils the quantitative data produced by the questionnaires was not designed to be used for statistical analysis but to produce idiographic data, that is, data on individual pupils to illuminate the extent of individual progress and to foster teacher/TA reflection in order to explore underpinning processes of educational change. Table 3.15 represents an example of how the data were presented within the Results section.

Table 3.15 Student Participation Questionnaire

Pupil	Effort		Effort Index Of change	Initiative		Initiative Index of change	Non-participatory behaviour		Index Of change	Value		Index of change
	Pre	Post		Pre	Post		Pre	Post		Pre	Post	
Focus Pupil												
Average Class (n =)												

Qualitative Data: Thematic Analysis

Within this study a range of qualitative data were collected in the form of responses to open questions on the teacher/TA audit (Blatchford *et al.,* 2012), field-notes from the CPD sessions and lesson observations, written project artefacts and transcribed semi-structured interviews.

Though thematic analysis is said to be 'poorly demarcated and rarely acknowledged' (Braun & Clarke, 2006, p.77) it should be seen as a 'foundational method for

qualitative analysis' (ibid, p.78) which aims to identify, analyse and report patterns within the data to produce rich descriptive detail.

Debate exists regarding the nature of thematic analysis as, 'there is no clear agreement about what thematic analysis is and how you go about doing it' (Braun & Clarke, 2006, p.79); this therefore places a need on the researcher to describe clearly how they analysed their data and what assumptions informed their analysis. Braun and Clarke (ibid, p.81) argue that 'thematic analysis is not wedded to any pre-existing theoretical framework and therefore it can be used within different theoretical frameworks (although not all)' and advise 'that the theoretical framework and methods match what the researcher wants to know, and that they acknowledge these decisions and recognise them as decisions' (ibid, p.80).

In terms of theoretical frameworks, thematic analysis can take an essentialist/realist or constructionist approach. An essentialist/realist approach states that a researcher can:

> ...theorize motivations, experience and meaning in a straightforward way because a simple, largely unidirectional relationship is assumed between meaning and experience and language … In contrast, from a constructionist perspective, meaning and experience are socially produced and reproduced, rather than inherent within individuals … thematic analysis conducted within a constructionist framework cannot and does not seek to focus on motivation or individual psychologies, but instead seeks to theorize the sociocultural contexts, and structural conditions, that enable the individual accounts that are provided. (ibid, p.85)

Within this study thematic analysis was conducted mainly within an essentialist or realist method 'which reports experiences, meanings and the reality of participants' rather than 'the ways in which events, realities, meanings, experiences and so on

are the effects of a range of discourses operating within society', a constructivist approach (ibid, p.81).

Another decision to be made within thematic analysis concerns whether themes are identified inductively, what is referred to as bottom up or data driven analysis whereby themes are strongly linked to the data or whether the analysis is guided by the researcher's theoretical or analytical interest. Both approaches were used within this study with themes being identified from an analysis of project artefacts, transcripts of semi-structured interviews and on-going dialogue within the programme which was captured through field-notes. A conceptual framework (Chapter 2, figures 2.3 & 2.4) stemming from the literature review had been adopted and guided the analysis of the data. Semantic analysis was utilised whereby:

> Themes are identified within the explicit or surface meanings of the data, and the analyst is not looking for anything beyond what a participant has said or what has been written. Ideally, the analytic process involves a progression from description, where the data have simply been organized to show patterns in semantic content, and summarized to interpretation, where there is an attempt to theorize the significance of the patterns and their broader meanings and implications (Patton, 1990) often in relation to previous literature. (Braun & Clarke, 2006, p.84)

This semantic approach is positioned in contrast to a latent analysis which goes beyond semantic analysis to identify underlying ideas, assumptions and ideologies, which was not the intention of this study.

In conducting thematic analysis, Braun and Clarke (2006, p.87) outline six steps to include: familiarisation with the data; generating initial codes; searching for themes;

reviewing themes; defining and naming themes and producing the final report. They further emphasise the iterative nature of the analysis which:

> ...involves a constant moving back and forward between the entire data set, the coded extracts of data that you are analysing, and the analysis of the data that you are producing. (ibid, p.86)

Validity

Scott and Morrison (2007, p.253) describe two types of validity, internal validity which refers to the 'accuracy or authenticity of the description being made' and external validity, a measure of generalisability that is the extent to which the research findings can be applied to 'other cases, across place and time'. Cohen *et al.* (2003) argue that effective research depends upon validity but that while validity applies to both qualitative and quantitative research each research tradition has its own definitions regarding how validity can be best achieved. A qualitative construction of validity would be reflected in 'the honesty, depth, richness and scope of the data achieved, the participants approached and the extent of triangulation'; in contrast a quantitative construction would see validity being achieved 'through careful sampling, appropriate instrumentation and appropriate statistical treatments of data' (Cohen *et al.,* 2003, p.105).

This small scale research followed a pragmatic approach whereby research approaches were mixed in ways that offered the best opportunities for answering research questions. This utilisation of different methods can also be seen as a form of methodological triangulation in that if findings are corroborated across different

research techniques then greater confidence can be placed upon conclusions drawn. On the other hand if findings from the use of alternative methods reveal:

> ...conflict then the researcher has greater knowledge and can modify interpretations and conclusions accordingly. In many cases the goal of mixing is not to search for corroboration but rather to expand one's understanding.
> (Burke Johnson & Onwuebuzie, 2004, p.19)

This study utilised a mixed methods design whereby both qualitative and quantitative data collection approaches were used within the intervention and evaluation stage of the research process. An important part of this study was the collection of quantitative data in the form of motivational profiles; in this regard, numerical data, from both focus pupils and their classmates were used to illuminate individual focus pupil progress. The extent to which generalisation of outcomes discovered within the evaluation of CPD programmes can be applied to other individuals and situations vary in accordance with theoretical position taken. As Coldwell and Simpkins (2010, p.152) reflect:

> Guba and Lincoln's (1989) 'fourth generation evaluation' – seem to us to be extreme, seeing no possibility in generating knowledge about a programme beyond that which is subjective, specific to particular instances and negotiated among a wide range of stakeholders.

However, Coldwell and Simkins (2010, p.152) argue that a middle way corresponding to a more general constructivist approach to generalisability may be taken that recognises that though the:

> ...programme purposes may be contested, that individuals may experience interventions in different ways that understanding these

> contestations and experiences may provide important information that can contribute to our understanding of how interventions work.

This research aimed to highlight processes of educational change underpinning the CPD programme corresponding to Guba and Lincoln's (1985, cited in Scott & Morrison 2007, p.254) concept of transferability where the burden of proof in terms of the applicability and usefulness of the research is left to the readers and users of the research.

Positionality, Reflexivity, Acknowledging and Overcoming Bias

In this study I was aware of the need for reflexivity, in that I played a central role in delivering as well as evaluating the programme. Reflexivity is defined as:

> A process by which the researcher comes to understand how they are positioned in relation to the knowledge they are producing and indeed, are essential parts of that knowledge procuring activity. (Scott & Morrison, 2007, p.201)

In this research there was a need to acknowledge my own position in relation to the study, that is, my emotional involvement, presuppositions and assumptions that I brought to the research process. One source of data collection open to my own preconceived assumptions were field-notes based on the CPD sessions and classroom observations. As Denscombe (2007) writes:

> Making sense of what is observed during fieldwork observation is a process that relies on what the researcher already knows and already believes, and it is not a voyage of discovery which starts with a clean sheet. (p.68)

In examining how the researcher's role might have explicitly influenced the research design, data collection and analysis, Denscombe (2007, p. 68) suggests that the researcher asks themselves:

> How far can my description of the culture or event depict things from the point of view of those involved when I can only use my own way of seeing things, my own conceptual tools to make sense of what is happening.

In this study I was very aware of the subjectivity of field-notes and attempted through methodological triangulation to seek confirmation of themes arising from the field-notes through a comparison with themes evolving from project artifacts and semi-structured interview transcripts. Griffiths (1998, p.133) argues that, 'bias comes not from having ethical and political positions – this is inevitable – but from not acknowledging them'. From my professional background I believed in the potential value of TAs and I hoped fervently from the outset of this programme that it would make a difference. However, in order to consciously examine possible biases within this study I was aware of the Hawthorne effect, social desirability bias, demand characteristics and interviewer effects (Robson, 1994).

Hawthorne Effect

If participants are interested in what they are receiving through participation in the study or through the attention they are getting, they may show a positive response in that they may try harder. In this study this could apply to the focus pupils who were the target of the intervention. It could be argued that the pupils knowing that they were the subjects of an intervention may have tried harder; however it could also be argued that these focus pupils had been the target of many educational interventions throughout their school career which had not been successful.

Social Desirability Bias

Social Desirability bias occurs when participants answer in such a way to present themselves in the best possible light. For example, it was possible that the

teachers/TAs when questioned about aspects of their working relationships might have felt that they needed to answer in a way that illustrated their relationships in glowing terms. However, by volunteering to participate in this project this seemed to suggest that teachers/TAs had at the outset very good working relationships and therefore would not feel the need to project such an image.

Demand Characteristics

This is said to occur when the participant actively looks for clues regarding the aims of the study and upon making an assumption regarding the researcher's expectations deliberately tries to please or displease the researcher. In terms of expectations of the programme I stated from the outset that though I hoped the programme would have a positive impact on the focus pupils I could not say that it would and that I wanted honest opinions regarding impact. Further, as this was an extended intervention it was hoped that the programme would engender a feeling of trust and that this would enable participants to freely state their opinions.

Interviewer Effects

In this case an interviewer in seeking confirming evidence for their viewpoints may ask only questions regarding what they are interested in or ask leading questions to obtain confirming evidence. Within this study I attempted to ask open questions and questions that could lead to both confirming and disconfirming evidence.

Ethics

Cohen *et al.* (2003, p.49) acknowledge the need for social researchers to be aware of attendant moral issues implicit in their work and the need to respect those involved in, or affected by, their investigations. Ethical issues concern the relationship between the researcher and the researched. Lee and van den Berg (2003) distinguish three types of research, 'outsider', 'insider' and 'insider-outsider'; the latter taken by this research. Lee and van den Berg (2003) state that:

> *Insider-outsider* research involves collaborative self-study. Practitioners and other researchers seek to accomplish both purposes: understanding and improving one's own practice and informing and improving the practice of others. (p.93)

Organisations such as BERA (British Education Research Association) (2004) publish guidelines which require the researcher to have a responsibility towards participants, professions, public and host institutions. In terms of this proposed research the participants are the teachers, TAs and the identified focus pupils with motivational challenges, where the host would be their respective schools. The host institution would be the university which would be responsible for the research. Ethical guidelines emphasise the importance of negotiating access at an early stage and seeking the permission of all those involved. For this study consent was obtained from the Head of School, participating teachers and TAs, pupils and their parents (See Appendix for information letter, individual consent forms and ethics form). Before commencing the programme an information sheet offering an opportunity to participate in a free CPD programme entitled 'Improving Pupil Motivation Together' was advertised to partnership schools with the condition that teachers and TAs participate in pairs. Therefore an interested teacher could not

participate without their TA and visa-versa. Interested teachers and TAs were invited to attend an information meeting prior to the commencement of the programme. Informed consent (Diener & Crandal, 1978) requires competence, voluntarism, full information and comprehension and as the nature of the project was collaborative full information was given on the nature of the programme and the commitment required. As the research involved, in part, exploring the dynamics of the teacher and TA working relationship and how joint CPD session impacted on this relationship, an initial concern was that TAs might feel obliged to participate in the programme if their school and teacher had already agreed on their behalf. Acknowledging this possible tension, in who had the power to agree, a consent form that indicated an option to talk about the research in confidence with the researcher aided participant comprehension and eliminated the possibility that one member of the teacher/TA pair was not happy with or had concerns regarding their participation.

As this project was collaborative, drafts of the consent forms were discussed with the schools, participating teachers and TAs to ensure understanding and co-operation prior to deciding on a final version for all to sign and before distributing a consent forms to prospective focus pupils and their parents. In terms of practicalities, gaining informed consent from some parents proved difficult. Teachers commented that they had some pupils in mind for the project but could not negotiate permission with the parents.

After discussing a range of methodological issues the next chapter details the findings from this study.

Chapter 4: Presentation of Results

In discussing the evaluation of the impact of a CPD training programme for secondary teachers and TAs entitled 'Improving Pupil Motivation Together' the findings relating to the two research questions will be presented separately.

Research Question 1:

How does participation in a joint-training programme impact on pupils' motivation, behaviour and engagement?

As the aim of the study was to improve pupil motivation, behaviour and engagement, baseline evidence was collected on aspects of participation and self-regulation. This data were collected for the focus pupils prior to the commencement of the study and at the end of the intervention. In order to further illuminate the individual progress of the focus pupils, comparison data on the progress of their classmates on aspects of participation and self-regulation was taken both before and after intervention.

What is first presented within this chapter is the summary improvement data for the focus pupils and their classmates. At first glance the tables (4.1, 4.2) demonstrate that improvement has been noted on some aspects by both the focus pupils and their classmates; however there is no one pattern of improvement. The summary data demonstrates individual differences with Liam experiencing improvement above the class measures on many aspects of participation and self-regulation, Chantelle showing above class average progress on initiative while Jason, though improving on aspects of effort, declined on measures of initiative. This data presents a very broad overview of pupil outcomes whilst a closer interrogation of

individual case-study data revealed a picture that was more multi-layered, complex and nuanced.

The next section presents case studies on focus pupils to provide insights into factors that elicit or create barriers for educational change.

Table 4.1 Summary of improvement scores regarding Participation measures for focus pupils and classmates of focus pupils

	Improvement scores for Participation Questionnaire (Finn & Zimmer, 2013)							
	Effort		Initiative		NPB		Value	
	score	Imp.	score	Imp.	score	Imp.	score	Imp.
Liam	18	Yes*	2	Yes*	-4	Yes*	2	Yes*
Class average	1.9	Yes	-.5	no	-2.4	yes	.1	Yes
Chantelle	2	Yes	11	Yes*	2	No	2	Yes
Tracey	-1	No	2	Yes	1	No	0	Stays same
Class average	9.5	Yes	6.8	Yes	-1	Yes	2.3	Yes
Jason	6	Yes	-3	No	-2	yes	1	yes
Grant	7	Yes	2	Yes	-4	Yes*	1	yes
Class average	11.2	Yes	6	Yes	-2	yes	2	yes

NPB = non participatory behaviour with negative scores indicating improvement
Imp = improvement
Yes* = score greater than class average

Table 4.2 Summary of findings of improvements on Self-Regulated learning for focus pupils and classmates of focus pupils

	Improvement for Self-regulated Learning Outcomes: A Teachers Scale					
	Seeking info.	Self-Evaluation	Goal Setting	Seeking Advice	ROA	Intrinsic Motivation
	improved	improved	improved	improved	improved	improved
Liam	Yes*	Yes*	Yes*	Stays same	Yes*	Yes*
Class average	no	yes	no	no	yes	no
Chantelle	Yes*	Yes*	Stays same	Yes*	Yes*	Stays same
Tracey	Yes*	Yes*	No	Yes*	Yes*	Yes*
Class average	Yes	No	Yes	No	No	yes
Jason	Yes	Yes	Yes*	yes	Stays same	yes
Grant	Yes	Stays same	Yes*	yes	yes	No
Class average	Yes	Yes	yes	yes	no	Yes

ROA = represent organisational activities
Yes* = score greater than class average

Table 4.3 Rating Student Self-Regulated Learning Outcomes: A Teacher's Scale (RSSRL): Focus Pupils pre and post programme

	Item	Item Means of the RSSRL*	Liam		Chantelle		Tracey		Jason		Grant	
			Pre	post	Pre	post	Pre	Post	Pre	Post	Pre	Post
1	Does this student solicit additional information about the exact nature of forthcoming tests? **SEEKING INFORMATION**	3.03	1	2	1	2	1	1	2	3	2	1
2	Does this student solicit additional information about your expectations or preferences concerning homework assignments? **SEEKING INFORMATION**	2.05	1	1	2	3	1	3	2	3	2	1
3	Does this student display awareness concerning how well he/she has done on a test before you have graded it? **SELF EVALUATION**	3.06	2	2	1	3	1	3	3	2	3	2

4	Does this student complete assignments on or before the specified deadline? **GOAL SETTING AND PLANNING**	3.48	1	3	1	1	4	3	3	4	2	3
5	Is this student prepared to participate in class on a daily basis? **GOAL SETTING**	3.78	3	2	3	3	5	4	4	4	2	3
6	Does this student express interest in course matters? **INTRINSIC MOTIVATION**	2.67	1	3	1	1	1	3	3	4	2	2
7	Does this student offer relevant information that was not mentioned in the textbook or previous class discussions? **ORGANISATIONAL ACTIVITIES SEEKING ASSISTANCE**	2.18	2	1	2	4	3	3	3	2	2	2
8	Will this student seek assistance from you on his/her own when he/she is having difficulty understanding school work? **SELF EVALUATION SEEKING ASSISTANCE**	3.77	2	3	1	1	2	4	2	4	2	3
9	Does this student ask unusual or insightful questions in class? **ORGANISATIONAL ACTIVITIES**	2.01	1	3	3	3	1	3	3	3	4	4
10	Does this student volunteer for special tasks, duties or activities related to school work? **INTRINSIC MOTIVATION**	2.09	1	2	1	1	1	1	2	2	2	1
11	Does this student express and defend opinions that may differ from yours or those of classmates? **ORGANISATIONAL ACTIVITIES**	2.11	2	2	2	3	2	3	2	3	2	4
12	Does this student solicit further information regarding your grades or evaluation of his or her school work? **SELF EVALUATION**	2.69	1	2	1	2	1	1	2	2	2	2

1 = never; 2 = occasionally; 3 = sometimes; 4 = frequently; 5 = most of the time
*item means (Zimmerman & Martinez-Pons, 1988)
Green = indicates improvement by one level on the Likert scale with yellow indicating improvement by two levels on the Likert scale

Case-study 1: Liam

Background Details as of October 2012	
Age 13	SEN: School Action
Reading Age:	8 yrs 10 months
Spelling Age:	10 years 5 months

Liam was supported by Charlene (teacher), Barbara (TA) and Donna (TA). Liam was initially chosen for the project as he was seen as 'one of the most disruptive students in English' and that it was thought that if 'we can change him – we can change the rest of his gang'. In describing Liam, both the teacher and TAs noted that he 'was always up for destroying the lesson' and that he could be seen as an 'externalising acting out angry pupil'. It was felt that it was the social group or his gang that motivated Liam to come to school and that this gang was described as being 'feral'; however, all recognised that he had potential and also described him as sweet and lovely. The teacher and TAs commented on difficulties in his home life in that he was no longer living with his mother and siblings but with his father and that they felt that he was in need of being mothered.

Table 4.4 Liam's Motivational Profile (October 2012)

	MALS (Burden 1998)	Participation Questionnaire (Finn & Zimmer, 2013)				Self-Regulated Learning Outcomes: A Teachers Scale (Zimmerman & Martinez-Pons, 1988)					
	My Attitude as Learner	Effort	Initiat -ive	NP B	Value	Seek info.	Self Eval.	Goal setting	Seeking Assistance	R O A	Intrinsic motivation
Liam	**76**	**-17**	**10**	**20**	**-8**	**1**	**1.6**	**2**	**2**	**1.6**	**1**

Making Sense of Behaviour – What was learnt from the motivational profiles?
Myself as Learner Scale (Burden, 1998)

On the *Myself as Learner Scale* Liam scored 76 which was within the average range. Liam was shown to partially agree with being competent in being tested, problem-

solving; thinking carefully but also recognised a need for help with his work. He had shown a moderate (believes half the time) confidence in attempting new tasks, showed a moderate liking for having challenging work and using his brain and thinking carefully about tasks. Liam believed himself to be clever 'half of the time'. Liam showed a strong disagreement with questions that asked: 'I get anxious when I have to do new work', and 'I know the meaning of lots of words'. Surprising to the teacher and TA he stated that he did **NOT** find 'schoolwork difficult'. However, Liam strongly disagreed with the idea that he could help himself when he was struggling. In discussion the teacher and TAs found Liam's answers to the questionnaire puzzling in that:

> Liam has a positive opinion of his learning capabilities or so it seemed on paper, but that much of his classroom behaviour didn't seem congruent with what he believed about his own capabilities. (Teacher, written project artefact)

The teacher and TAs felt that this could be explained by Liam's need to protect his self-esteem, 'the need to big himself up' but also due to the influence of the group. The teacher reflected that it was possible that:

> The expectations of the group have become so low across the school (due to behaviour) that they have unrealistic success measures, i.e. they feel that a lesson has been a success with little or no progress in learning having taken place, e.g. 'I was good today, I haven't said nothing'. (Teacher, written project artefact)

This was to a certain extent backed up by a classroom observation where I noted that Liam was constantly praised for minimal participation. The teacher and TA's puzzlement over Liam's answers to the questionnaire were reflected in the TA's perception that:

> He thinks he is doing all right – doesn't see he has a problem, thinks he is making progress and is always surprised when he gets the same mark.

Student Participation Questionnaire (Finn & Zimmer, 2013)

This questionnaire asked the teacher and the TA to consider the behaviour of the student in the last two to three months. At the start of the programme, it was felt that Liam rarely participated positively and that participation was in behaviour which was detrimental to learning. This was reflected in teacher's/TA's perceptions that Liam had:

- Minimal effort (score -17; range -23 to 29)
- Some initiative (score of 10; range 2 to 30)
- Maximum degree of disruptive behaviour possible (score 20; range 20 to 4)
- Little if no appreciation of the value of school (score of -8; range -9 to 3) (See Table 4.4)

Rating Student Self-Regulated Learning Outcomes: A Teacher's Scale (Zimmerman & Martinez-Pons, 1988)

This questionnaire asked the teacher and the TA to rate which aspect of behaviour most appropriately applied to the student. The perception was that Liam showed few strategies to self-regulate and was perceived to have no intrinsic motivation in the subject of English.

Structured Interview Questionnaire to Assess Pupil learning preferences in English (Riding & Read, 1996)

The results indicated that Liam did not enjoy writing tasks and that he preferred diagrams, pictures, maps or speaking and learning tasks that involved action. Further, Liam expressed a strong preference for group and paired work. Upon reflection, the teacher and TA felt that though Liam liked working in groups he couldn't control his behaviour to do this effectively and though he responded really

well to one-to-one work with teacher/TA he would not seek it directly. There was some discussion that he responded well to teachers/TAs that showed a personal interest in his life outside of learning.

