Faculty of Humanities and Social Sciences

School of Education

An Exploration of How Teachers in Scotland Enact Professional Standards and the Influence of Teacher Professionalism

Charlaine Simpson

Ed D (Supporting Teacher Learning)

2022

Declaration of authenticity and author's rights

This thesis is the result of the author's original research. It has been composed by the author and has not been previously submitted for examination which has led to the award of a degree.

Signed:

Date: 24th January 2022

Acknowledgements

I would like to acknowledge and thank the people who have assisted throughout the writing of this thesis. Firstly, my supervisors Dr Paul Adams and Dr Anna Beck, who offered constructive and critical feedback at each stage of the process, and it was an honour and pleasure to work with you both.

Secondly, I would like to extend my appreciation to the busy teachers who gave up some of their precious summer holiday time to share their insights and thoughts about Professional Standards.

A big thank you also goes to Lorna Anderson and other chums from the Saturday morning writing group who have provided support, giggles and stories that have kept me going throughout this process. Also, Dr Gillian Robinson and Dr Angela Jaap who have provided much needed support, guidance and humour in the final stages.

Finally, my amazing children, Oliver and India, a big thanks for being you and for always believing in me, but especially my husband, David, for being with me 'every step of the way' and proofreading every last word.

Table of Contents

List of Tables

Table of Figures

Abbreviation

AITSL	Australian Institute of Teachers and School Leadership
ASG	Associated Schools' Group
CAQDA	Computer Aided Qualitative Data Analysis
CEPPE	The Centre of Study for Policies and Practices in Education
CDA	Critical Discourse Analysis
CfE	Curriculum for Excellence
CLPL	Standard for Career-Long Professional Learning
COPAC	Code of Professionalism and Conduct
CPD	Continuing Professional Development
GDPR	General Data Protection Regulations
GTC Scotland	The General Teaching Council for Scotland
HGIOS	How Good is Our School
ITE	Initial Teacher Education
Order 2011	The Public Service Reform (General Teaching Council for Scotland)
OECD	The Organisation of Economic Co-operation and Development
PRD	Professional Review and Development
PU	Professional Update
PISA	Programme for International Student Assessment
SIDM	Scottish Index of Multiple Deprivation
SCT	Standard for Charter Teacher
SFR	Standard for Full Registration
SFH	Standard for Headship
SITE	Standard for Initial Teacher Education
SOED	Scottish Government for Education Department
SQH	Scottish Qualification for Headship
SPR	Standard for Provisional Registration
TALIS	Teaching and Learning International Study
TIS	Teacher Induction Scheme

Abstract

There is a plethora of literature that discusses Professional Standards, however, there is a lack of empirical research about the impact of the enactment of Professional Standards. The aim of this research is to add to this literature, as it investigates how teachers in Scotland enact Professional Standards as policy. In this research, I adopted a multi-perspective research approach (Kincheloe, 2011) and adapted and combined theoretical frameworks, rather than accepting a pre-existing framework that did not fully fit with my research. This involved critical analysis of policy and Positioning Theory, drawing on the work of Adams (2011, 2016), Bamberg (2014) and Davies & Harré, (1990), interrogating literature on Professional Standards and teacher professionalism through Evetts (2013) lens of organisational and occupational professionalism and using Ball's (1994, 1997, 2008) Theory of Enactment. This was supported through data collection from semi-structured interviews to gather the voices of Scottish teachers about their enactment of Professional Standards.

Professional Standards promote a particular view of teachers, teaching and teacher professionalism. Their multiple purposes are not widely acknowledged, and the policy discourse offers various positions within the macro, meso, micro and nano levels of policy enactment. Teacher professionalism, school leaders and context have an important role to play in determining how, or whether teachers enact Professional Standards. I have offered a new contribution to knowledge about the enactment of policy, which considers policy discourse and the influence of Positioning Theory, and teacher professionalism to show how this creates a multitude of outcomes in practice. Finally, I suggest further research that would be insightful to support further knowledge development about the enactment of policy and Professional Standards.

Chapter 1 – Introduction to the Research

1.1 The Purpose of the Research

The purpose of this Educational Doctorate (EdD) research is to explore how teachers in Scotland enact Professional Standards, which according to the General Teaching Council for Scotland (GTC Scotland), the independent professional regulatory body for teachers, "describes teacher professionalism in Scotland". My research intends to better understand how teachers navigate the macro, meso, micro and nano level discourse to enact Professional Standards. Across education systems and within the literature, there is no lack of discussion about what Professional Standards are, yet literature relating to their impact on teachers or teaching and learning remains relatively small and there has not been "sufficient empirical scrutiny" (Kennedy, 2015, p. 143). The Centre of Study for Policies and Practices in Education (CEPPE) study (2013) observed that "the topic of teaching standards and their impact is still quite new in the specialised literature" (p. 41) and there are a limited number of studies that try to get into the 'black box' of teacher's thinking as they enact Professional Standards, aligning with Kennedy (2008) who states, "What is not set in stone is the way in which standards are used" (p. 843). This research adds to this literature as it investigates how teachers engage with discourse and enact Professional Standards in their day-to-day practice.

1.2 My Research

My career has taken me through undergraduate study of Chemistry and Biology (1991) followed by postgraduate study in Initial Teacher Education (ITE) (1992). During my undergraduate study, I developed ways of thinking about the world and how knowledge is created through observation. However, while I believe that observations are a source of data, it is through our interpretation of these observations that we support theory building. I recognise that 'scientific facts' are indeed the most advanced theory we have; through the interpretation of the data, we have collected. For example, the burning of methane (CH_4) in oxygen (O_2) results in the formation of carbon dioxide (CO_2) and water (H_2O). During the reaction, the atoms within each of the molecules, reform giving products. The products of

combustion are considered ‘facts’ as they are verifiable. However, if observational evidence were to produce an alternative interpretation, then the ‘facts’ and theory are revisable.

As a teacher, I was more interested in supporting young people to build knowledge, which I believe is complex and nuanced, through interpretation of their world and their interactions, and I concur with the quote that is attributed to John Dewey which states, “education is a social process; education is growth; education is not preparation for life but is life itself”. Therefore, I subscribe to the view that social reality cannot be understood or interpreted separately from language, structures, power relationships and discourses. Aligning with this stance, my research was conducted with the view that interpretations of situations through storytelling by teachers is a more powerful way to get to the essence of their lived experiences and to understand how they enact Professional Standards.

My interest in Professional Standards has been developed through in-school experiences, opportunities in research and my role as a Senior Education Officer for GTC Scotland. As a teacher of many years, I used Professional Standards through my own practice as a self-evaluation toolkit to support my own professional growth, and as a supporter of student and probationer teachers, as a tool for assessment for registration with GTC Scotland. Additionally, I used Professional Standards through leadership, academic qualifications and a seconded fellowship role with a partner university. As an officer of GTC Scotland, I was involved in the extensive review of Professional Standards which started in January 2017. I have used my learning through this research to make contributions to and facilitate changes in these refreshed and revised Professional Standards, where I contributed to working groups, writing groups and was the primary investigator in the data collection at all stages of the review. Therefore, my positionality as a researcher has unavoidably and directly impacted the data that was created (Pezalla et al., 2012).

The accumulation of my experiences developed into this EdD research. I am specifically interested in how teachers enact Professional Standards as an act of teacher professionalism and how policy discourse and other influences, support or hinder enactment. In addressing this aim, I would wish to be in a position to offer new knowledge to policymakers about the enactment of policy and to GTC Scotland to better understand

how teachers engage with and enact Professional Standards to facilitate the development of resources to better support teachers.

Accepting Trowler's (2003) theory of policy development as a two-part process of 'policy encoding' and 'policy decoding', my research focuses mainly on policy decoding. It explores teachers' perceptions of the enactment of policy and how they interpret and decode the messages and symbols encoded in the policy text, artefacts and discourse. The relationship between these terms will be explained in the following chapters. I recognise that as a researcher, my own positionality, motivations and experiences will shape the methodological and analytical decisions made in this research (Dean, et al., 2018). As such, throughout this research, I take cognisance of Braun, Maguire & Ball (2010) who note that policy enactment at school level, should focus on connections and interdependencies by considering the influence of policy as discourse. In addition, I recognise that the enactment of policy is context specific and mediated through positional relationships. Heimans, Singh & Glasswell (2017) argue that this type of research offers a critically orientated analysis of policy enactment that improves policy practice. Therefore, this research aims to provide insights into how teachers accept, reject or amend positions offered through discourse and the lens of teacher professionalism to enact Professional Standards in practice. This aim is broken down into three research questions, which are;

- In what ways could policy discourse support the enactment of Professional Standards by teachers in Scotland?
- In what ways do teachers in Scotland perceive the enactment of Professional Standards as an act of teacher professionalism?
- What are the different factors that influence how teachers in Scotland enact Professionals Standards?

1.3 The Significance of this Research

Most of the research about Professional Standards is conceptual in nature, with few empirical studies about the impact of Professional Standards (Hudson & Grove, 2009; Menter, Hulme, Elliot & Lewin, 2010; Tuiamuana, 2011; Clinton, et al., 2015, Adoniou & Gallagher, 2016). The perception of Professional Standards as a 'magic bullet' (Darling-Hammond, 1999, p. 176) to improve the quality of teachers and teaching is not research

informed, as there have been very few empirical studies on whether the enactment of Professional Standards can indeed bring about an improvement in teacher quality (Hudson & Grove, 2009). There is no universal agreement on the purpose and use of Professional Standards and views range from Professional Standards being policy-driven neo-liberal accountability or managerial framework (for example, Groundwater-Smith & Mockler, 2009) at one end of the spectrum, to enhancing teacher quality and teacher professionalism (for example, Santoro & Kennedy, 2016; Swabbey, Castleton & Penney, 2010) at the other. The majority of what is written positions Professional Standards as a supportive policy for teachers and comes from government sources. These Professional Standards have either been written or commissioned by governments and thus, there is a vested interest in their successful enactment (Loughland & Ellis, 2016) as a means to control the work of teachers as public servants.

This empirical research focused on teachers in Scotland and generated new knowledge to add to the critical conversation on the enactment of Professional Standards. The focus of this research is to peer inside the 'black box' of enactment to understand, if they are used, then how, and the impact they have on teachers' own learning (Ceulemans, 2017; Ceulemans, Simons & Struyf, 2012). This was interpreted through my own experiential lens as both enactor of the Professional Standards, as a teacher in Scotland, and as a policy maker, in my role as a GTC Scotland Officer.

1.4 Theoretical Framework

As a policy researcher, I have examined how teachers engage with and enact policy in practice, acknowledging that this occurs in complex social, cultural, historical and economic spaces. Through this research, I have developed more awareness of the contested nature of policy and understand that policy texts, imbued with the intentions of policymakers, are interpreted to create artefacts and resources to support policy into practice. These artefacts and resources are further interpreted through multiple layers of the education system before being put into practice by teachers. Like Ball (2006) who draws on the work of Foucault (1977), I understand policy to be created through discourse, where "discourses are practices that systematically form objects of which they speak" (p. 48). Gee (2015) offers a more detailed description of discourse, by stating:

> Discourses are distinctive ways of being, doing and saying, they are ways of using words, doing deeds, valuing, thinking, believing and feeling, as well as ways of using objects, tools and technologies that allow us to enact or recognise socially meaningful identities…They are a dance where we dance with words, deeds and things. (p. 245)

Therefore, I understand discourse to include written texts, thinking, speaking, dispositions, experiences, histories and the attitudes of teachers at multiple levels of the system. These levels include the macro (national level) and meso (local government level), which focus on the bigger picture of policy narratives/policy intention and is where policy text is usually initially created. Equally important is the micro (school level) and nano (teacher level) discourse, which is the discursive discourse and 'of the moment' actions, which connect policy to practice. Gee (2015) suggests the use of big-D Discourse and little-d discourse, where Discourse is constructed of language, actions, interactions, objects, tools, technologies, beliefs and values, "so people 'get their acts together' to get recognised as a given kind of person as a specific time and place" (p. 166). However, I have chosen not to use these "slippery" terms (Coe, Manion & Morrison, 2018) as I think a more nuanced approach is needed, therefore I will identify the layer of discourse I am discussing using the prefixes macro, meso, micro and nano as described above, this is more fully discussed in *2.3 Policy as Discourse*.

Through this research, I understand policy as a series of interpretations and re-interpretations, as text, artefacts and resources that are exchanged through discourse and discursive acts, thus an act of 'becoming' (Adams, 2016), which is permeated with human understandings and perceptions. This is further explored in the literature review in Chapters two, three and four.

During this research, I did not find a single framework that supported my research and therefore adopted a multi-perspective research approach (Kincheloe, 2011) which involved pragmatic, strategic and self-reflexive choices (Nelson, Treicher & Gossberg, 1992), to address the research questions about the enactment of Professional Standards. In this way, I adapted and combined theoretical frameworks, rather than accepting a pre-existing framework. This was ongoing throughout my research and was very much a 'living'

framework that was adapted to fit the ever-changing context. The combined framework was important to retain an open stance, challenge my existing understanding and to develop new knowledge about the enactment of Professional Standards. Through this, my preconceptions of what Professional Standards are, and how teachers enact them has changed throughout the research. This has happened through exploring theoretical frameworks for policy analysis (Adams, 2016; Ball, 1994, 1997, 2008), Positioning Theory (Adams, 2011; Bamberg, 2014; Davies & Harré, 1990; Harré, 2012; Harré et al., 2009; van Langenhove & Harré, 1999), teacher professionalism (Evans, 2008; Evetts, 2013; Menter, Hulme, Elliott & Lewin, 2010; Whitty, 2008) and Ball's (1994, 1997, 2008) Theory of Enactment. Chapters two, three and four, detail how these form the theoretical basis of my research. Data was generated through the literature review and the semi-structured interviews with teachers, this supported a theory into practice line of enquiry. Like other researchers who use policy analysis as part of their research, I was interested in the ways that groups are positioned within policy discourses and use this understanding to explain how discursive constructions of 'problems' make enacting policy an act of professionalism.

Figure 1 is a representative summary of the theoretical frameworks used in this research to explore how teachers in Scotland enact Professional Standards.

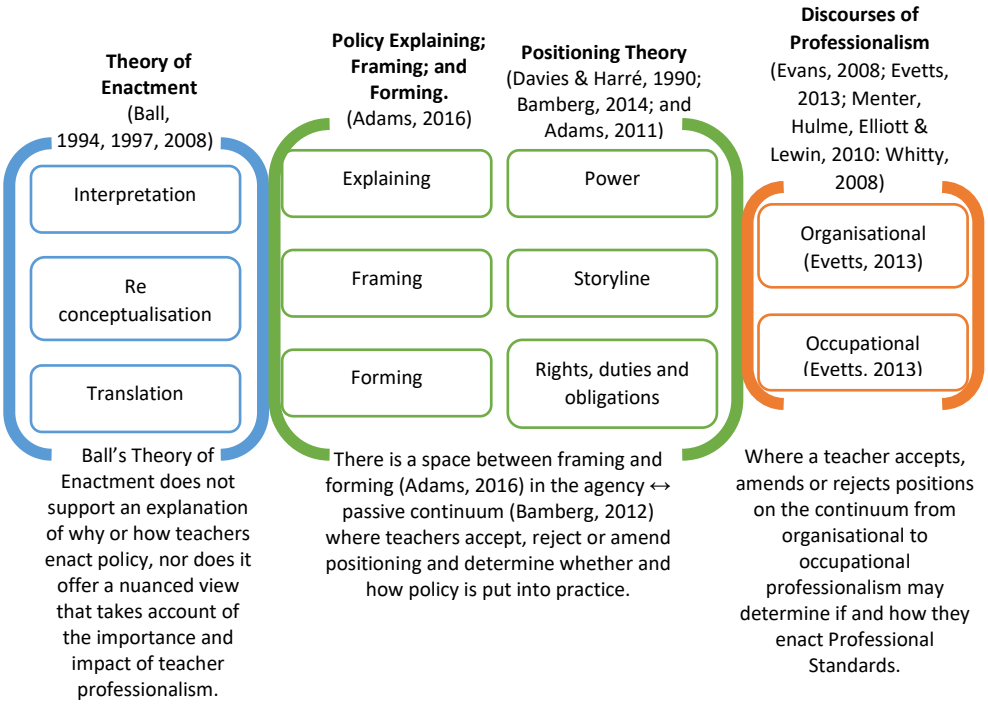

Figure 1 Summary of the Theoretical Frameworks Used to Inform this Research

1.4.1 Policy Sociology

There are many different conceptual models of policy, policy-making and policy analysis. 'Policy sociology' was described by Ozga (1987) as "rooted in the social science tradition, historically informed and drawing on qualitative and illuminative techniques" (p. 144). It describes the education policy analysis field, which is underpinned by the social science practices of using qualitative and illustrative techniques to make sense of policy intention, text, discourse and actions. Since the 1980's there has been a move away from more traditional approaches of policy analysis to more critical approaches, with Ball (1990) noting that policy analysis has been dominated by commentary and critique, more than empirical research. This more critical approach recognises that policy goes beyond policy text and offers "a new set of tools to begin to try to explain things" (Ball, 1990, p. 18), with an increased emphasis on policy meaning and effect, rather than intention (Ball, 1990; Codd, 1988). Throughout my research, I have positioned Professional Standards as policy, even though this is not explicitly stated in these documents and the effect of Professional Standards as policy as they are enacted rather than the intention of those creating policy texts. This then focuses on policy as experienced in practice rather than the narrative of Professional Standards as policy as shared by GTC Scotland.

Professional Standards have a long history in Scotland, which are in the guardianship of GTC Scotland, the professional regulatory body for teachers in Scotland, the body established in 1965 in response to an increasing number of uncertificated teachers. This response to the problematising of teacher quality led to the introduction of Professional Standards which have been enshrined in legislation that governs the independence of GTC Scotland, notably in The Public Service Reform (General Teaching Council for Scotland) Order 2011 (2011 Order). The language used and the expectation of the Professional Standards positions these texts as legislative frameworks which govern teacher education and as a policy to be used in practice. In Scotland, Professional Standards are used as a benchmark for entry into the teaching profession and are a mandatory aspect of Professional Update (PU), the process by which teachers maintain their registration and thus the ability to be employed in Scottish schools.

1.4.2 Theory of Enactment (Ball, 1994, 1997, 2008)

At the outset of this research, I considered Ball's Theory of Enactment (1994, 1997, 2008) as a way to surface how teachers may understand and put Professional Standards into practice. Here, enactment is a contested, interpreted and discursive process (Ball, 1994, 1997, 2008). It is justified as both a process and a product; 'putting policy into practice' is redefined as an iterative process of meaning making, through interpretation, re-conceptualisation and translation. In terms of Professional Standards, this means interpreting messages within the policy text and discourse, through contextual factors and then translating these into practice. As Ball, Maguire & Braun (2010) describe:

> Policy enactment involves creative processes of interpretation and recontextualization – that is, the translation through reading, writing and talking of text into action and the abstractions of policy ideas into contextualised practices. (p. 549)

Enactment captures the multi-faceted interactions of teachers and posits how policies are 'interpreted' and 'translated' in sophisticated and complex ways through reading, writing and talking in context.

I realised that Ball's Theory of Enactment (1994, 1997, 2008) did not elicit the 'why'; why some teachers enact policy, and some teachers do not. It offered no nuanced view; therefore, I turned my attention to Adams' (2016) Education Policy: Explaining, Framing and Forming analytical tool, which uses Positioning Theory to better understand why and how teachers enact policy.

1.4.3 Education Policy: Explaining, Framing and Forming (Adams, 2016) and Positioning Theory

Adams' (2016) Education Policy: Explaining, Framing and Forming analytical tool gives a more nuanced view of policy analysis and further developed my understanding of policy enactment. Adams (2016), referencing the work of Ball (2006) and Ball, Maguire & Braun (2012), suggests that policy analysis needs to include the combination of macro and micro–

Positioning Theory, to expose and inspect policy formation and reformation, as policy is formed 'in practice'. In my research, I have re-interpreted this framework to understand policy explaining and policy framing, the interplay between macro and meso level discourse and discursive acts at the micro and nano level. In Adams' (2016) analytical framework, Positioning Theory is used to consider the ways in which policies are produced by discourse and the language of the 'moment' in the discursive act (p. 290), the next stage of my learning, therefore, involved exploring Positioning Theory.

1.4.3.1 Positioning Theory

Positioning Theory highlights the distribution of power as teachers exercise their rights, what a person is owed by others, and duties, what a person owes to others (Harré, Moghaddam, Pilkerton-Carnie, Rothbart, & Sabat, 2009), and take on responsibilities and obligations, a moral commitment, within discourse (Bullough & Draper, 2004). It employs the social force of language (Zelle, 2009) to support teachers to position themselves and others in the discourse. As teachers engage with the discourse of Professional Standards, they co-construct a storyline where they accept, reject or amend the positions offered and demonstrate this through their contributions to the conversations (Davies & Harré, 1990). This storyline involves dialogic activities and 'speech acts', where the interaction and language used gives information and performs an action. As the storyline develops, tensions can be created with competing discourses and different perspectives. Therefore, teachers are continually engaged in positioning themselves and others in the discourse as storylines unfold (Ritchie & Rigano, 2001). It is a "discursive process whereby people are located in conversations as observably and subjectively coherent participants in jointly produced storylines" (Davies & Harré, 1999, p. 37). This creates what van Langenhove & Harré (1999, p. 18) called the positioning triangle, as shown in Figure 2.

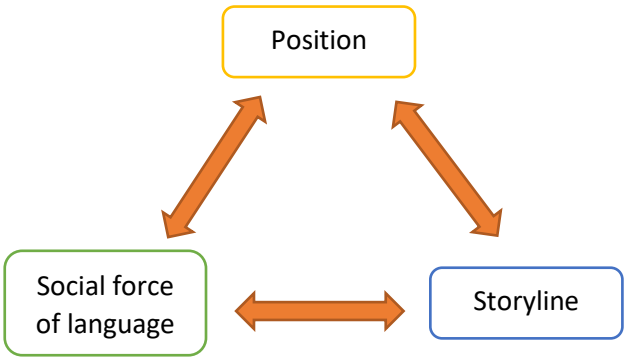

Figure 2 The Positioning Triangle (van Langenhove & Harré, 1999, p. 18)

Positioning within the macro and meso discourse helps teachers to develop a sense of being part of the education community. This is reinforced through a common language, which allows actors to identify each other as part of the community and is inextricably linked to the issues of politics, power and control (Giroux, 2002). Within the micro and nano level discourse, teachers engage with meso level interpretations of the policy text and artefacts, which are created to 'support' the policy to be used in practice. Engaging their own professionalism stance, based on their own experiences, histories and context, teachers may then choose to accept, reject or amend positions within the discourse. Self-positioning is a key element of discursive acts and always involves the positioning of others (Adams & Harré, 2001). Bamberg (2014) offers three realms in which teachers can self-position, these are (i) self-agentive versus passive, (ii) one's sameness and one's difference vis-a-vis others, and (iii) continuity versus discontinuity over time (p. 134). In my research, I explore the self-positioning involved in the realm of self-agentic versus passive, discussing this in terms of professionalism using Evetts (2013) notion of occupational professionalism as 'self-agentive' and organisational professionalism as 'passive'.

1.4.3.2 A Policy Analysis Framework (Adams, 2016)

Adams' (2016) heuristic framework builds on previous models of policy analysis, drawing on Positioning Theory to describe the relationship between the use of language, the positions taken up, resisted and amended, and associated storylines, to understand how policy is formed and reformed through discursive acts. He contends that the social, cultural and political dimensions of policy development must be considered, in that policy texts themselves are not policy, but a representation of the discussions and interpretations of policymakers and policy is then formed as part of the discursive act at the micro and nano level of discourse. Adams (2016) rejects enactment and instead posits that policy is formed through discursive acts at the nano level of discourse. I disagree with this stance and suggest that policy texts are an aspect of policy, alongside discourse and discursive acts, which are interpreted to support understanding that may lead to changes in practice. However, Adams' framework offers a mechanism to explore discursively produced

positions to understand macro and meso policy discourse, and how this supports or denies micro and nano discursive acts that can lead to policy in practice.

Adams' (2016) analytical framework offers a "tri-partite theory for the examination and understanding of policy" (p. 290), policy explaining, policy framing and policy forming, as shown in Figure 3. Policy explaining is policy in the form of the written word, such as policy text, blogs and tweets. It is well understood that policy texts have their own histories and are the outcome of discussions, debates, interpretations and re-interpretations by policymakers. These texts and other artefacts are then interpreted by teachers through macro and meso level discourse and micro and nano level discursive acts. Policy framing occurs when policy-as-discourse positions teachers using language, which can offer different positions that can constrain or permit teachers' responses. Finally, policy forming results from discursive practice, the forming and reforming of policy at the local level. In this, teachers interpret the language of policy as a process of meaning making and then may translate this into practice. This calls on teachers to express their own professionalism as they engage in discursive acts that bring policy text into being.

Figure 3 Summary of Adams (2016) Education Policy: Explaining, Framing and Forming

Although this framework is helpful, for me the space between framing and forming has not been fully explained and I would suggest that the self-agentive and passive continuum described by Bamberg (2012) is significant in how teachers engage with policy and use their lens of teacher professionalism to decide whether to accept, reject or amend positioning within the policy discourse. Therefore, I turned my attention to teacher professionalism to understand how this influences teachers when putting policy into practice.

1.4.4 Teacher Professionalism

The final theoretical lens used is teacher professionalism, to understand influences, and why and how teachers enact policy in practice. My sense of teacher professionalism began with the idea that it not only relates to a teacher's own history, experience and values, which underpin their professional practice, but that it is also strongly influenced by the leadership and context in which the teacher finds themself.

There are competing theories of teacher professionalism in Scotland, which seem to be understood by teachers as them having "'autonomous' professional practice within a network of accountability" (Fournier, 1999, p. 280). Although Fournier uses the phrase "'autonomous' professional practice", I would argue that for teachers this should be agency, as Apple (2006) suggests, education and thus teachers' work, is the site of political and cultural conflict and as such teachers are not autonomous. By this, I mean that teachers have agency to express views and take stances, but they do not have the capacity of self-determination or self-governance. Therefore, I am drawn to Fournier's (1999) description of professionalism as autonomy within an accountability framework. However, this siting of agency within an accountability framework creates tension.

Evetts (2013) suggests that organisational professionalism positions teachers within the macro and meso level of discourse to enact Professional Standards as a right, duty, or obligation. This sits alongside the discourse of occupational professionalism (Evetts, 2013) where teachers express their professionalism as part of their identity along a self-agentive/passive continuum (Bamberg, 2012). This combination of organisational and occupational professionalism, in my view, results in teachers having agency within an accountability system and suggests that teacher professionalism is an active process within the specific context, which can be supported or denied by contextual leadership. This aligns more with what Priestley, Biesta & Robinson (2016) describe as an ecological approach to agency, where agency is achieved by individuals through the interplay of personal capacities and the resources, affordances and constraints of the environment.

1.5 Thesis Structure

1.5.1 Framing my Argument

Within this thesis, I am following my EdD learning journey as I embark on this significant learning experience. I have drawn on several different theoretical frameworks and lenses to support my understanding as the research evolved. In following my own learning journey, I have engaged with policy analysis, considered the literature about policy, and explored Positioning Theory and discourse, drawing on the work of Adams (2011), Bamberg (2014), Davies & Harré (1990), Harré (2012), Harré et al. (2009) and van Langenhove & Harré (1999), to build my knowledge. In addition, I explored the conceptual literature about policy, policy discourse and policy enactment to expose the interdependencies and complex nature of putting policy into practice.

As my understanding of positioning theory and discourse developed, I began to understand and see this used in many aspects of my work life, where I became more aware of how the social force of language is used to offer positioning within discourses that can be accepted, rejected or amended, and how self-positioning involves the positioning of self and others (Adams & Harré, 2001) during discursive acts. However, I would suggest that the use of teacher professionalism to try to understand the experiences of teachers as they navigate the macro, meso, micro and nano policy discourse and accept, reject or amend positions as they enact Professional Standards is the original lens used in my research.

1.5.2 Chapter 2 – Understanding Policy and Positioning Theory

In Chapter Two, the first chapter of the literature review, I bring the focus of my learning into the policy sphere and begin by exploring the contested nature of policy (Jones, 2013). There is broad agreement that policy is intended to cause a change, however, I recognize that policy is more complex than government and other policymakers would suggest and therefore understand it to be socially constructed through enactment by actors.

My learning then moves on to exploring the impact of the global context on education policy, the impact of policy borrowing and the influence of supranational organisations. In this, the social construction of policy has led to heterogeneous interpretations and enactments, discussed by Lingard and Ozga (2007) as "glocalisation". The impact of 'glocalisation' is discussed and I briefly touch on Scottish policy making before I moved my learning onto policy texts and discuss how policy texts have their own histories and are interpretations of truth from the policymakers. Therefore, policy is a site of contestation, negotiation and struggle as it is negotiated by different groups (Ozga, 2000).

Having considered policy text, I then discuss my learning of policy discourse. As policies are products of discourse that involve many actors, at four different levels, that is the macro, meso, micro and nano levels, outcomes cannot be pre-determined. Here, I discuss that discourse is not merely described by the language used, but also as Ozga (2000) suggests, determines what can be said by whom, through offering positions that can constrain and limit the influence of some actors. Power is also played out through all levels of discourse.

The final section in this chapter draws on my learning of Positioning Theory to understand how policy is navigated through discourse. In this, positioning, and the distribution of power, are demonstrated by the positions offered through multi-level discourse to teachers which they can accept, reject or amend. Linking to Bamberg's (2010) theory of identity construction and identity analysis, positioning within the macro and meso level discourse can support teachers to make sense of the collective identity of the profession, and through the micro and nano level discourse, teachers can construct their own individual identity as a teacher in this context.

1.5.3 Chapter 3 - Professional Standards and Teacher Professionalism

Linking to Chapter Two, in the next chapter of the literature review, I share my learning of how Professional Standards are being used as a tool for improvement by governments in response to the globalisation of education. Within the literature, Professional Standards are discussed within a binary framing, either as a regulatory framework or a developmental tool, and I describe this binary framing in terms of how these position teachers within discourse.

Next, my learning journey followed the path of Professional Standards as policy and how they are imbued with historical and current discourses. These discourses need to be regularly critiqued to understand the history of the text and policymakers, thus surfacing how language is used to position teachers in discourse. Following on from this, I explored the Scottish context where Professional Standards have been in use for the last two decades.

Finally in this chapter, I discuss my learning about teacher professionalism and how this links to enacting Professional Standards, and the notion that professionalism "is creeping up in unexpected domains" (Fournier, 1999, p. 280). However, to express professionalism, one must be part of a profession, therefore, firstly I outline why I believe teaching is a profession using Sachs' (2016) notion of a mature profession to illustrate this. Secondly, I suggest that professionalism is a collective term for how teachers 'show up' in their daily practice as they accept, reject or amend positions within the discourse of professionalism. Different notions of professionalism found in the literature are discussed, and how these offer different positions within the discourse and are required to be navigated by teachers through their professional practice.

1.5.4 Chapter 4 - Enactment of Policy

In Chapter Four, the final chapter of the literature review, I explore my learning of enactment, which is contested, and the idea that it is non-linear and can be considered as an interpretation of an interpretation of policy text and discourse at the macro, meso, micro and nano levels. I then describe the implementation of policy and the requirements for teachers to put this into practice. Next, drawing on Ball's (1994, 1997, 2008) Theory of Enactment, I discuss the interpretation and translation of policy, where interpretation can be thought of as engagement with the language of policy (Ball, Maguire & Braun, 2012). This involves the re-contextualisation of policy texts into institutional texts at the meso and micro level, with translation being a more iterative process of creating meaning and embedding these in practice, which is influenced by the positions taken by teachers.

The second part of this chapter then discusses other influences that support or hinder the enactment of policy such as leadership in context, where context is considered an "active force" (Ball, Braun, Maguire & Hoskins, 2011a, p. 590) in how teachers perceive themselves and respond to policy in their local environment. Additionally, the importance of school leaders is considered, and I discuss the importance of school leaders in modelling the enactment of policy. I finish this chapter by acknowledging that although enactment of policy is assumed to be an act of teacher professionalism, to not enact policy may also be regarded as a professional act.

1.5.5 Chapter 5 – Methodology

Chapter Five is concerned with the methodology used to address the research aims, which is to provide insights into how teachers accept, reject or amend positions offered through discourse and the lens of teacher professionalism to enact Professional Standards in practice. As the researcher, I am the primary instrument of data collection and analysis, and therefore need to acknowledge my own theoretical position and biases. This involved exploring my own ontological and epistemological positioning and how my own experiences have shaped my interpretivist stance, underpinned by a social constructionist perspective. I also considered the inherent power dynamic within this research.

In the next section of the methodology chapter, I discuss the research design to define this as interpretive research and share how the original case study approach had to be changed, due to a lack of access to the identified associated school group (ASG), because of the Covid-19 pandemic. I then move on to discuss the method used and purposive sampling, before considering in detail the nature of semi-structured interviews.

In the final section of this chapter, I show how the data collected was analysed through the phased approach offered by Braun & Clarke (2006, 2012, 2013). Each stage of this approach is outlined, and I share how it was used to prepare the data, generate initial descriptive codes, search for themes, review the themes, define and name the themes, and finally produce the report.

1.5.6 Chapter 6 – Analysis

Chapter Six considers the analysis of the data. I have chosen to use the word 'analysis' in preference to findings following Braun & Clarke (2021) who stated that analysis "avoids evoking discovery and finality" (p. 18) and instead offers an analytical narrative that explains the meanings and significance of the data. I begin by discussing teachers' perceptions of Professional Standards and the surrounding discourse, before discussing how GTC Scotland is positioned as an external agency in the education system.

The next section of this chapter discusses the discourse of Professional Standards and competing policy narratives. The discussion then turns to enactment of Professional Standards and the aspects of professional practice that support or inhibit enactment. I suggest that professional values espoused in the policy documents are universally accepted by the teachers in this research, as the premise of teacher professionalism and support for enactment is available to teachers. However, context and school leadership are major contributors as to whether teachers enact Professional Standards.

1.5.7 Chapter 7 – Discussion

Chapter Seven is the first of the concluding chapters, where I discuss the analysis of the data before, in Chapter Eight, offering new knowledge from this research. Chapter Nine brings this thesis to a conclusion by addressing the research questions and offering future areas for further research.

In Chapter Seven, I discuss that as two of the five Professional Standards are benchmark texts, these can be considered as policy. However, in Scotland, there are mixed messages, as the Professional Standards have a dual stance, they are regulatory and/or developmental, this may contribute to how they are enacted in practice.

The next section of the discussion brings into focus policy discourse and shows that the discourse of Professional Standards is supported or denied by competing discourses. It is suggested that there appears to be a lack of a dominant discourse, which may be linked to the perceived positioning of GTC Scotland in the educational policy landscape.

In the final section of this chapter, I discuss professional values as outlined in the suite of Professional Standards and how these are enacted in practice, which is considered by teachers in this research as an act of teacher professionalism**.** The discussion then turns to the approach and influence of school leadership in the enactment of Professional Standards. Finally**,** I discuss that Professional Standards are offered initially as a benchmark, then as a guide for teachers to describe their professional learning over time and as a tool to self-evaluate prior to a Professional Review and Development (PRD) meeting as part of Professional Update (PU).

1.5.8 Chapter 8 – New Knowledge

In Chapter Eight, I propose a new perspective on the enactment of policy. I begin this chapter by exploring teacher professionalism, where enacting Professional Standards is seen as a professional act, but not a driver of professionalism, which challenges how GTC Scotland positions these policy texts as enablers of teacher professionalism. I follow this by suggesting that teachers need to grapple with their own teacher professionalism stance and position themselves in the discourse aligning with Fournier (1999), who suggests that teacher professionalism exists within a framework of accountability and quality assurance. In addition to considering the discourse of teacher professionalism, I also consider the discourse of Professional Standards and how teachers position within this discourse. When these two discourses are brought together, they demonstrate the complexity that is involved in policy enactment as teachers can take multiple positions at the same time, thus creating different outcomes from the same policy enactment.

1.5.9 Chapter 9 – Conclusions and Future Research

In Chapter Nine, I offer conclusions to this research, address the research aims and offer some ideas for further study. I start this chapter by sharing my learning and my understanding of Professional Standards as policy. Additionally, I discuss the lack of discourse about Professional Standards, which leads teachers to comply with, rather than contest Professional Standards, leading to superficial enactment as required by Professional Update. In addition, I suggest that context and school leadership are

fundamental factors in enabling teacher professionalism to support the enactment of Professional Standards**.**

Next, I consider how teacher professionalism affects how teachers position themselves through the multi-level discourse. For example, Professional Standards are not perceived by teachers in this research as an active aspect of teacher professionalism, but they are used as part of the PU process. In the next section, I discuss how teacher professionalism and school leadership are powerful determinants of policy enactment.

A brief discussion of my own learning through this research is then offered to support the assertions of this research and to show my learning journey. Finally in this chapter, through discussing the limitations of this study, I offer some ideas for future research to support the enactment of Professional Standards, in the areas of policy, policy discourse, leadership and professional learning.

Chapter 2 – Understanding Policy and Positioning Theory

In this first chapter of the literature review, I consider the influence of global education policy and supranational organisations in creating homogenous education policy, which is measured through narrow metrics to compare and rank education systems. In this, policy migration homogenises education policy but 'glocalisation' (Lingard &Ozga, 2007) gives heterogeneous outcomes from homogeneous policies. I then go on to debate the Scottish education policy landscape and how insiders are used to make policy development shortcuts, exposing the inherent small c conservativism in Scotland.

This is followed by my learning of policy, as text and discourse, and how positioning theory can be used to understand how teachers accept, reject or amend positions within discourse. I argue that policy is socially constructed through the enactment process, and I share how positioning theory through the social force of language, storylines and rights, duties and obligations offer positions for policy enactment.

Next, I draw out contemporary views of policy and what it is conceived to be, as a contested area. I argue that policymakers create policy with the intention of supporting a 'change' at the macro level discourse, which is described in policy texts and other written, spoken and visual artefacts. These are operationalised through meso and micro level discourse and describe how policy is formed and reformed, at the micro and nano level through discursive acts, thus policy is an interpretation of interpretation (Rizvi & Kemmis, 1987).

Finally, this is followed by a discussion about how Positioning Theory can be used to understand multi-level discourse. In macro level discourse, Positioning Theory is used to explore how actors are influenced and what can be said and done, therefore controlling teachers and their work. At the micro and nano levels of discourse, the discursive acts that teachers engage in on a daily basis help teachers to self-position and position others in the discourse and determine how they enact policy.

2.1 Education Policy

2.1.1 Globalisation of Education Policy

Monteiro (2015) argues that there are two main approaches to education: a human capital approach (where education is about economic capital) and a human rights approach (where education is about social cohesion). I strongly support the human rights approach, as I believe that education is for the betterment of humanity, aligning with Dewey (1934) who states that the purpose of education is "to give the young the things they need in order to develop in an orderly, sequential way into members of society". Rizvi & Lingard (2010) suggest that "society constructs its educational system to promote and reproduce its ideal of how human beings should live and relate to each other in meeting societal needs" (p. 74). However, this "personal and human" (MacMurray, 2012, p. 622) perspective of education is challenged by a globalisation agenda, which is increasingly seeing the homogenisation of education policy and influencing how education systems create policies. Stronach (2009) suggests that the human capital approach which promotes 'cultural performance' is resulting in a 'global homogenizing effect' (p. 10). This homogeneity is concerned with economic ends but is actioned differently across different countries, leading to the homogeneity of policy intent but the heterogeneity of policy enactment.

Governments try to advance their global economic position, by viewing education through the lens of building economic capital and the marketisation of education, which "emphasises performance and product over personal enrichment" (Moore & Clarke, 2016, p. 666). This privileging of economic capital building is captured by Ball (2013) who suggests that "globalisation …produces a set of imperatives for policy at the national level and a particular way of thinking about education and its contemporary problems and purposes" (p. 29). This is added to by Rizvi & Lingard (2010) who suggest that "educational purposes have been redefined in terms of a narrower set of concerns about human capital development" (p. 3) with an increase in the role of education to "meet the needs of the global economy and to ensure the competitiveness of the national economy"(ibid. p. 3)

Such neoliberal narratives focus on principles usually associated with business models such as efficiency, performance and standards, and are discussed by many (Adoniou & Gallagher, 2017; Bourke & Lodestone, 2015; Clarke & Moore, 2013; Ryan & Bourke, 2013;

Santoro & Kennedy, 2016; Wyatt-Smith et al., 2017) who agree that this political dimension moves education into a more regulated and accountability-driven space. Sahlberg (2011) suggests that "a widely accepted – and generally unquestioned – belief among policymakers and education reformers is that setting clear and sufficient high performance standards for schools, teachers and students will necessarily improve the quality of desired outcomes" (p. 117). This means that "the values and ethos of business provide an ethical base for operationalising education and for defining how success might be judged" (Adams, 2016, p. 291).

Neoliberalism has crept into all areas of government. Although there is no agreed definition of the term, it has become widely used to "describe the trajectory of British economic policy since the end of the 1970s" (Tomlinson, 2021, p. 94). It is a mixture of theories and policies that brings market driven ideology into areas, such as education, where marketisation was previously weak or non-existent. This theory pushes the ideology that human well-being is best supported and developed by freeing individual entrepreneurial rights, within an institutional framework characterised by a marketisation agenda that promotes, private property rights, free markets and free trade. The prominence of a neoliberal policy agenda, where the work of teachers has become defined in terms of producing young people, who can contribute to, and advance the global economic status of their home country, is widespread. As early as 1995, Tony Blair in his leadership speech in Brighton, stated that "Education is the best economic policy there is", thus locating education firmly within the human capital space, where citizens are defined primarily as consumers or commodities, and where economic growth underpins education policy. Later in the same speech, Blair (1995) declared:

> The arms race may be over; the knowledge race has begun, and we will never compete on the basis of a low wage, sweat shop economy…Education does not stop when you walk out of the school gates for the last time. Education must be for life. This is hard economics.

This privileging of a neoliberal agenda in education has been observed in England as the government has created policy to "guarantee the proper functioning markets" (Harvey, 2005, p. 2). In the English education system, this can be seen through The Learning and

Skills Act (2000) and furthered in The Importance of Teaching: The Schools White Paper (2010) which supported a neoliberal agenda. This is less obvious within the Scottish education system, where "there is a long tradition in the distinctiveness of education" (Bryce et al., 2013) and where the Scottish National Party (SNP) has offered a form of civic nationalism, described by Ignatieff (1993) as supporting a nation of equals who are united by a shared set of practices and values. This creates a narrative of "collective learning in which a 'learning government' is enabled to lead a 'learning nation' towards greater autonomy and self-reliance, and ultimately independence, within a Northern European frame of reference (Arnott and Ozga, 2016)" (Ozga, 2021, p. 11). However, in Scotland, there was some suggestion of policy creep towards the human capital approach. For example, the first iteration of the National Improvement Framework (2016) states that a central purpose for Scottish education is to "create a more successful country with opportunities for all of Scotland to flourish, through increasing sustainable economic growth" (p. 2). This demonstrates the connection of education policy in Scotland with global marketisation, in the pursuit of economic wealth. However, in the most recent National Improvement Framework (2021), there appears to be a move toward a human rights approach, as it states the vision of Scottish education is "to deliver both excellence… [and] equity so that every child and young person should thrive and have the best opportunity to succeed, regardless of their social circumstances or additional needs" (p. 8). This reflects the commitment of the Scottish Government to the United Convention on the Rights of the Child (UNCRC), and it is now enshrined in law, that it is "unlawful for public bodies to act in a way which is incompatible with the UNCRC requirements" (2021, p. 6)

At this point, it would be remiss not to mention the possible impact of Brexit on Scottish education. The withdrawal of the United Kingdom from the European Union on 31 January 2020, has impacted the education system in Scotland and across the United Kingdom. This perhaps has not had an immediate effect on education policy, but as the mutual recognition of teaching qualifications across European countries and access to the Internal Market Information (IMI) system ceased, this could leave countries in the United Kingdom without sufficient teaching staff. However, this impact is beyond the scope of my research but is a notable aspect of future education policy research.

2.1.2 The Role of Supranational Organisations

This evolution of education policy under the influence of marketisation has created a 'blurring' between international and domestic policy, and I argue that we are changing the purpose of education from a human rights approach to one with an economic perspective. Across education systems, marketisation and homogeneity of policy intent have been influenced by supranational organisations such as The Organisation of Economic Co-operation and Development (OECD) and the World Bank, who ascribed to a particular neoliberal agenda, leading to more regulation and accountability of education. This has been recognised by Harvey (2005) who states that "advocates of neoliberal thinking now occupy positions of considerable influence in education" (p. 3). In some cases, education policy reform has been a reaction to the attainment league tables produced by the OECD, which compares the performance of students through studies such as the Programme for International Student Assessment (PISA) and the Teaching and Learning International Study (TALIS). According to the OECD website, PISA "defines and assesses *Global Competence*", global competences are defined as "a multi-dimensional construct that requires a combination of knowledge, skills, attitudes and values successfully applied to global issues or intercultural situations". This data is then linked to pedagogy and teacher education, as a means of political control over the work of teachers (Allard, 2014). In this way, PISA data is used as a policy tool to influence global education policy reform.

2.1.2 The Role of Supranational Organisations

The work of the OECD raises a few issues, firstly, the legitimacy and usefulness of league tables of nation states' education systems. The range of data collected to create these league tables provides a narrow view of what an informed student should know and be able to do by a certain age. I would suggest that this leads to a mindset of valuing the things we can measure, instead of measuring the things we value. I align with Dewey's (1934) and MacMurray's (2012) view of education that is based on relationships, which supports the holistic development of children and young people to help them take their place in society. Secondly, as a supranational organisation, the OECD has a "widespread influence on the social and economic policies of its multiple states in multiple and indirect ways" (Ball, 2013, p. 28) and it disseminates policy based on a 'what works' agenda. The

'what works' agenda has been contested and portrayed as ignoring contextualisation whilst being subject to cherry-picking of practice and policy.

The role of the OECD in influencing Scottish education policy is evident through the reviews commissioned by the Scottish Government. Firstly, in 2015, the OECD was invited to undertake a review "in order to inform the ongoing development of education policy, practice and leadership in Scotland, by providing an independent review of the direction of the Curriculum for Excellence (CfE) and emerging impacts seen in quality and equity in Scottish schooling" (Improving Schools in Scotland: An OECD Perspective, 2015, p. 3). This review offered extensive recommendations for change, which resulted in the development and publication of the NIF (2016). Following this, in 2017 there was a governance review of Scottish education; the ensuing government consultation led to the addition of a 'meso' level of government, the Regional Improvement Collaboratives. Finally, an OECD review was commissioned by the Scottish Government in 2021, to assess the implementation of the CfE, to understand how curricula are designed and implemented in schools, and to identify what can be improved for CfE to continue delivering quality learning for all students. This briefly outlines the effects of the OECD on Scottish education policy and leads to "questions about what this means for the role of political leadership in constructing and promoting a governing narrative for education" (Ozga, 2021, p. 14).

2.1.3 Glocalisation of Policy

The globalisation of education policy highlights the complex relationship between power and knowledge, which has seen emergent shared policy agendas (Lingard & Ozga, 2007) across education systems. While governments maintain the authority to develop their own policies, how this authority is perceived is being impacted by global economics, political relations and global communication (Rizvi & Lingard, 2010). Glocalisation a term coined by Lingard & Ozga (2007), describes the way in which global education policy is mediated by local and national political aspects, and it can be argued that glocalisation accounts for the ways in which these homogeneous policies give rise to heterogeneous interpretations in different education systems. Tensions in the education system are created when 'policy borrowing', a term coined by Cox (1993), is undertaken without due consideration of the cultural, historical and policy context, and the conditions for implementation

(Alexander, 2012; Darling-Hammond, 1997). Ball (2013) discusses this as policy 'transfer or import', where socio-economic interdependency is created through a globalisation agenda. This movement of policy was called "policy band-wagoning" by Inkenberry (1990). Schnieder & Ingram (1988) discuss this policy learning as "systematically pinching ideas" and argue that policy design is less a matter of invention than of selection (p. 63). Sahlin-Anderson (1996) terms it simply as "travelling ideas". This convergence of education policy, called a 'policy epidemic' by Levin (1998), has given rise to "global policy speak" (Ball, 2013, p. 29) or a "generic global policy ensemble" (Ball, 2013, p. 46) or as Sahlberg (2012) calls it, the 'Global Education Reform Movement' (GERM).

As policies migrate across the world, they become entangled in historically embedded assumptions, ideologies and cultural traditions. Global policy agendas are transformed into policy intentions that fit with the value of the local education system. Therefore, while similarities in education reforms exist through policy migration, policy is conceived through the historical, socio-economic, cultural, linguistic, institutional and geopolitical lens of the nation (Cochran-Smith, 2005a, 2005b), resulting in locally mediated outcomes.