Pupil Voice Activity

Liam's interest in active learning was further demonstrated in his response to being asked to take pictures on a digital camera of 'what motivated him in school'. Liam said he would not be taking any pictures in English, but did take four pictures in two days; three pictures of Bunsen Burners and one of a leaf, with all pictures being taken within one Science class.

Break-through moment

In one of the programme's sessions the discussion centred on a passage from Greene's (2008) book 'Lost at School' which states:

> The vast majority of challenging kids already know how we want them to behave… kids with behavioural challenges lack important thinking skills (p.7).

Barbara (TA) reflecting on this reported that in her work with Liam she noted that he did not seem to understand basic words and that she felt his 'thought process was clunky'. Further, she reported that he did not understand basic requests such as: 'go check your work'. The subsequent discussion focussed on the possibility that Liam interpreted the request of 'check your work' as meaning for him to go back to his desk, open his book and literally check to see if the work was still there. Barbara (TA) reported that this revelation had come to her in the middle of the

night and that she subsequently got up to look for a book that included basic study skills techniques.

Strategies to move forward

The teacher and TAs decided that to move Liam forward the following strategies would be implemented and that Barbara (TA) would take the lead. The strategies included:

- building up basic skills so that he could feel confident in class;
- having one-to-one sessions where he would be taught by stealth using active masculine games that would focus on his interests;
- continuing with camera activity, ask Liam to upload pictures and then write about pictures as an extended writing activity;
- building up a relationship with Liam, trying to get him ready for learning, taking time to chat, relaxing into session; and
- giving him choices.

Did the strategies work?

The intervention sessions started and progress seemed to be made with the teacher noting and praising Barbara (TA) who had 'prepared wonderful materials for him'. Barbara (TA) reported that she had a very good first session with Liam and that within the session Liam was asked to summarise in his own words:

> ...key points for checking and that together we were going to photocopy this and display it and illustrate this with examples of his own work. This was very much his own personalised checklist. This was an important point for him as he was doing the planning for his own learning – for him this was a real breakthrough! (TA, Interview)

Liam's new found enthusiasm was reflected in the post programme participation questionnaire which reflected teacher's/TAs' perceptions (Table 4.5) that there had been a dramatic increase in Liam's effort as measured on the Participation Questionnaire (Finn & Zimmer, 2013).

However, according to the teacher and TAs, within a week things fell apart. Liam and his father were called to a meeting with the Deputy Head and in the course of the meeting Liam lost his temper and threw a chair through a window. Subsequent to this incident Liam was on a fixed exclusion, then internal exclusion and then a managed move. What this meant for the English department was that there would be no more contact with Liam and they were 'devastated'.

Lessons learnt

In trying to make sense of 'why it had gone so wrong' with Liam it transpired that though his behaviour and attitude had improved drastically in English, this improvement was not evident anywhere else in the school. This was reinforced by school behaviour records which indicated no recorded episodes for disruptive behaviour in the English Department after the programme had commenced, while demonstrating deterioration in behaviour in other classes/departments. Barbara (TA) commented on his improved behaviour in English:

> I think he was beginning to show an interest in finding out for himself… You never know he may have gone through that whole process and never have used it but it showed to me that at least he was prepared to give it a try which was something that I don't think we had really seen before. (TA, Interview)

The teacher reflected that the previous year he had been 'unbearable' but that things had changed and that the change was due to their developing relationship with Liam. In English they had made him feel valued. Barbara (TA) reflected:

> Other teachers did not feel the same – as soon as they saw him their face would drop… he didn't believe in himself. He needed others to believe that he was worthwhile… I suppose he felt backed into a corner – I suppose he felt that: 'if you don't like me – I don't like you'. (Interview)

Comparison between Pre and Post Data

Table 4.5 Liam: Student Participation Questionnaire

Pupil	Effort		Effort Index Of change	Initiative		Initiative Index of change	Non-participatory behaviour		Index Of change	Value		Index of change
	Pre	Post		Pre	Post		Pre	Post		Pre	Post	
LIAM	**-17**	**1**	**+18**	**10**	**12**	**+2**	**20**	**16**	**-4**	**-8**	-6	+2
Average Class N= 10	**7.2**	**9.1**	**1.9**	**18.1**	**17.6**	**-.5**	**10.9**	**8.5**	**-2.4**	**-1.3**	-1.2	.1

Effort: range -23 to+29 (low score = low effort)
Initiative: range 2 – 30 (low score = low initiative)
Non participatory behaviour: range 4 – 20 (low score = low levels of non-participatory behaviour)
Value: range 3 to -9 (low scores = low value)

In terms of participation, Liam improved his levels of engagement, initiative, decreased his non-participatory behaviour and improved on value he attributed to school as perceived by the teacher/TAs and that his levels of improvement were above class average improvements. Liam was perceived as showing improvement in paying attention in class, working with other pupils, completing assigned set work and approaching new assignments with sincere effort.

Table 4.6 Liam: Myself as Learner Scale (MALS)

Student	**Pre- Score**	**Post-Score**
Liam	76 (average range)	Unavailable due to exclusion

Though Liam did not have the opportunity to complete this scale, due to being placed on internal exclusion, the teacher and TA supporting him felt that had he continued in their class his attitude regarding himself as a learner would have improved.

Table 4.7 Liam: Rating Student Self-Regulated Learning Outcomes: A Teacher's Scale (RSSRL)

	Pre-programme		Post	
	Liam	**Class Average (n = 10)**	**Liam**	**Class Average (n=10)**
Seeking Information	1	2.95	1.5	2.4
Self-evaluation	1.6	2.6	2.3	2.93
Goal setting and planning	2	3.3	2.5	2.2
Seeking Assistance	2	2.5	2	2.48
Represent organisation activities	1.6	2.1	2	2.25
Levels of intrinsic motivation	1	2.95	2.5	2.3

Teacher/TA's rated pupils on above scales with a score of 1 indicating never to 5 indicating most of the time; high scores indicate perceived high level of the use of self-regulation strategies.

To begin with Liam's perceived level of self-regulation was extremely low but by the end of the programme he was perceived by the teacher/TAs to have made modest gains. To begin with Liam's scores were below class averages on all aspects of self-regulation but by the end of the programme his score was above class average on goal setting and planning and levels of intrinsic motivation; Liam was perceived to have made small positive gains in all dimensions while the class as a whole decreased slightly on some measures. While the case-study of Liam did not have a happy ending, post-session data revealed that Liam was perceived to have made progress and the teacher/TAs felt that had Liam remained in the school he would have made academic progress.

Case-study 2: Chantelle

Background Details as of October 2012
Age 13 SEN: School Action
Reading Age: 7 years 10 months
Spelling Age: 6 years 10 months
Does not have an educational statement for dyslexia though some issues regarding dyslexia were picked up on a screening test administered by the SENCO (Cognitive Ability Score =77)

Chantelle was supported by Francine (teacher) and by Jackie (TA). In trying to explain why Chantelle was chosen for the project, Jackie (TA) reflected in the introductory session that she was 'the first person who came into my mind; though she has massive barriers she also has great potential'. In the previous academic year Chantelle had over 75 incidents of behaviour on her record; though her attendance was good (98.7%) and it was felt that her mother was very supportive. Though she did not have a statement for dyslexia Kimberley (SENCO) felt that Chantelle's dyslexia was the reason for her challenging behaviour. Jackie (TA) commented that for Chantelle image was all and that this posed a problem in that:

> She wants to be perfect, her ideal image is that she can write really well and in reality her spelling lets her down as every other word is spelt incorrectly. (Project artefact)

Chantelle was felt to be a master of avoidance and teachers/TAs agreed that if only she spent as much time on trying to learn as she did on avoiding learning situations she would be brilliant.

Table 4.8 Chantelle: Motivational Profile (October 2012)

	MALS (Burden 1998)	Participation Questionnaire (Finn & Zimmer, 2013)				Self-Regulated Learning Outcomes: A Teacher's Scale (Zimmerman & Martinez-Pons, 1988)					
	My Attitude as Learner	Effort	Initiative	NPB	Value	Seeking info.	Self Evaluation	Goal setting	Seeking Assistance	R O A	Intrinsic motivation
Chantelle	68	3	8	13	-1	1.5	1	2	2	2.3	1

Making Sense of Behaviour – What was learnt from the motivational profiles?

Myself as Learner Scale (Burden, 1998)

On the 'Myself as Learner Scale', Chantelle scored 68 which was within the average range. Within the sessions Chantelle's views of her own ability were a recurring theme and these were discussed with reference to the research of Dweck (2000, 2008). Francine (Teacher) felt that, despite her dyslexia:

> Chantelle had a very positive attitude towards herself as a learner and that though she agreed that learning is 'difficult' she agrees 'a bit' that she is clever and is positive about her ability to solve problems. (Project artefact)

However, it was felt that Chantelle's perceptions of herself were higher than her actual ability. Jackie (TA) felt that perhaps she had a fixed mindset and that she really did not think she was clever and that her attitude and her written responses on the questionnaire were a front and "that 'bigging herself up' was a form of self-protection".

Student Participation Questionnaire (Finn & Zimmer, 2013)

This questionnaire asked the teacher and the TA to consider the behaviour of the student in the last two-three months. It was felt that Chantelle displayed an:

- Average amount of effort (score of 3; range -23 to 29)
- Some initiative (score of 8; range 2 to 30)
- Fairly high levels of disruptive behaviour (score 13 ; range 20 to 4)
- Appreciation of the value of school (score of -1; range -9 to 3)
  (See Table 4.8)

It was felt that Chantelle's fairly high levels of non-participatory behaviour were due to avoidance behaviour.

Francine, reflecting on avoidance behaviour, commented that pupils such as Chantelle:

> ...carry around with them the barrier/weight of being a low-level reader and that when other staff complain about them they don't realise that the pupils kick off because they cannot do the work.

Jackie (TA) agreed but noted that Chantelle was very aware that she had issues and that when asked, 'what do you do if you cannot do a task?' Chantelle replied, 'avoid it by throwing a *strop*'. Jackie (TA) illustrated this with an example of how Chantelle coped with a functional key studies test:

> She threw a strop so that she could go into a room by herself and get individual support as she felt that she could not ask for help in front of others as it did not fit her image.

What resonated with both teacher and TA in regard to Chantelle's challenges was research (Margolis & McCabe, 2006) on low self-efficacy and the link to motivational problems where the consequence of pupils believing they cannot succeed on specific tasks (low self-efficacy) will lead to superficial attempts at work, tendency to give up quickly, and avoid or resist challenging work.

Rating Student Self-Regulated Learning Outcome: A Teacher's Scale (Zimmerman & Martinez-Pons, 1988)

This questionnaire asked the teacher and the TA to rate which aspect of behaviour most appropriately applied to the student. It was the perception that Chantelle

showed little or no ability to self-regulate when learning and was perceived to have no intrinsic motivation in the subject of English.

Structured Interview Questionnaire to Assess Pupil learning preferences in English (Riding & Read, 1996)

The results of this indicated that Chantelle preferred writing tasks though she struggled with spelling.

Pupil Voice Activity

Though there was an initial reluctance to allow the pupils access to a digital camera, the teachers and TAs were amazed by the pictures Chantelle had taken. The aim of the task was to take pictures of what motivates you in school and as the teachers/TA had suspected she had taken many pictures of her friends. However, Chantelle had also taken artistic photos of a tree in the school grounds, patterns of light falling on empty stairs, both demonstrating an artistic flair to the teachers/TAs.

Break-through moment

One of the programme sessions focused on the work of motivational interviewing in educational settings (McNamara, 2009); this session explored the reasons for maintaining maladaptive behaviours such as avoidance. As a result of the session, Jackie (TA) started to use a range of basic motivational interview techniques with Chantelle. The goals of motivational interviewing, as outlined by McNamara (2009), are to increase knowledge, concern, promote self-efficacy, and promote internal attribution and self-esteem. A key feature of motivational interviewing was to acknowledge that the pupil does not want to be lectured to or given action plans/strategies when they are not ready to change. However, helpful strategies

(Rollnick *et al*., 1992) include: not rushing young people into making decisions about changing their behaviour; presenting options for the future, rather than one single course of action, and emphasising that the young person is the expert in their own behaviour and may be the best judge of what is best for them.

Jackie (TA) reported that Chantelle, responding to basic motivational interviewing techniques, acknowledged her behaviour and her reactions to teachers' reprimands and recognised:

> I know I am getting it wrong, but if I do something wrong, I understand that – the worse thing is that when they (teachers) tell me they go on and on and on – then I get bored, then I get rude.

Jackie (TA), acting in the role of connecting and mediating between pupils and teachers, contacted Chantelle's other teachers to discuss how Chantelle responded to reprimands and her preferred teacher response. Jackie (TA) further commented that:

> She does want to change – she has made great changes since she started – she is on a bit of a roll – she is now experiencing the impact of displaying good behaviour – learning that there is an impact from being good.

It was also noted that Chantelle had started to display initiative in that she told Jackie (TA) that she had found her own way to improve her reading and spelling skills by practising on social media sites such as Facebook and Twitter.

Strategies to move forward

Building on Chantelle's desire to change and her aspirational outlook, strategies focused on:

1) Praising hard work and effort;
2) Giving choices; and

3) Specifically talking about avoidance behaviours and finding alternative strategies when faced with learning challenges.

Did the strategies work?

Initially, there seemed to be a dramatic improvement in her behaviour and other teachers had reported noticing this and had made positive remarks. It seemed, in the eyes of the teacher and TA that Chantelle had now developed a growth mindset and dreamed of doing more with her life: moving to the States or Essex, getting a good job, becoming a photographer or a model. However, things fell apart due to family break up and Chantelle was described as:

> ... [not being] in right place – truanting – mom is colluding with this – mom calls in that Chantelle is sick but she is not and consequently the school placed her on a reduced time-table.

Putting it all together

Table 4.9 Chantelle's Student Participation Questionnaire

Pupil	Effort		Effort Index Of change	Initiative		Initiative Index of change	Non-participatory behaviour		Index Of change	Value		Index of change
	Pre	Post		Pre	Post		Pre	Post		Pre	Post	
Chantelle	**3**	**5**	**2**	**8**	**19**	**11**	**13**	**15**	**2**	**-1**	1	2
Average Class **N = 6**	**2.5**	**12**	**9.5**	**13.3**	**20.1**	**6.8**	**11**	**10**	**-1**	**-2.1**	.83	2.3

Effort: range -23 to +29 (low score = low effort)
Initiative: range 2 – 30 (low score = low initial)
Non participatory behaviour: range 4 – 20 (low score = low levels of non-participatory behaviour)
Value: range 3 to -9 (low scores = low value)

In comparison to the rest of the class Chantelle was perceived to have a low level of effort and though she showed a very slight increase over the programme her scores were below the class average. However, there was a vast improvement in Chantelle's perceived initiative over the course of the programme with her improvement in initiative exceeding the class average. This positive change in perceived initiative was reflected by attempts to do work thoroughly and well, rather than just trying to get by, participating actively in discussions and doing more than assigned work.

Table 4.10 Chantelle: Myself as Learner Scale (MALS)

Student	**Pre- Score**	**Post-Score**
Chantelle	68 (average range)	64 (average range)

Chantelle's perceived view of her own ability dropped slightly by the end of the programme; perhaps this slight decline could be attributed to her difficult home situation at the end of the programme.

Table 4.11 Chantelle: Rating Student Self-Regulated Learning Outcomes: A Teacher's Scale (RSSRL)

	Pre-programme		Post	
	Chantelle	**Class Average (n=7)**	**Chantelle**	**Class Average (n=7)**
Seeking Information	**1.5**	**2.6**	**2.5**	**2.8**
Self-evaluation	**1**	**2.8**	**2**	**2.5**
Goal setting and planning	**2**	**3**	**2**	**5.8**
Seeking Assistance	**2**	**3.2**	**2.5**	**2.9**
Represent organisation activities	**2.3**	**2.8**	**4.3**	**2.5**
Levels of intrinsic motivation	**1**	**2.1**	**1**	**2.6**

Teacher/TA's rated pupils on above scales with a score of 1 indicating never to 5 indicating most of the time; high scores indicate perceived high level of self-regulation.

Chantelle made improvements in seeking information, self-evaluation and organisational activities as perceived by the teacher/TA; these marginal improvements were higher than the class average. However, there was no change in perceived level of intrinsic motivation. Though there were moments of real progress for Chantelle, progress was not maintained throughout the entire programme.

Case-study 3: Tracey

Background Details as of October 2012
Age 13 SEN: listed as BESD on SEN Register
Reading Age: 9 years 11 months
Spelling Age: no data available

Tracey was supported by Francine (teacher) and Jackie (TA) and was initially chosen for the project as it was felt that though 'there were huge challenges, this was

matched by a huge amount of potential'. Tracey's family life was seen as problematic and the teacher reported that:

> She was being passed between Mom and Nan – sometimes she lives with Mom and then Mom gets fed up with her – then she goes to Nan until she gets fed up then it is back to Mom.

Tracey was described by both teacher and TA as being very able, indeed one of the most able and hard-working pupils of the lowest ability group but that she was 'overwhelmed by emotional baggage and that she couldn't see the end of the tunnel'.

In the previous academic year, Tracey had 42 behaviour incidents. Tracey and Chantelle were both in the same English class but were not considered to be friends by the teacher and TA.

Table 4.12 Tracey's Motivational Profile (October, 2012)

	MALS (Burden, 1998)	Participation Questionnaire (Finn & Zimmer , 2013)				Self-Regulated Learning Outcomes: A Teacher's Scale (Zimmerman & Martinez-Pons, 1988)					
	My Attitude as Learner	Effort	Initiati-ve	NPB	Value	Seeking info.	Self Evaluation	Goal setting	Seeking Assistance	R O A	Intrinsic motivation
Tracey	62	18	17	12	-2	1	1.3	4.5	2.5	2	1

Making Sense of Behaviour – What was learnt from the motivational profiles?

Myself as Learner Scale (Burden, 1998)

In response to the questionnaire, Tracey strongly agreed that 'learning is difficult' but she stated that she did not like 'having difficult work to do', or 'using her brain' and strongly disagreed with the statement that 'she was clever'. Tracey's score of 62 (within an average range) was lower than Chantelle's, however her overall achievement in class was much higher reflecting that she was capable at English

and did invest effort. It was noted by the teacher and TA that she readily finds excuses for failure and will show a helpless response. Like her classmate, Chantelle when asked, 'What do pupils who find learning difficult do when they get stuck?' Tracey replied, 'ask for help or go in for a big strop'.

Student Participation Questionnaire (Finn & Zimmer, 2013)

This questionnaire asked the teacher and the TA to consider the behaviour of the student in the last two to three months. It was felt that Tracey showed a moderate amount of effort (score of 18; range -23 to 29) and initiative (score: 17; range 2 to 34), however her non-participatory behaviour was of concern (12; range 5 to 20) though she was perceived to show some value for school (score -2; range 3 to -9) Tracey's behaviour was often of concern and she was often on report for defiant and insolent behaviour.

> Tracey refused to sit where she was asked to and was therefore removed to another room, then was very rude and belligerent… talks through instructions and seems to think it is acceptable to answer back, ignores warnings and challenges sanctions. (Project artefact)

Rating Student Self-Regulated Learning Outcomes: A Teacher's Scale (Zimmerman & Martinez-Pons, 1988)

This questionnaire asked the teacher and the TA to rate which aspect of behaviour most appropriately applied to the student. Perceptions of Tracey were that she frequently completed assignments on time and that she always participated in class though Tracey herself reported that only sometimes did she like to do this. However her intrinsic motivation in the subject was perceived to be very low (See Table 29).

Structured Interview Questionnaire to Assess Pupil Learning Preferences in English (Riding & Read, 1996)

Perhaps reflecting her underlying ability in the subject of English, Tracey reported that she preferred written/text-based activities over verbal participation, liked drawing pictures or maps and that she did feel confident in the subject.

Pupil Voice Activity

Though Tracey was offered the opportunity to take pictures of what motivated her in school, she did not accept.

Break-through Moment

It was harder to identify a break-through moment for Tracey. Francine (teacher) claimed that she 'would like to foster intrinsic motivation'. Acknowledging the extent of 'emotional baggage' Tracey had to deal with, Francine (teacher) queried whether perhaps fostering the enjoyment of reading, 'the ability to lose yourself in book – the ability that a book can take them into another world' would be a way forward. Barbara (TA from other school), in discussing this option in a programme session, suggested that she had a little reading group:

> Like Golden time – students and I choose the book together – I read the book out loud – I need to pre-read text and decide where I want to stop – we also have drink and biscuits – students say it is like having a bed-time story – perhaps they never have had this experience.

Francine (teacher) and Jackie (TA) decided that they would try to incorporate such a reading group as part of Tracey's strategies for moving forward.

The teacher and TA believed Tracey to have a fixed mindset and that she would often make external attributions for both successes and failures, for example it would be the teacher's fault for her mistakes and she was just lucky when things went well. The teacher and TA reported that they took careful note of the language of praise to note its effects, and that they would specifically praise effort, for example responding with, 'that is exceptional effort from you Tracey, well done', when Tracey had chosen to extend herself beyond the task set.

Strategies to move forward

Strategies proposed included:

- Using praise that focuses on effort;
- Having a specific reading group.

Did the strategies work?

Francine (teacher) reflected that though she had taken careful note of the language used for praise, due to deterioration in family circumstances it was reported that as of March:

> Tracey was now on internal exclusion – that she was off the wall – hit the wall – going in the wrong direction and that they were trying to reel her back in.

Putting it all together

Table 4.13 Tracey's Student Participation Questionnaire

Pupil	Effort		Effort Index Of change	Initiative		Initiative Index of change	Non-participatory behaviour		Index Of change	Value		Index of change
	Pre	Post		Pre	Post		Pre	Post		Pre	Post	
Tracey	**18**	**17**	**-1**	**17**	**19**	**2**	**12**	**13**	**1**	**-2**	-2	0
Average Class (n = 6)	**2.5**	**12**	**9.5**	**13.3**	**20.1**	**6.8**	**11**	**10**	**-1**	**-2.1**	.83	2.3

Effort: range -23 to +29 (low score = low effort)
Initiative: range 2 – 30 (low score = low initial)
Non participatory behaviour: range 4 – 20 (low score = low levels of non-participatory behaviour)
Value: range 3 to -9 (low scores = low value)

For Tracey there was minimal change in measures of initiative as perceived by the teacher and TA, though they were below the perceived class average.

Table 4.14 Tracey: Myself as Learner Scale (MALS)

Student	**Pre- Score**	**Post-Score**
Tracey	62	Unavailable due to internal exclusion

Table 4.15 Tracey: Rating Student Self-Regulated Learning Outcomes: A Teacher's Scale (RSSRL)

	Pre-programme		Post	
	Tracey	Class Average (n=7)	Tracey	Class Average (n = 7)
Seeking Information	1	2.6	2	2.8
Self-evaluation	1.3	2.8	2.6	2.5
Goal setting and planning	4.5	3	3.5	5.8
Seeking Assistance	2.5	3.2	3.5	2.9
Represent organisation activities	2	2.8	3	2.5
Levels of intrinsic motivation	1	2.1	2	2.6

Teacher/TA's rated pupils on above scales with a score of 1 indicating never to 5 indicating most of the time; high scores indicate perceived high level of self-regulation.

Tracy made some progress, though this was marginal in measures of: seeking information, self-evaluation, seeking assistance, representing organisational activities and levels of intrinsic motivation as perceived the teacher and TA.

Reflecting on Tracey's progress the teacher and TA felt that there were points in the programme when things were going well. Francine (teacher) reported that both she and Jackie (TA):

> ...were working the girls (Tracey and Chantelle) quite hard on functional skills exams and actually getting them through some of those exams and…This had almost had a snow ball effect… It seemed to build up a certain amount of momentum with the girls and their desire to do well and continue to do well.

However, due to family situations, Tracey became emotionally overwhelmed and descended into a 'spiral of negativity'.

Case-study 4: JASON

Background Details as of October 2012		
Age 13	SEN:	Statement of dyslexia and school action
Reading Age:	8 years 7 months	
Spelling Age:	7 years	

Jason was supported by Charlie (TA) who in turn was supported by Kimberley (SENCO). Charlie worked in an English class with Jason and was supported by a number of teachers/cover supervisors. Jason was initially chosen for the project as he was seen to have potential. Jason was reported to have dyslexia and was described as, 'always trying hard and that though he had no negative behaviour he had few positive behaviours'.

Table 4.16 Jason's Motivational Profile (October, 2012)

	MALS (Burden 1998)	Participation Questionnaire (Finn & Zimmer, 2013)				Self-Regulated Learning Outcomes: A Teacher's Scale (Zimmerman & Martinez-Pons, 1988)					
	My Attitude as Learner	Effort	Initiative	NPB	Value	Seeking info.	Self Evaluation	Goal setting	Seeking Assistance	ROA	Intrinsic motivation
Jason	52	16	20	9	1	2	2.3	3.5	2	2.6	2.5

Making Sense of Behaviour – What was learnt from the motivational profiles?

Myself as Learner Scale (Burden, 1998)

Jason scored 52 on this questionnaire. Jason strongly disagreed with statements that he 'liked having problems to solve and 'that problem solving was fun'. Jason felt it was true half the time that he was clever and agreed that learning was difficult. Charlie (TA) felt that Jason had low self-confidence, that he needed a quiet nudge to speak up and that though he didn't avoid challenging tasks, he didn't seek help.

Student Participation Questionnaire (Finn & Zimmer, 2013)

This questionnaire asked the teacher and the TA to consider the behaviour of the student in the last two to three months. It was felt that Jason displayed moderate levels of engagement and initiative. In terms of behaviour Jason sometimes needed to be reprimanded, sometimes talked too much to his classmates and was perceived as easily distracted.

Rating Student Self-Regulated Learning Outcomes: A Teacher's Scale (Zimmerman & Martinez-Pons, 1988)

This questionnaire asked the teacher and the TA to rate which aspect of behaviour most appropriately applied to the student. Aspects of self-regulation tended to be low though he was perceived as frequently being prepared to participate in class on a daily basis and that there were some slight indications of intrinsic motivation.

Structured Interview Questionnaire to Assess Pupil learning preferences in English (Riding & Read, 1996)

In terms of learning preferences, Jason preferred visual matter to written based texts in terms of types of materials to work with and choosing how to complete tasks. Jason reported that he sometimes felt confident in English and that he preferred working with others than working by himself and that he felt more comfortable both asking and answering questions when part of a small group than within a whole class environment.

Pupil Voice Activity

Jason was given a digital camera and asked to take pictures of what motivated him and then to discuss why he had taken such pictures; Jason took pictures of artwork, food in canteen, sports, music room and various trophies. The pictures

demonstrated that Jason had a really good eye for a picture and when asked why he did not choose art as an option, he replied that he didn't choose it as he didn't think he would be good at it.

Break-through moment

One programme session focused on pupil resilience and the extent to which a pupil could say about themselves that they were likeable and that they could respect themselves and others. It was perceived by participating teachers/TAs that none of the focus pupils believed this and that Jason specifically lacked confidence in himself. Charlie (TA) believed that a way forward would be to nurture their relationship and recounted a story where his relationship with Jason clicked:

> Jason had been told by a *friend* that they were going on a school trip and that consequently Jason had shown up to school in non-uniform only to find out he wasn't. Jason was totally dejected and therefore I volunteered to drive him home so that he could get changed – Jason was very appreciative.

Further, Charlie (TA) undertook an analysis of the praise statements that he made to Jason in class and reflected that if he praised Jason in front of an audience that he wouldn't respond but if he praised him quietly and individually it seemed to have more impact.

Strategies to move forward

- Build confidence through relationships;
- Take Jason out of assemblies and spend more time on one-to-one work; and
- Praise effort.

Did the strategies work?

Charlie's (TA) perceptions were that Jason had started to turn it around and that he had started to work independently. Charlie's felt that the success with Jason was due to Jason being:

> ...more accepting and maybe there was something about him needing, he needs to be accepting for you to be actually able to sort of help and offer assistance.

Putting it all together

Table 4.17 Jason: Student Participation Questionnaire

Pupil	Effort		Effort Index Of change	Initiative		Initiative Index of change	Non-participatory behaviour		Index Of change	Value		Index of change
	Pre	Post		Pre	Post		Pre	Post		Pre	Post	
Jason	**16**	**22**	**6**	**20**	**17**	**-3**	**9**	**7**	**-2**	**1**	2	1
Average Class (n = 5)	**-1.8**	**9.4**	**11.2**	**11**	**17**	**6**	**13.4**	**11.4**	**-2**	**-1.6**	.4	2

Effort: range -23 to +29 (low score = low effort)
Initiative: range 2 – 30 (low score = low initial)
Non participatory behaviour: range 4 – 20 (low score = low levels of non-participatory behaviour)
Value: range 3 to -9 (low scores = low value)

Jason made substantial increases in effort but below class average; he also decreased slightly in initiative perhaps reflecting a possible dependence on Charlie (TA).

Table 4.18 Jason's Myself as Learner Scale (MALS)

Student	Pre- Score	Post-Score
Jason	52 below average	59 (just within average range)

By the end of the programme Jason perceived himself as a more able learner.

Table 4.19 Jason's Rating Student Self-Regulated Learning Outcomes: A Teacher's Scale (RSSRL)

	Pre-programme		Post	
	Jason	**Class Average (n=5)**	**Jason**	**Class Average (n=5)**
Seeking Information	2	1.2	3	2.4
Self-evaluation	2.3	2.1	2.6	2.6
Goal setting and planning	3.5	2.6	4	2.9
Seeking Assistance	2	2.4	2.5	3
Represent organisation activities	2.6	2.5	2.6	1.68
Levels of intrinsic motivation	2.5	2.3	3	2.6

Teacher/TA's rated pupils on above scales with a score of 1 indicating never to 5 indicating most of the time; high scores indicate perceived high level of self-regulation.

Jason made marginal improvements in aspects of seeking information, assistance and intrinsic motivation as perceived by Charlie (TA) and that for Charlie this demonstrated that Jason had begun to 'turn it around'.

Case-study 5: Grant

Background Details as of October 2012	
Age 13	SEN: School Action
Reading Age:	11 years 2 months
Spelling Age:	9 years 8 months

Grant was supported by Charlie (TA) who was in turn supported by Kimberley (SENCO). Charlie worked in an English class with Grant and with a number of teachers/cover supply supervisors. Grant and Jason were classmates and were perceived as friends. Grant was initially chosen for the project as having potential. Charlie (TA) described him as being a 'big character', sometimes immature, often noted for playing to the audience and was described as a 'hardened non-reader'.

Table 4.20 Grant's Motivational Profile (October 2012)

	MALS (Burden, 1998)	Participation Questionnaire (Finn & Zimmer, 2013)				Self-Regulated Learning Outcomes: A Teachers Scale (Zimmerman & Martinez-Pons, 1988)					
	My Attitude as Learner	Effort	Initiative	NPB	Value	Seeking info.	Self Evaluation	Goal setting	Seeking Assistance	R O A	Intrinsic motivation
Grant	53	-7	12	17	-1	2	2.3	2	2	2.6	2

Making Sense of Behaviour – What was learnt from the motivational profiles?

Myself as Learner Scale (Burden, 1998)

Grant initially scored 53 (below average) on this questionnaire. Grant strongly disagreed with statements that he 'liked having difficult work to do' and that he 'knew the meaning of lots of words'. Grant definitely agreed that he gets 'anxious when I have to do new work' and that it was true half the time that he 'was clever'. Charlie (TA) felt that Grant had a definite fear of looking stupid – or as Grant would say 'Thick'.

Student Participation Questionnaire (Finn & Zimmer, 2013)

This questionnaire asked the teacher and the TA to consider the behaviour of the student in the last two to three months. It was felt that Grant had low levels of engagement, moderate levels of initiative and high levels of non-participatory behaviour. In fact Charlie (TA) noted that Grant was often sent out of the class so finding time to work with him was difficult. It was speculated that misbehaviour was an avoidance tactic.

Rating Student Self-Regulated Learning Outcome: A Teacher's Scale (Zimmerman and Martinez-Pons, 1988)

This questionnaire asked the teacher and the TA to rate which aspect of behaviour most appropriately applied to the student. Grant was seen to have low levels of self-regulation and intrinsic motivation in English.

Structured Interview Questionnaire to Assess Pupil learning preferences in English (Riding & Read, 1996)

In terms of learning preferences, Grant preferred visual matter to written-based texts for types of materials to work with and in choosing how to complete tasks. Grant reported that he felt confident in English and that he preferred working with others than working by himself and that he felt more comfortable both asking and answering questions when part of a small group than within a whole class environment.

Pupil Voice Activity

Grant undertook the pupil voice activity with Jason. Charlie (TA) felt that in this incidence Jason took the lead and Grant took the same pictures as Jason, though not with as much care to detail and layout. Both took pictures of trophies, food and athletic equipment. Charlie commented that it would be nice to think that the boys taking pictures of trophies was evidence of them being aspirational but that he didn't think so.

Break-through moment

Charlie acknowledged that it was hard to pinpoint a break-through for Grant.

Grant had been described as a hardened non-reader and that he believed that reading was what little kids do, though Charlie (TA) noted that in terms of reading he did prefer to read practical non-fiction books, citing a book that listed parts of a bike.

It was decided to start a reading club similar to the one for Tracey but with books that appealed to Grant and that trying to establish a trusting relationship was important.

Strategies to move forward

- Establish a relationship with Grant; and
- Start a Reading club.

Did the strategies work?

Though it had been decided to implement a reading club this did not materialise.

Part of the difficulty of working with Grant was that often he was not in class.

Some of his absences were due to Grant participating in a range of other initiatives.

Charlie reflected that:

> Grant was a big character. I can't change him – only direct him – whereas Jason is easier to change… if something had been put in place a few years ago when he was a bit younger it may have worked… but I think he's such a big character in that class now, he's so dominant, that it would take a lot to try and win him round… bit of self-motivation or maybe it's that he trusts that I'm there to help him… if he matures a bit I think we'll see a change in him but I don't think there's much more we can do on that front, I think it's down to him.

Putting it all together

Table 4.21 Grant's Student Participation Questionnaire

Pupil	Engagement Effort		Effort Index Of change	Initiative		Initiative Index of change	Non-participatory behaviour		Index Of change	Value		Index of change
	Pre	Post		Pre	Post		Pre	Post		Pre	Post	
Grant	**-7**	**0**	**7**	**12**	**14**	**2**	**17**	**13**	**-4**	**-1**	0	1
Average Class (n = 5)	**-1.8**	**9.4**	**11.2**	**11**	**17**	**6**	**13.4**	**11.4**	**-.2**	**-1.6**	.4	2

Effort: range -23 to+29 (low score = low effort)
Initiative: range 2 – 30 (low score = low initial)
Non participatory behaviour: range 4 – 20 (low score = low levels of non-participatory behaviour)
Value: range 3 to -9 (low scores = low value)

At the end of the programme Grant was perceived by Charlie to have made modest improvements in effort, initiative and behaviour; though whether this was due to

maturity, the work Charlie had undertook with Grant or other initiatives, was hard to determine.

Table 4.22 Grant's Myself as Learner Scale (MALS)

Student	Pre- Score	Post-Score
Grant	53 (below average)	50 (below average)

Grant had given himself a slightly lower score at the end of the programme.

Table 4.23 Grant's Rating Student Self-Regulated Learning Outcomes: A Teacher's Scale (RSSRL)

	Pre-programme		Post	
	Grant	**Class Average (n= 5)**		**Class Average (n = 5)**
Seeking Information	2	1.2	3	2.4
Self-evaluation	2.3	2.1	2.3	2.62
Goal setting and planning	2	2.6	3	2.9
Seeking Assistance	2	2.4	2.5	3
Represent organisation activities	2.6	2.5	3.3	1.68
Levels of intrinsic motivation	2	2.3	1.5	2.6

Grant made marginal improvements in seeking information and goal setting and planning.

Reviewing the Impact

In reviewing the impact on the focus pupils from the questionnaire and case-study material, what can be said is that there were mixed results. For some of the pupils (Liam, Chantelle, and Jason) there were considerable improvements in some

aspects at some specific moments of time as perceived by the teachers/TAs, but that momentum for positive change was hard to maintain and that for Liam, Tracey and Chantelle there were no happy endings. In follow-up interviews participating teachers and TAs commented on the positive benefits to the focus pupils as a result of their participating in the programme and in doing so acknowledged a range of explanatory factors.

Explanatory Factors underpinning processes of Educational Change

Relationships

Developing relationships with the pupils was perceived by all teachers and TAs as pivotal in explaining pupil improvement and pupils' willingness to engage. This was expressed by the following quotes:

> What works –relationships with students always came first…
> Importance of relationships in trying to get them ready for learning – taking time to chat – relax into sessions…

In regard to specific pupils:

> Chantelle will only accept praise within a context of a relationship.
> If I meet Jason outside of class – I make time to ask him how he is doing .
> With Liam, give a piece of yourself; it is a gift – takes place within the context of a relationship.

Quotes regarding the importance of establishing positive teacher-pupil relationships were seen in contrast to difficult relationships in family life:

> One of many children – family has been split up.
> Emotional upheaval at home – child protection issues.
> She is truanting and mom is colluding with this.
> With this pupil it is possible to see the effects of adverse early years' development (Project artefact)

Teacher Expectations

Where pupil improvement was evident this was attributed by the group to teachers/TAs having high expectations for pupils and pupils being aware of these. Though the power of high expectations was seen to be effective for the focus pupils this effect was seen as particularly powerful in the case-study of Liam where it was commented by the TA that:

> He didn't want to let us down…he knew that my comments were coming from a genuine place, that I was interested in what he was doing and how he was getting on and I think he responded to that, somebody taking note.

Likewise one possible reason for Liam's exclusion as perceived by the teacher/TA was the result of his realisation of other teachers' negative expectations:

> Other teachers did not feel the same – as soon as they saw him – faces would drop… he didn't believe in himself. He needed others to believe that he was worthwhile… I suppose he felt backed into a corner – I suppose he felt that: 'if you don't like me – I don't like you'.

Liam's teacher felt that the process of working on the motivational profiles (Participation and Self-Regulation Questionnaire) was key as it required the teacher/TA to examine their perceptions and expectations of the pupils. In discussing possible ways forward she thought that she could use these within her school as a way to challenge some teachers' entrenched views of students.

> I keep hearing from this teacher that and it's really frustrating to try and turn that back around; ok so why do you think they're not engaged? … They just say 'oh it's cause they're just lazy' and it's really difficult to try and convince someone to think differently about things…It's hard to get some people to see the value in looking at children's behaviour in regards to their learning. A lot of people still think that behaviour is behaviour and learning is learning. They don't see the connection between the two. (Teacher, Interview)

Whole School Involvement

Some of the most extended debates the group had were on the reasons why certain pupils *fell off the rails*; of particular note was the case-study of Liam, where it was realised that though the intervention was having noticeable results within the English department that Liam's more positive behaviour had not generalised to other parts of the school. This was contrasted with other focus pupils, for example Chantelle, where mid-programme other teachers in the school had commented on her positive change. Chantelle's school had the advantage that the Senior Management Team were on board due to the inclusion of the SENCO who played a pivotal role in the programme. Further, Chantelle's TA took the lead in engaging with other teachers regarding Chantelle's behaviour. The lack of wider school support was seen as one factor accounting for Liam's lack of progress in other departments which ultimately resulted in a 'managed move'.

Learning Together

One teacher commented that the value of the programme was that it served as a 'containment group' and wrote that the value of this was reflected in the literature:

> Geddes recommends setting up discussion groups 'uncontaminated by rivalry or criticism' (Geddes, 2006, p.135) that can provide what she calls 'a secure base' for processing thoughts, emotions, ideas and strategies. The benefits of such groups are that they can help teachers to diffuse the transference of negative emotions from difficult pupils. Most interestingly of all, those of us working on the project have gained something that we did not expect when we started. That is, we have found value in being part of a 'work discussion group' (Geddes, 2006, p.136), a 'container' where we could share our experiences of difficult pupils whilst collaborating on how best to support and motivate them. (Project artefact)

Reflection within Teamwork

An integral component of the programme artefacts was the depth of reflection that the teachers/TAs engaged in to understand the focus pupils and to develop strategies that would enhance their learning.

> The reflection I feel that we've done, working with Jackie (TA) we've been on a journey in understanding what does motivate different pupils in my class.

Teachers and TAs talked about 'critical realisations', 'lightbulb moments', 'revelations in the middle of the night', and 'alarm bells ringing'.

Utilising knowledge of motivation as a way of differentiation

Though the focus pupils appeared initially to be at the same level of engagement or disengagement the programme illustrated how the reasons for this varied between the students. One teacher commented:

> In some ways the girls (Chantelle and Tracey) are very similar but in others very different (interestingly for me the surveys that I completed with them have highlighted that one has an entity theory of her intelligence, the other incremental); this may account for the divergence in their attitudes but also in the outcomes that I have noted over the year so far.

One TA commented that the programme, utilising knowledge regarding motivation, was a way of differentiating provision.

> I felt that the programme was (different – more personality)… what makes people do and behave the way they do, because you look at them sometimes and you think I don't understand why you're not interested … I was taking mental note of how he reacted, when things, new things were brought in, how he worked in a group, with others on the table and how he'd respond in one-to-one so I was much more aware. I'm more patient with some of the students, because rather than just thinking oh it's cause they can't be bothered I'm thinking well actually maybe there's a reason behind it maybe its

> external factors that are influencing, so I'm sort of taking the time to think about that to try a different approach.

Overall, the group felt that the programme resulted in more appropriate interventions and strategies being prepared.

Generalisation

Though there were some positive changes in regard to the focus pupils, there were also reported positive changes in regard to other pupils. Participating teachers and TAs commented on how they used the knowledge from the programme to understand and work with other pupils.

> I just picked up a year 7 for literacy… I was going to sit and get to know her a little bit, have a little chat, find out what she thought she'd like to do, how she'd like to, rather than imposing. I wanted to show her that she has options. That was something I did with Liam and I think he was on board from the start, he felt like he had choices.
>
> ...obviously when we're sat in sessions with you and you're talking about things we'll be saying that's just like so and so not necessarily about (focus pupils)… but other students in the class so we can then link it to the other students.

Research Question 2: How does participation in a joint-training programme impact on the working relationship between the teacher and the TA?

As argued from the outset of this research the extent of the success of the CPD programme on improving pupils' outcomes was dependent, in part, on the developing working relationships between the teachers and TAs.

Pre-Intervention

Preparedness: Opportunity for Teacher/TA communication

All teachers/TAs were given a questionnaire based on the School Audit (Blatchford *et al.,* 2012) which asked specific questions regarding aspects of preparedness specifically in regard to Teacher/TA communication and feedback.

In regard to opportunities for Teacher/TA communication all teachers and TAs in the study commented that it was best characterised by the phrase:

> Teacher/TA communication before and/or after lessons is **brief**, takes place during lesson changeovers or over breaktime/lunch periods

However, there were differences in degree of communication between teachers/TAs in School A and B prior to the study

Table 4.24 Preparedness: Prior to Programme

	Responses		Response	
Nature of teacher –TA Communication **before lessons**	One teacher/TA (School A)	TA **is most often provided** with **general class-level information** (e.g. lesson plan and/or short briefing), but **detail about task expectations and TA role is not specified. TA tunes in to teacher's delivery to pick up information.**	All (School B)	(**OPTIMAL RESPONSE)** In terms of Teacher/TA communication before lessons is most often provided ***with detailed information*** (e.g. lesson plan and/or full briefing) and detail about task expectations and TA role is specified and clear (e.g. names of pupils to be supported by TA; tasks TA is to support; any strategies, differentiated tasks and/or specific objectives for supported pupils; and information about resources).
	One TA (School A)	TA most often **not provided with any information about lesson'**. TA 'tunes in to teacher's whole class delivery in order to pick up lesson content (e.g. tasks/instructions)'.		
Nature of teacher –TA communication: **during lessons**	All (School A)	(**OPTIMAL RESPONSE)** Teacher and TA communicate briefly during lessons; exchanges are **not detailed** (e.g. may take the form of closed questions). TA is confident to ask teacher for clarification.	All (School B)	(**OPTIMAL RESPONSE)** Teacher and TA communicate briefly during lessons; exchanges are **not detailed** (e.g. may take the form of closed questions). TA is confident to ask teacher for clarification.
Nature of teacher –TA communication: **after lessons**	All (School A)	In terms of feedback the Teacher is provided with **general information** in written form or verbally from the TA	All (School B)	(**OPTIMAL RESPONSE)** In terms of Teacher/TA communication after lessons the TA is

		(e.g. 'task was completed'; pupil kept on task', etc.).		encouraged to feedback ***detailed Information*** to the teacher and does so in written form or verbally.