2.1.4 Policy in the Scottish Education Landscape

The policy making landscape in Scotland is premised on deeply held beliefs that the Scottish education system is socially just and democratic. Bryce & Humes (2003) state that in Scotland "education is a strong element in national consciousness and belief in education's worth and purpose is strongly linked to a sense of national identity" (p. 109). John MacMurray in the 1957 Moray House lecture argued that "the primary purpose of education is that of how-to live-in community." The positioning of education "for the public good, supported by public institutions" (Lingard & Ozga, 2007) may contribute to the 'shaping myth' (MacPherson & Raab, 1988) of Scotland as an egalitarian and meritocratic society; I suggest this is not the experience of many in the education system, as the 'Scottish style' of policy making (Hulme & Kennedy, 2016), engages prominent 'insider' actors. Those in the 'policy community' (Humes, 1988), are usually known to each other personally and professionally (Humes, 1997) and thus policy development is a shortcut as "potential problems are often defused behind closed doors, in phone calls, through informal consultations with the 'key players'" (Murphy, 2014, p. 88). Although on the

surface, education policy is delegated to national working groups and developed by consensus through consultation with stakeholders, this creates a "simulacrum of order" (Beck, 2016), which conceals more politically fuelled power struggles within the education community. In such a tight-knit policy community, it can be difficult for 'outsiders' to gain influence as their voice carries far less political sway (Murphy, 2014).

Humes (2020) is particularly critical of politicians and officials within the policy community, who he believes wish to simplify the complexity of education policy to easily implemented and measurable national models. In this, government policymakers make claims about the process being consultative, with consensus building being at the heart of policy making and suggest confidently that democratic values are adhered to. Humes (2020) counters this official narrative by suggesting this is 'professional conformity' that upholds the 'approved' official position. This is supported by Beck (2016) who observes that the policy community in Scotland is resistant to change, exposing an inherent small c conservatism in the Scottish education system.

2.2 Policy as Text

Part of the discourse of policy usually involves the development of a policy text, in my view policy discourse includes written texts, thinking, speaking, dispositions, experiences, histories and the attitudes of the actors at multiple levels of the system as discussed in *1.4 Theoretical Framework*. Therefore, I argue that policy as text is a constituent part of policy discourse, but it is not 'the policy'. Policy text could be considered as 'the policy' by those who subscribe to the contested notion that policy is a 'thing'. Here, I agree with Ball (2006) who categorically states that "policies are not 'things'" but they "have their own momentum" (p. 44). Policy as texts are the product of the histories and interpretations of the creator of the policy text and thus, have their own history. This may explain why some policy texts have more impact than others, in that the history of the policy text may conflict with the histories of the readers and the context into which it is being enacted (Ball, Bowe & Gewirtz, 1995).

Adams (2016) suggests that policy texts are conceived as "attempts to convey, unambiguously, meaning and intent" (p. 300) and are usually offered in the form of a

statement or a series of statements from government, or other national bodies. Codd (1988) argues that "nothing can be said about an author's intentions apart from various features of the text itself and the context in which it is interpreted" (p. 239). Therefore, all policy texts contain inherent interpretations and can be considered as mediated truths of the authors; that is, they are "neither a true representation of reality nor an accurate reflection of intent" (Adams, 2011, p. 59). Additionally, 'truth' can be distorted by powerful interest groups, including policymakers, who in exercising their power, reflect their own political or vested interests. Consequently, even with the greatest clarity of policy text, as Ball et al. (2012b) state, "policies rarely tell you exactly what to do, they rarely dictate or determine practice, but some more than others narrow the range of creative responses" (p. 3). This means that the intention of the policy maker may not be obvious and is indeed open to interpretation. Given this, I argue that policy at the macro level is created through a series of negotiations by those with influence and particular interests, resulting in 'policy text', which is interpreted and re-conceptualised as teachers engage in 'sense making' (Spillane, 2004) through 'interpretations of interpretations' (Rizvi & Kemmis, 1987). Therefore, policy text can be considered as "textual interventions into practice" (Ball, 2006, p. 46) as teachers interpret policy text through the nano level discourse, therefore "policy does not, in action, have one form" (Adams, 2011, p. 65) and results in what Ball (1994) suggests are multiple readings of policy. These multiple readings give rise to heterogeneous interpretations of policy texts being used in practice.

Furthering this notion of policy not being a 'thing', my understanding of policy aligns with Adams (2014) who states that "whilst actions do play a part in determining policy, they are not what constitutes policy in its entirety" (p. 24). Adams goes on to suggest that "actions stem from policy as well as being creative of the policy itself: that is, actions demonstrate a particular policy stance whilst at the same time determining, in part, what the policy will be" (p. 24). Sin (2014) offers a model of 'policy object' and suggests that this is the interdependence of text and how it is brought into existence through teachers' interpretations and enactments in social contexts. This aligns with the concept of 'policy cycle' (Bowe et al., 1992), where policy can be considered to be a series of interrelated actions occurring in contexts of influence, text and practice, implying that 'policy as text' is interpreted, re-conceptualised and translated in practice, meaning it is enacted.

2.3 Policy as Discourse

As stated above in *2.2 Policy as Text*, I contend that policies, rather than being 'things', are discourses and as such outcomes cannot be pre-determined. As stated in *1.4 Theoretical Framework*, I understand that policy is created through discourse, involving actors at the macro, meso, micro and nano levels. This understanding is premised on the literature as follows. Fairclough (1992) claims discourse is 'language in use' as a social practice and an interplay between social structures, practices and events. Phillips & Hardy (2002) suggest that discourse is "an interrelated set of texts and the practices of their production, dissemination, and reception, that brings an object into being" (p. 3), with Elbaz (1990) proposing that discourses are "social texts …particularly signifying practices of a given group [that] are both constituted by and constitutive of the discourse field in which members of the group live and function" (p. 15). Hall (1980) discusses discourse as a series of distinctive moments that are encoded and decoded through social practice. Therefore, discourse can describe how language creates meanings and social conventions in specific contexts (Hammersley, 2013). Within this, talk and texts are regarded as social practices (Potter & Wetherell, 1994), as policy texts are set in social contexts (Gee, 1996) and reality is a social construction.

The formation of policy through a socially constructed process, creates policy by the words chosen and rejected in written text, talking and thinking about the policy (Ball, 2006). Ball (2006) goes on to state that, "we do not speak a discourse, it speaks us…. we do not 'know' what we say, we 'are' what we say and do" (p. 48). In other words, the "language used to determine policy actually constructs the very policy it seeks to describe" (Adams, 2014, p. 33). Discourse establishes what can be said or thought, and by whom (Ozga, 2000), in this way, policy discourse can limit the influence teachers have in shaping policy (Bell & Stevenson, 2006). Ball (1994) adds to this line of thinking when he states:

> Discourses are about what can be said, and thought, but also about who can speak, when, where and with what authority…words are ordered and combined in particular ways and other combinations are displaced or excluded. (p. 14)

Education policy discourse happens at four levels: macro, meso, micro and nano. Macro level policy discourse is influenced by global discourses and national policy priorities. These discourses tend to have a regulatory function that "control rather than guide or facilitate" (Priestley, Biesta & Robinson, 2015, p. 153). The language used in the macro level of discourse can deny alternative positions and discourses (Ball, 2006; Trowler, 2003). At this level, policy becomes a distinct way of talking, thinking and being. The meso level (national and local government) is characterised by processes of input regulation, such as additional guidance to support 'meaning making' by teachers and output regulation, such as Inspection as part of an audit culture. Policy re-conceptualisations within the meso level led to different local government interpretations. This re-conceptualisation and reinterpretation of policy discourse may weaken or codify the policy discourse into packages to be implemented by teachers. Once these local government interpretations are received by school leaders at the micro level, these are further interpreted and contribute to how policy discourse is understood in the culture of the context. The final nano level of policy discourse, or discursive acts, is where Adams (2016) contends 'policy forming' takes place and is where teachers transform policy discourse into practice. In his previous work in 2011, Adams did not define discourse at different levels, but has since drawn on Gee's (2015) definition of big-D and little-d discourse, as shown in his 2016 article, Education Policy: Explaining, Framing and Forming, where he posits that Positioning Theory is "a way to understand the interplay between macro Discourse (Gee, 2012) and the micro level of the discursive act"(p. 290).

Policy as discourse is socially constructed and as such, can be influenced to reflect the views of those with power in the discourse. Blasé & Anderson (1995) suggest that power is now so intertwined with social structures and relations, that "it does not appear to be 'used' at all" (p. 13). The concept of 'power' is complex and fuzzy (van Dijk, 2008) and can be thought of in terms of access (the right or opportunity to use or benefit from something) and control (as in the ability to influence or direct people's behaviour or the course of events). I argue that in this context, power is not the power of a person or persons, but a social position taken by actors which gives them access to and control over discourse. Consequently, those with power can have a greater effect on the discourse and can subsequently control, not only what people think, but also what they can think about, including knowledge, attitudes and identities (van Dijk, 2008). This argument is

added to by Adams (2011) who suggests that "policy, then, should not be seen as an accurate portrayal of some pre-existing status but is, rather, a social construction given legitimacy through the permission it gives to speak" (p. 60). In this, some voices will be considered "meaningful or authoritative" (Ball, 2006, p. 49) while others will be minimised or ignored. This is described by Bacchi (2000) as the "differential power of some actors" (p. 52). Ball (2006) comments that "policy discourse may have the effect of redistributing 'voice'" (p. 49), a sentiment shared by Ball (2006) who states, "what can be said, and thought, but also about who can speak, when, where and with what authority" (p. 48) is integral to the discourse.

Mumby & Stohl (1991) drawing on the work of Clegg (1989, p. 183), argue that power is evident through positions that are a social production of 'meaning making', through discursive activities, and suggests that power dynamics are necessary for a successful society, as they help support a sense of "collective will" (p. 315) and support actors to develop a sense of self within the cultural norms. Torrance & Forde (2017) bring the Scottish context into focus when they contend that policy development in Scotland involves key stakeholders who contribute to policy discourse, thus producing a consensus view that will have overtones of the dominant voices.

2.4 Definition of Policy

A fundamental aspect of this research is how policy is conceptualised in the literature. From this, there are many interpretations of what is meant by 'policy' (Jones, 2013) and so the definition is contested. It is used in many different settings and contexts but does not have a single definition, instead, it is used ubiquitously across levels of society, for example, "we have a policy of openness in government…company policy is to buy from local suppliers …honesty is the best policy" (Colebatch, 2009, p. 2). In education systems, policy is assumed by many teachers to be government text that is intended to cause a 'change,' traditionally understood as a 'social change mechanism' (Riveros & Viczko, 2015). Dye (1992) suggests that "policy is whatever governments choose to do or not to do" (p. 4). There is also an underlying assumption that policy is good, that 'fixes things' (Bacchi, 2009).

How policy has been defined has changed over time, in the 1980s policy was understood as "concrete, objective entities that reflect the decisions of rational authority" (Ozga, 2021, p. 296). These policies caused change through the problematisation of issues leading to an agreed way forward outlined in the policy text. However, Bacchi (2009) argues that "policies give *shape to* 'problems', they do not *address* them" (p. x, original emphasis). Therefore, rather than reacting to 'problems', governments are active in the creation (or production) of policy 'problems', with 'problematisation' not explicitly transparent in the policy. This usually involves the development of "policy technologies" (Torrance & Forde, 2017, p. 111), that is "tools, artefacts and practices" (Ibid.) or a "strategy for governance that is designed to instantiate these practices" (Reeves & Drew, 2012, p. 711).

This view of policy as a problem-solving mechanism, named "policy science" by Fay (1975), implies that policy is given to actors who faithfully implement government texts. It exposes an underlying assumption that policy invokes a particular set of actions, which can be evidenced and measured. In this version of policy making, an identified issue is addressed with evaluation metrics built into the process, thus defining output through a process of implementation. This assumes policy is normative, "expressing both ends and means designed to steer the actions and behaviour of people" (Rizvi & Lingard, 2010, p. 4) in areas where authority can be exercised and outcomes can be achieved. Figure 4 illustrates this policy process where objective problems lead to policy development, with corresponding outcome metrics that when implemented can be evaluated.

Figure 4 Illustration of a Policy Process

Helco (1972) offers a different view of policy, where it "is usually considered to apply to something "bigger" than particular decisions, but "smaller" than general social movements" and reflects a "purposiveness of some kind" (p. 84). In his paper "Policy

Analysis" he outlines the views of other authors such as Rose (1969), who considers policy as a sequence of activities that have consequences, and Etzioni (1968) who favours the notion that policy is a more generalised decision-making process. Next, Braybrooke & Lindblom (1963) posit that policy encompasses both conscious and interrelated decisions within political processes. Finally, Rosenau (1968) understands policy as the decisions made that are limited and static in their current context. Regardless of the different definitions, there is broad alignment across the literature that policy "is a course of action intended to accomplish some end" (Helco, 1972, p. 84). Rizvi & Lingard (2010) suggest that the absence of policy through "non-decision making is as much as expression of policy" (p. 4) and "silences, either deliberate or unplanned" (ibid. p.4) also convey important messages.

In the 1990s and 2000s, changing politics and changing global conditions altered the contexts within which problems were defined and addressed (Carney, 2012), leading to more theorising of policy. This moved education into more neoliberal agendas, pushing education closer to politics and brought forward a marketizing of education through policy text and discourse.

At this time, the previous problematisation model of policy development was questioned as the increasing complexity of problems was being considered, which proved thorny. At the same time, the nature of evidence to support policy development was disputed (Demszky & Nassehi, 2014). Demszky & Nassehi (2014) identified a process of policy translation by 'translators' (p. 114) and viewed these translators or 'experts' (Shiroma, 2014) as holding power in the policy to practice domain, these translators, interpreted, enacted and re-assembled policies in context (Clarke, Bainton, Lendvai, & Stubbs, 2015). Therefore**,** I would argue that policy is more complex and is socially constructed through enactment by teachers as suggested by Adams (2016):

> …the policy-process is one of interpretations of interpretations. In this way, then, policy can be seen as a becoming: a process of realisation and formation imbued with human endeavour and desire. (p. 294)

Policy can also be considered as a method of "sustaining asymmetrical relations of power—that is, to the process of maintaining domination" (Thomson, 1984, p. 4) through a "set of

concepts, beliefs, assumptions and values that allow events and situations to be interpreted in ways that are appropriate to their respective concerns" (Carr & Kemmis, 1983, p. 114). Rizvi & Lingard (2010) drawing on the work of Easton (1953), note that policy is normative, in that it "presupposes certain values, and direct[s] people towards action, but in a way that is authoritative" (p. 11), this maintains the hegemony as the policy appears to be 'common sense' (Rizvi & Lingard, 2010). In maintaining this power or authority, policy makers negotiate the "adhockery of the macro with the adhockery of the micro without losing sight of the systematic bases and effects of ad hoc social actions" (Ball, 1993, p. 10).

Although policy theory has been redefined over time, in general, policy might be defined as an overview or statement of intent, which leaves space for collective and individual interpretation. Therefore, policy can be considered as steering "…understanding and action without ever being sure of the practices it might produce" (Rizvi & Lingard, 2010, p. 5). Policy texts can differ in the spaces they offer for interpretation. 'Readerly' texts offer little space for interpretation, whereas 'writerly' texts are more open to interpretation (Barthes, 1990). However, policy texts whether readerly or writerly, don't tell actors what to do but may limit the actions of actors by the positions they offer through the language used and storylines deployed. It is arguable then, that policy needs to be considered at different levels of the education system, the macro, meso, micro and nano levels, to understand the broader social effects of the policy.

In Scotland, GTC Scotland plays a role in the policy landscape, in this case through the suite of Professional Standards. As discussed in *Appendix 1* and *3.2.1 Professional Standards in Scotland*, Professional Standards were developed in 1991 after a Ministerial review of ITE, which saw the creation of the *Guidelines for Teacher Training Courses (guidelines),* which was revised in 1998 to include values and commitment. By 2000, in addition to quality assurance by GTC Scotland, these guidelines were subjected to Quality Assurance Agency benchmarking to bring these courses in line with all other University courses, however, this benchmarking of ITE was devised for use in Scotland. This suggests that such guidance was reorientated as 'policy', as the CPD framework became benchmark statements, thus positioned as needing to be enacted by teachers.

When interpreted by actors, the language of policy is translated in many ways, giving rise to different responses, or positions within the discourse. This notion is contested by Adams (2016) who, drawing on the work of Winslade (2006), argues that policy is formed through 'discursive positioning', where actors form policy at the nano level through conversational acts in-situ, therefore policy is not a 'thing' but an enactment of forming and re-forming through a discursive practice (Adams, 2011).

Ball, Maguire & Braun (2012) suggest that policy is interpreted and translated in the process of enactment, moving doing policy work forward from the notion of policy implementation. This process of policy enactment depends on teachers who "both discursively and interactively seek to change or reproduce institutions by mobilising values" (Smith, 2009, p. 13). This is important for Professional Standards as policy, as discussed through this research. As policy, Professional Standards are the policy response to the problematisation of teacher quality. Complexity and perhaps confusion, are created, as the suite of Professional Standards is comprised of policy texts that serve different functions but I would argue that they are more than frameworks for professional development see *3.2.1 Professional Standards in Scotland*. For example, the Standard for Registration is the competence threshold, however, it also supports teacher development in different contexts as they are embedded in different social and cultural worlds, and as such are required to be contextualised and interpreted by teachers in situ. Therefore, at the level of policy enactment (Ball, et al., 2012), teachers do more than engage with policy, they make sense of, respond to and enact Professional Standards.

2.4.1 Operationalisation of Policy

In education systems, policy is assumed by many teachers to be government texts, although other bodies also contribute to the policy agenda, including national bodies and local government. These normally involve the creation of activities that operationalise the policy text at the meso level of policy process and suggest teachers 'action a change' or cause changes or adjustments to practice (Jones, 2013). Trowler (2003) argues that this restrictive view of policy, as a text to be actioned, occurs when policy is regarded as a 'thing' or 'object' that can address a problem through its implementation, as more fully described in *2.2 Policy as Text*. This reductionist view limits policy to being a text that is "a

statement of intentions or of practice" (Trowler, 2003, p. 95) or as Ozga (2000) calls it, a "policy pronouncement".

Some policies go beyond this description of intention and include a "strategy for governance that is designed to instantiate these practices." (Reeves & Drew, 2012, p. 711). This positions policy as a 'representation of intent' and something that can be identified with, thus known in some way and actioned. This stance does not acknowledge that policy is socially constructed, and that actions may not align with the policy intention, as individuals interpret and enact the policy. Humes (2020) notes that this leads to a technical approach to social policy, which is using policy to address issues that policymakers believe can be achieved through the faithful implementation of policy texts, which are measured and evaluated through identified metrics. This technical approach to policy positions actors as implementers of policy and problem solvers on an issue-by-issue basis, as discussed in *4.1.1 Implementation of Policy*.

Ball (2021) suggests that policies are not always logical or easy to enact into practice, rather "they mix, meld, grate and contradict and realise and perpetuate what Ozga calls 'adhockery, serendipity, muddle and negotiation' (1990, p. 360)" (p. 389). In this, teachers struggle to make sense of the sometimes contradictory and constant policy initiatives that are forced onto schools and engage in what Barry, Osborne & Rose (1993) called "a certain kind of experience, a reconfiguring experience in itself" (p. 6).

2.5 Policy and Positioning Theory

Positioning Theory can be used to illustrate the distribution of power in discourse. Positioning Theory has evolved over time and is premised on the work of Harré et al. (2009), Moghaddan & Harré (2010) and Harré (2012). It highlights positions within discourse that can be accepted, rejected or amended, by spotlighting the role of language and the distribution of power. This is illustrated in Figure 5.

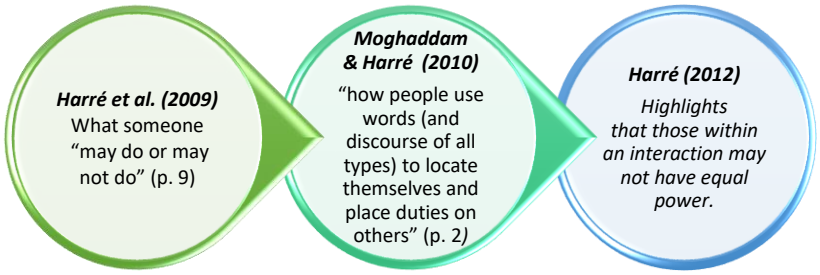

Figure 5 Development of Positioning Theory

Positioning illuminates the distribution of power as teachers exercise their rights, perform duties and take on responsibilities and obligations within discourse (Bullough & Draper, 2004), and are the "features of the local moral landscape" (Harré et al., 2009, p. 11). It is through implicit or explicit acts, and the social force of language (Zelle, 2009) or power, that teachers position themselves and others within the policy discourse. I argue that positioning theory is important in this research to understand how teachers position themselves and others within the policy discourse of Professional Standards.

According to Davies & Harré (1990), as actors interact in the discourse, they co-construct storylines and adopt positions as demonstrated through their contributions to the discursive process. The storyline evolves through conversations in social episodes and is jointly determined through actors 'speech acts', which show "the position (self-positioning) and the positions of the other speakers (other-positioning), with a chance of changing the ongoing storyline" (Hirvonen, 2016, p. 2). Speech acts have both an illocutionary and perlocutionary effect. According to Austin (1962), an illocutionary act can be captured by emphasizing that by saying something, we do something. A perlocutionary effect describes the effect a speech act has on the receiver, this could be a thought, emotion or action. Storylines within the Professional Standards discourse are viewed from the teacher's own perspective, based on their knowledge of cultural structures and roles, which ultimately shapes any folding narrative (Ritchie & Rigano, 2001). Therefore, it can be argued that teachers are continually engaged in positioning themselves and others as storylines unfold (Ritchie & Rigano, 2001). As positioning happens during discursive episodes, a symbolic

exchange through words (Harré, 2004) occurs, which allows teachers to generate and exert their moral stance and obligations during these conversational interactions (Gergen, 1999). Positioning thus reflects the teacher's position in the moral order within the discourse and allows them to claim rights, duties and obligations, and contributes to the discourse through words, signs and gestures. It must also be acknowledged that positions held by individuals in a storyline may be conflicting and may also contradict other storylines (Adams, 2011). Positions may also change during a discursive episode in response to interactions within the discourse.

2.5.1 Positioning within Discourse

Positioning theory can be applied to social groupings and organizations, such as schools and education systems (Hirvonen, 2016), therefore acts other than direct conversations, such as policy, can also position teachers within a discourse. Moral positioning occurs "when a person is obliged to perform according to the social expectation of a certain role" (Hirvonen, 2016, p. 2). Institutional moral orders include "the rights and duties among members of an organization or institution" (Ibid.). I argue that teachers comply with moral positioning and institutional moral orders through the enactment of policy, such as Professional Standards.

The positions offered within the discourse can help teachers to consider themselves part of the education system. Macro discourses cannot be learned, but instead are "mastered through acquisitions" (Gee, 2015, p. 189). This is a process of "enculturation" into social practices through scaffolded and supported interactions based on shared values, doing deeds, and using particular words and artefacts that are understood by others within the discourse (Bamberg, 2014). Gee (2015) would name this Big-D discourse. This aligns with the idea that macro discourse reflects concepts about a community or an education system and is reinforced by speech acts used in the storylines of teachers. It is through these storylines that a sense of community and belonging can be created. The reverse also has truth, in that by defining the community, teachers speak the policy discourse. Being part of the macro discourse is described by Gee (2015) as "a particular sort of dance" (p. 172). Teachers engage in the macro discourse by being able to recognise the 'dance', which identifies who is an 'insider' and can 'talk the talk' and 'walk the walk'.

The construction of a sense of self occurs through the micro and nano discourse. This construction of self is negotiated through the discursive discourse and creates our unique lens with which we view the world, 'the world as-I-see-it', which is bound by our individual style and human agency (Callinicos, 1988). Positioning as a social practice is part of every discursive act and involves the positioning of self and others (Adams & Harré, 2001) during conversations and moment-by-moment interactions at a local, and/or personal level (Adams, 2011). van Langenhove & Harré (1999) comment that "self-positioning occurs in every conversation where one wants to express his/her professional identity" (p. 24). Through the micro and nano discourse, teachers talk from the position with which they wish to be associated (Bamberg et al., 2011) and the language teachers use is taken to be transparent and reflective of the teacher's reality (Bamberg, 2014). However, it should be noted that how a teacher positions themself publicly, maybe in dissonance with how they position themself privately.

In any self-positioning, there are tensions to be negotiated within the "three realms of identity" as discussed by Bamberg (2012). These three realms are: self-agentive and passive, sameness and difference, and constancy and change, as shown in Figure 6.