The teacher in School A summed up the extent of communication, prior to the intervention, in saying that:

> Communication between TA/Teachers needs to be allocated into the timetable. Too often it is a grabbed chance of 5 minute feedback, through no fault of either Teacher/TA.

The pattern of communication at School B between teachers/TAs, prior to the intervention, was perceived as more thorough, in regard to nature of Teacher/TA communication before lessons and after lessons. This presented the study with a ceiling effect in that the relationships between the TAs/teachers in School B did not seem to have the scope to improve as measured by the School Audit (Blatchford *et al*., 2012).

Deployment

Prior to the intervention all TAs across both schools reported that they spent most of their time (75%, 100%, 90%, and 99%) with students on the SEN register often working on a one-to-one basis or in small groups; no TAs worked with high ability students.

Perceptions of working relationships

All teachers/TAs reported that they had good working relationships prior to the programme commencing and that in part this was attributed to the self-selecting nature of the sample, in that, teacher/TA pairs were asked to volunteer for the extended CPD programme.

Post-intervention

Preparedness: Opportunity for Teacher /TA Communication

Prior to the study commencing Teacher/TA communication before and/or after lessons was described as **brief**, takes place during lesson changeovers or over breaktime/lunch periods. By the end of the study communication had improved as it was now seen by all as:

> Teacher and TA create time to meet for joint-training and preparation and/or feedback, but this is time for which TA is not paid (e.g. TA is willing to stay behind after school).

This improvement can be seen as a consequence of the programme requirements in that teachers/TAs met on alternate weeks and needed to take additional time to plan interventions for focus students. However, TAs were not paid for their attendance in this out of schools training or for the additional time to plan interventions.

It was noted from interview transcripts that talking and reflection that began in the programme sessions continued in school.

> We do a lot more talking after lessons and we also talk about it a lot more in the staff room, about what's going on, what's happening. But half way through working with Liam we decided that we needed to get together an hour a fortnight, a week and now she's linked to the department we can reach each other and talk about where we are going with things**…**we don't get time to pre-plan, but we want that to change from next year.
> We've spent more time in these meetings and actually been able to share or pick up on things that have been going on that we otherwise may not have done.

Though teachers and TAs were now meeting more they still did not have specific allocated/timetabled time for joint-training and preparation and/or feedback.

Charlene (teacher) and Barbara (TA) post programme reported that the nature of the teacher/TA communication had improved:

> Actually to be honest with you the five minutes we had at the end of every lesson before, like this time last year... it was awful: you'd talk about what went wrong, lamenting about how difficult it was rather than being more constructive – which it now is. (Teacher, Interview)

Deployment

The programme did not change the aspects of deployment in regard to the types of students the TAs were working with but it did seem to change aspects of how they were allocated within the classroom or department.

> I've been able to say can you spend a bit of extra time doing this with Chantelle today on the back of what we were saying you know last meeting.
>
> Changed the focus, so we are focused on a smaller group of students rather than being dotting around (TA)
>
> Changed the way we structure the English Dept. We now have Barbara working with us as a permanent department member and she has an office opposite my room. She now co-plans many of the lessons that she is supporting in based on what she has seen/done in the lesson. Also, we have far more verbal feedback, in an informal manner, with regards to our vulnerable learners as she is with us more during our PPA time.

Perceptions of Working Relationships

Liam's TA reflecting on changes in working relationships stated that she felt 'more part of the team' as a result of participating in the programme and that working together had cemented their relationship. The programme had heightened teachers' appreciation of the contributions that the TAs could make. The teacher from School A, reflecting on her views at the start of the programme, commented

that:

> I didn't really know what they did in learning support and as a teacher I just had it kind of separate in my head: they're off to learning support. But actually talking with TA and doing some of the co-planning with Liam it made me realise how much she has got to offer me and how much I need to talk to her about differentiating my groups. I would personally want to do more co-planning with her and across the department as well.

Differences between Teachers and TAs

In post programme interviews three close teacher/TA relationships emerged these being: Charlene (teacher) – Barbara (TA); Francine (teacher) – Jackie (TA); and Kimberley (SENCO/teacher) and Jackie (TA). Within these three teacher/TA pairs time and, more importantly, the quality of the conversations they had with each other were perceived to have changed as a result of the programme.

Though Charlie (TA) worked with Kimberley (SENCO) he also worked with many other teachers; likewise though initially Donna (TA) spent much time supporting Charlene (teacher) this changed midpoint in the CPD programme due to staff and class re-allocations. Though both Charlie and Donna reported positive changes in post programme interviews these were not as dramatic as reported changes in quality of talk within the three close teacher/TA relationships described above.

Close working relationships were perceived as:

- **more directive, more strategic**;
- we're more sort of on the **same wavelength** now. Before we did like debriefing at the end of the lesson and, now we link it to what we know about the pupils;
- we've been more **intuitively linked** because we've both got a common understanding and a goal through this project … it's helped us to work in a **more synchronised way**;
- we're probably a bit **more analytical** of how we're doing things in the classroom.

It was also noted in interview comments that this positive improvement in quality of feedback between teacher and TAs had not generalised to other teacher/TA working relationships in the school perhaps indicating that it was again, 'the pairing idea central to the CPD programme that was the key factor' (TA, Interview) in explaining improvements in working relationships.

Joint Constructive Dialogues

Having noted that the quality of feedback had changed throughout the CPD programme, most notably within the three teacher/TA pairs described above, it was important to track the process and reasons behind this transformation. The process of change had been tracked through on-going field-notes and followed up through post programme interview questions. Initially I had observed that though the TAs seemed to let the teachers take the lead in discussions during the first sessions of the CPD programme that this changed during the course of the programme to a point where the teachers/TAs were beginning to have constructive feedback or joint dialogue.

Field-note Records regarding Joint Dialogue

Session 3
Teacher: I don't know how to praise him. I can't seem to praise him… He just won't accept praise.
TA: But he is very needy and he does respond well to praise.

Session 5
Teacher: How does she feel about the way I mark? I cannot seem to get a fix on her. I don't know what her vibe is? I try to make a point of correcting her spelling but also trying to encourage her to have a go.
TA: When she looked at your feedback she was really upset – she said that she hadn't been given a level and said that her work must be really bad. She then ripped up her work. I know you made comments but with her the comments need to be very obvious.

Observation Field notes prior to Session 6

Teacher: Her style [other teacher] is so much better; Liam is behaved with her, but not with me. The lesson is really quick paced – I take things a lot slower.

TA: But pace is not necessary learning. Sometimes the pace is so quick we are onto the next task and they don't really understand what they were meant to.

The theme of emerging joint constructive dialogue initially tracked in the field-notes and observations were followed up in the interviews where the teachers and TAs were asked how participating in the programme had made a difference to their working relationship. This was exemplified by the following interview extracts:

Interview Extracts

Extract 1

Teacher: Maybe she's got more confidence to say actually no, do this and do that. I'm not saying she didn't before, she may well have done, or maybe she thought we just wouldn't listen.

Interviewer: That is something that I did pick up in the sessions, that as the sessions went on she was more confident in saying her opinion.

Teacher: Yeah, I think I can't say this for sure but I don't think she ever really pushed before, how much she did know forwards, oh I've done that, I can do this, but she does that a lot now.

Extract 2

Teacher: I had a lesson that went terribly wrong and asked her (TA) 'What went wrong?' She told me that it started off badly, my body language, tone was wrong – I was stressy, angsty.

Interviewer: Would she have said that to you last year (before the programme)?

Teacher: No – but then I would have probably said, 'Oh weren't they rotten?' and now she (TA) works with a Year 8 level 2 & 3 group of diverse students who have behavioural issues. She (TA) is now coaching (another teacher) and me in regard to working with these students. After we teach them she gives us feedback.
She will tell us: 'That worked really well, that's what they need short and sharp delivery'. She has suggested a seating plan and a reward system.

Interviewer: Would this have happened last year?

Teacher: No.

Interviewer: Was it because of the programme?
Teacher: Perhaps time spent together, more respect, I took them for granted. They were there to assist us to teach. I am more aware of training she has been on and what she can offer.

Common Language

In exploring the processes that led to an increase in the quality of joint feedback the theme of having a common language or understanding was highlighted. In the field-notes it was noted that though some of the programme content was familiar to the teachers it was not familiar to the TAs. For example the teachers all stated that they 'knew about attribution theory' but the TAs had not heard of this concept. Having a common language enabled the teachers/TAs to talk in a different way about their students:

> There were lots of good things that we were able to share as a result of many of the theories that you covered.

Understanding not only related to issues of pedagogy but perceptions of roles, in that some TAs felt that the teacher now understood 'more of the role that we have in the classrooms'.

Value of Joint CPD

One of the post programme interview questions focused on whether teachers/TAs had experienced joint CPD previous to the programme. The consensus was that, 'they didn't that is, not in the same way', and 'when school CPD did occur TAs were not involved a lot of the time'. One TA stated:

> CPD was not in the format that we've worked in, actually having the opportunity to meet regularly to have the time discussing pupils in detail.

Commenting on previous training the TAs reflected on the frustration of how to apply knowledge gained:

> There've been a couple of things that I've done that have just been for TAs and sometimes you go away and take it away and but there is nobody to bring it back to other than the TAs.

The value of learning together was also noted:

> We're learning at the same time and obviously when we're sat in sessions with you and you're talking about things we'll be saying that's just like so and so … we can then link the things that we're focusing on with to Chantelle and Tracey and link it to the other students as well so yeah it's definitely beneficial to work together. (Teacher, Interview)

Overall, the group felt that the success of the programme could be attributed to the 'pairing idea', teachers and TAs 'learning at the same time'.

Summary

In this chapter the results regarding both research questions have been presented and though the findings in regard to the impact on pupil learning outcomes were complex and nuanced, some improvements were noted. Further, there was evidence of positive impacts on the working relationships between the teachers and TAs. The next chapter will discuss these findings in relation to underpinning literature and discuss how the positive impacts on both staff and pupils are inter-related.

Chapter 5 Discussion and Conclusions

Introduction

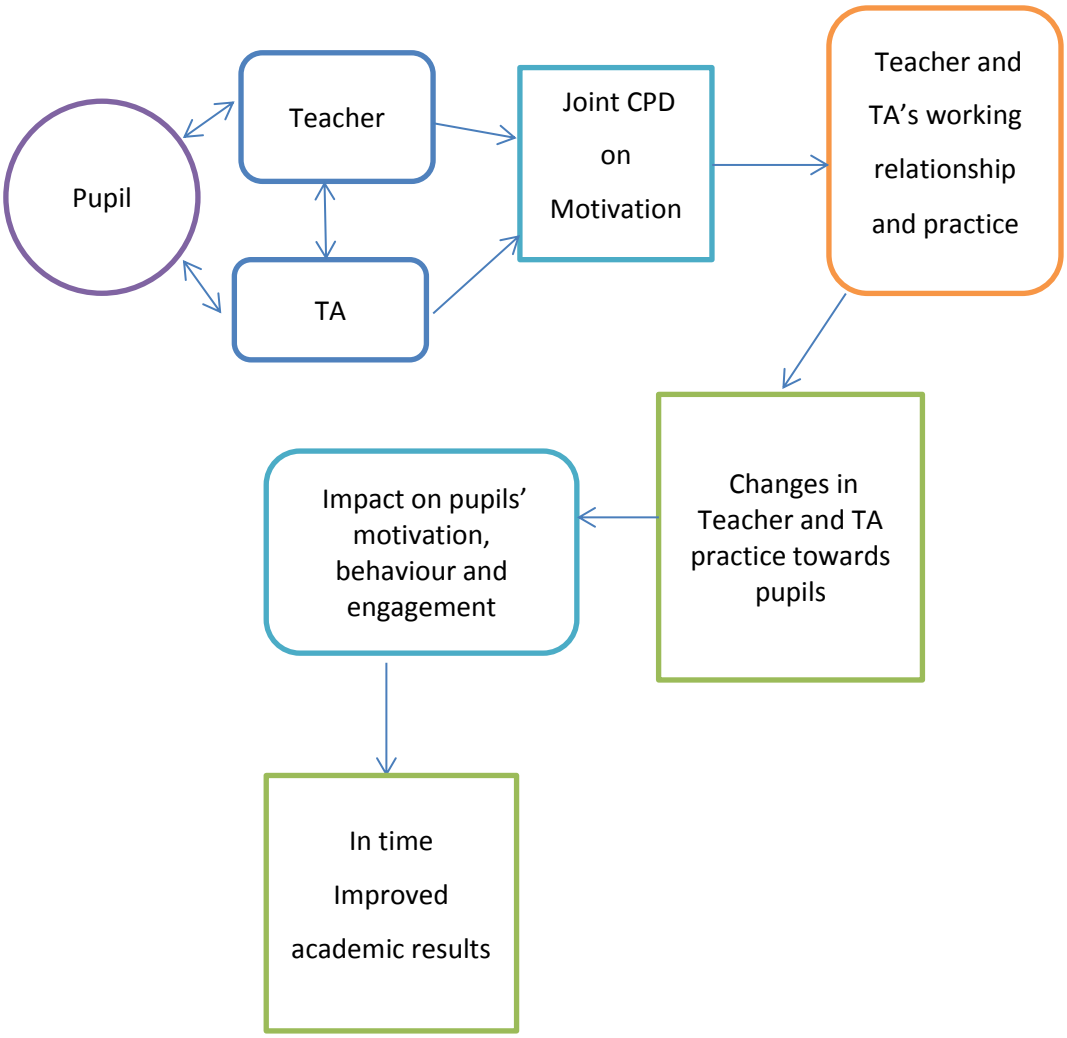
This study aimed to explore the impact of a joint CPD programme for teachers and TAs entitled: 'Improving Pupil Motivation Together'. To this end two research questions were formulated:

1. How does teacher/TA participation in a joint-training programme impact on pupils' motivation, behaviour and engagement?
2. How does participation in a joint-training programme impact on working relationships between the teacher and the teaching assistant?

It was argued that these research questions were intertwined in that a joint-training could enhance working relationships. It was hoped that joint-training would lead to positive outcomes to include: improved working relationships for teachers and TAs; greater opportunities to meet and plan; and mutually constructive dialogue, and that this in turn would have a positive impact on pupil outcomes to include motivation, engagement and behaviour.

Acknowledging Finn's (1989) argument that disengaged students are a product of a negative sequence of events, producing a pattern that if allowed to continue makes identification and engagement with school increasingly unlikely, it was the hope that this study would contribute to a positive sequence of events that would in time lead to greater engagement and ultimately improved academic standards. In visualising the relationship between the various components of this study the following model was proposed.

Figure 5.1 Model of Research



This chapter will discuss the study's findings in relation to underpinning literature and examine the extent to which the impact on both staff and pupils was interrelated.

Research Question 1: How does participation in a joint-training programme impact on pupils' motivation, behaviour and engagement?

Overall Impact on Focus Pupils

In reviewing the impact on the focus pupils it can be said that there were mixed results. All pupils were seen to make *some* progress in some aspects of participation, self-regulation or attitudes about themselves as a learner at some points during the programme; however there was no overall pattern of progress. Progress revealed patterns that were complex and nuanced and though progress was made the maintenance of this progress was difficult to sustain, specifically for Liam, Chantelle and Tracey due to a range of external factors that were outside the control of the study. The existence and influence of external factors resonate with the seminal research of Brofenbrenner (1977) and Reschly and Christenson's (2013) aspects of family influence in regard to academic and motivational support and school relational climate. Within this study external factors were identified as: changes in family relationships for the focus pupils; lack of wider school support for the participating teachers and TAs and a range of additional educational interventions available to the focus pupils. What can be said is that participating teachers/TAs perceived there to be a relationship between the programme and positive pupil outcomes and that the insights that they had gained had allowed them to apply the strategies both to the focus pupils and to other pupils in their classes. It was encouraging to note that there was some evidence that the project contributed to a positive sequence of events advocated by Finn (1989).

However, it is important to note that the long term impact of this project on pupil academic standards could not be ascertained.

Changes in Teacher and TA practices towards pupils

In trying to unravel the reasons behind both positive changes and barriers to success it was necessary to interrogate processes underpinning impact as Earley and Porritt (2014, p.120) cite Thompson and Wiliam (2008):

> Knowing that teachers make a difference is not the same as knowing how teachers make a difference…We need to identify features of practice that when teachers engage in these practices, more learning takes place.

It was evident that the programme incorporated many theories, concepts and applications relating to motivational theory; therefore of interest to evaluation was what specific features of the programme made a difference. It was first important to acknowledge the role that the motivational profiles played; these profiles served as a means of compiling baseline evidence, that is, establishing a needs analysis for the pupils following advice on what constitutes effective CPD design (Earley & Porritt, 2014; TDA, 2012). This programme feature was deemed successful as reflection upon this data enabled teachers/TAs to comment that though the pupils appeared initially to be at the same level of engagement or disengagement, the reasons for lack of engagement and ways forward needed to be personalised. Within this study the search for an individualised approach to engaging pupil motivation was powerfully demonstrated within the strategic planning stage of the programme which resulted in '*break-through moments'* where teachers and TAs chose a range of specific interventions or ways forward for the focus pupil. This resonated with Dornyei's (2001) view regarding the heterogeneity of pupils who have been labelled as disengaged from learning and that at best teachers need:

> ...a menu of potentially useful insights and suggestions from which they could select according to their actual priorities and concerns,

and the characteristics and composition of their students. (ibid, p.103)

Table 5.1 details commonalities and differences in regard to strategies applied to focus pupils.

Table 5.1 Focus Pupil Interventions

Pupil	**STRATEGY and examples of links to underpinning literature**					
	Build up basic skills	Strategies focused on interest	Building up relationships	Giving choices	Praising hard work and effort	Talking about avoidance behaviours and finding alternative strategies
	Margolis & McCabe (2006); Green (2008); Schunk et al. (2010); Gettinger & Walter (2013)	Margolis & McCabe, (2006)	Weinstein (2004); Hart (2010); Wentzel (2010)	Reeve (2013)	Dweck (2000, 2008)	Hart (2010); McNamara (2009)
Liam	x	x	x	x		
Chantelle				x	x	x
Tracey		x			x	
Jason			x		x	
Grant		x	x			

In terms of Reeve's (2013) model of engagement as being comprised of four interrelated aspects to include behavioural, emotional, cognitive and agentic engagement, there was evidence of increases in effort (behavioural engagement) and reduction in task withdrawing activities (emotional engagement) for the focus pupils. Increases in pupil effort could be attributed to teachers and TAs engaging with programme content regarding fixed and growth mindsets (Dweck, 2000, 2008). There was awareness on behalf of the teachers and TAs that pupils needed to

develop an approach to learning, characterised by positive self-talk, which recognised the connection between ability and effort and appreciated that mistakes are integral to the learning process. Perhaps through the engaging with the programme the teachers and TAs appreciated:

> the centrality of the self and self-determining aspects of behaviour… [pupils] are seen as being motivated by personal goals, competency beliefs and personal evaluations of their worth. (McLean, 2006, pp.7-8)

Of importance to this programme was the concept of self-regulation whereby pupils such as Liam were encouraged to, 'engage in self-regulatory activities they believe will help them (e.g., rehearse material to be learned, clarify unclear information)' (Schunk *et al.,* 2010, p.154).

Further there was evidence of the importance of building relationships which resonates with an extensive research base affirming that the nature and quality of a teacher's relationship with students as critical in motivating pupils to learn (Wentzel, 2010). This is articulated in Hart's (2010) recommendation of strategies that foster emotional security, positive beliefs about self and creating situations where pupils can establish positive relationships with staff in order to experience positive regard.

Where success with focus pupils was evident, this could be explained by teachers' and TAs' motivating style (Deci *et al*., 1981) resulting in the integration of the concept of autonomy support as a way of promoting student engagement (Reeve *et al*., 2004) through finding specific ways to, 'incorporate students' interests, preferences, choices, curiosity or sense of challenge into the lesson' (ibid, p.154). It was the perception of the teachers and TAs that the incorporation of embedding practical activities within the programme, advocated by the CUREE Report (TDA,

2012), was helpful in consolidating knowledge and suggesting ways forward. Of specific value, as expressed by the teachers and TAs, was the pupil voice activity whereby focus pupils compiled a pictorial representation of what they found engaging and discussed this with the teacher and TA; the value of this activity resonated with Fredricks and McColskey's (2013, p.767) view of the benefits of unstructured interviews in providing a detailed description of 'how students construct meaning regarding their school experiences'. This pupil voice activity also served as a means of establishing positive relationships with staff (Hart, 2010).

Central to this programme was the opportunity for teachers and TAs to learn together and that this joint learning led to opportunities for joint decisions regarding new strategies to implement in order to improve pupil outcomes. Blatchford *et al.* (2012) comment on the potential for TAs to be deployed to support the development of pupils' positive attitudes to learning and value and need for appropriate training.

However, it was also clear, that success in terms of improving pupil engagement, motivation and behaviour was limited in that progress was difficult to maintain for some pupils. These limitations in outcomes can be compared to a study conducted by Weinstein *et al.* (1995) in which obstacles describing the difficulty in raising 'expectations for ninth graders at risk for failure in an inner city high school' were discussed in view of the intervention being too little and too late.

> Finally, given that we worked with an at-risk student sample relatively late in their school careers (at the transition to high school), the breadth of the intervention and its length (one school year) may have been insufficient to bring about consistent change. (ibid, p.128)

The limited success of the 'Improving Pupil Motivation' intervention resonates with the implications of Finn's (1989) participation-identification model where engagement in school is seen as evolving over time. From the perspective of the teacher and TA it was felt that the focus pupils had, in the past, experienced patterns of non-participation and that this intervention had attempted to mark a new start by providing them with encouragement for positive outcomes that is necessary for continuing participation. This was certainly true for some pupils at some points in time. Chantelle, Liam and Tracey made real improvements in aspects of engagement, however other factors impeded the maintenance of these positive impacts indicating that engagement should not be:

> ...conceptualized as an attribute of the student but rather as an alterable state of being that is highly influenced by the capacity of school, family, and peers to provide consistent expectations and supports for learning. (Christenson et al., 2013, p.v)

Underpinning Processes of Educational Change

While the previous section evaluating impact acknowledged specific features of the CPD programme (collection of base-line evidence, aspects of motivational content within the CPD programme and embedding strategies) the next section further explores underpinning processes of change.