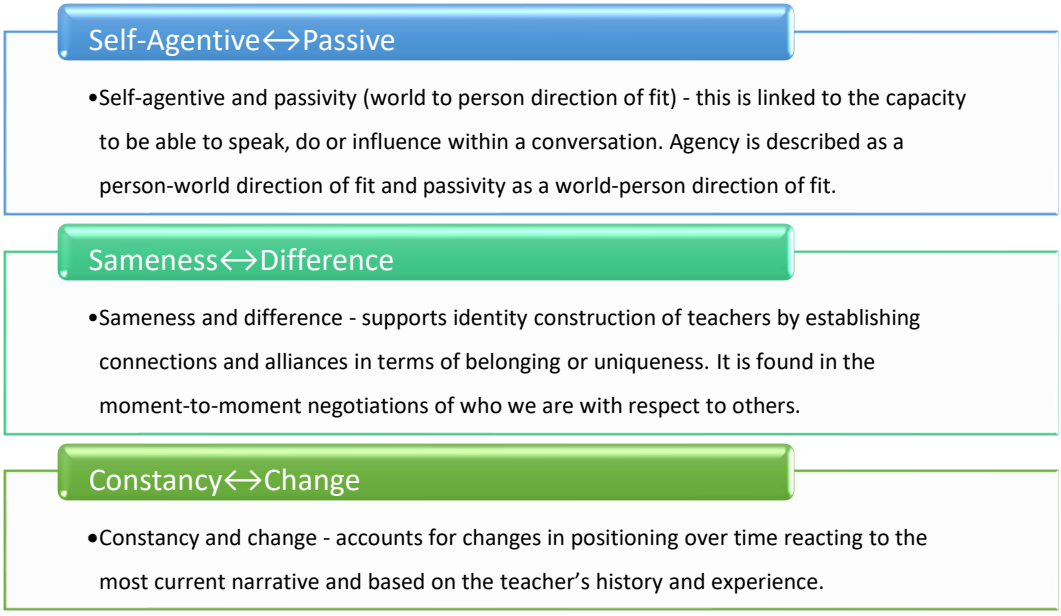

Figure 6 Three Realms of Identity (Bamberg, 2012)

Positioning within these three realms is achieved through a teacher's actions in response to discourse. Given that situational positioning is a social practice, the balance between self-agentive and passivity, sameness and difference, and constancy and change, can shift from one interaction to the next.

2.6 Summary of Understanding Policy and Positioning Theory

In this first section of the literature review, my learning about the globalisation of education policy leads me to understand that education policy is politically driven and is influenced by global factors. This globalisation of education policy creates homogenised education policy that is influenced by supranational organisations. These supranational organisations, such as the OECD and the World Bank, are aligned to a broadly conceived neoliberal agenda, which has led to more regulation and accountability, measured through narrow metrics of performativity. Policy migration may create tensions within the values-based Scottish education system, however, 'glocalisation' effects give heterogeneous outcomes within such homogeneous policies, thereby to some extent, countering the cherry-picking of international policies. It should be acknowledged that there is a 'myth' around the democratic nature of policy making in the Scottish education community, where what is espoused, may underestimate the 'backroom dealings' of those in powerful positions and where insiders are used to make policy development shortcuts, exposing the inherent small c conservativism in Scotland.

My learning through policy as discourse has led me to argue that all policies are products of discourse, therefore outcomes cannot be pre-determined. However, the language used to construct policy and associated positions offered through policy text and policy discourse at all levels may compete with other discourses leading to the research question:

- In what ways could policy discourse support the enactment of Professional Standards by teachers in Scotland?

Through discourse at the macro, meso, micro and nano level, I have argued that the definition of policy is contested, but that consensus exists in that policy 'intends change'. When policy is operationalised at the meso level, it can position teachers towards being

implementers of policy if a technical approach is used. However, I argue that this does not consider that policy is not a 'thing' to be implemented but is formed and re-formed through discursive acts. It is then an interpretation of an interpretation.

I also argue that discourse involves positions of power, storyline, rights, duties and obligations, where power is realised through the social force of language, thereby privileging some voices over others. Storylines are where the interactions of actors, past, present and future, influence the position actors take, within the constructs of rights, duties and obligations, whereby actors accept policy as an act of professional belonging. Positioning within discourse influences, what can be said and done, therefore 'controlling' teachers' responses. However, this positioning can be accepted, rejected or amended by teachers.

Finally, Positioning Theory is posited as a means of community development and through the local discourse helps teachers construct their professional identity. Self-positioning is a social practice and occurs in every discursive act. Therefore, the micro and nano discourse can also offer positions that can be accepted, resisted or amended, teachers' self-position as they enact policy. However, it should be noted that public and private positioning may be in dissonance.

Having discussed policy and Positioning Theory, I now turn to add the context of this research and focus on Professional Standards as policy in Scotland.

Chapter 3 – Professional Standards and Teacher Professionalism

This chapter, the second of the literature review, starts with my learning about the development of Professional Standards, which are being increasingly used by governments globally as an improvement mechanism. The literature mostly offers a binary positioning of Professional Standards, considering them as either regulatory or developmental. Regulatory framing creates an expectation that Professional Standards will be enacted, as an accountability mechanism. In the developmental framing, Professional Standards are presented as a tool for self-evaluation to support professional growth.

The chapter then moves on to consider Professional Standards as policy, here I discuss how policymakers bring their own histories and those with power in the discourse have greater influence over the policy text developed. I then briefly outline the development of Professional Standards in Scotland.

Finally, I discuss my learning about teacher professionalism and how this links to the enactment of Professional Standards. The notion of 'professionalism' "is creeping up in unexpected domains" (Fournier, 1999, p. 280), however, to express professionalism, one is usually associated with a profession. Firstly, I argue that teaching is a profession as its members align with the expectations of a profession, as outlined by Ingersoll & Merrill (2011). However, I argue that the teaching profession in Scotland is a mature profession (Sachs, 2016) as it is constantly evolving, as public trust needs to be continuously negotiated (Fournier, 1999, p. 286). Secondly, I posit that professionalism is a collective term for how teachers 'show up' in their daily practice as they accept, reject or amend positions within the competing discourses of professionalism. The literature offers different notions of professionalism such as managerial, traditional, democratic and collaborative (Whitty, 2008) or the effective, reflective, enquiring or transformative teacher (Menter, Hulme, Elliot & Lewin, 2010) or organisational and occupational professionalism (Evetts, 2013). These different positions are required to be navigated by teachers through their professional practice.

3.1 Globalisation of Professional Standards

As an aspect of globalisation, increasingly governments are using Professional Standards as a mechanism to respond to the globalisation of education and as a tool to improve teacher quality. The Centre of Study for Policies and Practices in Education (CEPPE) study (2013) stated that Professional Standards have been in development across the global educational community over the previous two decades, as education has become one of the most important policy areas for governments. Within this, it is suggested that Professional Standards "present the official version of the discourse, as authorised by those charged with overseeing teacher governance" (Kennedy, 2015, p. 144). There is a perception in the literature from those who wish to champion Professional Standards, that they improve teacher quality through enhancing teacher learning, which is then linked to improved outcomes for children and young people. This perception of a direct link has been accepted by policymakers (Kennedy, 2015; Sahlberg, 2011). However, this claim is not well supported, and Kennedy (2015) contends that "there is a paucity of evidence to support any direct links between the existence of professional standards and improved pupil outcomes" (p. 147).

A binary positioning of Professional Standards is also discussed in the literature, where Professional Standards are positioned as regulatory or developmental (Sachs, 2005; Mahony & Hextall, 2000; Leonard, 2012), or as Whitty (1996) suggests, as a way of increasing regulation or to illustrate desired knowledge, skills and behaviours of teachers. As ever, this binary positioning does not illustrate the complexity involved in policy development or enactment. Policy is never neutral, how it is presented and the positions offered through the discourse are important enablers or inhibitors of policy enactment.

3.1.1 Regulatory Use of Professional Standards

A regulatory model of Professional Standards is promoted by governments as a way to reduce variability and improve teacher quality (What difference do standards make to educating teachers? OECD, 2018). Christie, writing in 2003, called this a "global obsession" (p. 952) and goes on to suggest this is less about educational aims and more about accountability and competition in the global marketplace (Ibid.). Aligning with authors such

as Fenwick (2010), Timperley (2011), and Ryan & Bourke (2018), these can be seen as tools for regulation and accountability and are used as a competence framework that reduces teacher autonomy, legitimatise a particular form of professionalism and positions the enactment of Professional Standards as a right, duty, and obligation of teachers in some education systems. For example, in Australia, policymakers promote Professional Standards as a tool or a 'policy technology' (Torrance & Forde, 2017) and suggest that their enactment raises teacher quality by defining the attributes and practice of effective teaching (AITSL, 2011). This suggests a "'standardising' quality of practice…rather than a commitment to continuous professional development" (Kennedy, 2015, p. 145). Hudson et al. (2016) note that "it is purported that with the standards, a clear vision of what quality teaching looks like is now consistently defined across the country [Australia]" (p. 137). This regulatory control focuses on improvement, consistency, teacher quality and accountability. It could appear a 'force for good', as it provides a definition of accomplished or high-quality teaching, as well as the competences of teachers' metacognitive knowledge, attitudes and dispositions. This positioning of Professional Standards in a regulatory or quality assurance role highlights that in some education systems, the role of a teacher is constructed as an implementer of policy and ties closely with systems of accountability, performativity, and audit culture. In this way, Professional Standards become, as Sachs (2003) suggests, a facet of accountability and quality assurance, and a means of promoting quality improvement; as they "provide some written and agreed quality threshold that can be uniformly applied to all teachers" (Kennedy, 2015, p. 145).

Progressively, Professional Standards are also being used to measure systems, institutes, and individuals (Mahony & Hextall, 2000). This trend toward a more measurement-based system is advanced by Mockler (2013) who states, "we have seen a shift in the past decade from a discourse focused on teaching quality to one focused on teacher quality" (p. 37). This policy shift has been initiated by "labour market competitiveness" (Teachers Matter - Attracting, Developing and Retaining Effective Teachers, OECD, 2005) and a drive to improve teacher quality and teacher retention. Kennedy (2008) suggests this "has its roots in the corporate world of business, where efficiency, targets and accountability are deemed central to effective organisations" (p. 841). This positioning aligns with a managerial stance where teaching and teacher's practice becomes defined by performance measures: it is a reductionist approach and a means to control teachers' work (Ball, 2003; Biesta, 2007,

2009; Hargreaves, 2000; Sachs, 2003). The intention here is to make individual teachers more accountable through a "surveillance" approach (Allard, 2014, p. 43), with Professional Standards being used as a benchmark to control and measure the work of teachers. This change to evaluating and measuring *teachers* rather than *teaching* promotes the stance that teachers need to be regulated and monitored, with Professional Standards providing the regulatory tool to accomplish this. Taylor (2016) moves the argument further as he states, "the focus has moved from the quality of the subject of interest (teachers) to the quality of the tool used to audit them (professional standards)" (p. 43).

In agreement with Wyatt-Smith et al. (2017), I believe this reductive model narrows the knowledge, skills and dispositions which are desirable for teachers to possess, through codifying professional practice which is then demonstratable through teachers' behaviours. As Torrance & Forde (2017) state, "Professional Standards represent a policy instrument utilised both to redefine what is meant by teacher expertise and to change the profession from outwith" (p. 121). As such, Professional Standards can be seen to be constricting and narrowing the work of teachers to a list of competencies, which can suppress reflective practice and innovation, and promote conformity and compliance (Kennedy, 2005). As Ryan & Bourke (2013) suggest, this positions teachers as non-experts and passive enactors of policy. Holroyd, writing in 1999, cautions us that "It is foolish to dismiss 'competence' in any attempt to describe the good teacher. It is equally foolish to claim that the good teacher can be completely defined in terms of competences alone" (p. 934).

This conceptualisation of Professional Standards as a regulatory policy tool, perceives teachers as "implementers of content" (Delandshere & Petrosky, 2004, p. 7) as "recipe-following operative" (Gerwitz et al., 2009), as "competent multi-skilled labourers" (Jones, 2009) or as technicians (Tomlinson, 2005), where they are being "undermined and atomized by the requirement or pressure to implement uniform standards" (Delandshere & Petrosky, 2004, p. 12). This positions teachers as 'practitioners' with duties and obligations to faithfully implement policy. While attractive to governments, through a 'one size fits all' model of Professional Standards (Sachs, 2003), as Beighton (2016) states, "it effectively transforms the practices of everyday life into a series of calculations" (p. 35). As there is little empirical evidence to link the use of Professional Standards to improvements in teacher quality (Santoro & Kennedy, 2016), it may therefore be suggested that Professional

Standards are not evidence-based policy. However, as Adams & McLennan (2020) point out, “in the minds of many policymakers…an increase in teacher knowledge and skills alone ‘improves’ education” (p. 2).

This reductive effect can be demonstrated by Professional Standards being seen as an “over-lengthy list of duties” (Forde et al., 2016, p. 22), or as Louden (2000) states, “characterised by long lists of duties, opaque language, generic skills, decontextualised performances, an expanded range of duties and weak assessments” (p. 188). This list of duties cannot fully describe all that it is to be a teacher and minimises the cultural, social, socio-economic, emotional, moral and intellectual dimensions of being a teacher (Tuinamuana, 2011; Beyer, 2002) and I, therefore, argue that this reductive model does not take account of the diverse contexts’ teachers find themselves in, and reduces teachers work to what a teacher ‘knows’ and ‘does’ but does not consider what a teacher ‘is’.

This standardisation of people and practice (Adoniou & Gallagher, 2017) supports a performative approach and encourages context free judgements about teachers’ effectiveness on a continuum from ‘good teacher to bad teacher’, thereby, reducing teachers to technical implementers of pedagogy and classroom managers, or teachers “teaching by numbers” (Clarke & Moore, 2013, p. 490). The real issue according to Leonard (2012) is that such an approach leads “to a restricted understanding of professional practice” (p. 59) and may lead to “tokenistic use of standards” (Forde et al., 2016) where some teachers are doing just enough to “get by” (Bloomfield, 2006, p. 10). In another view, Professional Standards can be seen as “yet another stick to beat teachers with” (Hamilton, 2018, p. 874).

Professional Standards that have a regulatory use could in one view be seen as a supportive policy that improves the quality of teachers. Christie (2003) posits that “it is possible to argue that the creation of the framework of standards is a necessary and even a desirable part of a process of enhancement of the professionalism of teachers” (p. 962). However, if Professional Standards are premised on a competence-based approach and are positioned “to measure the (sometimes immeasurable) quality of learning and teaching in schools” (Kennedy, 2008, p. 841) then perhaps they are not nuanced enough to support the aspiration of measuring the expertise of teachers.

3.1.2 Developmental Approach to Professional Standards

Unlike the regulatory positioning of Professional Standards, as a developmental framework, Professional Standards can be used as supportive texts to help teachers to interrogate and improve their own professional practice. Developmental Professional Standards have been produced in various education systems. For example, in England in the early 2000s, Professional Standards aimed to improve the quality of teachers through the quality of professional learning opportunities (Mahony & Hextall, 2000). The Australian Institute for Teaching and Leadership (2011a) also explored Professional Standards as a developmental tool to "provide an ongoing basis for teacher reflection and development and…a guide to professional learning". In Teaching Scotland's Future (2011), Donaldson called for a "re-professionalisation" (p. 97) of the teaching profession, where the Professional Standards support career-long professional learning. This has led to a focus on teacher agency where "teachers themselves take responsibility for their own professional development" (p. 84, Ibid.) and are active agents of educational change, rather than "passive or reluctant receivers of externally-imposed prescription" (p. 18, Ibid.).

Donaldson recognised teaching as an intellectual profession and suggested that "Scotland should move quickly to a Masters-level profession" (p. 99, Ibid.) with teachers engaging with research and evidence, to ensure the "aspiration of teaching being a research-informed profession" (p. 93, Ibid.). In response to the recommendations of Teaching Scotland's Future (2011), GTC Scotland developed a new suite of Professional Standards, which were presented to the teaching profession for mandatory use as of August 2013. These were described by Torrance & Forde (2017) as having "avoided being highly technicist" (p. 116) by having a dominant developmental theme.

McMahon (2019) discussed that Professional Standards can have a powerful effect, if they are multi-purposed and support multi-interpretations, which teachers can use to control their own work and professional learning journey. Therefore, a developmental approach to Professional Standards offers a framework or quality improvement tool that can act in the following ways:

- As an aspirational model for teachers (see Tuinamuana, 2011);

- As a guide to professional learning (see Forde et al., 2016; Ingvarson, 1998; Mayer et al., 2005);
- As a support for teacher identity development (see Swabey et al., 2010);
- To support professional growth (see Adoniou & Gallagher, 2017; Call, 2018); and
- To enhance the public status of teachers (Yinger & Daniel, 2010).

Professional Standards, as with all policies, do not tell teachers what to do (Ball, 1994), but when offered as a developmental framework or tool, they can support professional dialogue to help teachers to shape their own practice. Savage & Lewis (2018) argue that the nature of Professional Standards is only 'made real' when interpreted and translated in context. Adams (2016) would go further and suggests that it is through the "moment-by-moment conversational acts" (p. 291) that policy is formed**.** Developmental Professional Standards can provide a framework for self-evaluation for individual teachers (Reeves et al., 1998), or form part of a system-wide strategy for professional learning (Kleinhenz & Ingvarson, 2007). Allard (2014) states that "learning to teach—like teaching itself—is always in the process of becoming: a time of formation and transformation" (p. 44) and part of this act of becoming, is self-evaluation or reflection of ongoing professional learning. When interpreted as a developmental framework, Professional Standards afford teachers the space to include self-reflection and professional judgement as part of their enactment. Talbot (2016) offers that "if the production and judgement of evidence is, however, a dialogic learning experience then the potential for transforming teaching work may be enhanced" (p. 26), thus promoting the importance of discursive acts to translate policy into practice. Although many authors discuss the capacity that Professional Standards have as a developmental tool (Forde et al., 2016; Leonard, 2012; Loughland & Ellis, 2016; Sachs, 2005), Torrance & Forde (2017) take this further by commenting that "standards can have an aspirational dimension offering alternative and a more comprehensive understanding of what it means to be a teacher" (p. 121), a theme developed in the recently published Professional Standards in Scotland 2021 (*see Appendix 1: The Role of GTC Scotland in the Scottish Education System*).

For teachers, the enactment of Professional Standards involves creating time and space (Darling-Hammond, 1998). However, in the busyness of schools, teachers have little additional time to engage with Professional Standards and in turn, struggle to know,

understand and use them (Tuinamuana, 2011; Mayer et al., 2003). Without time and commitment for the profession to engage with and "bring them to life in their professional practice" (Murphy, Seashore Louis & Symile, 2018, p. 23), the aspiration of Professional Standards as a tool to support teachers' development will not be realised (Tuinamuana, 2011; Ingvarson, 2010).

3.2 Designing Professional Standards as Policy

Professional Standards, as with any policy, are of their time and are imbued with historical and current discourses, and position statements that are required to be regularly critiqued. It is important to recognise that policy making or refreshing is underpinned by political interests that have to be negotiated, which leads to compromises and trade-offs "that most stakeholders can live with" (Rizvi & Lingard, 2010, p71).

In Scotland, this happens as part of a 5-year review cycle by GTC Scotland, the professional regulatory body of teachers in Scotland (*Appendix 1: The Role of GTC Scotland in the Scottish Education System*). This planned cycle of review is important as Sachs (2003) states "standards cannot and should not be frozen in time; they must be flexible to the changing conditions of teaching and learning as they occur inside and outside of schools" (p. 176).

When designing or reviewing Professional Standards, cognisance must be taken of the background, experiences and political views of those involved in creating the policy and the influences of those with power within the discourse. In some education systems, for example, in Portugal, Professional Standards have been developed and imposed by the government (see Flores, 2017), whereas, in other countries such as Scotland, the design of Professional Standards is the product of consensus building of represented stakeholders (*see 3.2.1 Professional Standards in Scotland*). The developers of Professional Standards need to represent the wider education system, to ensure that they reflect the intended purposes, as Santoro & Kennedy (2016) state "different standards are written in different ways by different groups of professionals and are intended for slightly different purposes" (p. 219). The design team should include teachers, for as Sachs (2003) notes, if they are imposed rather than developed with, or by teachers then "their adoption and use in a developmental way can be curtailed" (p. 179).

It should also be acknowledged that all involved in the development of Professional Standards come with their own histories and experiences and will interpret discussions through their own positionality in moment-to-moment discursive acts. Those with more authority through advantages afforded by position, role, knowledge or resources, can exert greater influence over the discourse by the positions they take and how they position others. Therefore, the outcome is the product of an agreed interpretation of Professional Standards through the lens of those involved in the final iteration. This final iteration may not offer precise statements of teachers and teaching, but instead offer statements, interpretations and activities (Forde et al., 2016) of how Professional Standards can be enacted. Thus, the design of Professional Standards needs to "balance 'comprehensiveness' with a 'looseness'" (Forde et al., 2016, p. 23) and use language that fits the intended purposes of Professional Standards.

3.2.1 Professional Standards in Scotland

The conception of Professional Standards in Scotland, began in 1991 when a Ministerial review of ITE, involved a review of the guidelines for initial teacher training, now known as initial teacher education (ITE). The resultant set of competences created, entitled *Guidelines for Teacher Training Courses* (Guidelines) was issued by the Scottish Government for the Education Department (SOED) in 1993. These Guidelines outlined the knowledge, skills and attitudes teachers should have by the end of ITE, as they entered their probation period and were used as a planning tool for ITE providers. The Guidelines were framed to "allow and encourage full development over succeeding years to proficient and expert levels of professionalism" (Holroyd, 1999, p. 928), thus promoting a model of lifelong learning, but they were to be achieved by the end of ITE, therefore perhaps not a model of lifelong learning. This competence framework suggests an organisational professionalism model (Evetts, 2013) as these competences are framed as a "matter of duties and obligations" (Holroyd, 1999, p. 928). These, therefore, can be considered a regulatory policy, *see 3.1. Regulatory Use of Professional Standards*, which have to be evidenced before teacher status is achieved.

By 2000, the Guidelines were subjected to university quality assurance processes, in line with other university subjects, which led to Quality Assurance Agency benchmark statements being developed and published. This involved a change of name to the Standard for Initial Teacher Education (SITE), which I would argue was the turning point from a set of guidelines to policy, as they were now called 'benchmark statements', which provided a threshold for competence, i.e. an accountability framework that requires evidence of enactment of the policy, see *2.4 Definition of Policy*, underlining the shift from a 'CPD framework' to a regulatory policy.

The publication of *A Teaching Profession for the 21st Century* (Scottish Executive, 2001), termed locally as the McCrone Agreement, brought forward major changes to the teaching profession, including an emphasis on an entitlement and an obligation to engage in professional learning (Purdon, 2001) introducing a tension in the purpose of professional learning, now positioned as an entitlement but also as an obligation. Central to this were Professional Standards, which were defined at different levels and provided a progressive, coherent and continuing process of professional learning for all teachers (Holroyd, 1999). As a result, by 2002 there were four Professional Standards. First, a revised Standard for Initial Teacher Education (SITE) and the Standard for Full Registration (SFR), both of which were used as a benchmark for entry to the profession, the Standard for Chartered Teacher and the pre-existing Standard for Headship (SFH). This brought GTC Scotland to the fore for teachers, in their role as the guardians of the Professional Standards.

At the same time as the McCrone Agreement (2001) was being developed, GTC Scotland also reviewed the probation period in Scotland. Working in partnership with the Scottish Executive, this new SFR was to be achieved by teachers by the end of the two-year probation period. The SFR (2002) was the benchmark for competence, it "sets out clearly what is expected of new teachers during their induction process and it provides a professional standard against which decisions will be taken on full registration" (Maciver, 2003, p. 1019). Therefore, the SFR can be considered as a regulatory policy as it has to be enacted and evidenced, *see 3.1. Regulatory Use of Professional Standards*, prior to full teacher status being achieved, thus showing an underpinning organisational professionalism stance (Evetts, 2013).

The SCT was conceived to support teachers who chose to stay in the classroom to be recognised as 'experts' and the Chartered Teacher Programme was designed to demonstrate the SCT. At the time of the launch of the SCT, there was a debate across the Scottish education system about the role and purpose of Charter Teacher status, and whether the Chartered Teacher programme should be an academic qualification or more centred on professional practice (Kennedy, 2008). The Chartered Teacher programme was short lived, with the Cabinet Minister for Education accepting the recommendation from the *Advancing Professionalism in Teaching* report (2011) to discontinue the programme, perhaps premised on the criticism offered by *Teaching Scotland's Future* (2011), where Donaldson states:

> Overall, there is not enough evidence that the chartered teacher programme has as yet achieved what it set out to do. The programme does not always attract and reward our highest-performing class teachers and the nature of the programme does not ensure that participants are better teachers as a result of gaining the award. (p. 77)

This discontinuation is suggested by Kennedy, Barlow & McGregor (2012) as more of an issue of finance, rather than any matter concerning teacher professionalism.

The Scottish Qualification for Headship (SQH) launched in 1998, was underpinned by the SFH. The SQH was to be a mandatory qualification for all headteachers in Scotland by 2005, however, this has been subject to significant delay and has only become a prerequisite for employment in the role of headteacher as of 1 August 2020 (Head Teachers Education and Training Standards (Scotland) Regulations, 2019) by the completion of Into Headship or equivalent qualification from outwith Scotland. The changing discourse of leadership in the Scottish education system, from a hierarchal, authoritarian approach to a more democratic participatory approach was evident in the development of this programme (Kennedy, 2008). The key aspects of the SQH were professional values, school management functions and professional abilities, showing a departure from key aspects of SITE, SFR and SCT.

Although positioned by policymakers as a route to developing transformational leaders, Bryce and Humes (1999) were less enthusiastic and doubted whether the programme could bring about such deep change to the education system, when they stated:

> Indeed, a general criticism of the prevailing thinking at all levels of teacher training ... is that it is likely to produce dull, safe, conventional staff rather than staff who are imaginative, original and willing to challenge orthodoxies. (p. 1010)

As a framework for professional learning, the SFH could be considered a developmental framework. However, like the rest of the 2002 Professional Standards, there is an expectation that it was evidenced, thus making it a regulatory framework tied to a qualification pathway.

In 2011, the publication of the seminal text for Scottish education, *Teaching Scotland's Future* called for the re-professionalisation of the teaching profession. Recommendation 35 called for a review of the suite of Professional Standards. Around the same time, the new legislative order (2011 Order) granted GTC Scotland its independence from the Scottish Government, and with this came powers such as article 6b within the General Functions section of the Order (2011) which states:

> The GTCS's general functions are –
>
> (b) to establish (and to review and change as necessary)—
>
> (i) the standards of education and training appropriate to school teachers;
>
> (ii) the standards of conduct and professional competence expected of a registered teacher.

Thus, realising Maciver's (2008) prediction, that "at the heart of any future legislation, it can be anticipated that Professional Standards will appear" (p. 893). With this independent status, GTC Scotland "immediately began reviewing the standards, the first occasion all had been looked at simultaneously" (Hamilton, 2018, p. 874). Thus greater coherence was developed across the shared professional values and personal commitment section of the Professional Standards, which is common to all five 2012 policies. This iteration of Professional Standards also has at its core, the same statements about professional values, leadership and learning for sustainability. Finn & Hamilton (2013) proposed that the suite

of Professional Standards was widely accepted as they offered a coherent statement of what constitutes being a successful teacher, they also suggest that acceptance was also partly due to the manner of consensus building and consultation, which reinforced 'good practice' in policy development.

This 2012 iteration comprised of five Professional Standards held in three documents. The Standards for Registration, comprising of the Standard for Provisional Registration (SPR), the next iteration of SITE, and the Standard for Full Registration (SFR), are the benchmarks of teacher competency and practice, which are required to be demonstrated to gain and maintain registration as a teacher in Scotland. Alongside these, sits the Standard for Career-Long Professional Learning (CLPL), based on the SCT, and the Standards for Leadership and Management (comprising of the Standard for Middle Leadership and Headship).

This brief history of the development of Professionals Standards in Scotland demonstrates that "their varied genesis leads us to question to which extent that the framework has been developed strategically as a single entity" (Kennedy, 2008, p. 873). There has also been some debate about the collective term for teacher Professional Standards in Scotland with Kennedy & Beck (2018) drawing on Kennedy's previous work (2016) arguing that:

> The GTCS maintains a 'suite' of professional standards for all registered teachers. However, the standards within the suite perform a range of both mandatory and developmental functions, rendering it, arguably, a suite in name only. (p. 852)

Between the suite of Professional Standards coming into effect in August 2013, and the start of the review process for the next iteration in Jan 2017, there were some important educational and political changes in Scottish education relating to Professional Standards. For example, the introduction of a registration update scheme for all GTC Scotland registrants, named Professional Update (PU). PU is not the focus of this research, which aims to understand the enactment of Professional Standards, and as such additional information regarding PU can be found in *Appendix 1: The Role of GTC Scotland in the Scottish Education System.*

3.3 Teacher Professionalism

Professional Standards are brought to life by teachers; therefore, it is important to discuss teachers' professional practice and how this is underpinned by teacher professionalism.

Increased government control in the UK across all sectors in the 1980s and 1990s, has resulted in multi-faceted and contested definitions of professionalism, premised on a shift of power where according to Hoyle & Wallace (2005), "autonomy has evidently given way to accountability" (p. 100). However, it can be questioned as to whether teachers were ever autonomous and perhaps a shift from licensed to regulatory autonomy (Dale, 1979) better describes teacher autonomy through the ages. There is broad agreement in the literature that professionalism is "multi-faceted" (Kennedy, Barlow & McGregor, 2012), and contested. Fox (1992) suggests that "professionalism means different things to different people" (p. 2). I agree with this assertion and suggest that professionalism is used in different ways across the Scottish education system and contend that teachers use different forms of professionalism when enacting policy.

There are many versions of professionalism in literature. I align with the notion of professionalism being socially constructed. Ozga (1995) describes professionalism as a form of 'occupational control', which "explore[s] the value of the service offered by the members of that occupation to those in power" (p. 35). Hoyle (1975) suggests that professionalism includes, "those strategies and rhetoric employed by members of an occupation in seeking to improve status, salary and conditions" (p. 315). However, Troman (1996), suggests the definition is more expansive, arguing professionalism is "a socially constructed, contextually variable and contested concept ... defined by management and expressed in its expectations of workers and the stipulation of tasks they will perform" (p. 76). Day (1999) takes this notion further and suggests that professionalism is a "consensus of the 'norms', which may apply to being and behaving as a professional within personal, organisational and broader political conditions" (p. 13). Helby (1999) discussing the English context states "there is nothing simple or static about the concept of teacher professionalism in England: it is constantly changing and constantly being redefined in different ways and at different times to serve different interests" (p. 93). Therefore, like in other education systems, in Scotland, the concept of teacher

professionalism is contested and multi-faceted. However, to demonstrate professionalism, one must be part of a profession, which is discussed next.

3.3.1 Teaching as a Profession in Scotland

There is a general assumption that teaching is a profession. However, "there are endless debates about the core attributes of a profession" (Rickards, Hattie & Reid, 2021, p. 79). Christie (2003) suggests that a profession has "possession of specialist knowledge, ability to apply a high level of skills or technical expertise, a commitment to an ethic of service and the capacity to exercise both individual and collective self-regulation" (p. 953). Evetts (2013) suggests that a profession is engaged in a distinct and generic category of occupational work. Ingersoll & Merrill (2011) suggest that the following components are indicators of a profession:

- credentials and licensing;
- the presence of induction and mentoring programmes for individual members;
- professional development support and specialisation;
- authority over decision making;
- compensation levels recognising expertise in the profession; and
- a set of principles and moral codes that oversee behaviours and prestige and occupational social standing.

Similarly, Rickard, Hattie and Reid (2021) understand a profession to have the following characteristics: ethical standards and pledges; Professional Standards and accreditation; possession of specialised knowledge and skills derived from research, education at an advanced level; and public recognition of these attributes.

Sachs (2016) uses the term "a mature profession" (p. 422) and suggests that this removes debate and contention about whether teaching is a profession, as it "has the confidence to represent itself to others in ways that are trusted, valued and respected" (p. 422). She goes on to state, "a mature profession is complex and is continually evolving" (p. 422) and comments that this notion is premised on teachers who have the skills to engage with research, who can engender trust with stakeholders and are risk takers. I contend that the characteristics of the teaching profession in Scotland position it as a mature profession

based on Sachs (2016) assertions. This aligns with GTC Scotland's statutory functions outlined in the 2011 Order, which are:

- to maintain a register of teachers in Scotland;
- setting the Professional Standards expected of all teachers;
- accrediting programmes leading to the award of GTC Scotland's Professional Standards including mandatory entry requirements and enhancement of registration through professional recognition;
- advising the Scottish Government on matters relating to Scotland's teachers and teacher professionalism; and
- providing public protection and assuring the high quality of the teaching profession by providing a Code of Professionalism and Conduct and the fitness to teach of registrants through robust and fair regulation processes.

As part of public accountability, the teaching profession in Scotland needs to "translate the objectives and values of others into [their] own terms" (Miller & Rose, 1990, p. 10). This means that the teaching profession needs to engage with and make transparent their work, legitimising it in terms of norms and values with parents, stakeholders and the public. The enactment of Professional Standards offers a public reassurance of teacher quality, as Maciver (2008) states, "A Standards framework has its weaknesses; but it also has its benefits, one of which is to make the profession more secure in its own professional values but at the same time more accountable to the public" (p. 891).

3.3.2 Teacher Professionalism as Discourse

If we accept teaching as a mature profession in Scotland, then the Professional Standards used to set and maintain expectations of teachers can be considered as one of the key policies that enable teacher professionalism. However, as with so many terms in education, 'professionalism' is contested, I argue therefore that professionalism is not a 'thing' but is a discourse.

Evans (2008) suggests that "professional culture makes up a large proportion of what, in many cases, is considered to be professionalism" (p. 24). This assertion is premised on the five 'core principles' of teacher professionalism offered by Sachs (1999) (see Sachs 1999,

pp. 83-85), and the importance given to ideology and a shared perspective of the characteristics of professionalism (Freidson, 1994; Johnson, 1972). Evans suggests that these characteristics can be identified easily as a feature of culture, as well as aspects of teacher professionalism. However, Evans (2008) goes on to argue that professionalism goes beyond professional culture, as it "seems generally to be seen as the identification and expression of what is required and expected of members of a profession" (p. 25). Professionalism is thus more than "a configuration of beliefs and practice, relationships, language and symbols distinctive to a particular social unit" (Hoyle & Wallace, 2005, p. 103), and suggests that the "conception of professionalism like professional culture, as a collective noun: a plural, [is] shared by many" (Evans, 2008, p. 25), meaning professionalism is a collective term. Evans (2008) borrows the term 'professionality' from Hoyle (1975) and uses this to describe the individual's ethically motivated ways of acting, according to externally imposed features. Thus, professionalism and professionality are intertwined aspects of teachers' lives, as Evans (2008) suggests, "professionalism thus has as much chance of influencing professionality as professionality has of influencing professionalism" (p. 27). This interplay suggests what Klineburg (1980) called the African world view, "I am because we are, and, because we are, therefore I am" (p. 25), in this way, teachers express their professionality within the collective professionalism, and as a way of being identified as being part of a profession.

There are many positions offered in the literature on professionalism. In Scotland, teachers can accept, reject or amend positions offered in discourse. Most concepts of professionalism offer different positions rather than a single position. Whitty (2008) extends the discourse of professionalism offered by Sachs (2001), into a continuum between democratic and managerial professionalism, as shown in Figure 7.

Figure 7 Continuum of Professionalism (Whitty, 2008)

Managerial professionalism is a governmental mechanism, which outlines what teachers should be and do, with little space for agentic judgement. Kennedy, Barlow & McGregor (2012) argue that in this view, professionalism is used as a means of "control over teacher behaviour" (p. 3), as there is an expectation of compliance. In this model, professionalism is measured with business influenced criteria, such as targets, and is led by "externally imposed concepts and accountability" (Kennedy, Barlow & McGregor, 2012).

Democratic professionalism has at its heart, the idea of teachers as agents of change who create alliances beyond professional boundaries towards the "enactment of principles of equality and social justice" (Kennedy, Barlow & McGregor, 2012). This is an internal autonomy model, which requires teachers to take a critical proactive stance, premised on ensuring social justice is at the heart of professional practice.

Whitty (2008) extended this to include traditional and collaborative professionalism. Traditional professionalism describes teachers as "trusted members of society who exercise autonomy by virtue of their knowledge and expertise" (Kennedy, 2015, p. 148) and is defined by a list of characteristics and a code of conduct, which are:

- a rigorous process of training and qualification to enter the profession;
- an ethical element to the service based on self-regulation;
- specialised knowledge expertise;
- a shared professional language and standards of practice; and
- professional judgement, collaborative working and a commitment to professional learning.

Whereas collaborative professionalism focuses on "inter-professional collaboration" (Kennedy, 2015, p. 148) and has an increased emphasis on inter-agency working. Hargreaves and O'Connor expanded this notion of collaborative professionalism in their 2018 book, "*Collaborative Professionalism: When Teaching Together Means Learning for All*". Here they discuss the ten tenets of collaborative professionalism, which they state are:

- Collective autonomy – where teachers have more control of their own work and work interdependently with each other, which is informed by evidence and open to feedback, inspiration and assistance;
- Collective efficacy - where teachers improve when they work collaboratively;
- Collaborative enquiry – teachers systematically enquiry into their own practice and the practice of others, to improve outcomes for children and young people;
- Collective responsibility - engagement with 'our' students and not 'my' students;
- Collective initiative - teachers determine their own professional learning and are not held back by other agendas;
- Mutual dialogue – difficult conversations are not shied away from, as the feedback is honest and appropriate and leads to improvement;
- Joint work - working and thinking together, creating synergy;
- Common meaning and purpose - the common purpose is articulated and advanced by addressing and engaging with the goals of education;
- Collaborating with students - as active participants in the improvement process; and
- Big picture thinking for all – everyone 'gets' the big picture of education.

In a literature review commissioned by the Scottish Government, Menter, Hulme, Elliot & Lewin (2010) offer four paradigms of professionalism for teachers in Scotland, as shown in Figure 8.

Figure 8 Four Paradigms of Professionalism

In this model, the 'effective teacher' is perhaps the most politically motivated and can be considered as restricting teacher professionalism. It is associated with a view of education that aligns with the accountability and performativity agenda (Mahony & Hextall, 2000). The next paradigm offered is that of the 'reflective teacher'. This is premised on the adoption of professional values that positions teachers as informed decision makers adopting cyclical approaches to the interrogation and improvement of professional practice. The third paradigm, the 'enquiring professional', sees teachers as actively undertaking enquiry in their own learning environments, to develop their own practice and share learning with colleagues. This paradigm of teacher professionalism was promoted in *Teaching Scotland's Future* (2011). The final model offered is the 'transformative teacher'. This extends reflective and enquiring teacher models by introducing an 'activist' aspect, thereby promoting the view that teachers should be, and prepare their children and young people to be agents of social change. Within Scotland, many new ITE programmes are premised on the transformative teacher model of professionalism.

All four models are of significance to the Scottish education system. The effective teacher model can be considered important in the drive for an empowered system where "teachers and practitioners are enabled to engage fully with the complexities of education and to be key actors in shaping educational change, contributing to the enhanced reputation of their professions" (Education Scotland, 2021). While both the reflective and enquiring models are supportive of teacher agency, defined by Priestly, Biesta & Robinson (2015) as "an *emergent phenomenon* – as something that is achieved by individuals, through the interplay of personal capacities and resources, affordances and constraints of the environment by means of which individuals act." (p. 19, *original italics*). The prominence of learning for sustainability and social justice in the Professional Standards would suggest that a transformative teacher model also has importance for teachers in Scotland.

Evetts (2013) proposes another discourse, based on the notion of organisational and occupational professionalism. She suggests that organisational professionalism with its commitment to high standards, ethics, targets, accountability, and managerialism, may be criticised as perpetuating the self-interest of those in positions, to exert power and influence and can lead to protectionism. This organisational professionalism (Evetts, 2013) is a discourse of managerial control, used in organisations to "inculcate 'appropriate work

identities, conducts and practices" (Fournier, 1999, p. 280) and positions teachers as employees, not professionals, and aligns with Whitty's (2008) notion of managerial and traditional models of professionalism. In contrast, occupational professionalism (Evetts, 2013) offers teachers control over their own area of expertise, knowledge and problematisation of their work, and promotes collaboration, professional judgement, and self-regulation (Freidson, 1994). This aligns more with Menter et al.'s (2010) notions of enquiring, reflective and transformative teachers.

I argue that in Scotland the discourses that exist are the product of the merging of the occupational and organisational discourses, which results in what Fournier (1999) describes as "'autonomous' professional practice within a network of accountability and governs conduct at a distance" (p. 280). This implies that while teachers are agentic within their day-to-day professional practice, they work within an accountability framework that controls their behaviours "at a distance" (Miller & Rose, 1990). This straddling of discourses of professionalism acknowledges that teachers are professionals and are empowered to be agentic, but also recognises that they are public servants subject to external accountability. This dualism of professionalism is shown in Figure 9.

Figure 9 Discourses of Professionalism

Acknowledging that teachers navigate these discourses of professionalism daily, may explain why policy enactment does not lead to uniformity in teachers' practice. This is notable with Professional Standards in Scotland, where for example, the SFR is both benchmark and aspirational, and as such positions teachers within both organisational and

occupational professionalism. This leads to many interpretations of Professional Standards, as individuals' position within the discourse of professionalism as they enact policy.

3.4 Summary of Professional Standards and Teacher Professionalism

In this chapter, my learning about Professional Standards leads me to argue that their purpose and design determine their use. Governments are increasingly using Professional Standards as an improvement mechanism to respond to the globalisation of education policy. In the literature, there is a binary positioning of Professional Standards as either regulatory or developmental. If used as a regulatory framework, they are linked to performativity, competence and technicist approaches to developing teachers and teaching. If positioned developmentally, they offer a framework for self-evaluation and professional growth. This binary positioning is unhelpful and is particularly pertinent in Scotland for Professional Standards, as they appear to be both regulatory and developmental.

I have highlighted that policy is of its time and needs to be understood within the prevalent discourse and requires to be critically appraised regularly. Professional Standards as policy texts are imbued with the histories and experiences of those involved in creating or reviewing the policies. Those with 'power' through discourse have a greater influence on resulting policy texts. Professional Standards as with other policy texts do not always offer precise statements, but rather offer space for interpretation premised on the language deployed. If positioned as regulatory texts, then through macro discourse, teachers are positioned and restricted when enacting Professional Standards through specific rights, duties or obligations. Conversely, when positioned as developmental policies, through discursive acts in the micro and nano discourse, teachers accept, reject or amend positions that enable Professional Standards to be enacted as a self-evaluation framework.

In Scottish education, I suggest that the teaching profession is a "mature profession" (Sachs, 2016), which is continually developing and as such, the notion of professionalism is also evolving. Although teacher professionalism is contested, I argue for a multi-faceted conceptualisation of teacher professionalism, where teachers take positions within an

organisational and occupational model of professionalism (Evetts, 2013), which leads to the research question:

- In what ways do teachers in Scotland perceive the enactment of Professional Standards as an expression of their teacher professionalism?

In the next chapter, the influence of teacher professionalism on the enactment of Professional Standards will be discussed.

Chapter 4 – Enactment of Policy

In this last chapter of the literature review, I explore my learning of policy enactment and argue that enactment is a non-linear process of interpretation of interpretations through the policy discourse. I contend that enactment is different from implementation, drawing on the work of Ball (1994, 1997, 2008), discuss enactment in terms of interpretation and translation, where interpretation is considered as engagement with the language of policy and involves the re-contextualisation of policy texts in the meso and micro level of policy discourse. I then consider translation as an iterative process of meaning making and discuss enactment at the micro and nano levels of policy discourse.

The discussion then moves on to argue that context, school leadership and teacher professionalism are crucial to the enactment process, where context is described as an 'active force' in 'meaning making' and school leaders play an important role in how teachers' position in the micro and nano level discourse. The final argument of this chapter acknowledges that some teachers as an act of teacher professionalism will choose not to enact policy.

4.1 Enactment as a Multi-Layered Process

Enactment is considered a process that is contested, interpreted and discursive (Ball 1994, 1997, 2008). It may be interpreted as a process and a product, where the notion of 'putting policy into practice', or in a more traditional policy science speak 'implementation', is redefined as an iterative process of making meaning of policy, through interpretation and translation.

I argue that the process of enactment is a multi-layered process, which is not straightforward and can be considered an interpretation of interpretations of policy text and discourse at the macro, meso and micro levels, which is then translated and actioned by teachers at the nano level. Braun, Maguire & Ball (2010) refer to enactment as "a process of social, cultural and emotional construction and interpretation" (p. 486), which involves "translation through reading, writing and talking of text into action and the abstractions of policy ideas into contextualised practices" (p. 549). Adams (2011) in his

work on how professional practice creates policy, goes further and uses positioning theory to argue that policy enactment is a "cycle of formation and re-formation" (p. 66), where policy does not exist until it has been formed in context by teachers.

According to Ball et al. (2010, 2012, 2015), enactment captures the multi-faceted interactions of teachers and refers to how policies are 'interpreted' and 'translated' in sophisticated and complex ways in context (Colebatch, 2006). Enactment of policy at the micro level (school level) is a collective and collaborative process that supports meaning making at the nano level (teacher level) through 'interpretation' and 'translation'. To this, I would add that there is a process that happens in the intersection between 'interpretation' and 'translation', that is mediated through a teacher's professionalism lens. Enactment is an iterative process that can be "done by or done to teachers" (Ball, Maguire & Braun, 2012, p. 3) where according to Positioning Theory, teachers can accept, reject or amend positions within the discourse and operationalise policy as an act of teacher professionalism.

4.1.1 Implementation of Policy

Implementation of policy is unidirectional and requires teachers to put policy into practice. Much theorising around implementation occurred in the 1970s and 1980s, which led to two models of implementation, 'top-down' and 'bottom-up'. Sabatier & Mazmanian (1979) identified a 'top-down' model which included legal, political and manageable/workable dimensions, and how these are interconnected and active at different times in an implementation process. However, this approach tends to neglect teachers, other than the policy decision makers, thus in this view, setting teachers as barriers to or enablers of implementation. Hanf, Hjern & Porter (1978) offer a 'bottom-up' approach, which starts by identifying teachers and understanding their ambitions, approaches, actions and behaviours, and their networks and uses these to ascertain who should be involved in planning and supporting policy delivery. Most implementations probably sit somewhere on the continuum between top-down and bottom-up and are dependent on the aims of the policy implementation.

Policy implementation can be effective by various factors such as the clarity of the policy in terms of operationalisation goals, the complexity of the implementation strategy and the commitment to the implementation process, through sufficient funding. I argue that these are not always addressed by policy makers who may consider policy implementation as unproblematic, who use policy discourse to position teachers into accepting positioning within the macro discourse. In general, policy implementation ignores the big picture of policy process (Ball et al., 2012) and the local contexts in which the policy is implemented, thus the "organic nature" of policy development (Bell & Stevenson, 2006) and the engagement of teachers in the process through a series of negotiations and alliance building, is not acknowledged or addressed by policymakers.

In the enactment of Professional Standards, I contend that although the policy was created through what might be considered a 'bottom-up' approach, there were suggestions of 'Scottish policy making' at play (*see 2.1.4 Policy in the Scottish Educational Landscape*).

4.1.2 Interpretation of Policy

According to Ball's Theory of Enactment (1994, 1997, 2008), enactment is the process of interpretation of the language of policy, followed by translation into the language of practice, which is a complex active process (von Glasersfeld, 1998). Aligning with Ball (1994, 1997, 2008), I understand that enactment involves the re-contextualisation of policy discourse into institutional discourse at the meso and micro level, which is then interpreted through discursive acts at the nano level of discourse. Ball, Maguire and Braun (2012) suggest that teachers "engage in policy and bring their creativity to bear on its enactment, they are also captured by it. They change it and it changes them" (p. 38), meaning teachers interpret the multi-level policy discourse before enacting their version of the policy into practice. An alternative perspective is offered by Adams (2016), who suggests that it is in the everyday conversations that policy is formed and states "…the very discursive practice undertaken in an attempt to 'understand' policy mandate are the very acts which confer upon policy its tangible form" (p. 66). This stance posits that policy is not enacted "through the weight they carry as a result of political pronouncement but through actions at the level of individual discursive events" (p. 66, Ibid.). In this understanding, policy is created through interpretation of discourses, and is a process of 'forming', meaning policy is

continually being interpreted, translated and re-conceptualised (or formed), before being transformed into practice (Riveros & Viczko, 2015) through a 'messy process' of "policy activity" (Colebatch, 2002). My view differs from Adams (2016) as in my understanding, discourse includes written texts, thinking, speaking, dispositions, experiences, histories and the attitudes of the actors at multiple levels of the system, and so policy has 'form' that is interpreted at the nano level through discursive acts, rather than as Adams (2016) posits, policy is 'formed' through these discursive acts.

As argued in *1.4 Theoretical Frameworks*, both Ball's Theory of Enactment (1994, 1997, 2008) and Adams's (2016) Education Policy: Explaining, Framing and Forming, provide frameworks to understand how policy is enacted, but I argue that both do not consider the professional actions of teachers as they navigate the complex policy landscape. The re-contextualisation of policies is accompanied by adaptations in structures, roles and resources that enable policy to be enacted. This is predicated on the positions offered through the macro and meso discourse, alongside teachers' own knowledge, beliefs and values (Spillane, Reiser & Reimer, 2000). It is also situated in the micro and nano discourse where context and teacher professionalism play a key role in whether teachers connect to the symbols and messages of policy, in a process of situated 'meaning-making' (Weick, 1995). Therefore, I contend that enactment of policy is complex and predicated on multiple factors, including policy discourse, context, school leadership and teacher professionalism, and may lead to different and alternative interpretations of the intentions of policymakers.