Relationships

In post-intervention interviews the development of relationships with pupils was seen as crucial to improving motivation and these positive relationships were seen in contrast to difficult home situations. Wentzel (2011, p.75) stated that there was a:

> growing consensus that the nature and quality of children's relationships with teachers play a critical and central role in motivating and engaging students to learn', and that 'children with high risk backgrounds tend to benefit more from positive relationships with teachers than do other children.' (ibid, p.82)

Within this study dynamics within the home situation were perceived by the teachers/TAs as having a key role reflecting the views of Bempechat and Shernoff (2013) who cite Brofenbrenner's (1977) ecological systems theory, stating that:

> ...the child is situated at the centre of increasingly distal and interconnected spheres of influence, from family and school to community and societal institutions. (Bempechat & Shernoff, 2013, p.317)

Aspects of enhancing positive school/parent partnerships to ensure positive pupil outcomes were not explored within the current study but this could be incorporated into further programmes.

Wentzel (2010, p.76) in discussing theoretical perspectives underpinning the importance of teacher-student relationships cites the self-determination theory of Ryan and Deci (2000) as proposing that:

> Students will engage positively in the social and academic task of the classroom when their needs for relatedness, competence, and autonomy are met… According to the self-determination theory involvement is expressed through teachers' demonstrations of interests in their students' personal well-being and provisions of emotional support. Feelings of relatedness are believed to facilitate the adoption of goals and interests valued by teachers, and to encourage desires to contribute in positive ways to the overall functioning of the social group.

Within this study, Liam's teacher and TA recognised the connection between their growing relationship with Liam and the impact that this had on his engagement in contrast with other subject areas.

An analysis of post-intervention interviews, field-notes and project artefacts revealed that the dialogue between the teachers/TAs regarding the challenges faced by the pupils and possible ways forward, highlighted within the context of programme sessions, enabled the teachers/TAs to improve their working relationships. Teachers and TAs reported that they were more *'on the same wavelength'* and therefore could be more '*strategic and analytic*' and that this in turn helped the development of their relationships with the pupils through a more sensitive understanding of pupils' needs and interests. This further demonstrated how various components of the research, that is, the content of the Programme; the working relationships of the teachers and TAs and pupils' outcomes were indeed interconnected.

Teacher Expectations

Pivotal to teacher student relationship is the concept of expectations, in that teachers' expectations, 'about ability when communicated in differential treatment can become confirmed in the achievement of students – that is, create self-fulfilling prophecies' (Weinstein *et al.*, 1995, p.122), and that these expectations expressed through the student-teacher relationship can propagate a chain of events that can either lead to poor or good pupil performance (McKown *et al.,* 2010).

The use of questionnaires which asked teachers/TA to reflect on their perceptions of pupils' engagement (Finn & Zimmer, 2013) and aspects of pupil self-regulation (Zimmerman & Martinez-Pons, 1988) combined with brief theoretical input on the power of expectations within a discussion on self-efficacy (Session 3) encouraged

teachers/TAs to examine the role of expectations in general and more specifically the impact of their expectations on pupil outcomes.

Students with a history of low achievement and from low socio-economic backgrounds (Madon, Jussim & Eccles, 1997; Jussim *et al*., 1989) have been found to be more susceptible to teacher expectancy effects and self-fulfilling prophecies. This finding had particular relevance for the students within this study. Building on a large research base, stimulated by the seminal study 'Pygmalion in the Classroom' (Rosenthal & Jacobson, 1966), the mechanisms underlying interpersonal expectancy effects were first outlined by Brophy and Good (1970), who noted the differential manner in which teachers treat high and low expectancy students.

> Differential exposure to a stimulating curriculum, accorded partially on the basis of the teacher's expectations, can affect what students learn, causing student academic performance to conform to the teacher's expectations. (McKown *et al*., 2010, p.257)

Within this present study the programme had the effect of the teacher/TA choosing individualised challenging learning opportunities (for example, reading groups, individualised study skill sessions) as ways forward for the pupils and that this differential exposure in favour of a more stimulating curriculum and a warmer emotional climate had positive impacts.

This was further illustrated by Liam where his success was attributed to his realisation of the high expectations that the teachers/TAs in the English department had for him and likewise Liam's exclusion potentially being seen as the result of his realisation of other teachers' negative expectations. The pupil voice activity, within the intervention, was enlightening in that it showed both negative expectations of

school staff in regard to the initial reluctance to allow the focus pupils access to a digital camera, and it raised teacher/TA expectations for pupils by revealing the hidden talents of pupils (Chantelle and Jason). In discussing what next, Liam's teacher noted she would like to have other teachers within the school use the questionnaires, which were used within the study to create motivational profiles (Finn & Zimmer, 2013, Burden, 1998, Zimmerman & Martinez-Pons, 1998) in order to challenge teacher views of students.

Weinstein (2004, p.1) argues that expectancy effects are complex and that 'to harness its power in positive ways requires a deeper understanding of how such social influence processes unfold and change in real-world settings'. The complexity and power of expectancy effects lie not in 'brief teacher-student interactions, and single outcomes but rather in the cumulative consequences of entrenched belief about ability over the course of a school career' (ibid, p. 7). I would argue that this present study adds to the debate on how social influences regarding expectations unfold in educational settings and how joint reflection and problem-solving enabled teachers and TAs to focus on 'a consideration of where, when, how, and for whom, expectancy effects are magnified or diminished' (Weinstein,2004, p. 58).

Noting the importance of expectations in the implementation of this study it would be advantageous to expand input on teacher-student expectations in future 'Improving Pupil Motivation Together' programmes. Worthy of inclusion is the Teacher Expectations and Student Achievement (TESA) programme (Cantor *et al.,* 2000) which seeks to 'change the overt and subtle expectancy messages teachers

communicate in their interactions' (McKown, 2010, p.267) by focusing on latency (wait times given to students after asking questions), equitable distribution of questions to all students, individual help offered, prompts given and higher order questions used.

Whole School Involvement

The case-study of Liam, powerfully demonstrated both the importance of and challenges in sharing learning with other adults in the school (Bubb & Earley, 2010) in that the great results in the English department did not translate to any other department in the school. This finding stood in contrast to the case-study of Chantelle which illustrated that sharing good practice with other adults in the school, that is ensuring whole school involvement, was achieved through the inclusion of a SENCO and a pro-active TA. In reviewing research evidence (French & Chopra, 1999; Monzo & Rueda, 2001; Bennett, Rowe & Deluca, 1996) of the positive impact of support staff on pupil outcomes Howes (2003 p.150) acknowledges the TA's 'role of connecting and mediating in the classroom between different children and between children and teachers'. This mediating role was illustrated within the present study where Jackie (TA) contacted Chantelle's other teachers to discuss Chantelle's responses to teacher reprimands and to inform them of her preferred teacher response. Perhaps underpinning this mediating role was an approach where TAs were included as team members, with classroom teachers, and that this team approach had a positive impact on communication and devising strategies to support pupils' inclusion (French & Chopra, 1999).

The example of sharing good practice with other adults in the school was attributed in part to the on-going support of the SENCO. The potential value of the SENCO in disseminating and sharing good practice can be seen within their role as:

> ...[both as an] agent for change of individual pupils, and a change agent for school; that is both a process management role, and a strategic management role. (Hallett & Hallet, 2010, p.3)

The realisation that for change to happen a whole school approach is required, and that this involves effective leadership from senior management, has been cited in numerous studies regarding the nature of effective TA deployment (Balshaw, 1999; Farrell *et al*., 1999; Lee, 2002; Wilson *et al*., 2003; Alborz *et al*., 2009; Blatchford *et al*., 2013).

The Role of Reflection

Pollard (1998, p.4) states that:

> Reflective teaching is seen as a process through which the capacity to make such professional judgements can be developed and maintained**.**

What was apparent within the field-notes, interviews, and programme artefacts was the extent to which reflection was employed. Korthagen and Vasalos (2005, p.48) argue that due to the day-to-day pressures reflection is often focused 'on obtaining a 'quick fix' – a rapid solution for a practical problem – rather than shedding light on the underlying issues'. The 15 week 'Improving Pupil Motivation Together' programme allowed for joint-training and reflection, replicating previous research (Cremin *et al*., 2003), in enabling new ways of thinking and working with pupils by giving 'permission' to use a problem-solving approach.

Joint reflection was enhanced by a cycle of: action, looking back on the action, awareness of essential aspects, creating alternative methods of action and trialling new approaches (Korthagen & Vasalos, 2005). This joint reflection led to what the teachers/TAs referred to as: 'critical realisations' and 'light bulb moments'. It is also important to note that time for reflection and feedback is one of nine factors found to underpin effective PD (Earley & Porritt, 2014). Within the Programme reflection involved teamwork, as Pollard (1998, p.18) writes:

> …reflective activity is almost always enhanced if it can be carried out in association with other colleagues… experiences are shared, language and concepts for analysing practice are refined, the personal insecurities of innovation are reduced, evaluation becomes reciprocal and commitments are affirmed.

Howes (2003, p.152) emphasises:

> ...the engagement in learning of all staff … Such a process emphasises critical reflection and casts everyone in the role of learner. (p.152)

I would argue that the value of this programme derived from the extended time for joint reflection and problem-solving, informed by theory, which allowed participating teachers and TAs to devise personalised interventions countering criticisms by Weinstein (2004, p.1) that education interventions are often: 'guided largely by repetition rather than compensatory and enriched methods'.

Although reflection was evident in field-notes, interviews and project artefacts, an extended approach to collecting evidence, on the changing nature of reflective dialogue between the teacher/TA in the form of both writing and sharing journal entries could be included in future programmes. Moon (2002, p.72), reflecting on the use of a journal, argues that they can be utilised effectively, 'as a means of

recognition of the issues in practice' and advises that sharing personal reflections with others is a critical factor and can, 'take the reflective process beyond self-affirmation'.

Research Question 2:
How does participation in a joint-training programme impact on the working relationship between the teacher and the TA?

Though the programme had mixed results in regard to pupil outcomes, the results on working relationships were perceived in a much more positive manner as reflected in aspects of TA preparedness and perceptions of teamwork.

TA Preparedness: Before and After Intervention

Lack of opportunities for communication was highlighted prior to intervention where communication was characterised by all as:

> Teacher/TA communication before and/or after lessons is **brief**, takes place during lesson changeovers or over breaktime/lunch periods.

This resonated with previous research in regard to secondary schools with Blatchford *et al.* (2012, p.60) noting that '95% of teachers reported that they had no planning or feedback time' and that communication was largely brief and ad hoc.

It was encouraging to note that, within this research, time for planning and feedback had increased by the end of the programme. Therefore the programme went some way in addressing the lack of time for teachers and TAs to meet and plan together (Farrell *et al.* 1999; Lacey 2001; Blatchford *et al*., 2012). However, what was not known is the extent to which good practices generated by the programme were embedded within school practices or whether they were an

artefact of the programme and therefore ceased with the programme; this suggests the need for a follow-up study.

TA Support for Pupils: Before and After Intervention

Questionnaire results prior to the intervention revealed that TAs reported that they spent most of their time with students on the SEN register often working on a one-to-one basis or in small groups, with no TAs working with high ability students. This was again in line with findings that most, 'in-class TA support was for low attaining pupils and pupils with SEN… with this being more common in secondary schools 87% of the time' (Blatchford *et al.,* 2012, p.80).

This study did not aim to change aspects of TA deployment in reference to the Wider Pedagogical Role (WPR) model (Blatchford *et al*., 2012), and throughout this study TAs maintained a direct instructional, frontline pedagogical role and they continued to support low attaining pupils and pupils with SEN.

A front-line pedagogical role for TAs contradicts recommendations from previous research (Blatchford *et al*., 2012) which acknowledges unintended negative consequences of this form of TA deployment in terms of:

- pupil separation from teachers, peers and the curriculum;
- where TAs were more concerned with the completion of tasks rather than the processes underpinning learning; and
- their use of questions tended to 'close down' rather than 'open up' talk, thus not facilitating higher order thinking skills or encouraging conceptual understanding.

Further, though Teacher/TA working relationships are to be aspired to (Jackson & Wilson, 2005; Devecchi, 2007) Blatchford *et al*. (2012) argue that not all

collaborative relationships may be positive if harmful forms of deployment are maintained, resulting in negative impacts on pupil outcomes.

It was not within the scope, nor was it the intention, of this research to change how the schools deployed their TAs but what was changed through the intervention were aspects of 'preparedness', in reference to the Wider Pedagogical Role Model (Blatchford *et al*., 2012). What changed for the TAs was the degree and nature of planning, preparation and feedback time with teachers and input regarding pedagogical knowledge relating to motivational theory. This study suggests that changes in preparedness could to some extent alleviate the unintended negative consequences that result from deployment patterns where TAs have a front-line pedagogical role and are tasked with supporting lower attaining students.

In highlighting these concerns Giangreco (2003, p.51) talks of a 'training trap' whereby 'teachers relinquish instruction of a student with disabilities to the paraprofessionals after paraprofessionals have received virtually any level of training, no matter how scant' and argues the need for on-going supervision and feedback. This intensive 15 week programme offered opportunities for what Jenkins et *al*. (2000) cite as consistent feedback, supervision, scaffolding and help with troubleshooting. What was apparent within this study was that teacher feedback was valuable for the TAs and that TA feedback was equally beneficial for the teachers.

Perceptions of Teamwork

The programme had heightened teachers' appreciation of the contributions that the TAs could make. This new found appreciation and acknowledgement by the

teachers that the TAs have content knowledge and 'pedagogical knowledge appropriate to the task' (Devecchi, 2007, p.3), led to the development of trust, a quality which underpins the concept of team work (Howes 2003, p.152). Pivotal to this development of trust was the recommendation for setting up discussion groups 'uncontaminated by rivalry or criticism' (Geddes, 2006, p.135), something that was seen by a teacher within the programme as providing 'a secure base' for processing thoughts, emotions, ideas, strategies and which provided opportunities for sharing experiences of difficult pupils whilst collaborating on how best to support and motivate them.

The programme 'Improving Pupil Motivation Together' was clear about its purpose, another key factor leading to effective teamwork (Galagan 1986; Shea & Guzzo 1987), and provided opportunities for team members to interact face-to-face and promote and celebrate each other's success (Johnson & Johnson, 2000).
What was seen as fundamental to the success of this programme was the 'pairing idea' – that teachers and TAs worked together in pairs and that pairs of teachers/TAs came together to support each other. 'Mutual goals' or 'superordinate goals' were a key feature of the intervention, where superordinate goals (Latham & Locke, 2006) are designed to capture heart and minds and give group members a cause to rally around. Research regarding working relationships argues that 'collaborative working is required if TA support is to be employed to its best effect' (Alborz *et al.*, 2009, p.1). The benefits of such working relationships can be seen within Huxman and Vangen's (2005) theory of collaborative advantage, whereby the benefits from collaboration include: access to resources; shared risks

and shared successes; efficiency and effectiveness; co-ordination and seamlessness; and learning (ibid, pp.5-6). It was perceived by the teachers/TAs that through working together they could achieve more than by working individually. Perhaps the perceived improvements in teamwork could be attributed to the development of 'both a functional and personal dimension of collaboration' (Devecchi & Rouse 2010, p.97).

Quality of Feedback as it emerged over the Programme

One positive impact of the study was reflected in the quality of teacher/TA conversations or mutually constructive dialogue; the need for which has been cited in research (DfES, 2000; Balshaw & Farrell, 2002; Groom, 2006; Devecchi, 2007; Bedford *et al*., 2008). The perceptions of feedback and communication between teacher/TA pairs following joint CPD were seen as more strategic and analytical and seemed to suggest that the extended Programme offered the opportunity to develop new partnerships in learning:

> Being collaborative was not just the result of finding time to talk, or having clear roles and responsibilities, but more than that in finding quality time to get to know each other so as to build an ideal space for communicative action (Habermas, 1976, as cited in Devecchi, 2007, p.10)

Perhaps it was the design of the CPD programme or the manner in which the superordinate goals of improving motivation were taken on as a rallying point by the participants, or a combination of both, that had a positive impact on the development of teamwork. From the study, it would seem that improved teamwork in turn impacted on the quality of communication enabling teachers/TAs to have more detailed discussions regarding how pupils learn and how they as

professionals can learn from each other in order to support pupils more effectively.

Further research (Johnson & Johnson, 1992) indicates that group effectiveness improves when power is relatively balanced, based on competence, expertise, information and communication. Quality of communication is also affected by the status of members, where high-authority members can dominate (Vincett *et al*., 2005). Though a power dynamic was seen within the first sessions this shifted with time, whereby both TAs and teachers felt able to actively debate issues. Perhaps this outcome was a consequence of the debate focusing on how to move challenging pupils forward, pupils for whom there appeared to be no easy or obviously 'right' answer.

In exploring the processes that led to an increase in the quality of feedback, the theme of having a common language or understanding was highlighted and that joint-training had the potential to address concerns regarding TAs' lack of training and knowledge of classroom practice and effective pedagogy (Watkinson, 1999; Farrell *et al.*, 1999; Howes, 2003; Blatchford *et al.*, 2012).

However, in noting the existence of mutually constructive dialogue and shared understandings between teachers and TAs within this study, what was not explored were aspects regarding the nature of how TAs' conversations with pupils changed as a direct result of this intervention. This recalls recommendations regarding good practice in the deployment of TAs (Blatchford *et al*., 2012), as reflected in the Wider Pedagogical Role Model, where it was advised that TAs in their face-to-face interactions with pupils should focus on processes underpinning learning characterised by talk that encourages higher order thinking skills and conceptual

understanding. This aspect could be explored in future 'Improving Pupil Motivation Together' programmes.

Joint CPD

While, Giangreco (2003, p.51) warned of a 'training trap' where teachers leave the instruction of lower attaining students to TAs or paraprofessionals who have 'received virtually any level of training', Cajkler *et al*. (2007) cautions that, with training, TAs may feel energised to act but aware of their position in schools are unable to bring about necessary changes. This resonated with views expressed within this study where TAs reflected on the frustration from previous training:

> There've been a couple of things that I've done that have just been for TAs and sometimes you go away and take it away and but there is nobody to bring it back to other than the TAs. (TA, Interview)

These views of previous training experiences were contrasted with comments regarding the advantage of joint CPD as offering opportunities to 'learn at the same time' (TA, Interview). Joint CPD as a way forward has been suggested (Blatchford *et al.,* 2012, Jackson & Wilson, 2005; Pearson *et al*., 2003) though there is limited research in this area (Jackson & Wilson, 2005; Cremin *et al.,* 2005). TAs have historically had their own separate training; however if the focus of training is to move to joint CPD for all staff within schools, then research needs to focus on the role of the TA within the school/CPD training sessions. What is needed is further knowledge on what forms of joint-training work well and why.

Reasons for Success

One factor seen as fundamental to the success of this programme was the 'pairing idea' – that teachers and TAs worked together and that pairs of teachers/TAs came together to support each other. It was also interesting to note that positive outcomes, within this study, such as improvement in quality of feedback between teacher and TAs had not generalised to other teacher/TA working relationships in the school and were strongest for those teacher/TA relationships who continued to have a close working relationship throughout the duration of the programme. This seems to suggest that 'the pairing idea was central' to the success of the joint CPD programme and that the 'pairing' factor can be seen as an organisational feature that may, 'explain why outcomes may differ for different participants and in different contexts' (Coldwell & Simkins, 2010, p.148). Perhaps this pairing factor is more important in a secondary school environment where often TAs lack close working relationships with one teacher or one department.

Other factors that could account for the success of the programme was that it was intensive, on-going and connected to practice (Darling-Hammond *et al*., 2009) and that it emphasised the process of reflection and action characterising professional learning (Billet, 2001, Cremin *et al*., 2003).

Perhaps the most important factor underpinning the success of the programme was constructed in respect of advice regarding what constituted effective CPD (Guskey, 2000; Bubb & Earley, 2010; TDA, 2012; Bubb, 2013; Earley & Porrit, 2014) specifically the need to establish both baseline evidence of current practice and 'a

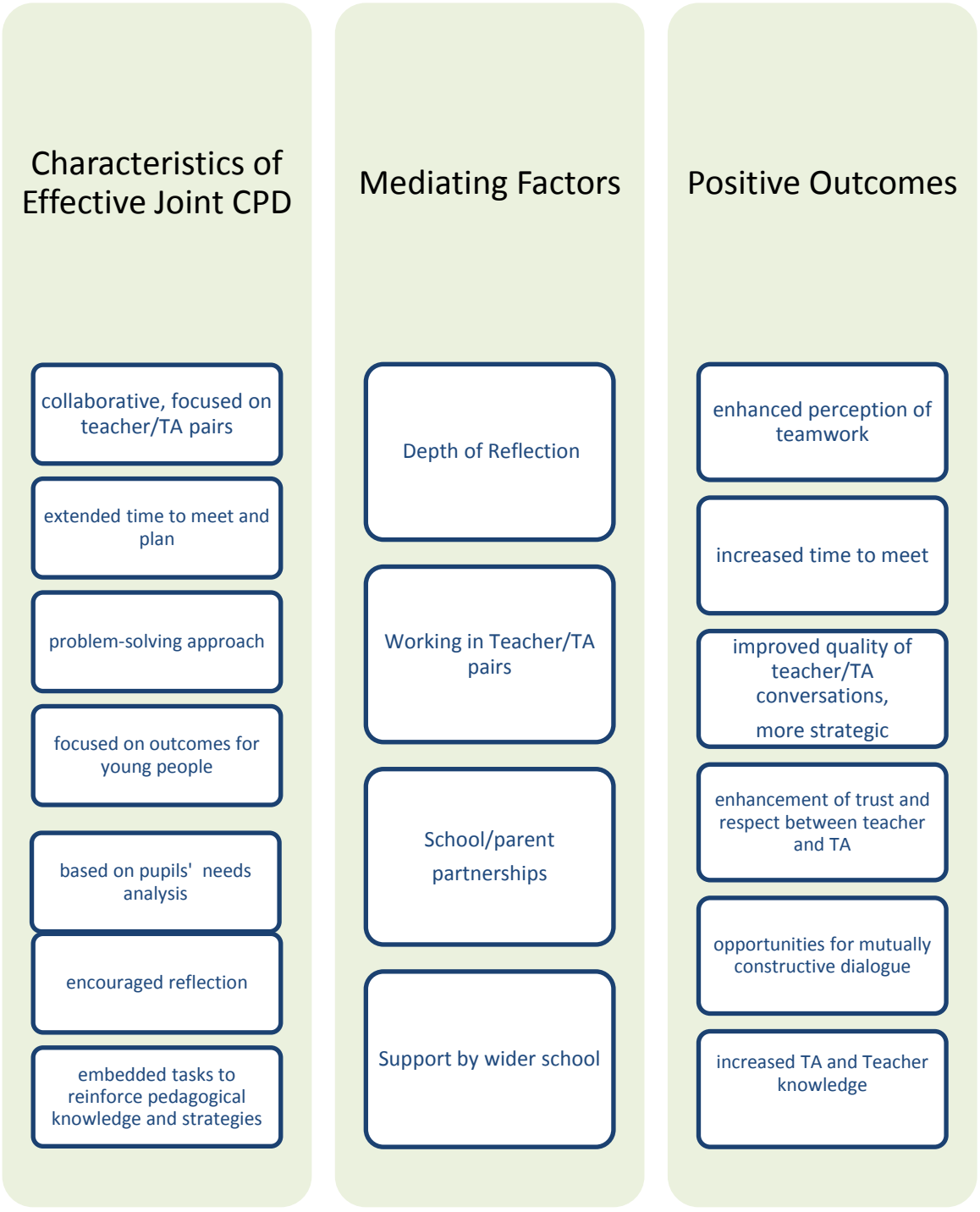
vision of how practice and learning should look after engagement in PD (the impact)' (Earley & Porritt, 2014, p.113).

The design of the Programme was influenced by The CUREE Report (TDA, 2012, p.4) which argued that the outcomes of participation would depend on the extent to which 'the programme goals were embedded in the design, and the depth in which this enabled participants to engage with and integrate new knowledge and approaches into existing practice' (p.5). One of the perceived strengths of the programme, expressed by the teachers/TAs, was the practical activities or embedding tasks (for example, motivational profiles, praise diary and pupil voice activity). Though the project artefacts and field-notes displayed many examples of reflection in regard to specific pupil needs and outcomes, the teachers and TAs found it more difficult to articulate the relationship between their PD learning needs and how this impacted on pupil learning outcomes (Keay & Lloyd, 2011; Timperley *et al.,* 2007). Perhaps, as Keay and Lloyd's (2011, p.153) note:

> ...participants did not always have the skills necessary to reflect on aspects of their effectiveness. There was a tendency to focus on weaknesses rather than strengths and to be overwhelmed by what they perceived as their learning needs.

Though there was some evidence of transforming practice in that new knowledge was extended to other pupils and staff, a follow up evaluation would be needed to assess the degree of on-going transformation within the participating schools. Characteristics of effective joint CPD, based on this study's findings are illustrated in Figure 5.2 .

Figure 5.2 Characteristics of Effective Joint CPD specific to 'Improving Pupil Motivation Programme'



A key recommendation from this study is to suggest that schools offer joint CPD, paying attention to features as outlined above.

Limitations of the study and suggested modifications

Limitations were noted within the study within an action research framework and evaluative points were translated into suggested modifications, 'adjustments, directional change, redefinitions, as necessary, so as to bring about lasting benefit to the on-going process itself' (Cohen *et al*., 1980, p.178). The next section lists considerations for the next cycle of action research.

Issues regarding sample

It was both a strength and limitation of this study that the study involved a very small sample of teachers, TAs and pupils. The small sample size was a deliberate feature of the study as it allowed an in-depth exploration of factors underpinning processes of educational change. The illumination of factors to include the importance of: teachers and TAs working in pairs; following advice regarding what constitutes good quality CPD and the need for a personalised approach to fostering motivation will be adhered to when considering future projects in this area. As this present study involved a small sample it was not known to what extent extraneous factors impacted on the outcomes of this research. Such extraneous factors, which could be explored in future studies include: experience of teachers/TAs in terms of length of service in school and academic qualifications; age of pupil; the school phase (secondary or primary) and subject area. It is important to acknowledge that the teachers/TAs reported at the commencement of the study that they had good relationships, however would this be true if the study was replicated on a larger scale as literature (e.g. Jackson & Wilson, 2005; Devecchi, 2007) notes that the teacher and TA relationship are complex and influenced by dynamics such as

experience and power. It is also important to specifically note that within this study that the secondary teachers and TA worked within the same subject area of English and further studies could illuminate whether subject area impacts on programme outcomes and if so, how.

In regard to the factor of setting, that is whether this intervention is more beneficial in a primary or secondary sector, the findings from previous research are mixed. Finn (1989) stressed the importance of the recognition of early indicators of disengagement suggesting that if this pattern of disengagement is allowed to continue, identification with school becomes increasing unlikely; therefore following this line of argument this intervention programme would be best targeted to a primary school setting. Blatchford *et al.,* (2012) in their DISS project, sought to describe the characteristics and deployment of support staff and to investigate the impact that they had on teachers, teaching, pupil learning outcomes and behaviour. The authors found a positive impact, in terms of positive approaches to learning for Year 9 students alone and speculated that this was a consequence of TAs working to prepare students for the then compulsory Key Stage 3 test with the possibility that, 'TA support in this year was specifically directed at ensuring that each pupil learned to work independently, with confidence and motivation' (ibid, p.37). Therefore it could be argued that teacher and TA training at a secondary level in the pedagogy that underpins positive approaches to learning would be beneficial.

Reflection

The role of reflection within the teacher/TA relationship was crucial to the outcomes of this study. Future studies could examine the aspect of reflection in a more systematic manner through the use of learning journals (Moon 2002) or the audio-taping of dialogue. Evidence of reflection could be analysed with reference to ideas underpinning joint practice development and authentic professional learning (Webster-Wright, 2010) paying specific attention to views of, 'awareness as a resource' (ibid, p.231) and 'incremental innovation' (Hargreaves, 2010, p. 11). In terms of incremental innovation perhaps future studies could have teacher/TA pairs visiting each other's work setting with particular focus on the needs and challenges of the focus pupil. In this regard good practice would not only be shared but could be co-constructed.

Teacher/TA relationships

Within this present study the teacher/TA relationship was linked to the success of the programme. A further replication of this work could attempt to explore in greater detail how specific aspects of the teacher/TA relationship changed with time.

Within this present study Blatchford *et al.*'s (2012) Audit to measuring changes in aspects of deployment and preparedness was used with limited success as ceiling effects were noted. For example, participants from school B gave optimal responses in questions regarding their working relationships at the beginning of the study and therefore future studies could consider refining the audit questions in order to detect more subtle changes in relationships. A further way forward would be to

review alternative measurement tools designed to assess and measure changes in adult working relationships.

School Ethos

In terms of effective teacher/TA practice the literature (Balshaw, 1999; Farrell *et al*., 1999; Lee, 2002; Wilson *et al*., 2003; Alborz *et al*., 2009; Blatchford *et al*., 2013) has noted that for change to happen a whole school approach is required, and that this involves effective leadership from senior management and as such any future studies will adhere to this advice.

Within this study the role of positive teacher/TA expectations for the pupils was seen as pivotal for successful pupil outcomes. However, though this study explored the impact of the participating teacher/TA relationships on the focus pupils' learning outcomes as a consequence of engaging in the CPD programme it must be noted that the focus pupils experienced a range of relationships with other members of staff. Relating to the previous point that change needs a whole school approach further studies would need to foster a whole school awareness of the power of expectations. As Weinstein (2002) argues limiting perceptions:

> are reinforced by a web of institutional policies that affect teachers and students alike. Once formed, perceptions and practices are rarely re-examined or changed, particularly in the isolated teaching conditions of most schools. (ibid, p. 201)

Therefore noting the relationship between school ethos and the specific role of expectations further replications of this project would try to involve the SENCO as a means of ensuring whole school involvement.

Aspects of Motivational Programme to Develop

Key to this project was the design and implementation of the programme 'Improving Pupil Motivation Together'. In moving forward it is helpful to consider possible refinements to the delivery content. In regard to replications it would be interesting to include further input on expectations. Of specific interest would be reference to the Teacher Expectations and Student Achievement (TESA) programme (Gettinger *et al.,* 2013; Cantor *et al*., 2000) which outlines an interaction model focusing on teacher/pupil response opportunities, feedback and personal regard. Within this research the pupil voice activity, whereby focus pupils were asked to take pictures of what motivated them, was very successful in enabling them to, 'verbalise their own explanations and interpretations' (Cremin *et al*., 2011). In future programmes this aspect of compiling pictures or completing video diaries could be expanded. For example, in the present study the pupil voice activity lasted a week, however further replications of this programme could extend this activity over the course of the programme to track changes from the perspective of the focus pupil.

Teacher and TA participants commented on the value of compiling motivational profiles for disengaged pupils. Within this study the motivational profiles served a number of functions to include: the provision of baseline data; identification of possible explanations for motivational difficulties and ways forward, to document progress and provide opportunities for the teachers/TAs to talk, communicate and problem-solve together. Further replications could examine alternative psychometric profiling tools.

Impact on Pupil Learning Outcomes

It was the hope of this study that the joint-training would lead to positive outcomes to include: improved working relationships; greater opportunities to meet and plan; and mutually constructive dialogue, and that this in turn would have a positive impact on pupil outcomes to include motivation, engagement and behaviour. In acknowledging the intentions of this study and to improve the rigour of further replications of this work it would be useful to systematically video-record teacher/TA/focus pupil interactions to illuminate how interactions change with time.

Other Factors

The complexity of the inter-relationship between the concepts of motivation, engagement and behaviour is highlighted by Reschly and Christenson's (2013) who discuss contributing factors such as context, which includes the influence of the family providing academic and motivational support. Though the findings of this present study noted the impact of the family on focus pupil progress future replications could consider the inclusion of input on engaging with parents as they, 'can serve to greatly buffer or compound risk factors for disengagement and low achievement' (Bempechat & Shernoff, 2013, p.317).

It was the hope of this study that this project would contribute to a positive sequence of events that would in time lead to greater pupil engagement, motivation, positive academic behaviours and ultimately improved academic standards. However it is acknowledged that the time scale of the present study was limited and it is not known whether good practices generated by the

programme were embedded within school practices or whether they were an artefact of the programme and therefore ceased with the programme. Future replications of this study could collect data over a longer time scale to assess impact.

Causality and Generalisability

In evaluating this study it is important to discuss to the extent to which the programme could account for changes in regard to both pupil learning outcomes and teacher/TA relationships and the degree to which lessons learnt within this setting could be transferred to other settings

The challenge of educational research is that a multitude of factors, other than the intervention could account for differences and these outside factors, or extraneous variables, are often not in the control of the researcher (Cohen & Manion, 2007 p.212). Within this study it was not possible to control for changes in family background or circumstances or the impact of other educational interventions for the focus pupils, nor was it able to control staffing arrangements within school that would enable a continuity of teacher/TA working arrangements.

Returning to Coldwell and Simkins' (2010, p.150) discussion of categories of evaluation within CPD and the link with underpinning research positions they acknowledge a group of post-positivist approaches which argues that:

> There are real, underlying causal mechanisms that produce regularities observable in the social world...Viewed from this perspective, the role of the evaluator is to uncover such combinations of context, mechanisms and outcomes. These approaches have a strong focus on learning from evaluation about why and how programmes work, not just 'what works'. (ibid, p.151)

Therefore, within this study participating teachers/TAs perceived there to be a relationship between the programme and outcomes in regard to their working relationships and pupil outcomes. Teachers and TAs stated that the insights generated through participation in the programme had allowed them to work more effectively with the focus pupils and other pupils in their classes. As the focus of the study was on aspects of how and why the programme worked the analysis of the findings sought to illuminate specific features of the programme and underpinning processes of educational change. Returning to Coldwell and Simkins' (2010, p.152) discussion of categories of evaluation within CPD they refer to a constructivist position which:

> ...concentrates on the perspectives and constructed meanings of programmes, their workings and outcomes from the viewpoints of all of those involved… programme purposes may be contested, that individuals may experience interventions in different ways, and that understanding these contestations and experiences may provide important information that can contribute to our understanding of how interventions work. (Sullivan & Stewart 2006)

This quote resonated with the findings of the study in that there was a realisation that the programme outcomes varied between participants, both teachers/TAs and focus pupils, and an interrogation of reasons for these differential effects (in terms of extent of time teacher/TA pair worked together or the impact of teacher expectations on focus pupils) contributed to a more in-depth understanding of the nature of the programme. Though the findings regarding impact of the 'Improving Pupil Motivation Together' programme are encouraging, in regard to the value of joint CPD, caution needs to be taken in generalising these findings due to the small number of participants and further research is needed. However, this research was not concerned with the extent to which the findings presented were generalisable

to all teachers, TAs and disengaged pupils, but whether the knowledge acquired can add to the debate on processes of educational change and the nature of teacher/TA relationships as 'new partnerships in learning' (Jackson and Wilson, 2005, p.4).

Recommendations and contributions of research

This joint CPD programme featured teachers and TAs working in pairs over an extended period of time utilising a problem-solving approach in attempting to engage students who were deemed to have motivational challenges. Perhaps future research could examine whether there is a 'one size fits all approach' to joint CPD or whether the aim of the programme will determine the manner in which TAs and teachers need to be involved in order to maximise the impact on pupil learning outcomes. Further, this study highlights the collaborative nature of the joint CPD programme and the power of the 'story' and the 'journey' to communicate situated knowledge (Hargreaves & Goodson 1996). Stories can be a vehicle for reflection and a means of learning through interrogating everyday experience. This study has presented the story of disengaged pupils and how teachers and TAs in collaboration with a researcher have worked together to improve pupil outcomes. This aspect of sharing and discussing stories, reflecting on what constitutes good practice and discerning the best way forward for the focus pupils presented within the 'Break-through moments' resonate with views of authentic professional learning and concur with the conclusions of Webster-Wright (2010, p. 12) in that:

> Change in professional understanding is the crux of APL and such change is related to what 'matters' to the professional. What matters varies but a common thread… is making a difference.

The value of the research can be further seen in the interrogation of how 'social influences regarding pupil expectations unfold in educational settings' (Weinstein, 2004, p.1) and how teachers/TAs through questioning their assumptions and behaviours can begin dialogues with each other and their students in regard to how to maximise learning.

In terms of motivation, Dornyei (2001, p.35) recognises that teachers act as:

> key figures or authorities, who affect the motivational quality of the learning process by providing mentoring, guidance, nurturance and support.

Though teacher-student relationships are central to enhancing motivation (Wentzel, 2010) teacher-to-teacher and teacher-to-TA relationships have a role in creating positive school relational climates (Reschly & Christenson, 2013). Jackson and Wilson (2005, p. 15) argue that effective practice regarding the deployment of support staff is, in part, situated within the domain of organisational culture (leadership) which would aim to ensure effective and innovative partnerships between teachers and TAs. Therefore it could be that this programme, based on relevant aspects of motivational theory, could be adapted for teachers working in a leadership capacity who wish to foster effective and innovative working relationships within their staff team.

However, it is also important to note as this knowledge and advice regarding collaborative practice and its relationship to effective pupil outcomes is so important that this knowledge would be valuable within the delivery content for initial teacher training programmes.

In summary this study has made a unique contribution to the following fields of research: pupil motivation, behaviour and engagement, teachers' and TAs' working

or collaborative relationships, and the impact of joint CPD on the practice of teachers, TAs and pupil outcomes of motivation, engagement and behaviour. There are a number of recommendations that follow from this work in regard to policy, processes and practices and academic understanding. These are:

1) In terms of policy implications there is a recommendation that initial teaching training programmes include input on the value of joint CPD and collaborative ways of working for teachers and TAs.
2) In terms of processes and practices this study presents one vision of what joint CPD for teachers/TAs could look like. Further research is needed in regard to the nature of joint CPD, that is, how to orchestrate CPD sessions to maximise the impact for both teachers and TAs and to ensure that CPD is linked to pupil learning outcomes.
3) In terms of processes and practices this study recommends the value of programmes aimed at raising motivational awareness for teachers and TAs. Further, such programmes have the potential to contribute to the academic understanding of the field of motivational research given the field of has not reached a level of sophistication that can translate research findings into all-encompassing educational recommendations (Dornyei, 2001). This research has illuminated the complexity of this field and provides evidence for the benefits of an individualised approach to enhancing pupil motivation.

4) To 'scale-up' the present study, within a framework of action research noting suggested evaluative points, modifications and adjustments.

5) To consider of how the present programme, based on a distillation of aspects of motivational theory relevant to the classroom, could be adapted for different groups with different aims.

In Summary

The initial impetus for this piece of research was to explore processes of educational change in relation to working with disengaged, unmotivated pupils and to extend the evidence base on maximising the impact of TAs within the classroom. As such a joint CPD programme entitled 'Improving Pupil Motivation Together' was implemented with a small cohort of secondary teachers and TAs. The joint CPD programme was planned with reference to the defining features of good quality CPD (TDA, 2012; Earley & Porritt, 2014).

The research questions for this study stated:

1. How does teacher/TA participation in a joint-training programme impact on pupils' motivation, behaviour and engagement?
2. How does participation in a joint-training programme impact on working relationships between the teacher and the TA?

This study was unique in that it examined the impact of the combined effort of TAs and teachers to improve pupil outcomes in relation to motivation, engagement and behaviour. At the outset of this research it was argued that a joint CPD programme had the potential to extend previous research on:

- the impact on pupil outcomes (Howes, 2003; Blatchford *et al.*, 2012, 2013a);
- 'the significance of not only of raising standards, but also for the more basic and harder to measure notion of 'engagement in learning'. (Howes, 2003, p.152);

- the need for effective teamwork between teachers and TAs (Lacey, 2001a; Bedford *et al*., 2008; Devecchi, 2007);
- lack of time for teachers and TAs to meet and plan together (Farrell *et al.* 1999; Lacey 2001a; Blatchford *et al.*, 2012); and
- the need for mutual constructive dialogue (DfES, 2000; Balshaw & Farrell, 2002; Groom, 2006; Devecchi, 2007; Bedford *et al*., 2008).

Within this research, evaluating the impact of a CPD programme, evidence was presented in regard to improvements in: teamwork, the quality of teacher/TA conversations, time for teachers/TAs to meet and plan together and TA pedagogical knowledge in regard to motivational theory. In terms of impact on working relationships between teachers and TAs there was evidence of the improvement in practice but more for some participants than others.

Within this study the two research questions were intricately interwoven in that the impact on focus pupil outcomes depended on the success of the joint CPD programme on teacher/TA working relationships specifically focusing on aspects of preparedness, i.e. time for joint-training, preparation and feedback.

In reviewing the impact on the focus pupils what can be said is that there were mixed results. For some of the pupils there were considerable improvements in some aspects at some specific moments of time, as perceived by the teachers/TAs, but that the momentum for positive change was difficult to maintain. However, to what extent the joint programme, 'Improving Pupil Motivation Together' alone accounted for changes both positive and negative in the focus pupil outcomes is difficult to ascertain as other factors were identified. The extent of the influence of these other factors, such as: changes in family relationships, lack of wider school support, maturation and other educational interventions, is not known.

In acknowledging that the aim of a researcher is to 'focus on learning from evaluation about *why* and *how* a programme works and not just 'what works', (Coldwell & Simkins, 2010, p.15) my overwhelming impression was an appreciation of the complexity of educational research and the value of adhering to guidance on what constitutes effective CPD. Research aims to reveal new knowledge; to tell someone something that they didn't know before (Bassey, 1995); to focus on the improvement for 'the other' (Noddings, 1994) and that it can be seen as 'attitude, growth, learning, transformation; as critique, conversation, contemplation and creativity' (Dadds, 2005, p.39). On reflection, though this study has been limited in terms of numbers of participants, it has made a difference to those involved.

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Appendices

Session 1

Improving Pupil Motivation Together

Collaborative Project with Teachers and Learning Support Assistants

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Session 1

RESEARCH QUESTIONS

- Does participation in a joint training programme impact on the working relationship between the teacher and the LSA?
- Does participation in a joint training programme impact on pupils' motivation, behaviour and engagement?

OVERVIEW

Date	Programme	Content
	Introduction to Motivation Discussion regarding who are the focus pupils	• Overview of various definitions of motivation • Selecting focus pupils • Collecting Base-line data • Consent forms • Inter-sessional task: Prepare brief case study on focus pupils
	Developing Motivational Profiles	Looking at various measurements to include: • Fixed and Growth Mind-sets • Index of Engagement • Multiple Intelligence • My Attitudes as a Learner Questionnaire on Teacher/TA working practices Inter-sessional task: Engaging with Pupil perspectives
	From Theory to Practice: Praise, Self-Esteem and Intrinsic and Extrinsic Motivation	Share and Reflect from previous session • Can intrinsic motivation be developed and if so how? • What is effective praise? • How can these strategies be used effectively? Inter-sessional task: Strategies to try out
	From Theory to Practice: Attribution Attribution Re-training	Share and Reflect from previous session • Examples of attribution re-training programmes • How can these strategies be used effectively? Inter-sessional task: Strategies to try out
	From Theory to Practice: Fixed and Growth Mind-sets	Share and Reflect from previous session • What are pupils' views regarding ability and effort? • What is the self-handicapping bias and how can this be avoided? • How can these strategies be used effectively? Inter-sessional task: Strategies to try out

OVERVIEW

	From Theory to Practice: Motivational Interviewing	**Share and Reflect from previous session** • **Motivational Interviewing Techniques** • **Can motivational dialogue change attitudes?** • **How can these strategies be used effectively?** **Inter-sessional task: Strategies to try out**
	From Theory to Practice: Fostering interest and relevance	Share and Reflect from previous session • Insights from Goal Orientation and Value theories • How can these strategies be used effectively? Inter-sessional task: Strategies to try out
	From Theory to Practice: Self-regulation and self-monitoring	Share and Reflect from previous session • Ways to encourage and develop self-regulation and self-monitoring skills • How can these strategies be used effectively? Inter-sessional task: Strategies to try out
	Putting it all together: Strategic Planning	Looking at the data. What interventions are we going to use
	Putting in all together Strategic planning	Looking at the data. What interventions are we going to use?
	Monitoring Progress Putting it all together	Assessing Progress Presentations on outcomes

WHAT DO THESE PICTURES TELL US?

What as teachers do we want to see?

WHY MOTIVATION?
LEARNING IS NOT A SPECTATOR SPORT

Well motivated children are a joy to teach. When children are eager to learn, the job of the teacher appears already half done. But what is it that creates that motivation?

Research suggests that intrinsic motivation can improve school achievement as significantly as would an additional 20-25 IQ points. (Haywood,2005)

How do you do this?

Haywood (2004) Thinking in, around and about the curriculum: the role of cognitive education. **International Journal of Disability, Development and Education**, Vol. 51, No. 3

Various definitions of Motivation

- **an elusive concept?**

Perhaps the only thing about motivation most researchers would agree on is that it, by definition, concerns the direction and magnitude of human behaviour, that is:

The **choice** of a particular action – why people decide to do something

The persistence with it – how long they are willing to sustain the activity

The effort expended on it – how hard they are going to pursue

What else could we say?