4.1.3 Translation of Policy

Ball, Maguire & Braun (2012) discuss that translation is "closer to the language of practice" (p. 45) and is a sort of "third space between policy and practice" (p. 45). They argue that it is an iterative process of 'meaning-making', a view I agree with. It is "a process of continuous displacement, transformation and negotiation" (Herbert-Cheshire, 2003, p. 461) and is "a process of re-representation, re-ordering, and re-grounding through various discursive and material practices...a process of displacement and dislocation..." (Lendvai & Stubbs, 2006, p. 4). During translation, policies are given symbolic value and are recoded in context to provide artefacts, processes and practices, discussed by Ball, Maguire, Braun & Hoskins (2011b) as "words into action, abstractions into processes" (p. 621).

In their study of enactment, Maguire, Braun & Ball (2015) discuss several translation stances, most of which are linked to teachers accepting the macro and meso policy discourse, which positions policy enactment as a right, duty and obligation. This research goes beyond the findings of Maguire, Braun and Ball (2015) and suggests within the translation stage, there is also space for critical engagement, informed enactment and teachers expressing their own agency, by bringing their own teacher professionalism to bear on the enactment of policy. This means that teachers have space to critically engage with Professional Standards and use these in ways that support their own teacher journey.

4.2 The Influence of Context and School Leadership on Enactment

Leadership in Scotland's schools has received much attention, for example, through policies such as *Ambitious, Excellent Schools: Leadership* (Scottish Executive, 2005) and it was a major theme throughout *Teaching Scotland's Future* (2011). According to the Scottish government "highly effective leadership is key to ensuring the highest possible standards and expectations are shared across a school to achieve excellence and equity for all" (Scottish Government 2016, p. 13). The most recent language of policy has framed leadership in terms of an empowerment agenda, to be achieved through the collaboration of teachers and headteachers, as demonstrated through the publication of "An Empowered System" by Education Scotland. This emphasis positions accountability for the education system with teachers, rather than the responsibility for system failure being levelled at policymakers (Forde & Torrance, 2021).

MacBeath & Dempster (2009) consider "leadership as embedded actions taken both individually and collectively within cultures that encourages and promotes shared agency" (p. 37). In this, leadership is thought of as 'activities', creating human agency within a framework of moral purpose and provides the foundation for the development of social, intellectual and other forms of human capital. When leaders make decisions about the means, structures and policies designed to serve their community, human capital is usually at the centre (Sergiovanni, 2003). This contributes to the culture of the learning environment and demonstrates the knowledge, beliefs, and norms of this context. What is focused on, valued and promoted, determines the culture created. Thus, context is an

"active force" (Ball, Braun, Maguire & Hoskins, 2011a, p. 590) in how teachers respond to policy through the lens of teacher professionalism.

Policymakers offer policy text that positions teachers in the macro and meso discourse that can be accepted, rejected or amended, and thus influence policy enactment. The micro and nano level discourse is influenced by the "collective consciousness" (Ball, Braun, Maguire & Hoskins, 2011a, p. 590) of teachers in that context. Politics, both capital P and small p, contribute to this, where policy can be privileged through external and internal accountability, or internal values. The re-contextualisation of the macro discourse leads to policy texts and artefacts within the meso and micro discourse that can enable or hinder teachers, where professional acts are dependent on the resources, affordances and limitations of the context (Priestley, Biesta & Robinson, 2015). Affordances and limitations may include:

- Contextual factors, for example, the locale and history of the school, the Scottish Index of Multiple Deprivation of the cohorts of learners;
- Material factors, for example, budgets, estate and infrastructure;
- External factors, which may include the support from the local authority, legal responsibilities and the inspection regime in Scotland; and
- Professional factors, including the values that are lived in the learning community through the relationships and management of staff and learners.

Another aspect that can support or deny the enactment of policy is school leadership. I propose that school leaders are crucial actors in policy enactment. How leaders model enactment of policy affects how teachers position within the discourse, and I suggest that within the enactment of Professional Standards in Scotland, policymakers have overlooked the importance of school leaders. School leaders lead in a specific political milieu, where they must be cognisant of politics, both P and p, and their position and role in the hierarchy of the education system. They find themselves in a continually provocative space, where they strive to find ways to balance, control, and manage inputs and outcomes (Ball, 1987; Iannacone, 1991; Lindle, 1994; Malen, 1995; Townsend, 1990). In their leadership role, they must negotiate national and local policy, and also the local political arena. As although

school leaders have a level of autonomy at school level, they are employed by local government who are directly accountable to the local electorate.

Early in their research, Braun, Ball, Maguire & Hoskins (2011) proposed that "policies are situated and enacted specifically and differently in each school environment" (p. 586). The privileging of particular policy texts by school leaders may be due to distinct "organisational perspectives" (Malen & Knapp, 1997). There is a myriad of diverse and sometimes contradictory policy texts circling in the policy landscape at any one time, and as Ball et al. (2011a) note:

> the rich 'under-life' and micropolitics of individual schools means that policies will be differently interpreted (or 'read'), and differently worked into and against current practices, sometimes simultaneously. (p. 586)

School leaders interpret how policies 'fit' and what policy means to 'us' as a school community. They also need to consider the implications for teachers and their workload when interpreting new policy texts. In most cases, highly effective school leaders share the desirable aspects of policy text, the 'what's in it for me', as they need to harness the willingness and expertise of staff in the enactment process, as they are the critical resource for enactment (Spillane, 2002). In doing so, school leaders demonstrate how policy can "'fit' or can be fitted within the existing ethos and culture" (Ball, Maguire & Braun, 2012, p. 10). In these contexts, new policy texts are aligned with the "community of practice" (Wenger, 1999), and "internally, the emphasis is on continuity with existing practice, while still demonstrating to the 'outside' compliance with external policy demands" (Braun, Maguire & Ball, 2010, p. 558). Thus, school communities come to understand new policies through the lens of their pre-existing knowledge and practice, their interpretations and discourse, and come to a consensus about what this policy means to 'us' and how it will be enacted through local actions (Coburn, 2005). The resultant enactment of policy means that school communities action their own localised solution of policy that aligns with their own values, ethos and culture, within the available resources (Ball, Maguire & Braun, 2012). I argue this is also influenced by teacher professionalism before policy is enacted.

In some contexts, school leaders identify members of the school leadership team to support policy enactment, described as “peopling policy” (Ball, Maguire, Braun & Hoskins, 2011c, p. 619), making the enactment of policy in these contexts an internally politically motivated process, which may be linked to building career capital. Through this, school leaders, exert power and influence in the micro and nano discourse by controlling what can be said and by whom through discursive acts in that context (Ozga, 2000). In this way, leaders become “policy enforcers” (Ball, Maguire, Braun & Hoskins, 2011b, p. 613) or policy engineers (Fay, 1975). This can lead to a situation where “teachers do not ‘do policy’- policy ‘does them’” (Ball, Maguire, Braun & Hoskins, 2011b, p. 616), thus privileging a model of teacher professionalism, such as the ‘effective teacher’ model offered by Menter, Hulme, Elliot & Lewin (2010) (*see 3.3.2 Teacher Professionalism as Discourse*).

However, it is not enough to just communicate the policy. Accordingly, I argue that with Professional Standards, school leaders need to create time and opportunities for teachers to interpret these in safe spaces, where they can ask critical questions and make their own meaning. It is therefore important that in-school support is more than instructional (Spillane, 2002), it needs to ‘disrupt thinking’ and challenge ‘the way things are done’, to offer new insights or perspectives that lead to transformational practice through exploring, engaging and enacting Professional Standards.

4.2.1 Other Roles that Support Policy Enactment

It is not only school leaders who have a role in supporting policy enactment. Policy enactment can also be ‘peopled’ by other influencers in any context such as narrators, entrepreneurs, outsiders, transactors, enthusiasts, translators, critics and receivers (see Ball, Maguire, Braun, & Hoskins, 2011d). If teachers take on assigned roles (McKenzie & Carey, 2000), then they position themselves within the institutional and wider discourse, and thus their response to, and how they enact policy can differ. If teachers adopt one of these roles, then as they contribute to the micro discourse, they privilege particular interpretations. This results in some actions being accepted as the way to ‘do’ policy. This can negate alternative policy discourse and thus offer positions within the micro discourse for teachers to be accepted, rejected or amended, or as Ball, Maguire, Braun & Hoskins (2011b) state, “different policies, or more precisely kinds of policy, position and produce

teachers as different kinds of policy subjects" (p. 612). This adds to Ball, Maguire, Braun & Hoskins's (2011c) critique of the policy interpretation literature, where it is assumed that teachers are equal partners in the process of interpretation. However, I would argue this is not usually the case, but policymakers may wish it to appear so (*see 2.1.4 Policy in the Scottish Educational Landscape*). Subsequently, through the positions accepted, rejected and amended in the discourse by teachers, teacher professionalism is exercised.

4.3 When Policy is Not Enacted

Although not fully discussed in the literature, policy is not always enacted. I argue that rejecting the discourse at all levels, means that some teachers may not enact policy. However, this is also a professional act, and as such, no action could be considered a form of enactment. In their study, Maguire, Braun & Ball (2015) found that "some teachers are not deeply invested in the policy process at all, they do not take an active part in interpreting and translating policy" (p. 494). I would disagree with this stance and suggest that some teachers may interpret policy and then exercise their professionalism and not enact policy. Maguire, Braun & Ball (2015) suggest that if teachers cannot connect with policy messages, due to them being too remote, distant or unrelated to their practice, then they will not be enacted, but instead discarded. I would reframe this 'discarding of policy' as an act of professionalism in rejecting the policy. This rejection of policy can then be construed by national or local governments as implementation failure, rather than teachers expressing their teacher professionalism and choosing not to enact the policy. Indeed, Professional Standards state that teachers should engage critically with literature, research and policy, and as such may reject policy as an act of teacher professionalism.

Non-enactment of policy has been discussed by Ball, Maguire & Braun (2012) as an 'implementation gap', which is a product of the contested nature of policy. However, my perspective aligns more with Spillane's (2004) view, where enacting policy is more complicated than government and other policy making bodies seem to understand. It is influenced by many factors such as political and financial imperatives (Priestley, Minty & Eager, 2014), but also by policy discourse, context, school leadership and teacher professionalism.

4.4 Summary of Enactment of Policy

In my learning through this final chapter of the literature review, I explored the contested nature of policy enactment, which is influenced by how teachers position themselves within the multi-level discourse. Governments favour the notion of policy implementation, which requires policy to be put into practice by teachers. I argue that this does not take into consideration several factors that affect policy enactment, such as discourse, context, school leadership and teacher professionalism, as I understand that policy is never neutral.

I argue that rather than implementation, teachers enact policy. This involves a recontextualising of policy text at the meso and micro level, which influences how teachers position in the micro and nano level discourse. The recontextualising through translation is an iterative process, where context is an 'active force' in meaning making, which offers affordances and limitations. This 'meaning making' can be considered an act of teacher professionalism.

The importance of leadership in the enactment process is also argued. School leaders are crucial in supporting the enactment of policy and how leaders' model enactment affects how teachers' position within the discourse. In supporting the process of enactment, leaders may choose to 'people policy' by identifying members of staff who can take up specific roles, but I also acknowledge that other members of staff may also take on leadership roles (Ball, Maguire, Braun, & Hoskins, 2011d) that influence policy enactment.

Finally in this chapter, it is proposed that to not enact policy is an act of professionalism rather than policy being discarded (Maguire, Braun & Ball, 2015) or an implementation gap (Ball, Maguire & Braun, 2012).

This final section of the literature review considered how policy and in particular Professional Standards are enacted and leads to the research question:

- What are the different factors that influence how teachers in Scotland enact Professionals Standards?

This brings the review of the literature about policy, Positioning Theory, Professional Standards, teacher professionalism and Theory of Enactment (Ball, 1994, 1997, 2008) to a close and brings forward the focus of this research, which aims to explore how teachers in Scotland enact Professional Standards and the influence of teacher professionalism, which will be addressed through the three research questions which are:

- In what ways could policy discourse support the enactment of Professional Standards by teachers in Scotland?
- In what ways do teachers in Scotland perceive the enactment of Professional Standards as an act of teacher professionalism?
- What are the different factors that influence how teachers in Scotland enact Professionals Standards?

In the next chapter, I will move from theory to a discussion about the methodology used in this research, including my learning journey, research design, quality and method, and qualitative data analysis.

Chapter 5 - Methodology

This chapter sets out my research philosophy and demonstrates how this underpins the methodology used in my research. I begin by briefly discussing my learning journey through this EdD research. The second section of this chapter clarifies the research design used. This interpretivist study, which was originally designed as a case study, had to be modified as access to the associated school group (ASG) was not available due to the Covid-19 pandemic. Next, I address the ethical considerations, my reflexivity and acknowledge the power dynamic inherent in my research. I then conclude this section by discussing how through the lenses of authenticity and trustworthiness, I inspire confidence in the research design and methodology.

The next section of this chapter is concerned with the research method and provides a detailed description of the purposive sampling method used and how the semi-structured interviews were conceived, tested through a pilot study and conducted. This is followed by a discussion about the reflexive thematic analysis which was used to interpret the data and produce themes for discussion. The flow of the chapter is shown in Figure 10.

Figure 10 *Outline of Chapter Five*

5.1 My Learning Journey

In this first section, I reflect on my learning journey through this EdD and demonstrate how my knowledge building shaped the research process. I thought that the best place to start would be to understand myself as a researcher and explore my ontological and epistemological positions, as I agree with Grix (2002) that all researchers need to understand that their research, is framed by a series of related ontological and

epistemological assumptions, which need to be made clear and transparent. Through this, I understand and make clear to the reader, the inter-relationship between the key aspects of the research, provide clarity around the theories and approaches used, and provide a foundation to defend my position and acknowledge others' positions. This then leads to a discussion about my methodological stance, which supported my knowledge development and addressed my research aim, which is to explore the enactment of Professional Standards through the lens of teacher professionalism. Therefore, in this chapter, I forefront my learning to demonstrate the deep interconnectedness of this research with my learning in practice.

5.1.1 Starting the Educational Doctorate (EdD)

The series of taught modules during the first year of the EdD programme allowed me to develop skills in engaging with academic literature and develop a research proposal in a 'safe' space, where we were all learning together. I had signed up to the EdD as I was interested in policy and I wanted a deeper understanding of Professional Standards. Therefore, during the taught modules, my submissions were focused on policy and Professional Standards for teachers.

Although I had constructed a research plan, I was aware that this was 'loose', and would require adjustment and revision. As ever, when planning projects with specified timelines, things may look resolved, however, life, work and research are messier than this. I was prepared to set small targets and timelines, but I was also flexible enough to make changes if things were not working out. My primary supervisor was very supportive and allowed me to explore, think, question and reflect, and offered gentle confrontations and 'you may like to think about' questions to support my development as a scholarly professional.

5.1.2 Research Philosophy

After an initial meeting with my supervisors, I decided to begin this research by exploring my own research philosophy, so I could understand myself as a scholarly professional. I was encouraged to be critical and think independently and avoid accepting things at face value. In undertaking my research, I found my stance

fundamentally agrees with Thomas (2013) who suggests that research is a disciplined, balanced enquiry, conducted in a critical spirit. These fundamental characteristics are described by Coe et al. (2017) as being "critical, systematic, transparent, evidential, theoretical and original" (p. 10).

5.1.3 Ontology

In interrogating my ontological stance, I considered how I developed my thinking through my own learning. This EdD provided space to critique my underpinning personal and professional values, beliefs, and further develop my critical thinking. As a science undergraduate, I aligned with there being "a singular objective reality that exists independently of individual perceptions" (Coe et al., 2017, p. 16) and that reality exists 'out there', as everything is observable and measurable. However, during my teaching career, my view changed as I now understand that knowledge is interconnected and messy, and involves individuals building knowledge through social interactions, based on their own histories. This underpins my interpretivist belief that reality is socially constructed, rather than there being a single objective reality, meaning everyone has their own worldview. Therefore, it was appropriate to undertake a qualitative study with appropriate data collection techniques, where words are data to be interpreted (Braun & Clarke, 2013).

Through this stance, I am trying to understand how the social world is constructed and lived, by gathering personal stories to explain the shared social reality of participants (Schutz, 1954) and to understand how social reality is "created, reproduced, imposed, disputed or changed" (Schaffer, 2015, p. 7). This is premised on the view that social reality cannot be understood or interpreted separately from the language, structures, power relationships and discourses used by the participants. This is where Positioning Theory has been helpful, as it refers to "cognitive processes that are instrumental in supporting the actions people undertake, particularly by fixing for this moment and this situation what these actions mean" (Harré et al., 2009, p. 6). Therefore, I have used a qualitative methodology to understand how Professional Standards are interpreted by teachers and whether or not, these are used in practice. The analysis and discussion are based on my interpretations of the data, influenced and underpinned by theory and literature, or as

Racher & Robinson (2000) put it, it will be a “construction of the constructions of the actors being studied” (p. 469).

5.1.4 Epistemology

My underpinning epistemological stance is that of social constructionism, which is not a single theoretical position, but rather is premised on learners actively constructing knowledge and meaning from their experiences (Steffe & Gale, 1995). Fundamental to the construction of knowledge and meaning are social, cultural and language-based interactions (Dewey, 1916/1980). My understanding, therefore, is that knowledge construction is an active and adaptive process, which leads to unique perspectives on reality (Von Glasersfeld, 1984, 1990). I deploy a social constructionist approach to interpret and understand how teachers enact Professional Standards, based on their own personal histories, their social and cultural context, and the shared language of enactment. As Young (2015) argues, “there is no learning (and no knowledge) that does not in some sense involve social relations” (p. 17).

Within the constructionist paradigm, there is consensus across the literature on the factors that are essential aspects of this approach (Brooks & Brooks, 1993; Larochelle, Bednarz, & Garrison, 1998; Steffe & Gale, 1995). These include knowledge that is constructed through:

- experiences, where knowledge construction is enhanced if the experience is reflected upon by the actor;
- social language, which can both support and challenge understanding, as new social interactions offer new learning experiences (Spivey, 1997);
- an adaptive process of building on prior knowledge and leading to the acceptance of multiple perspectives; and
- an active process of cognitive function of meaning-making, building on prior learning, and regulation of the cognitive process through self-mediation.

In my research, I deployed a social constructionist approach as a means of investigating the experiences of teachers, as they enact Professionals Standards and interpret their personal

narratives to understand how the social and cultural environment, supports or hinders policy enactment.

5.2 Research Design

In exploring the somewhat contested literature, Stake's (1995) definition of case study is that it is, "a study of a particular context, with the aim to understand the uniqueness, commonality, and complexity of the interaction of the actors with each other and their environment" (p. xi). This was deemed the most appropriate for this research, as I wanted to understand how teachers enact Professional Standards.

An Associated School Group (ASG) was chosen as it met the criteria of being a 'typical' school group in Scotland, was situated in central Scotland, had a SIDM range in all 10 deciles and was accessible. The data collection phase was to be conducted from April to June 2020. Unfortunately, this coincided with the first Covid-19 lockdown period.

Following a conversation with my supervisors, I decided to be patient and take a 'see what happens' approach. However, by early June 2020, as the situation was not yet resolved, changes to the research design were necessary, although a qualitative approach was still used. An addendum for ethical approval was sought and granted and an alternative sample was sourced using my connections at GTC Scotland. Here, I note my insider privilege in both, knowing the sample existed and perhaps having a greater chance of access being given, as at this time, I was a GTC Scotland employee (*see Postscript - Researcher Privilege*). This enabled the semi-structured interviews to be conducted during the summer of 2020, as outlined in *5.4.1 Selection of the Sample.*

5.2.1 Interpretivism

This interpretive research aligns with my ontological stance (*see 5.1.3 Ontology*). It is characterised by an investigation to understand the subjective nature of teachers' experiences, as they enact Professional Standards. This research is based on "the view that reality is constructed by individuals interacting with their social worlds" (Merriam, 1998, p. 6) and "begins with the individual and sets out to understand their interpretation of the

world around them" (Cohen, Mannion & Morrison, 2018, p. 20). In agreement with Mears (2017), I consider that "each of us has a unique awareness and response to life events. What we do, see, think, believe and hope for is distinctive to us, and until we share that perspective with others, it remains within our own personal membrane of knowing" (p. 184). Bruner (1991) calls this, "the narrative construction of reality" (p. 2). Therefore, as an interpretivist researcher, I conducted research amongst people, embracing a sympathetic stance that was bound by a specific set of circumstances and at a particular time, as is important in this ontological stance. These interpretations are derived from my own understandings and are a mix of personal, professional and academic experiences, labelled as 'researchers' assertions' by Erikson (1986).

Stake (1995) also notes that a third participant, the reader, also creates their own construction as they read my research; thus the inferences I make may be different than that of any other researcher. Thus, I acknowledge that my interpretive lens will always be present in the report of my research.

5.2.2 Case Study

As discussed in *5.1 My Learning Journey,* the case study approach had to be amended due to the Covid-19 pandemic, as physical access to schools and teachers was not possible. The 'case' was to be researched through one-off interviews with teachers from within the ASG from April to June 2020. Initially, case study was identified as the most appropriate approach, as it allows for a holistic understanding within real-life contexts from the perspectives of the teachers involved (Stake, 1995, 2005; Merriam, 1988; Yin, 2009). Simmons (2009) suggests case study is "an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, institution, programme or system in a 'real-life' context" (p. 21). Within case study research, the case is described by Bryman (2012) as "an object of interest in its own right" (p. 69), and Stake (1995) suggests it is "specific, complex and functioning" (p. 3). This approach could have delivered an insightful way to understand the perceptions of teachers as they enact Professional Standards.

In constructing an initial plan for my research, I adopted Thomas's (2016) framework where the subject of the case study determines the focus of the research. The subject is identified

as using local knowledge, as a key case and/or as an outlier (Thomas, 2106). In identifying an ASG, this research was to focus on a 'key case'. Next, the purpose of the research was best described as an 'instrumental' case study, as this would have allowed the personal narratives of teachers within the ASG, to be interpreted into a single narrative about the enactment of Professional Standards. The process by which the case study was to be conducted would have been a multiple embedded case study, given the ASG chosen consisted of one high school and six associated primary schools, giving seven school contexts (multiple cases). The intention was to interview six individuals (embedded cases), who were to be identified with the help of the key informant from within each context. Figure 11 gives the summary of my intended case study approach.

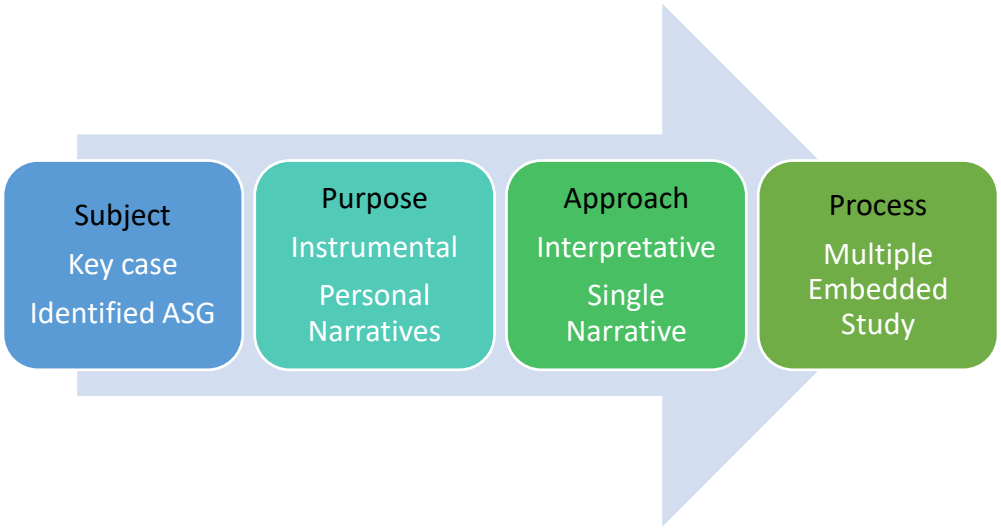

Figure 11 *Case Study Approach (Thomas, 2016)*

The impact of the ongoing Covid-19 pandemic meant that access to the physical research sites was not possible, so an alternative sample was sourced. As noted in *5.2 Research Design*, due to my association with GTC Scotland, I had 'insider' information as to a group of registrants, who had indicated they would wish to be involved in research. Permission was sought and approval gained from the Ethics Committee of the University of Strathclyde School of Education, so I could approach the GTC Scotland Director of Education, Registration and Professional Learning (DERPL) to access this data set. This involved conversations with the DERPL to share my research and explain the necessary change of sample, as well as to ask for access to the sample which I knew existed, as I was using this as part of my GTC Scotland role in writing the PU annual evaluation report. In addition, the GTC Scotland Data Protection Officer was also consulted to ensure the sharing of data

aligned with the GTC Scotland General Privacy Notice. As a data controller, GTC Scotland complies with General Data Protection Regulation (GDPR) legislation, which ensures the protection and security of all personal data collected from registrants. The General Privacy Notice allows for sharing data with a third party if GTC Scotland considers there is a "legitimate interest in doing so" (GTCS, p. 5) (*see 5.3.1. Reflexivity*).