Ways of describing pupils in terms of motivation

Many, many theorists have attempted to define and classify pupils in terms of motivation!

Success orientated, failure avoiders, failure acceptors (Covington, 1992)

Motivation to engage due to:

Attainment Value: the desire to do well (at school or in a subject) is important to the pupil

Intrinsic Value: a pupil enjoys doing the work they are doing, whether they achieve success is not important what is, is the pleasure they receive from the task.

Utility Value: The value that the task will bring to the pupil in the future

Cost Belief: The cost of engaging in the activity in terms of what they need to give up. (Eccles and Wigfield, 1995)

Complexity – what do pupils say? What does this mean in terms of why they will not engage and ways of moving forward?

What do they say?	What does this mean?	Ways forward
I won't …but I could		
What's in it for me'		
I don't need to		
I can't…I really can't		
…….		

Can you spot the pupil who is not motivated?

- Behaviour (disruptive)?
- Not Flourishing?

Motivation – Overview

- Look at the situation from the pupils perspective;
- Consider both personality and environmental factors (for example, individual, classroom, school, family, peers etc.);
- Be aware that there are different types of motivation for example intrinsic and extrinsic;
- Discuss with pupils what they find motivating and what motivates them;
- Consider your role in directing and energising the motivation levels within the classroom, including your relationships with fellow staff;
- Encourage pupils to take responsibility for their own motivation.

Selecting three focus pupils who have challenges in regard to motivation

- Who are you going to select and why?
- What type of challenges do the pupils have?
- What existing school data do you use to track progress?

Collecting Base-line data Assessing Progress

Example

Attendance
Period 1/9/11 -26/4/12

pupil	% Attendance
BC	84.2
DE	67.4
FG	68.1
Average Y9	97.7

Collecting Base-line data Assessing Progress

Example
Positive Behaviour Point
Period 1.9.11 – 26.4.11

Name	Points	Average per week
BC	70	2.5
DE	95	3.39
FG	90	3.21
Average Yr 9	235	

Collecting Base-line data Assessing Progress

Example
Negative Behaviour Points
Period 1.9.11 – 26.4.11

Name	Points	Average per week
BC	430	15.36
DE	525	18.75
FG	305	10.89
Average Y9	40	

What data can you collect?

Records….IEP's….Observations…
sharing data (with consent)

Linking Pupil outcomes with professional learning

Pupil's needs
- What are the pupil's learning needs in regard to improving motivation?

Teacher/LSA perspective
- How do I identify their learning needs in regard to improving motivation?
- Have I developed a clear objectives in relation to improving motivation?

Training Session
- What do I need to learn, to know, do or understand in order to improve pupil learning?
- What professional development is needed?

Making Progress

- What do I want the pupils to achieve?
- What do the pupils want to achieve?
- What do I need to learn, to know, do or understand in order to improve pupil motivation?
- What professional development is needed?

Consent Forms

(Head of School, teacher, LSA, pupil, parent)

Next steps

- Select Pupils
- Fill in consent forms
- Inter-sessional task: Prepare brief case study on focus pupils

Session 2

Improving Pupil Motivation Together

Collaborative Project with Teachers and Learning Support Assistants

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Session 2

RESEARCH QUESTIONS

- Does participation in a joint training programme impact on the working relationship between the teacher and the LSA?
- Does participation in a joint training programme impact on pupils' motivation, behaviour and engagement?

Recap: WAYS OF DESCRIBING PUPILS IN TERMS OF MOTIVATION

Many, many theorists have attempted to define and classify pupils in terms of motivation!

Success orientated, failure avoiders, failure acceptors (Covington, 1992)

Motivation to engage due to:
Attainment Value: the desire to do well (at school or in a subject) is important to the pupil
Intrinsic Value: a pupil enjoys doing the work they are doing, whether they achieve success is not important what is, is the pleasure they receive from the task.
Utility Value: The value that the task will bring to the pupil in the future
Cost Belief: The cost of engaging in the activity in terms of what they need to give up. (Eccles and Wigfield, 1995)

Selecting three focus pupils who have challenges in regard to motivation

- Who are you going to select and why?
- Share Case-study material

Issues Arising?

Consent Forms

Motivation Profile

Motivation Profile

Student Participation Questionnaire (handout)
You will fill this out regarding the student and will score this

E = effort low score = low effort, high score = high effort (range -23 to 29)

I = Initiative low score = low initiative, high score = high initiative (range 2 – 34)

N = Non-participatory Behaviour high score = high amounts of non-participatory behaviour (range 4 – 25)

V = Value given to school high score = high value to school (range -9 to 3)

Scoring (E-, I-, N-, V-) number given becomes negative

American questionnaire

Rating Student Self-Regulated learning Outcomes

You will fill this out regarding the student
(scoring = high score indicate high level of self-regulated learning)

Student	Self-regulated Learning

What does this tell me?
How can this be used?
What are the possible reasons for such a score?

Motivation Profile

Student Participation Questionnaire

Student	Effort	Initiative	Non-participatory Behaviour	Value

What does this tell me?
How can this be used?
What are the possible reasons for such a score?

My Attitudes as a learner

Student to fill in

(fill one in as an example)

What does this tell me?

How can this be used?

What are the possible reasons for such a score?

Structured Interview Questionnaire to Assess Pupil learning preferences in English

Do this with the student

(Let's do this in pairs)

What does this tell me?

How can this be used?

Questionnaire Working Relationships between teachers and LSA's

- See hand-out

Creating Portfolio for each student

1. Consent Forms
2. Case Study
3. Motivation profile:
   - Student Participation Questionnaire
   - Rating Student Self-Regulated learning Outcomes
   - My Attitudes as a learner
   - Structured Interview Questionnaire to Assess Pupil learning preferences in English
4. School Data

Attendance, Behaviour, Difference between attainment levels and target grades

Next Steps

- Consent Forms
- Compiling information for portfolio

Remember

- What do I want the pupils to achieve?
- What do the pupils want to achieve?
- What do I need to learn, to know, do or understand in order to improve pupil motivation?
- What professional development is needed?

Session 3

Improving Pupil Motivation Together

Collaborative Project with Teachers and Learning Support Assistants

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Session 3

RESEARCH QUESTIONS

- Does participation in a joint training programme impact on the working relationship between the teacher and the LSA?
- Does participation in a joint training programme impact on pupils' motivation, behaviour and engagement?

Selecting three focus pupils who have challenges in regard to motivation

- Who have we chosen and why?

Issues Arising?

- ❑Consent Forms
- ❑Existing school data (behaviour, attendance, targets)
- ❑Questionnaires
  - *Student Participation Questionnaire*
  - *Student Self-Regulated learning Outcomes*
  - *My Attitudes as a learner*
  - *Structured Interview Questionnaire to Assess Pupil learning preferences in English*
  - *Working Relationships between teachers and LSA's*

Self-efficacy – the theory

Many struggling learners believe they cannot succeed in school, convinced that school and academics guarantee failure and humiliation. In other words, their **self-efficacy** for academics – their belief that they have the "capabilities to organise and execute the course of action required to produce given academic attainments" (Bandura, 1997, p. 3) is low

According to self-efficacy theorists, **low self-efficacy causes motivational problems.** If students believe they cannot succeed on specific tasks (low self-efficacy) they will superficially attempt them, give up quickly, or avoid or resist them.

Margolis, H. and McCabe, P. (2006)

Praise
Practical Tips and Factors to Consider

- Praise must be genuine and perceived as such
- Encourage pupils to reward themselves
- Use praise only when struggling learners have legitimately earned it, otherwise they may soon think it is insincere
- Consider when and how to give praise (impact of peer-group, verbal or non verbal praise)

Anything else?

Rewards

Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise and Other Bribes by Alfie Kohn (21 Mar 2000)

Beware the carrot: rewards don't work

The best reward for pupils is for them to believe that they are the best they can be

Case in point

Our school has a number of systems for rewards. First, there is a token system of golden achievements that the children can earn for good behaviour and work. The children can then spend these golden achievements in a shop once a week to buy toys or time with an adult doing an activity of their choice. The second is a points system. All children have a points chart and can earn up to 40 points a day. They then are sent a good news letter home if they reach over their target points for the day. Although these systems have proven successful for a number of the students, there are problems.....

The system is still failing to reach all students. The system seems to work better for the younger students and some well behaved students feel that they do not get their share of rewards.

Cognitive Evaluation Theory

The cognitive evaluation theory (Deci, 1975; Deci & Moller, 2005) states that rewards have the potential to both **control** and **inform** and it is how the pupil interprets these aspects that is crucial.

How a pupil interprets a reward can impact on intrinsic/extrinsic motivation.

Cognitive Evaluation Theory

Example: A ***young child*** receives ***a sticker*** for their ***painting***.

The young child could view the reward as **controlling** their behaviour.

Young Child thinking: The reason I am painting is to get a sticker.

This interpretation could diminish **intrinsic motivation** if the child believed the only reason they are painting is to receive stickers. In this case, if the child no longer received stickers for painting they may see no point in continuing to paint.

This process can relate to individuals of all ages.

Cognitive Evaluation Theory

However, there is another possibility in that rewards are **communicating information** about how the activity is being carried out, that is information regarding the pupil's performance. Here the young child could be saying to themselves:

Young Child thinking: The reason for getting the sticker is that I am getting better at painting.

This interpretation focuses on the fact that the reward is giving them information about their performance and this positive information can lead to the pupil feeling more competent about themselves. Indeed in some cases extrinsic reward, praise can be internalised and lead to greater intrinsic motivation.

What are you saying?

Praise Statements

Example of School Observation

Setting the scene: A small class **of year 11 girls** were observed participating in a BTEC Health and Social Care course

Teacher: "All the pupils in the class have social, emotional and behavioural issues (but you wouldn't know it)....I love them- they are as good as gold"

Teacher Activity	Pupil Activity
After encouraging pupils to have a drink and sit down ready for the lesson the teacher starts on a power-point. The teacher has a 'no hand ' policy and takes every opportunity to engage pupils in the lesson. The teacher asks LSA for merit stickers to hand out to all pupils and the teacher praises the pupils at every opportunity.	All the pupils were actively engaged in the lesson.

Co-constructing a Story

Reflective Question

"I noticed how much you praised the students – what role does praise play in engaging pupils?"

Teacher Answer:

Yeah, I do have a **very high praise rate** .....

Age of pupils 15

They don't hear enough praise when they're at school and they say "Oh you always say thank you for this or you always say thank you for that." Well that's not just managing manners, it's showing that they're respected for who they are and that their efforts are appreciated.

And they say "Oh if we do something good at school you know the teacher will still walk past us some times." And they try so hard and then they become disengaged with what's happening and disenfranchised with the whole idea of education and no wonder they get themselves into some state.

It doesn't take much to say please or thank you or well done or 'good answer',

Making connections between theory and practice

The theory of self-determination (Ryan and Deci, 2000) acknowledges that not all behaviours can be intrinsically motivated and that behaviours in schools, as in society, are controlled by external rules and structures. Ryan and Deci (2000) describe **four types of external motivation**.

- ***External regulation***: At this level the pupil is dependent on external sources of motivation. Pupils at this stage might say: 'I do my work so I will get a sticker' or 'I do my work so I won't get a detention.'
- ***Introjection***: Here the pupil has internalised rules to a certain extent. Pupils at this stage might say: 'If I don't hand in my assignment I will feel guilty' or 'when I hand in my assignment I will feel great'.
- ***Identification***: At this stage a pupil engages in an activity because they highly value and identify with the behaviour and see its usefulness.
- ***Integration***: At this level the pupil engages in an activity as they see the activity as important to their sense of self.

At what level are the pupils you work with?

Activity: Points for Reflection

- ❑ When do you give out rewards, and on what basis?
- ❑ In reference to the pupils you work with – what are their perceptions of the rewards?
- ❑ Do rewards inform or control behaviour?
- ❑ Do pupils have different needs in regard to praise?
- ❑ As a teacher/LSA how do you know, how much or what type of praise a pupil needs?
- ❑ As a teacher how do you encourage pupils to have an inner ability to praise and regulate their own behaviour?

Activity

Make a record of when and how you give praise to the pupil

Student	What was student doing?	What was the praise statement? (verbal, non verbal, who gave praise etc.)	How did the student react?

Next Steps

- Consent Forms
- Compiling information for portfolio

Remember

- What do I want the pupils to achieve?
- What do the pupils want to achieve?
- What do I need to learn, to know, do or understand in order to improve pupil motivation?
- What professional development is needed?

Embedding Task Example

What is the relationship between ability and effort?

1. What does it mean to be *clever*?
2. What does it mean to be someone who *learns easily*?
3. What does it mean to be someone who finds it *difficult to learn?*
4. What do pupils who find *learning easy* do when they get *stuck*?
5. What do pupils who find *learning difficult* do when they get *stuck*?
6. What would a pupil who finds *learning easy* do if they made a *mistake*?
7. What would a pupil who finds *learning difficult* do if they made a *mistake*?

Questionnaires (Finn& Zimmer, 2013)

STUDENT PARTICIPATION QUESTIONNAIRE

Student's Name: _____

Below are items that describe children's behavior in school. Please consider the behavior of the student named above over the last 2-3 months. Circle the number that indicates how often the child exhibits the behavior. Please answer every item.

	This Student --	Never		Some-times		Always
(E+)	1. pays attention in class.	1	2	3	4	5
(E+)	2. completes homework on time.	1	2	3	4	5
(E+)	3. works well with other children.	1	2	3	4	5
(E-)	4. loses, forgets, or misplaces materials.	1	2	3	4	5
(E-)	5. comes late to class.	1	2	3	4	5
(I+)	6. attempts to do his/her work thoroughly and well, rather than just trying to get by.	1	2	3	4	5
(N+)	7. acts restless, is often unable to sit still.	1	2	3	4	5
(I+)	8. participates actively in discussions.	1	2	3	4	5
(E+)	9. completes assigned seat work.	1	2	3	4	5
(V+)	10. thinks that school is important.	1	2	3	4	5
(N+)	11. needs to be reprimanded.	1	2	3	4	5
(N+)	12. annoys or interferes with peers' work.	1	2	3	4	5
(E+)	13. is persistent when confronted with difficult problems.	1	2	3	4	5
(E-)	14. doesn't seem to know what is going on in class.	1	2	3	4	5
(I+)	15. does more than just the assigned work.	1	2	3	4	5
(I-)	16. is withdrawn, uncommunicative.	1	2	3	4	5
(E+)	17. approaches new assignments with sincere effort.	1	2	3	4	5
(V-)	18. is critical of peers who do well in school.	1	2	3	4	5
(I+)	19. asks questions to get more information.	1	2	3	4	5
(N+)	20. talks with classmates too much.	1	2	3	4	5
(E-)	21. doesn't take independent initiative, must be helped to get started and kept going on work.	1	2	3	4	5
(E-)	22. prefers to do easy problems rather than hard ones.	1	2	3	4	5
(V-)	23. criticizes the importance of the subject matter.	1	2	3	4	5
(E+)	24. tries to finish assignments even when they are difficult.	1	2	3	4	5

(I+)	25. raises his/her hand to answer a question or volunteer information.	1	2	3	4	5
(I+)	26. goes to dictionary, encyclopedia, or other reference on his/her own to seek information.	1	2	3	4	5
(E-)	27. gets discouraged and stops trying when encounters an obstacle in schoolwork, is easily frustrated.	1	2	3	4	5
(I+)	28. engages teacher in conversation about subject matter before or after school, or outside of class.	1	2	3	4	5
	29. attends other school activities such as athletic contests, carnivals, and fund-raising events.	1	2	3	4	5

	Above Average	Average	Below Average
30. The student's overall academic performance is	1	2	3

	No	Yes
31. Does this student attend special education classes outside of your classroom?	1	2

MYSELF AS LEARNER SCALE (MALS)

HOW I SEE MYSELF

GL assessment
the measure of potential

Instructions: On the next page you will be given 20 questions to answer. Their purpose is to find out how you see yourself when it comes to learning and school work. Some people see themselves as being very good at learning and doing hard work, but others don't. We want to know what you think about yourself.

This is not a test. There are no right or wrong answers, so please try to answer the questions as truthfully as you can. Your answers will not be shown to anyone else.

First of all we need some information about you.

Name .....

Boy or girl .....

Date of birth .....

Today's date .....

Your age .....

Please read the statements carefully.

If you definitely agree, please put a circle around a

If you agree a bit, but not so strongly, please put a circle around b

If you think that the statement is true about half the time, please put a circle around c

If you don't agree, please put a circle around d

If you strongly disagree, please put a circle around e

	Definitely agree	Agree a bit	True half the time	Don't agree	Strongly disagree
1. I'm good at doing tests.	a	b	c	d	e
2. I like having problems to solve.	a	b	c	d	e
3. When I'm given new work to do, I usually feel confident I can do it.	a	b	c	d	e
4. Thinking carefully about your work helps you to do it better.	a	b	c	d	e
5. I'm good at discussing things.	a	b	c	d	e
6. I need lots of help with my work.	a	b	c	d	e
7. I like having difficult work to do.	a	b	c	d	e
8. I get anxious when I have to do new work.	a	b	c	d	e
9. I think that problem-solving is fun.	a	b	c	d	e
10. When I get stuck with my work I can usually work out what to do next.	a	b	c	d	e
11. Learning is easy.	a	b	c	d	e
12. I'm not very good at solving problems.	a	b	c	d	e
13. I know the meaning of lots of words.	a	b	c	d	e
14. I usually think carefully about what I've got to do.	a	b	c	d	e
15. I know how to solve the problems that I meet.	a	b	c	d	e
16. I find a lot of schoolwork difficult.	a	b	c	d	e
17. I'm clever.	a	b	c	d	e
18. I know how to be a good learner.	a	b	c	d	e
19. I like using my brain.	a	b	c	d	e
20. Learning is difficult.	a	b	c	d	e

Structured Interview Questionnaire to Assess Pupil Learning Preferences in English

GL assessment
the measure of potential

Name ..... Date .....

Instructions: Different pupils learn in different ways. This questionnaire is to find out more about your particular style of learning. Please answer the questions honestly – there are no 'right' or 'wrong' answers. Please circle what you think is the most appropriate answer for you.

A Modes of working

1. What types of materials do you prefer to use:

(a) written/text-based?	YES	NO
(b) diagrams/pictures/maps?	YES	NO

2. How do you prefer to complete tasks:

(a) in writing?	YES	NO
(b) by speaking?	YES	NO
(c) in diagrams/pictures/maps?	YES	NO

B Social context

3. In what context do you prefer to complete tasks:

(a) with groups of students?	YES	NO
(b) by yourself?	YES	NO
(c) with a partner?	YES	NO

4. Do you like asking and answering questions? YES NO

5. Do you like asking/answering questions: YES NO

(a) when the teacher is working with the whole class?	YES	NO
(b) when you are part of a smaller group within the class working with the teacher?	YES	NO

6. Do you feel confident in this subject:

(a) English Language?	YES	NO

C Task outcomes

7. What type of tasks do you prefer:

   (a) *product based* (where you are required to produce certain fixed tasks, producing a piece of work where the teacher is more interested in the final outcome than how you complete it, such as completing a set of examples or obtaining some information)? YES NO

   (b) *process based* (where you are required to discuss and develop ideas or use certain strategies where the teacher is more interested in how you complete the task, such as trying out or making up different ways of doing a task)? YES NO

8. What types of task do you prefer:

   (a) *closed* (where there is one, or a restricted range of correct answers and ways of completing the task, such as the answer to 5 + 5, or deciding if something is 'right' or 'wrong', where you are only allowed to do this in a certain way)? YES NO

   (b) *open* (where there is a wider range of possible/acceptable answers, and you are allowed to arrive at these in your own way, such as making up a number of sums where the answer must be 10, or writing a story of your choice)? YES NO

9. What types of tasks do you prefer:

   (a) *knowledge/information* learning (where you are required to learn facts and information)? YES NO

   (b) *skilled learning* (where you are required to learn how to use or do something)? YES NO

RATING STUDENT SELF-REGULATED LEARNING OUTCOMES

GL assessment
the measure of potential

A TEACHER'S SCALE (RSSRL)

Student's name .....

Teacher's name ..... Date .....

Please circle the rating which most appropriately applies to the student being rated on this scale.