5.2.2.1 Semi-Structured Interviews

This interpretivist case study research relied on collecting data from teachers through interviews. Although there are many different types of interviews described in the literature, these can be categorised as structured, semi-structured or unstructured, as shown in Figure 12 below.

Figure 12 Continuum of Types of Interviews (Merriam & Tisdell, 2016)

The constricting nature of structured interviews led to this approach being rejected; this type of interview does not allow access to participants' perspectives and understanding of their worldview, and may also reinforce my preconceived notions, rather than exploring the participants' experiences. Unstructured interviews were also rejected, as they were 'too loose' to capture the specific data required. Therefore, semi-structured interviews were the most appropriate approach. They ensured specific data was collected about the enactment of Professional Standards, with the questions used flexibly to ensure conversational flow. As I note above, interviews are a co-construction between myself as a researcher and the participants (Walford, 2001), making this a social and interpersonal interaction, as well as a data collection tool.

Plummer (2011) states “research, like life, is a contradictory, messy affair” (p. 195), therefore, the semi-structured interviews were piloted with GTC Scotland colleagues who were teachers, prior to being used with participants to ensure they would yield data, that was relevant and helpful to address the aim of this research. (*see Appendix 6: Analysis of Pilot Study*)

5.3 Research Quality

How the quality of interpretative research is judged, is contested in literature with considerably divergent views. Firestone (1987) suggests that researchers must give enough descriptive detail to show that analysis and consequent inferences ‘make sense’ (p. 19). As Ratcliffe (1983) states, “data do not speak for themselves; there is always an interpreter or a translator” (p. 149). This research, situated by its professional orientation, was underpinned by my reflexivity to ensure “the researcher and others have confidence in the conduct of the investigation and in the results” (Merriam & Tisdell, 2016). This includes my ethical stance as an important indicator of quality, aligning with Merriam & Tisdell (2016), who suggest that “ensuring validity and reliability in qualitative research involves conducting research in an ethical manner” (p. 237). Although many different strategies to ensure quality in qualitative research are suggested in the literature (see Guba & Lincoln, 1981; Lichtman, 2013; Lincoln & Guba, 1985; Lincoln, Lynham & Guba, 2011; Tracy, 2013; Patton, 2015; Wolcott, 1994), Lincoln, Lynham & Guba (2011) suggest this may be supported in two ways; methodologically and interpretively. To support my assertions and to inspire confidence in the research design and methodology, in addition to my reflexivity, research quality was viewed through the lens of authenticity and trustworthiness (Guba & Lincoln, 1989; Ary, 2002).

5.3.1 Reflexivity

Reflexivity can be defined as how the researcher affects and is affected by the research process (Probst & Berenson, 2014). Litchman (2013) suggests that researchers must be explicit about their role in the research and their relationship to those participating. Qualitative researchers should consider both their positionality and how they impact the research. As commented upon by Humes (2020) “all methodologies involve choices” (p. 6), therefore the way data is gathered, the type of data gathered and the interpretation of the

data is, as Folkes (2022) drawing on the work of Burman (1997) claims, ”inextricably tied up within the researcher subjectivity and the researcher's way of viewing the world” (p. 2). Therefore, as a researcher, I need to expose and address what Humes (2020) calls my “narrative privilege” (p. 94), which he describes as “the ability of powerful players to present a positive account of their own deliberations and actions” (p. 94).

In his paper “Analysing the Policy Process”, Humes (1997) introduces us to the notion of ‘insider’ and ‘outsider’ approaches to policy analysis. These two approaches can be considered as being at opposite ends of the spectrum, where ‘insider’ approaches “rely heavily on those who have been intimately involved in policy planning and development” (Humes, 2020, p. 21) and can be useful to understand decision making within the policy development process. However, there are also limitations to this approach as it “may not yield the information the researcher is seeking” (ibid, p. 22). In addition, insiders may be subject to ‘socialisation’ of the environment and thus “too close to the action to evaluate the context” (ibid, p. 22). In contrast, ‘outsider’ approaches call for a more critical consideration of policy which means that recipients need to consider policy texts through many different lenses and critique the intention of the policy before enactment is considered. As Humes puts it, ‘outsider’ research should have “a high measure of scepticism about official accounts” (ibid, p. 22). However, it can also be argued that the insider/outsider perspective to policy analysis is over simplistic as “it fails to recognise the transient and multifaceted nature of positionality” (Folkes, 2022, p. 15).

My status as a researcher may have impacted data collection as participants may have positioned themselves as an ‘insider’ and me as ‘other’, as I do not have current day-to-day experiences of teaching in schools and as a GTC Scotland Officer. This positioning may have “shaped the kind of data that was created as participants shaped their narrative in response to my ‘other’ status” (Folkes, 2022, p. 8). Therefore, as I could not separate myself as a researcher from myself as a GTC Scotland Officer, I was “overt” (Bryman, 2012, p. 433) about my connections. As Giampapa (2011), drawing on the work of Cameron et al., (1992) suggests, as a researcher I am a socially located person and bring my own biography and subjectivity to bear on each stage of the research. Therefore, I ensured there was full disclosure in the *Participant Information Form (see Appendix 3)* and *Participant Consent*

Form (see Appendix 4), where I shared my researcher status and GTC Scotland role, as shown in the extract below from the *Participant Consent Form*:

> I understand that the researcher, although an employee of the General Teaching Council for Scotland (GTC Scotland), is not conducting this research for GTC Scotland, however, an executive summary will be offered to GTC Scotland on completion of the research.

It was important to ensure that the teacher participants understood the purpose of the research, what was expected of them and what would happen to the data, this was included in the *Participant Information Form (see Appendix 3*) and the *Participant Consent Form (see Appendix 4).* In addition, it was also important that data was collected in ways that 'do no harm' to participants. This meant I needed to be cognisant of relational ethics and respectful of the teacher's willingness to share their experience and not treat them as subjects who have a story to tell. Tracy (2013) cautions us that:

> relational ethics means being aware of one's own role and impact on relationships and treating participants as whole people rather than as just subjects from which to wrench a good story. (p. 245)

In addition to the above, I also ensured that participants understood that there was no obligation to take part in the research, via the *Participant Information Form (see Appendix 3)* and also verbally prior to starting the semi-structured interviews.

The notion of insider/outsider is important to this research. I acknowledge my 'insider' status as a GTC Scotland Officer conducting this research and understand that as Dodgson (2019) notes, "who the researcher is makes a difference in the findings of their study; objectivity is not present" (p. 220). This means that within this research, the analysis is presented through my lens and a different researcher would perhaps have offered a different interpretation. This does not negate my findings and analysis, rather it means that my history and experiences as a teacher, GTC Scotland Officer and researcher all contributed to how I analysed and interpreted the data collected.

The research proposal along with the University of Strathclyde School of Education's ethical approval process gave me the opportunity to consider the ethical principles inherent in an interpretivist collection and analysis of qualitative data. The centrality of ethical practice within research is of paramount importance. Ensuring trustworthiness in qualitative research involves conducting research in an ethical manner, as Patton (2015) suggests, "ultimately, for better or worse, the trustworthiness of the data is tied directly to the trustworthiness of those who collect and analyse the data – and their demonstrated competence" (p. 706). Ethical practice is underpinned by "the principles and the rules of behaviour that act to dictate what is actually acceptable or allowed within a profession" (O'Leary, 2017, p. 70) and should be always adhered to (Bryman, 2016). Approval from the Ethics Committee of the University of Strathclyde School of Education was granted, as well as the subsequent changes required due to access to the research sites being withdrawn, as previously mentioned. In addition, compliance with GDPR data sharing was also considered as discussed in *5.2.2 Case Study.*

Although researchers comply with policies and guidelines offered by their institutions, ultimately ethical practice is displayed through the researcher's practice which is underpinned by their own values and ethics (Merriam & Tisdell, 2016). My thinking and planning through the research were fundamental to enable me to ensure I complied with the ethical norms of a qualitative study, but also this tacit underpinning could then be drawn upon in the field, should any issues arise and need to be resolved in real-time. Fortunately, no ethical issues arose during the fieldwork that had not already been explicitly considered. In addition, as suggested by Merriam & Tisdell (2016) "ethical considerations regarding the researcher's relationship to participants are a major source of interest and debate in qualitative research" (p261). Therefore, I also considered my relationship with participants and developed these through shared experiences, as it was important to earn participants' trust and establish credibility, as research trustworthiness is an important aspect of data collection (Paton, 2015). My identity as a teacher offered shared experiences and was used to build rapport. I took a similar approach to that discussed by Folkes (2022) who states, "it was pivotal to ensure participants knew enough about me to feel comfortable to share their narrative, and often this was achieved prior to the official 'beginning' of the research encounter" (p. 15).

Therefore, in the introduction to the interview, I took the opportunity to explain my career history as a teacher, and then asked the participants to give a brief account of their history, thus sharing commonalities between us. In this, I fully disclosed again, that I was a GTC Scotland Officer, but was conducting this research independently as a doctoral researcher. I acknowledge that this could have had an inhibiting effect, or may have prevented relationship building (King, Horrocks & Brooks, 2019) for some participants. However, all participants chose to proceed with the conversation, although a few required further reassurances about confidentiality, which was given verbally. Here, I restated the purpose of the research, why the participants had been chosen and gave assurance that all information collected would be confidential by assigning pseudonyms and any details of the interview which may reveal participants or school identities would be disguised.

It was in these initial conversations that participants could ask about my background and motives for conducting this research. This enhanced my credibility and demonstrated an honest and trustworthy approach, but also a deep knowledge of Professional Standards and an appreciation from the teachers that I valued their views and opinions.

It should also be acknowledged that in any qualitative research, there are tensions as the process of interview, even when participants have given consent, is an "unnatural social situation, introduced by a researchers, for the purpose of polite interrogation" (Guillemin & Gillam, 2004, p. 269). In considering this ethical tension, I attempted to ameliorate this by being open and honest in the *Participant Information Form (see Appendix 3)* and *Participant Consent Form (see Appendix 4),* as noted above. However, I also re-iterated this and sought verbal consent at the start of the interview to situate the conversation, and further highlight that participants were welcome to withdraw at any time prior to data analysis. This may have mitigated participants positioning me as 'other' and encouraged trustworthiness in me as a researcher and this research.

Even with these mitigations, I was aware that power differentials are always present in any researcher/participant relationship (Dodgson, 2019). I was cognisant of this power

dynamic, even though I was open about my association with GTC Scotland, as I could be perceived as a person with some kind of authority and influence. However, prior to ethical approval and in discussion with my supervisors, I had elected not to ask participants to member check transcripts, as I did not want conversations to be amended to satisfy social desirability or adjusted to remove small-p political inferences. This provided authentic responses to be captured in situ, from the conversations. In my view, the language used by participants is "active and symbolic" (Braun & Clarke, 2021, p. 6), therefore any changes to transcripts post-interview would affect my interpretation of the moment-to-moment positioning of dialogue. Consequently, the semi-structured interview data was interpreted through my philosophical, theoretical and methodological assumptions to provide an interpretative narrative. In doing so, I understand that this is my interpretation of the teachers' interpretation of their experiences in their current context. This relies on inferences I make, which may not be the same inferences as the reader. Therefore, even acknowledging and addressing my subjectivity, my lens will always be present in the interpretations and are relevant to the development of my understanding (Thomas, 2016).

This was especially important through the phases of data collection and analysis. I used a reflexive approach, which placed me as the researcher in the research. As Dodgson (2019) states, "the researcher is the research instrument" (p. 220), therefore as the primary instrument of data collection and analysis, data was interpreted through my knowledge, experiences, values and beliefs. This meant I needed to be aware of my theoretical positions and biases, or as Berger (2015) puts it:

> Researchers need to increasingly focus on self-knowledge and sensitivity; better understand the role of the self in the creation of knowledge; carefully self-monitor the impact of their biases, beliefs, and personal experiences on their research; and maintain the balance between the personal and the universal. (p. 220).

This reflexive approach is considered "the gold standard for determining trustworthiness" (Teh & Lek, 2018).

Qualitative research is inductive by its very nature, Schwandt (1993) suggests that "atheoretical research is impossible" (p. 7). The theoretical framework provides the

scaffold and consists of the concepts and theories that inform the research (Maxwell, 2013); thus, it is a lens through which to view the study. As discussed in *1.4 Theoretical Framework*, a multi-perspective approach (Kincheloe, 2011) was used to address the aim of this research, creating a framework to support the inductive nature of this research. The theoretical frameworks used were:

- policy analysis - Adams (2016), Ball (1994, 1997, 2008);
- Positioning Theory – Adams (2011), Bamberg (2014), Davies & Harré (1990), Harré (2012), Harré et al. (2009), van Langenhove & Harré (1999);
- teacher professionalism – Evans (2008), Evetts (2013), Menter, Hulme, Elliott & Lewin (2010), Whitty (2008); and
- Theory of Enactment - Ball (1994, 1997, 2008).

Using a multi-perspective approach countered the insider/outside analysis, as the framework provided a backdrop with which to interpret data.

As I was working with GTC Scotland at the start of this research, I had the option of this research being sponsored by GTC Scotland, as it had direct resonance with their work. In making the decision to self-fund, I acknowledge the influence of Humes (1997) who suggests that "if the relationship between researchers and policymakers becomes too comfortable - and this is a danger inherent in 'inside' approaches - then the quality of research is likely to suffer" (p. 27). In choosing to self-fund, I was mindful of advice from Meriam & Tisdell (2016) who comment that, if "the research has been sponsored, the report is made to the sponsoring agency, and the investigator loses control over the data and its subsequent use" (p. 262). As I wanted to own the research and not be subject to constraints and wanted to be able to report accurately my analysis without any political interference from GTC Scotland, I self-funded this Ed D.

In addition to the funding aspect, I was aware that conducting this research may be problematic, as in bureaucratic institutions, officers are expected to "supress responses and act impersonally" (Humes 2022, p. 247). I understood the possible risk of not being able to maintain my employment with GTC Scotland. I have subsequently secured employment elsewhere; however, it should be stressed that this was due to personal

choice and was not influenced by the findings in this research. This research has raised pertinent questions about the role of GTC Scotland and the Professional Standards for teachers and these issues raised could be addressed through further research *(see Chapter 9*).

5.3.2 Authenticity

Authenticity ensures that the rights of participants have been maintained, data collection was ethical, and their views have been fairly portrayed. Authenticity was addressed through a consistent approach to data collection (Denzin & Lincoln, 2011) (*see 5.4.2 Conducting the Interview*), and by ensuring fair representation through the coding of data of differing viewpoints (Bryman, 2012). In addition, informed consent was required from participants, which stressed that participation was voluntary and that teachers could withdraw at any point prior to data analysis (Shannon & Hambacher, 2014). All participants returned a signed consent form and were able to ask questions of the research and researcher, at the start of the semi-structured interviews prior to data being collected.

5.3.3 Trustworthiness

Qualitative researchers do not capture an objective 'reality' but can increase the trustworthiness of their research through a variety of actions. Lincoln & Guba (1995) suggest the use of credibility, confirmability, dependability and transferability in preferences to the previously used internal validity, external validity, reliability and objectivity. However, Lichtman (2013) suggests in more recent times there has been a revival of the more traditional criteria, with more emphasis on the role of the researcher. In this research, I have adopted the approach of Lincoln & Guba (1995) as this resonates more with my ontological stance on the trustworthiness of research.

5.3.3.2 Credibility

It must be remembered that in this research what is really being investigated is teachers' constructions of how they enact Professional Standards, this is not a universal truth or reality since all participants and the researcher will have their own construct of reality. This is also influenced by the small number of teachers who shared their experiences in

this research, as the sample was small and unrepresentative of the teacher population. However, my credibility as a researcher and that of the research was established by ensuring the research design and data collection processes were underpinned by good practice. For example, within the semi-structured interviews, understanding checking was conducted by reflecting to participants their responses to confirm the accuracy of interpretation, with the option of additional questions and prompts to delve further, ensuring I had captured their responses accurately, shown in Figure 13.

Context discourse around Professional Standards	
Indicative questions	**Prompts**
How often do you talk to other teachers about Professional Standards? How often are Standards talked about in your school?	**If respondent replies NOT OFTEN** Why do you think Professional Standards are not discussed? **If respondent replies SOMETIMES** What words phrases come up in conversation about Professional Standards?

Figure 13 Extract from Interview Schedule to Illustrate Pre-Prepared Prompt Questions

In addition, an executive summary has been prepared which will be shared with GTC Scotland and all participants after the doctoral qualification has been conferred. As previously stated in *5.3.1 Reflexivity*, I did not offer participants the opportunity to review their transcript prior to analysis, as I was concerned that any alteration would not reflect the moment-by-moment co-constructed conversation which took place.

5.3.3.3 Confirmability

Recognising that objectivity is impossible in qualitative research, confirmability can be considered as validation of a particular method; it is an explanation that demonstrates that data or interpretations of data are warranted (Cohen, Manion & Morrison, 2018, p. 245). As this qualitative research is premised on engagement with people, confirmability in this research is concerned with the meanings I give and inferences I draw from the data (Hammersley & Atkinson, 1983), and shows these are indeed, rooted in the data collected from participants. Credibility is gained through the alignment of my ontological and epistemological perspectives, my explicit research process, and by having my research

open to scrutiny (Guba & Lincoln, 1989) through sharing my research with my supervisors, supportive colleagues and presenting at conferences. I note a limitation of qualitative research is that the same data can be interpreted in multiple ways to assert claims and conclusions. Therefore, I supported the credibility of the research by offering interpretations that are clear, confident and recognisable (Guba & Lincoln, 1989) and add to the literature about the enactment of Professional Standards.

5.3.3.4 Dependability

Dependability was first conceptualised as thinking about reliability by Lincoln and Guba (1985). Since there are many interpretations of what is happening, there is no benchmark by which to take repeated measures and establish reliability in a traditional sense, for example, by replication of the data gathering. Thus, in qualitative research, dependability is a difficult concept, Merriam & Tisdell (2016) note:

> Because what is being studied in the social world is assumed to be in flux, multifaceted, and highly contextual: because information gathered is a function of who gives it and how skilled the researcher is at getting it; and because the emergent design of a qualitative study precludes a priori controls, achieving reliability in a traditional sense is not only fanciful but impossible. (p. 251)

Therefore, dependability can be considered an 'auditing' approach to qualitative research. As Dey (1993) suggests, "we cannot expect others to replicate our account, the best we can do is explain how we arrived at our results" (p. 251). This involved keeping detailed notes through each phase of the research. I achieved dependability through my research process, by offering detailed descriptions of the methods used and key decisions made, such as a change in methodology and sample (*see 5.2 Research Design*). This demonstrates my openness to share my learning journey and supports the dependability of the process used to gather data.

Dependability was also enhanced by drawing on the support of my supervisors. Throughout this research, I was proactive in convening meetings with my supervisors when required, to support me to articulate and resolve issues in my understanding. I drew on their expertise

to enhance the dependability of my research by using their comprehensive knowledge to guide my decision making.

As stated above, given that in qualitative research the researcher is working with participant interpretations, there is no one way to establish reliability. However, it should be noted that although a different researcher may conduct the same research and produce very different findings, this does not discredit any particular study as there are numerous ways to interpret the same data. Tracy (2013) states:

> because socially constructed understandings are always in process and necessarily partial, even if the study were repeated (by the same researcher, in the same manner, in the same context, and with the same participants), the context and participants would have necessarily transformed over time – through ageing, learning, or moving on. (p. 299)

Merriam & Tisdell (2016) suggest that "the more important question for qualitative research is *whether the results are consistent with the data collected."* (p. 251, *original italics*).

5.3.3.5 Transferability

In qualitative research, transferability is the applicability of research analysis from one context to another (Lincoln & Guba, 1985; Tobin & Begley, 2004). It is characterised by the contextual uniqueness and significance of the people or phenomenon being studied. However, Lincoln & Guba (1985) question whether findings "hold in some other context, or even in the same context at some other time" (p. 316). Even if the analysis from a small-scale qualitative study such as this, cannot be fully transferred, there is intrinsic value in this methodology, as constructed knowledge adds to that which is already understood about the enactment of policy (Flyvbjerg, 2016) and can lead to what Stake (1995) terms "petite generalisations" (p. 7), that is, refinements in understanding through knowledge gained in one context that may be relevant to other contexts. Simmons (2009) suggests that we have an "obligation not necessarily to generalise but to demonstrate how and in what ways our findings may be transferable to other contexts or used by others" (p. 164).

The interpretations from this research and the new knowledge developed have resonance in the areas of enactment of policy, enactment of Professional Standards and teacher professionalism. Although this is a small-scale study, the interpretations and the suggested future research that has relevance for the future development of Professional Standards. In addition, considering teacher professionalism as an aspect of policy enactment, this research may also have relevance for policymakers in Scottish education and beyond (*see 9.4 Future Research*).

This transferability of analysis may result in "petite generalisations" (Stake, 1995, p. 7), which can be used to highlight common issues. However, I am aware that generalisations will always be limited by the idiosyncrasies of humans and the unpredictability of social contexts (Thomas, 2016). Therefore, I acknowledge that there are limitations, as reality as lived by the teachers, cannot be captured through a single interview. The semi-structured interviews support a critical analysis of how teachers engage with policy using their own voices, but as this is an intervention into the lives of others there may be a social desirability bias, which I was alert to and addressed by sense checking and reflecting back responses during the semi-structured interviews.

Finally, to support authenticity and trustworthiness of my research methodology and methods, I conducted a pilot study with teacher colleagues who had recently moved from a position in a local authority or school, to GTC Scotland. This pilot study ensured that the chosen method and interview schedule was appropriate and supported the aim of my research (*see Appendix 6 Analysis of Pilot Study*).

5.3.4 The Impact of the Covid-19 Pandemic on this Research

Conducting research amid the Covid-19 pandemic required adaptation to what may have been considered 'usual' procedures, while ensuring the quality of research was maintained. Although as stated above, there is debate with regard to how to judge research quality, there is broad consensus on the clarity of the research question, the rigorousness of the research method, and the transparency and completeness of the reporting process (O'Brien et al., 2014) must be considered. Also, trustworthiness in the research process must be established through the epistemological and theoretical stances, and the

methodology and methods (Morse, 2015). Prior to the Covid-19 pandemic, intensive 'in-field' time and proximity to participants were considered key to trustworthy interpretative research.

Physical distancing, also referred to as "social distancing," was a major strategy to reduce the spread of Covid-19, by limiting close contact with others (Galea et al., 2020; WHO, 2020). This, in Scotland, included avoiding non-essential trips from home, maintaining a minimum distance when in the presence of others and the mandatory use of masks or face coverings when in indoor spaces. Therefore, the typical rules of qualitative research, to place the researcher and the researched as close as possible to facilitate building rapport (Denzin & Lincoln, 2018) was impeded. Similarly, establishing a relationship with the participants requires a level of trust to instil credibility in the research analysis (Salmons, 2011). Prior to the pandemic, as Creswell (2018) suggests, rapport building involved familiarisation of the context, allowing participants to choose the space for data collection, transparency about the aim of the research and informal interactions that give clues to the context and setting. A technological solution was offered to mitigate these issues, however, even with these planned, the lack of broadband and access to the Microsoft Teams environment meant that the interviews had to be conducted via telephone (*see 5.4.2 Conducting the Interview*). This obviously has the inherent issue of potential lack of depth, when sharing insights due to the restrictions in probing and noticing nonverbal cues, as well as lack of contextual data.

Time constraints created by the response to the pandemic also had to be considered in managing my own workload. Like most EdD students, I am working full-time alongside this research work, therefore, I decided to have the semi-structured interviews transcribed by a vetted third party (*see 5.4.3 Audio Recording Semi-Structured Interviews*).

5.4 Research Method

The next section in this chapter is concerned with the research method. Within this interpretive approach, there is a need to listen to the voices of teachers to understand their experiences as they enact Professional Standards.

5.4.1 Selection of the Sample

In the ongoing unprecedented circumstances created by the Covid-19 pandemic, a change to the sample was necessary. As described previously, ethical approval was granted for the change in the sample by the Ethics Committee of the University of Strathclyde School of Education, which supported sourcing an alternative sample of participants, given physical research sites were no longer available. As a GTC Scotland Officer, I was in a privileged position, in that I knew of a possible alternative sample of participants and also consulted with the Data Protection Officer (*see 5.2.2. Case Study*), demonstrating my 'insider' status. I would suggest that other researchers may approach GTC Scotland to access samples of registrants, however, given the current anxieties around GDPR, this may or may not be granted by the GTC Scotland Leadership Team.