	Never	Occasionally	Sometimes	Frequently	Most of the time
1. Does this student solicit additional information about the exact nature of forthcoming tests?	1	2	3	4	5
2. Does this student solicit additional information about your expectations or preferences concerning homework assignments?	1	2	3	4	5
3. Does this student display awareness concerning how well he/she has done on a test before you have graded it?	1	2	3	4	5
4. Does this student complete assignments on or before the specified deadline?	1	2	3	4	5
5. Is this student prepared to participate in class on a daily basis?	1	2	3	4	5
6. Does this student spontaneously express interest in course matters?	1	2	3	4	5
7. Does this student offer relevant information that was *not* mentioned in the textbook or previous class discussions?	1	2	3	4	5

RATING STUDENT SELF-REGULATED LEARNING OUTCOMES

A TEACHER'S SCALE (RSSRL) *(continued)*

GL assessment
the measure of potential

	Never	Occasionally	Sometimes	Frequently	Most of the time
8. Will this student seek assistance from you on his/her own when he/she is having difficulty understanding school work?	1	2	3	4	5
9. Does this student ask unusual or insightful questions in class?	1	2	3	4	5
10. Does this student volunteer for special tasks, duties or activities related to school work?	1	2	3	4	5
11. Does this student express and defend opinions that may differ from yours or those of classmates?	1	2	3	4	5
12. Does this student solicit further information regarding your grades or evaluation of his or her school work?	1	2	3	4	5

Scales Used within Student Participation Questionnaire (Finn, 2011)

Scale	Questions
Effort	○ pays attention in class ○ completes homework on time ○ works well with other children ○ (does not) lose, forget, or misplace materials ○ (does not) come late to class ○ completes assigned seat work ○ is persistent when confronted with difficult problems ○ seems to know what is going on in class ○ approaches new assignments with sincere effort ○ takes independent initiative ○ (does not) prefer to do easy problems rather than hard ones ○ tries to finish assignments even when they are difficult ○ (does not) get discouraged and stop trying when encounters an obstacle in schoolwork
Initiative-taking	○ attempts to do his/her work thoroughly and well, rather than just trying to get by ○ participates actively in discussions ○ does more than just the assigned work ○ is (not) withdrawn, uncommunicative ○ asks questions to get more information ○ raises his/her hand to answer a question or volunteer information ○ goes to dictionary, encyclopaedia, or other reference on his/her own to seek information ○ engages teacher in conversation about subject matter before or after school, or outside of class
Non-participatory behaviour	○ acts restless, is often unable to sit still ○ needs to be reprimanded ○ annoys or interferes with peers' work ○ talks with classmates too much
Value	○ thinks that school is important ○ is (not) critical of peers who do well in school ○ criticizes the importance of the subject matter

Rating Student Self-Regulated Learning Outcomes: A Teacher's Scale (RSSRL) (Frederickson & Cameron (Eds.), 1999a, p.20)

	Items on RSSRL Scale and self-regulation strategies	Item Means of the RSSRL
1	Does this student solicit additional information about the exact nature of forthcoming tests?	3.03
	SEEKING INFORMATION	
2	Does this student solicit additional information about your expectations or preferences concerning homework assignments?	2.05
	SEEKING INFORMATION	
3	Does this student display awareness concerning how well he/she has done on a test before you have graded it?	3.06
	SELF EVALUATION	
4	Does this student complete assignments on or before the specified deadline?	3.48
	GOAL SETTING AND PLANNING	
5	Is this student prepared to participate in class on a daily basis?	3.78
	GOAL SETTING AND PLANNING	
6	Does this student express interest in course matters?	2.67
	INTRINSIC MOTIVATION	
7	Does this student offer relevant information that was not mentioned in the textbook or previous class discussions?	2.18
	ORGANISATIONAL ACTIVITIES **SEEKING ASSISTANCE**	
8	Will this student seek assistance from you on his/her own when he/she is having difficulty understanding school work?	3.77
	SELF EVALUATION **SEEKING ASSISTANCE**	
9	Does this student ask unusual or insightful questions in class?	2.01
	ORGANISATIONAL ACTIVITIES	
10	Does this student volunteer for special tasks, duties or activities related to school work?	2.09
	INTRINSIC MOTIVATION	
11	Does this student express and defend opinions that may differ from yours or those of classmates?	2.11
	ORGANISATIONAL ACTIVITIES	
12	Does this student solicit further information regarding your grades or evaluation of his or her school work?	2.69
	SELF EVALUATION	

*Each question asked teachers to respond on a Likert scale with: 1 = never; 2 = occasionally; 3 = sometimes; 4 = frequently; 5 = most of the time.

Questions asked on Structured Interview Questionnaire to Assess Pupil Learning Preferences in English

Modes of Working	What types of materials do you prefer to use: c) Written/text-based? d) Diagrams/pictures/maps?
	How do you prefer to complete tasks: d) In writing? e) By speaking? f) In diagrams/pictures/maps?
Social Context	In what context do you prefer to complete tasks: d) With groups of students? e) By yourself? f) With a partner?
	Do you like asking and answering questions?
	Do you like asking/answering questions: c) When the teacher is working with the whole class? d) When you are part of a smaller group within the class working with the teacher?
	Do you feel confident in this subject?
Task Outcomes	What type of tasks do you prefer: c) product based (where you are required to produce certain fixed tasks)? d) Process based (where you are required to discuss and develop ideas or use certain strategies)?
	What types of tasks do you prefer: c) closed (where there is one or a restricted range of correct answers and ways of completing the task)? d) open (where there is a wider range of possible/acceptable answers, and you are allowed to arrive at these in your own way)?
	What types of tasks do you prefer: c) Knowledge/information learning (where you are required to learn facts and information)? d) Skilled learning (where you are required to learn how to use or do something)?

Factors within Myself as a Learner Scale (adapted from Burden, 2009, pp.8-9)

Factor	Questions asked
Enjoyment in problem-solving	I like having problems to solve I think that problem-solving is fun Thinking carefully about your work helps you do it better I know how to solve the problems that I meet I like using my brain
Confidence about school work Academic self-efficacy	I don't need lots of help with my work I don't find a lot of schoolwork difficult I'm clever When I get stuck with my work, I can usually work out what to do next Learning is not difficult I know how to solve the problems that I meet
Confidence about learning ability Learning self-efficacy	Learning is easy I'm good at doing tests I'm clever I like having difficult work to do I know how to solve the problems that I meet
Taking Care with work: Careful learning style	I usually think carefully about what I've got to do Thinking carefully about your work helps you to do it better
Lack of Anxiety	I don't get anxious when I have to do new work When I get stuck with my work, I can usually work out what to do next
Access to and use of vocabulary in problem solving	I know the meaning of lots or words When I get stuck with my work, I can usually work out what to do next
Confidence in dealing with new work	Learning is not difficult When I'm given new work to do, I usually feel confident I can do it
Confidence in problem-solving ability	I'm not very good at problem solving
Verbal Ability/fluency	I'm good at discussing things
Confidence in general ability	I know how to be a good learner I like using my brain

University of Chichester

Application for Ethical Approval

Form E1

For all staff and postgraduate students

This form should be used by ALL research students, taught postgraduate students and staff who wish to undertake research under the name of the University of Chichester.

THIS FORM MUST BE COMPLETED AND APPROVED by the relevant persons and approved by the relevant Committees prior to commencement of research. Full guidance on the Application process can be found at Appendix 2 and 5 in the Ethical Policy Framework.

APPLICANTS – if the study involves participants each Application must be submitted alongside relevant consent forms, information letters/sheets, and debriefing sheets where appropriate. This documentation should be version numbered and dated.

AUTHORISER:
Please categorise the application (A or B). For category A & B applications please ensure that the signed form and all relevant documentation is submitted to the Ethical Approval Sub-group (research@chi.ac.uk).

Where Applicants are postgraduate research students, supervisors should authorise this form; where applicants are staff members, their Head of Academic Department (or nominated signatory) should authorise this form; where applicants are Heads of Academic Departments, the relevant Deputy Dean (or nominated signatory) should authorise this form.

BOX 1: Basic information

Title of study: Improving Pupil Motivation Together	
Research as part fulfilment of a Doctor in Education (EdD) through the Institute of Education (University of London)	
Name of Applicant:	Sue Bentham
Position of Applicant:	**Acting Programme Co-ordinator MA(Education)**
Name of Authoriser:	[redacted]
Position of Authoriser:	Head of CPD.

BOX 2: Authoriser assessment

Authoriser assessment: ***(please delete as appropriate)***	**Category A: Proceed** **OR** **Category B: Submit to the Ethical Approval Sub-group for Approval**

1. Brief description of purpose of study/rationale
This research explores the impact of teachers and learning support assistants (LSAs) engagement in a joint CPD programme entitled 'Improving Pupil Motivation Together'. The research questions for this study are: • Does participation in a joint training programme impact on the working relationship between the teacher and the LSA? • Does teacher/LSA participation in a joint training programme impact on pupils' motivation, behaviour and engagement? This study is situated within the field of research regarding collaborative practice between teachers and learning support assistants and the nature and impact of continuous professional development (CPD) on teacher/LSA practice and pupil outcomes. Many researchers (Borko, 2004, Guskey, 1986; TDA, 2009; Bell et al, 2010) cite effective professional development as one of the best ways to raise the quality of teaching and learning. However in relation to embedding change in teaching practice there has been a lack of systematic research on the impact of professional development (TDA 2009, CUREE, 2012). This research is part of my study towards a Doctor in Education (EdD) through the Institute of Education (University of London).

2. Does the study involve human participants? *NB: the University does not conduct research on animals. If your project involves animals in anyway please seek advice from the Ethical Approval Sub-Group before proceeding.*	Yes

If answer to Q2 is 'No' then proceed to Question 20a.

Start of section dedicated to studies involving human participants
3. Brief description of methods: (include a justification for using the particular participant group)

This study involves delivering and evaluating the impact of CPD training; as such this study can be described as action research. Where this study differs from other CPD programmes that I am involved in is the nature of the evaluation. Teachers/LSA pairs will be invited to participate in the training and each pair will be asked to select three focus pupils who have been identified as having motivational challenges. The 10 week training programme will involve the teaching of motivational theory and practical strategies to enhance pupil motivation. To measure the impact of the training programme on pupil learning outcomes data on pupil motivation, attendance, achievement and behaviour will be collected pre and post intervention. Further information on the nature of teacher/LSA working relationships will be collected at the beginning and end of the programme.

Consent forms will be needed for participating teachers, LSAs, Head of School, pupils and parents.

4. Location of the study and details of any special facilities to be used:

The training programme will be delivered off site in participating schools.

5. Are there any conflicts of interests which need to be considered and addressed? *(For example, does the research involve students whom you teach, colleagues, family members? Do any of the researchers or participants have any vested interest in achieving a particular outcome?)*	No

If conflicts of interest have arisen, indicate how they have been addressed:

The study involves evaluating the impact of a training programme which I will be teaching.

6a. Is the study part of routine activity which involves persons with whom you normally work in a typical work context e.g. Teachers working with children in a classroom setting, researchers in the performing arts working with actors in a studio, or research involving students in an academic setting.	Yes

Optional: Further information to justify answer to 6a

Part of my role within MA(Education) is to deliver CPD programmes to teachers.

6b. Are the participants children or members of other vulnerable groups (e.g. elderly, those suffering from mental illness, those whose first language is not English)	No

Please provide brief details:

Teacher/LSA pairs will select three focus pupils who they feel have motivational challenges, that is, not achieving their potential. Selected pupils and parents will need to give consent to participate.

If the answer to 6a is 'No' and the answer to 6b 'Yes', this Application must be categorised as 'B'.
If the answer to 6a is 'Yes' and the answer to 6b 'Yes', this Application could be categorised as 'A' or 'B'; the Authoriser would make a judgement depending on the activities and the context of the work.
If the answer to 6a is 'Yes' and the answer to 6b 'No', this Application may be categorised as Category A.

7. Basis for selection and rejection of participants in the study: *e.g. participants must be clinically obese adults; participants must be social workers over the age of 50; participants must have achieved Grade 5 in an appropriate musical instrument*

Participating teachers and LSAs have volunteered to attend the programme. Participating pairs of teachers and LSAs will select focus pupils after discussion with the Head Teacher. Focus pupils and their parents and guardians will fill in consent forms prior to participation in the study.

8. Will any payment, gifts, rewards or inducements be offered to participants to take part in the study?	No

Please provide brief details and a justification:	
9a. Is the process of the study and/or its results likely to produce distress, anxiety or harm in the participants even if this would be what they would normally experience in your work with them?	No
If you answered Yes to 9a, please answer 9b below: 9b. Is the process of the study and/or its results likely to produce distress or anxiety in the participants *beyond* what they would normally experience in your work with them? *If yes this Application must be categorised as 'B'*	No
Please provide brief details:	
9c. What steps will you take to deal with any distress or anxiety produced? *E.g. have a relevant professional on-hand to support distressed/anxious participants. Careful signposting to counselling or other relevant professional services. Other follow-up support.*	
N/A	
10. Will the study involve withholding information or misleading participants as part of its methodology? *(Please refer to Section 10 of the Ethical Policy Framework for further guidance)* *If 'yes' this Application must be categorised as 'B'* *Please provide details:*	No
11a. Does your proposal raise other ethical issues apart from the potential for distress, anxiety, or harm?	No
11b. If your answer to 11a. was 'yes', please briefly describe those ethical issues and how you intend to mitigate them and/or manage them in the proposed study.	
12. Will informed consent of the participants be obtained and if so, how? NB: *Ethical approval should, in general, be sought before research participants are approached.* See attached draft information sheet and consent forms. Draft consents forms have been given to participating schools for comments prior to distributing these to participants.	Yes
Date consent obtained:	
Written or oral? (*Please specify. Oral consent will not be considered adequate other than in exceptional circumstances and must be appropriately justified in your application - you may use Box 22 for this purpose*)	
Copy of signed consent form attached?	Yes
13. In legal terms, is there anyone whose permission has to be sought in order to conduct your study? e.g. parents/guardians of child participants.	Yes
Please give details: Yes participating pupils and parents (see consent forms)	
Date consent obtained:	

Written or oral? *(Please specify. Oral consent will not be considered adequate other than in exceptional circumstances and must be appropriately justified in your application - you may use Box 22 for this purpose)*	
Copy of signed consent form attached?	Yes
14. Do you think you need to seek the permission of any other individuals or groups other than outlined in section 13? E.g. the Ethics Committee of partner or participating organisations.	Yes
Please give details: Yes Ethics Committee of Institute of Education (University of London)	
Date consent obtained:	
Written or oral? *(Please specify. Oral consent will not be considered adequate other than in exceptional circumstances and must be appropriately justified in your application - you may use Box 22 for this purpose)*	
Copy of signed consent form attached?	Yes
15. It is normally required that the confidentiality of participants is guaranteed at the outset of, during and after the research study. Will this be the case? If the answer is 'yes' please describe how you will be maintaining the confidentiality of participants. If the answer is 'no' please justify the exceptional circumstances that mean that confidentiality will not be guaranteed.	Yes
Please provide details: *Anonymity and confidentiality will be guaranteed. Details on consent forms.*	
16. It is normally required that the anonymity of participants is maintained and/or that an individual's responses are not linked with their identity. Will this be the case? If the answer is 'yes' please describe how you will be maintaining the anonymity of participants. If the answer is 'no' please justify the circumstances that mean that anonymity will not be guaranteed. *NB: in group studies it is likely that each individual in the group will be aware that others in the group are participating in the study – they are therefore not anonymous to each other. However, their identity should not normally be associated with their individual responses. In some studies individual participants may not want their identify known to other participants and the study must be designed and undertaken accordingly.*	Yes
Please provide details: *All names and identifying details will be changed in the final report.*	
17. It is normally expected that participants will have a right to comment or veto material you produce about them. Will this be the case in your study, please give details and if your answer is 'no' then please provide a justification.	Yes
Please provide details: *Participants have the right to withdraw from the programme*	
18. Does the project involve the use of or generation/creation of audio visual or electronic material directly relating to the participants?	No

If yes, please describe how the collection and storage of this will be managed bearing in mind data protection and anonymity issues (see paragraphs 9.7 and 11.7 of the Ethical Policy Framework).
19. Please outline how participants will be debriefed *(Please refer to paragraph 10.2 of the Ethical Policy Framework for further guidance)*
A brief summary of the report will be made available to participants.
End of section dedicated to studies involving human participants ***All applicants to complete questions 20a to 25***

20a. Might the research entail a higher than normal risk of damage to the reputation of the University, since it will be undertaken under its auspices? (*e.g. research with a country with questionable human rights, research with a tobacco company.*).	No

20b. If yes, please describe the potential risk to the University's reputation and how this risk will be mitigated.
N/A

21. Will your results be available in the public arena? (e.g. publication in journals, books, shown or performed in a public space, presented at a conference, internet publication and placing a dissertation in the library)	Yes

If yes, please provide brief details: *Research reports, journal articles, publications*
22. Are there any additional comments or information you consider relevant, or any additional information that you require from the Committee?
For Authorisers:
23. Please provide a comment on your assessment of the research project, and where necessary indicate what further information is required (optional)

24. In your view, does the proposed study potentially contravene any aspect of established codes of practice in your discipline? (For instance, the codes of practice of the British Sociological Association, British Psychological Society, and British Education Research Association are available on the internet.)	No

25. If yes, please give details and identify issues you wish the Ethics Committee to discuss/resolve:

Approval

Signature of Applicant: .....Sue Bentham..... Date: .....Sept. 19th 2012.....

Signature of Authoriser: ..... Date: .....

I the Applicant ☐ and I the Authoriser ☐ have read the Ethical Policy Framework (*please tick*)

IF CATEGORY B: Signature of the Chair of the Ethics Committee *(or authorised signatory)*

Signature: .....

Date: .....

Consent Form and Information Sheet

Project Title: Improving Pupil Motivation Together
Information Sheet for Pupils

Invitation

You are being invited to take part in a research study. I am a senior lecturer at the University of Chichester and this research is part of my studies for a Doctorate in Education through the Institute of Education in London. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

What is the purpose of the study?

This study is based on a research method called Action Research. Your teacher and LSA will be participating in a training programme run through the University of Chichester entitled: 'Improving Pupil Motivation Together'. In order to evaluate the impact of this training programme on pupil learning outcomes we are asking your permission to be part of this project.

Why was I chosen?

You were chosen following discussion with your teacher and Head-teacher. It is felt that you may benefit from this intervention.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason. This study has no bearing on the school or external assessment procedures. If you agree to participate you will be contributing to research into pupil motivation and all data will be shared with you throughout and after the study.

What will happen to me if I take part?

Your teacher and LSA are participating in a training programme regarding improving pupil motivation. As part of this project they will be asking you questions about your motivation to school and ask you to participate in various activities designed to increase motivation.

What are the possible disadvantages and risks of taking part?

There are no disadvantages to taking part; however there may be an element of time given from your day to complete motivation activities. However, your parent/guardians and teachers would be fully aware of this and will support you in these activities.

What are the possible benefits of taking part?

You may benefit from the study by reflecting on your own school experience, motivation and potential.

Will what I say in this study be kept confidential?

All information collected about you will be kept strictly confidential (subject to legal limitations); your name, teacher and LSA names and the school name will be given anonymity. In the study you may be referred to as 'A, who was a year nine male student', therefore you may be able to recognise yourself but external readers would not be able to identify you. Anonymity will be ensured in the collection, storage and publication of research material.

What should I do if I want to take part?

If you still wish to continue with the study, please complete the consent form and ask your parent/guardian to also read and sign the form. As soon as this form has been handed back to your teacher, you will be able to participate in the project which will begin before half-term.

What will happen to the results of this research study?

The results of the study, an evaluation of how a training programme for teachers and LSAs influences pupil motivation in schools, will contribute to my doctoral research. Further, this research could be used for future publications, books, articles and conferences.

Contact for Further Information

For further information please contact:

Sue Bentham

Project Title: Improving Pupil Motivation Together

Consent Form for Pupils

I agree to take part in the above research project. I have had the project explained to me and I have read and understood the Information Sheet, which I may keep. I understand that agreeing to take part means that I am willing to:

- Be asked questions regarding what I find motivating in school
- Participate in activities designed to increase motivation
- Be observed in lessons by the researcher
- Make myself available for an interview should that be required
- Allow the researchers to have access to my academic and other school records and data (such as behaviour and attendance)

I understand that any information I provide is confidential, and that no information will lead to the identification of any individual in the reports on the project.

I agree that the information provided can be used in further articles, publication and research conferences as long as participant details are anonymised.

I understand that my participation is voluntary, that I can choose not to participate in part or all of the project, and that I can withdraw at any stage of the project without being penalised or disadvantaged in any way.

I consent to the use of my personal information (achievement, behaviour and attendance records) for the purposes of this research study. I understand that such information will be treated as strictly confidential and handled in accordance with the Data Protection Act 1998.

Pupil Name

Signature

Date

Parental/Guardian permission

I believe that _____ (name) understands the above project and gives his/her consent voluntarily. I also give my consent for my child to participate in this research project.

Name Signature

Address Date

At the end of the research project a short summary of the findings will be available. If you wish to receive this summary can you indicate below.

I am interested in receiving a short summary of the findings. My name and contact details are:

Signature_____ Date _____

If you have any issues or questions regarding this study please contact Sue Bentham, **Thank you for your participation.**

Project Title: Improving Pupil Motivation Together

Consent Form for Colleagues (Teachers/LSAs)

Dear Colleague

The aim of this project is to evaluate the impact of a CPD programme entitled 'Improving Motivation Together' on teacher/LSA working practices and pupil outcomes.
In agreeing to participate in this programme, teachers and LSAs will be asked to:

- Attend CPD sessions
- Agree to filling out questionnaires regarding teacher/LSA working practices and compiling data and reflective notes to share with the CPD course leader/researcher on pupil progress and motivation.
- Agree to the Course Leader/researcher visiting respective schools and undertaking at least one classroom observation. The aim of this observation is to aid teacher/LSA reflection on pupil motivation and engagement
- Agree to post-programme interviews to evaluate the impact of the programme
- Agree that programme evaluation data, to include pupil data on progress, behaviour and attendance can be used in reports, publications and conferences on the strict condition that all data will be anonymised to ensure confidentiality.

Please tick all the boxes that apply:

I agree to take part in the study. ☐

I understand that my participation is voluntary. ☐

I understand that all names will be changed in subsequent reports. ☐

Given that all participants will be guaranteed anonymity I give permission for quotes and extracts from the study to be used in any final report/research articles/publications/conferences. ☐

At the end of the research project a short summary of the findings will be available. If you wish to receive this summary can you indicate below.

I am interested in receiving a short summary of the findings. My name and contact details are:

Signature_____ Date _____

If you have any issues or questions regarding this study please contact Sue Bentham.
Thank you for your participation.

Project Title: Improving Pupil Motivation Together

Consent Form for Head teachers

Dear Colleague

The aim of this project is to evaluate the impact of a CPD programme entitled 'Improving Motivation Together' on teacher/LSA working practices and pupil outcomes.
In agreeing to participate in this programme, teachers and LSAs will be asked to:

- Attend CPD sessions
- Agree to filling out questionnaires regarding teacher/LSA working practices and compiling data and reflective notes to share with the CPD course leader/researcher on pupil progress and motivation.
- Agree to the Course Leader/researcher visiting respective schools and undertaking at least one classroom observation. The aim of this observation is to aid teacher/LSA reflection on pupil motivation and engagement
- Agree to post-programme interviews to evaluate the impact of the programme
- Agree that programme evaluation data, to include pupil data on progress, behaviour and attendance can be used in reports, publications and conferences on the strict condition that all data will be anonymised to ensure confidentiality.

In agreeing to participate in this programme, pupils will:

- Be asked questions regarding what they find motivating in school
- Participate in activities designed to increase motivation
- Be observed in lessons by the researcher
- Make themselves available for an interview should that be required
- Allow the researchers to have access to my academic and other school records and data (such as behaviour and attendance)

Further, parents/guardians will asked whether they believe their son/daughter understands the above project and gives his/her consent voluntarily. Further they will be asked to give their consent for their child to participate in the research project.

Please tick all the boxes that apply:

I agree for my staff and pupils to take part in the study. ☐

I understand that their participation is voluntary. ☐

I understand that all names will be changed in subsequent reports. ☐

Given that all participants and schools will be guaranteed anonymity I give permission for quotes and extracts from the study to be used in any final report/research articles/publications/conferences.

☐

At the end of the research project a short summary of the findings will be available. If you wish to receive this summary can you indicate below.

I am interested in receiving a short summary of the findings. My name and contact details are:

Signature_____ Date _____

If you have any issues or questions regarding this study please contact Sue Bentham. **Thank you for your participation.**