This sample was generated by teachers who responded to the annual Professional Update survey. The final question of the survey asks participants to provide an email address should they wish to be invited to further explore issues raised from the evaluation. This newly identified sample allowed the research to continue in the difficult circumstances created by the pandemic, as discussed in section *5.3.5 The Impact of the Covid-19 Pandemic on this Research.*

5.4.1.1 Purposive Sampling

Purposive sampling is a non-probabilistic method, which uses a strategic form of participant selection so that those sampled are relevant to the research question. In this research, purposive sampling was used to access 'knowledgeable people'; meaning those who have in-depth knowledge about Professional Standards by virtue of their professional role, expertise and experience (Ball, 1990). Teddlie & Yu (2007) discuss using purposive sampling for a variety of reasons such as representativeness, comparisons, specific focus or to generate theory. In this case, the choice of purposive sampling was pragmatic, as access to the original case study sites was no longer available due to the Covid-19 pandemic (*see 5.3.4 The Impact of the Covid-19 Pandemic on this Research*). It is acknowledged that purposive sampling does not support generalisation to the wider population (*see 5.4.1.4 Representativeness*).

The sample was chosen as I considered the participants from the Professional Update annual evaluation would have particular knowledge to support the aims of this research, as all had taken part in Professional Update, which requires teachers to enact Professional Standards. As with any choice, there are always pros and cons. Teddlie and Yu (2007) comment that within research design there are always compromises. Here, purposive sampling supports depth, whereas probabilistic sampling supports breadth. In my research, having a depth of understanding is critically important to support the exploration of the enactment of Professional Standards.

Even though the sample was specifically chosen to address the research aim, as with most sampling there was some sampling bias, meaning that it does not represent the wider population from which the sample was drawn. In this case, this was due to the fact that this sample was from those who responded to the PU annual evaluation survey, which asks teachers to reflect on their experience of the PU process as they complete PU sign-off. GTC Scotland staggers PU for all registrants, originally determined by the registrant's date of entry onto the Register of Teachers. For example, having graduated in 1992, my first PU year was 2017, along with anyone else who was added to the 'register' that year. Therefore, each year only a percentage of registrants on the GTC Scotland Register of Teachers take part in PU. This sample was from the 2018-19 cohort, meaning any teacher who was not in their PU signoff year or any teacher with less than five years' experience was automatically excluded from the sample. Therefore the sampling was purposive and supported access to teachers but may not be representative of the whole teaching population as discussed further in 5*.4.1.4 Sample.*

Statistical sampling was also considered and discarded. As this research is focused on an in-depth study of situated policy into practice, it cannot uncover universal truths, therefore, statistical sampling was unnecessary (Bryman, 2012; Drever, 1995). Additionally, accessibility was of the greatest priority given the circumstances created in response to the Covid-19 pandemic and is a further justification for not using statistical sampling (Glaser & Strauss, 1967).

5.4.1.2 Access to Sample – Gatekeepers

Acknowledging my privileged position in knowing the sample was available and to access the sample for this research, I had to seek approval from gatekeepers. A gatekeeper is defined by King, Horrocks & Brooks (2019) as "someone who has authority to grant or deny permission to access potential participants, and/or the ability to facilitate such access" (p. 59). As discussed, the change to the participant sample was necessary due to the impact of Covid-19, as access to the physical case study sites was not available. I acknowledge that as a GTC Scotland Officer, knowledge of the potential sample and access was less problematic than perhaps for another researcher as mentioned previously, as the issue of GDPR has meant that sharing data has become more challenging. This being said, I followed research protocols and approached relevant gatekeepers as seeking permission is seen as the 'right way to do things' and lends credibility and trustworthiness to my requests to teachers (King, Horrocks & Brooks, 2019).

In this instance, there were two gatekeepers. The first was the Ethics Committee of the University of Strathclyde School of Education, due to the change of sample an addendum was submitted and subsequently approved. The second gatekeeper was the Director of Education, Registration and Professional Learning (ERPL) at GTC Scotland. There was a discussion about this research with the Director of ERPL to explain the issue of access and to ask for support to access the new sample. This was followed by a formal email to seek permission. In this email, the gatekeeper was provided with a range of information about the research (*see Appendix 2 Copy of the Email Exchange with the GTC Scotland Gatekeeper*) to assure them of the research aim and authenticity, and to help them be of assistance (King, Horrocks & Brooks, 2019), but also provided an opportunity for a further discussion should that be necessary. This request was then considered by the Leadership Team who granted permission to access the sample without further discussion. If the gatekeeper had refused permission, then the research would have been put on hold until access to the original ASG could be secured.

5.4.1.3 GDPR Compliance

Through this research, I complied with the requirements of the General Data Protection Regulations (GDPR) (2018) which outlines the legality of collecting, storing, and sharing of personal information. The participant information form (*see Appendix 3 Participant*

Information Form) explicitly acknowledged the GDPR requirements (2018) that 'personal data', that is, any information that relates to an identified or identifiable living individual is treated confidentially. This includes where different pieces of information, which collected together can lead to the identification of a particular person, which also constitutes personal data. I ensured GDPR compliance by restating confidentiality at the start of the interview and by asking teachers to complete the participant consent form (*see Appendix 4 Participant Consent Form*) that states that they were content with their data being used as part of this research. In addition, I recognise participants' legal rights to confidentiality and anonymity, and anonymised all data, using pseudonyms for all participants.

5.4.1.4 Sample

The participating group remained unchanged as teachers' views were the focus of my research. Since access to the original case study sites was not achievable, nor would be in the short to medium term, an alternative sample of participants was needed. As described above, GTC Scotland was approached to share contact details of a small group of registrants. The sample was constituted from those registrants who completed Professional Update, session 2018-19. This means that all participants in the sample had a minimum of five years' experience in the teaching profession, as PU is a process that supports teachers to maintain their registration through a confirmation process every five years. This process of PU started in 2014. An annual evaluation report about the implementation of Professional Update is conducted each academic session. A confirmatory email to assure registrants that they have completed the confirmation process is issued to those registrants who use MyPL, the digital platform provided by GTC Scotland to support PU. This email contained an embedded link to a non-mandatory anonymous survey. The final question of the survey asks respondents that if they wish to be involved in further research to respond with an email address to enable GTC Scotland to contact them in the future. The new sample was composed of those registrants who left an email address.

I acknowledge that this sample is not representative of the whole teaching population across Scotland. As Bryman (2012) suggests, a representative sample is one that "reflects the population accurately, so that it is a microcosm of the population" (p. 187). However, the sample in this research can be considered as a sub-group for the following reasons.

Firstly, the participants had all successfully completed PU in 2018-19 (in each academic session, approximately one-fifth of the cohort of teachers in the 'register' completed PU). Secondly, not only had they successfully completed PU in the allotted timeframe, but they also chose to complete the PU annual evaluation survey. Thirdly, they elected to leave a contact email address to take part in further research. As all participants in my research had engaged with the above steps, they could be considered as a sub-group of the teaching population and as such the data collected does not allow for definitive, generalisable findings.

This identified sample was subject to the following exclusion criteria to determine the research sample. Firstly, all registrants from the Professional Update annual evaluation, who indicated they would wish to be involved in further research by leaving an email address, were identified. The sample was then subjected to the exclusion criteria shown in Table 1 to realise the sample for engagement.

Table 1 Exclusion Table

Sample	**Exclusion**	**Number of possible participants**
All registrants who responded to PU survey and gave an email address for further engagement in research.		146
All registrants who responded to PU survey and gave an email address for further engagement in research AND self- identified as employed by a local authority in Scotland.	Remove all self-identified as non-local authority.	130
All registrants who responded to PU survey and gave an email address for further engagement in research AND self-identified as employed by a local authority in Scotland AND self-identified as primary, secondary or ASN teacher.	Remove all self-identified as non-local authority or self-identified as not a primary, secondary or ASN teacher.	117

All registrants who responded to PU survey and gave an email address for further engagement in research AND self-identified employed by a local authority in Scotland AND self-identified as primary, secondary or ASN teacher AND self-identified as a permanent employee.	Remove all self-identified as non-local authority and self-identifies as not a primary, secondary or ASN teacher and self-identified as not permanent employee.	98

The 98 teachers who were identified using the exclusion criteria as possible participants, were contacted via an email sent to the email address shared by the teacher. This email also provided the teachers with a copy of the participant information form (*see Appendix 3 Participant Information Form*), the participant consent form (*see Appendix 4 Participant Consent Form*) and a copy of the email exchange with GTC Scotland to access the sample (*Appendix 2 Copy of the Email Exchange with the GTC Scotland Gatekeeper*).

The responses to each batch of recruitment emails are detailed in Table 2.

Table 2 Responses to Recruitment Email

Email send (date)	No of emails sent	No of emails not delivered*	Out of Office	Participant Declined	No response	Participant Accepted
5th July 2020	98	10	2	1	80	5
20th July 2020	80	0	0	1	74	5
7th August 2020	74	0	1	0	71	2

*The email may have been undeliverable due to the inbox being full or an invalid email address.

Twelve participants agreed to take part in the research from a sample of 98 possible participants, giving a response rate of 12.2%. Table 3 gives a brief overview of the demographics collected from the respondent population.

Table 3 The Demographics of Participants

Pseudonym	Sex	Sector	Post
Anne	Female	Primary	Classroom teacher (CT)
Bryan	Male	Primary	Headteacher (HT)
Colin	Male	Secondary	Classroom teacher (CT)
Diane	Female	Secondary	Depute Headteacher (DHT)
Elaine	Female	Secondary	Depute Headteacher (DHT)
Fiona	Female	Primary	Classroom teacher (CT)
Gail	Female	Primary	Classroom teacher (CT)
Harry	Male	Secondary	Principal teacher (PT)
Ivy	Female	Primary	Depute Headteacher (DHT)
Joanne	Female	Secondary	Classroom teacher (CT)
Laura	Female	Secondary	Acting Depute Headteacher (Acting DHT)
Mary	Female	Primary	Classroom teacher (CT)

In breaking down the demographics to give a fuller picture of the sample:

- the proportion of males to females reflects the gender composition in the teaching profession in Scotland;
- The number of participants in the sample was evenly distributed across primary and secondary sectors;
- Six participants identified as classroom teachers and six identified as being in a promoted post.
- Figure 14 below, shows the distribution of participants across Scotland.

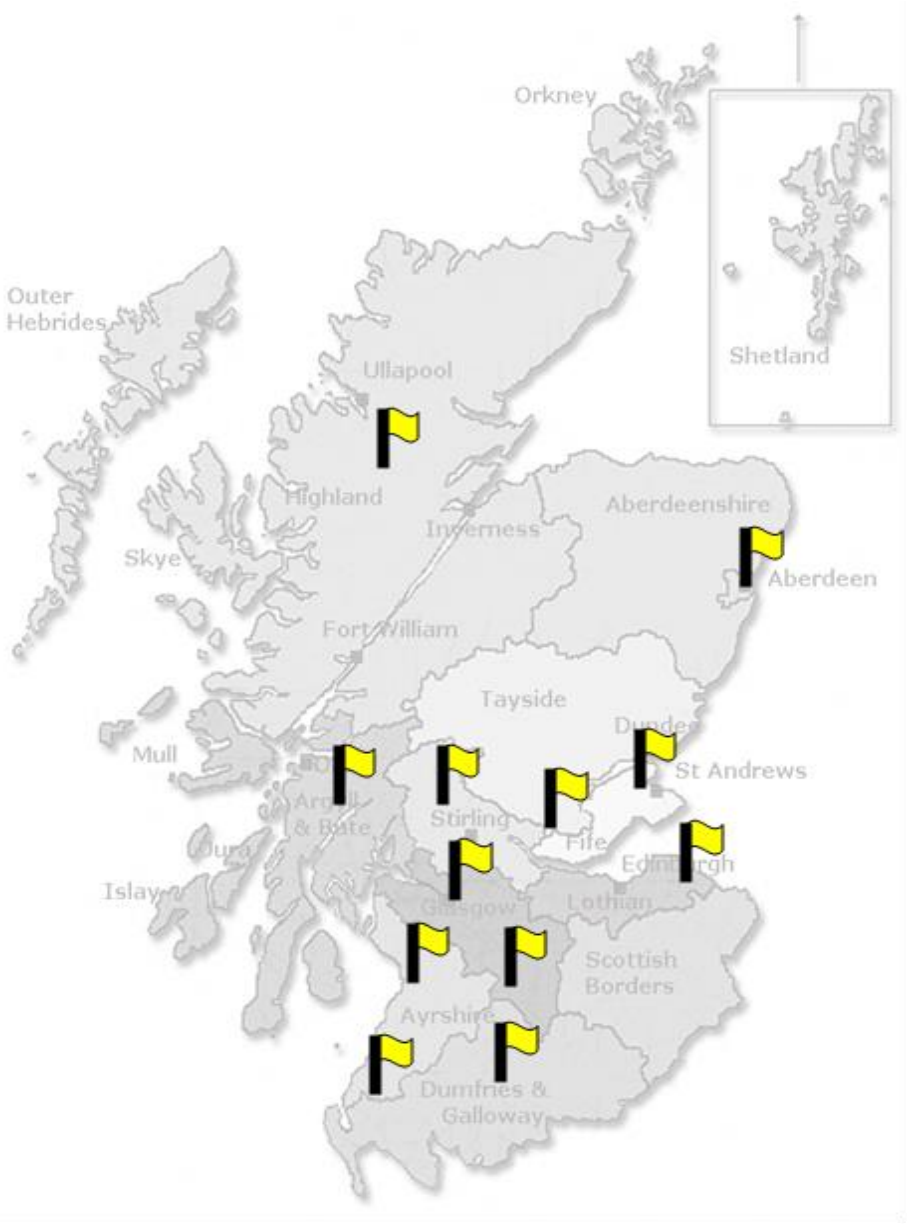

Figure 14 *Distribution of Participants across Scotland*

5.4.1.5 Saturation

Morse (1994) commented that in qualitative research saturation is an 'elastic concept', as there are no definitive guidelines for researchers to ensure their sample size will provide saturation. Constantinou, Georgiou & Perdikogianni (2017) suggest that data saturation is "the flagship of validity of qualitative research" (p. 585), this suggests saturation is a test for 'completeness'. Glaser & Strauss (1967) define saturation as the point at which there was "no additional data" (p. 65). Charmaz (2006) similarly referred to this as "no new

properties" (p. 189) and Guest, Bunce & Johnson (2006) described saturation as "the point in data collection and analysis when there is no new information" or "thematic exhaustion" (p. 65). Alternatively, Dey (1999) suggests it as an "unfortunate metaphor" (p. 257). My position on saturation agrees with Braun and Clarke (2021) who drew on Low's (2019) insights and stated, "Low (2019) went further, arguing that saturation defined as no new information is a logic fallacy, as there are always new theoretical insights to be made as long as data continues to be collected and analysed" (p. 131). Therefore, in this research which employed reflexive thematic analysis, discussed more fully below in *5.5.1 Reflexive Thematic Analysis*, the codes were not fixed prior to analysis but evolved, changed, merged and were divided as the analysis took place. This was in response to my deep engagement with, and interpretation and analysis of the data.

Romney, Batchelor & Weller (1986) found that small samples were sufficient if the "participants possess a certain degree of expertise about the domain of inquiry (cultural competence)" (p. 326), which I had in my research, as the participants had all enacted Professional Standards as part of the PU process. Therefore, saturation was less important as I was collecting teachers' perspectives and then interpreting this data to understand how it related to my research questions. In reflexive thematic analysis, as Braun & Clarke (2021) state, "It is nigh on impossible to define what will count as saturation in advance of analysis, because we don't know what our analysis will be, until we do it" (p. 211). However, I did ensure there was space and time to conduct a second semi-structured interview if I had insufficient data to support my assertions.

5.4.2 Semi-Structured Interviews

As discussed in *5.2.2 Case Study*, I assert that semi-structured interviews were the best data collection tool for this research, as the data gathered addressed the aim of the research through a conversational style. This allowed me to explore how participants interpret their own world through verbal and non-verbal means, how they perceive connections between their thoughts, behaviours and the world around them, as they explore and interpret their experiences (Bryman, 2012; Hochschild, 2009; Tong, Sainsbury & Craig, 2007). In addition, semi-structured interviews were appropriate as this gave me some control over the line of questioning (Creswell, 2014), to ensure the responses added to the discussion about the enactment of Professional Standards. Therefore, the main body

of the data was derived from a semi-structured interview approach, as discussed in *5.3.5. The Impact of the Covid-19 Pandemic on this Research*, as access to research sites and time, were limiting factors.

In this research, the focus of the interview is somewhat narrow, focusing on exploring the enactment of Professional Standards, therefore I judged on balance that one interview would yield sufficient data, compared to the expense of time and effort it would require to complete multiple interviews. However, space was created within the participant information form (*see Appendix 3 Participant Information Form*), and the timeline for me to go back to participants if I felt a second conversation would be helpful for further data collection. This proved unnecessary as the analysis yielded sufficient data to interpret into substantial themes that supported the aim of this research.

5.4.3 Developing the Interview Schedule

An interview schedule was created and used to support the conversations in the semi-structured interviews. In this case, my research questions were translated into manageable questions that could be explored with the participants, as Mears (2017) suggested participants will not answer your research questions for you. As the objective of the interview was to explore teachers' experiences of the enactment of Professional Standards, I anticipated a high level of understanding and personal insights from the teachers, but through the interview schedule created a pathway that followed a conversation about the use of Professional Standards in practice.

In qualitative research, the types of questions asked via semi-structured interviews are diverse. Most interviewers will ask a set of questions that have a degree of commonality. Different authors have categorised questions into headings to help interviewers to structure their interview schedule. Table 4 shows examples of question categories offered by some authors. It is important to note, that although categories of questions have been offered, these categories are not distinct and may overlap.

Table 4 Categories of Questions for Semi-Structured Interviews

Kvale (1996)	Charmaz (2002)	Guest, Bunce & Johnson (2006)	Patton (2015)	Cohen, Manion & Morrison (2018)
Introductory Follow up Probing Specifying Direct Indirect Structuring Interpreting And silence	Initial Intermediate Ending	Demographic Open-ended key questions Open-ended sub-questions Prompts and probes	Background/ demographics Experience/ behaviour Opinion/ values Feelings Knowledge Sensory	Descriptive Experience Behaviour Knowledge Construct-forming Contrast Feeling Sensory Background Demographic

The interview schedule created complied with Guest, Bunce & Johnson's (2006) model, where demographics were collected as a way of participants introducing themselves by briefly sharing their teaching career history. This was followed by a discussion about significant professional learning undertaken to support the participants to 'relax' into the conversation, by sharing a real-life experience of professional learning. The discussion then moved on to what support was available to help them to enact Professional Standards, before discussing how Professional Standards are perceived through the discourse in their context, linking to their perception of the purposes of Professional Standards. Finally, broad sweeping questions allowed participants to add any further comments about the enactment of Professional Standards (*see Appendix 5 Interview Schedule*). Drawing on the model offered by Guest, Bunce & Johnson (2006), I used open-ended key questions and open-ended sub-questions, prompts and probes. For example, the indicative questions and prompts in the area focusing on the enactment of Professional Standards are shown in Table 5.

Table 5 Indicative Questions and Prompts from Interview Schedule

Indicative questions	Prompts

Where do you get information from about Professional Standards?	**If the response is no-one -** How do **you** use Professional Standards?
Who helps you to use Professional Standards?	
Who do you help interpret Professional Standards?	**Support others -** What does this support look like?

Sub-questions, prompts and probes were prepared, and used as part of the interview schedule as appropriate, to elicit further information and allow flexibility to explore issues that arose during the interview (Doody & Noonan, 2013; Guest, Bunce & Johnson, 2006; Tong, Sainsbury & Craig, 2007). Prompts and probes were useful tools to further explore answers to the areas of interest (Drever, 1995; King, Horrocks & Brooks, 2019; Patton, 1980; Wellington, 2015). Probes can be categorised into three subsections: clarification, completion or elaboration (King, Horrocks & Brooks, 2019). Clarification probes were used when it appeared that the participant did not understand the question, so the question was repeated or reframed. Completion probes were also used to ask participants to extend their answers, or to ensure that they were finished talking. Elaboration probes were also used to give space for a more developed answer, where participants were offered to confirm, clarify, explain further, make connections or extend answers. However, I heeded the advice of authors who suggested that probes should be used judiciously (Cohen, Mannion & Morrison, 2018; Drever, 1995).

5.4.4 Conducting the Interview

Various authors (Borg & Gall, 1989; Bryman, 2012; Cohen, Mannion & Morrison, 2018; Kvale, 1996) offer advice and criteria for successful semi-structured interviews which was followed in my research. This included drawing on my deep knowledge of Professional Standards, providing a structured space for the participants to engage with clear and concise questions, but also steering the interview to ensure appropriate data was collected. Throughout, I was continually aware of ethical considerations; for example, I heeded Denscombe's (2014) advice to be sensitive and non-judgemental, to use active listening skills and silences, and I used prompts and probes to check understanding.

Interviewing required me to fully concentrate on what was being said, rather than passively 'hearing' the message of the speaker, otherwise known as 'active listening', without being "intrusive" (Bryman,2012, p. 478). Gillham (2000) suggests that the interviewer should listen far more than they speak and emphasises this point in stating that, "skilled interviewers are remarkable for the economy of what they say" (p. 28). I consciously adhered to this advice during the semi-structured interviews.

The interviews were set up via the Microsoft Teams platform, to give as an authentic experience as possible, given face-to-face interviews were not possible due to lockdown in response to the Covid-19 pandemic. There were technical issues during the first interview which meant this had to take place by telephone instead. As the first interview was conducted this way, I decided that to ensure consistency of approach all interviews would be conducted in the same way. I acknowledge the limitations of this method. The most obvious being the lack of insight through body language and visual cues which enhance conversational flow. Accordingly, I increased the number of paralinguistic utterances to encourage participants to continue to share their experiences. Checking my understanding was important, alongside careful listening and then re-listening to the interviews, annotating transcripts with pauses, emphasis, silence and sighs. King, Horrocks & Brooks (2019) note that "the challenge is to balance the need to attend to what is being said and to framing your questions in response, and the need to keep interviewing flowing reasonably smoothly" (p. 76). I mitigated this as far as possible, by recording the interview via voice memos on an iPad for verbatim transcription and taking brief notes to add to the data set.

Prior to conducting the interviews, all participants returned a signed consent form via email, agreeing to take part in the research. Participants were also provided with an outline of the research project, and all agreed to be recorded.

5.4.5 Audio Recording of Semi-Structured Interviews

All interviews were audio recorded using the voice memo app on an iPad. This afforded me an opportunity to authentically add to the transcripts and for a thorough examination of

what and how something was said, alongside the chance to re-listen to the interviews on numerous occasions (Borg & Gall, 1998).

From the auditory recordings, a verbatim transcript was produced for each of the interviews using a standardised transcription protocol (McLellan, MacQueen & Neidig, 2003). Transcripts were produced by a reliable transcription service provider. I complied with the requirements of GDPR (2018) which outlines the legal stance on the collecting, storing, and sharing of personal information and recognised participants' legal rights to confidentiality and anonymity, and therefore assigned each participant a pseudonym. The anonymised data sources were shared via encrypted email for transcription purposes with the third party, Transcription Scotland, which is a GDPR-compliant transcription provider. In previous research, I have employed the services of this third-party transcription provider and am confident in the security procedures used by this organisation.

As King, Horrocks and Brooks (2019) comment, verbatim transcripts are very time consuming, and the time commitment involved in transcribing the individual interviews was excessively prohibitive given personal and professional competing demands generated by the ongoing Covid-19 pandemic. I recognize that this decision for a third-party transcription may be questioned by other researchers who see transcription as "a key phase of data analysis within the interpretive qualitative methodology" (Bird, 2005, p. 227) and can help researchers become familiar with the data. The verbatim transcripts were listened to repeatedly and annotated to include pauses, emphasis, silence and sighs to ensure all data was recorded to mitigate as far as possible the limitations of a telephone interview and respond to the loss of social dynamics during transcription, as transcription is the "translation from one set of rules (oral and interpersonal) to another remote rule system (written language)" (Cohen, Mannion & Morrison, 2018, p. 23). As Powney & Watts (1987) note:

> Talk is dynamic – a quality it loses as soon as it is collected in anyway. It is somewhat…like catching rain in a bucket for later display. What you end up with is water, which is only a little like rain. (p. 16)

5.5 Qualitative Data Analysis

Although there are different schools of thought around qualitative approaches to data analysis, data is usually collected as text, image or sound, with text being the most prevalent in education research. As this was an interpretive study, the text data was analysed and interpreted. However, as Patton (2002) suggests, there is no simple formula to do this, as even using the same methodology, other researchers could not be expected to produce the same findings as these rely heavily on participant, context, conversation and interpretation (Cohen, Manion & Morrison, 2019). In this research, my interpretive lens was used to create meaning from the data and produce a credible critical commentary through the interpretation of conversations with participants. Before analysis was undertaken, the data from the semi-structured interviews was prepared. The aim of data preparation was to make the data set manageable, "retaining as much of the original information as possible and avoiding distortions" (Drever, 1995, p. 60). From the transcripts, it was clear as Gillham (2000) puts it, that "most of what people say is redundant" (p. 60). Each interview was interrogated by repeated listening, reading and annotating the transcripts.

5.5.1 Reflexive Thematic Analysis

Thematic analysis is best thought of as a "family of methods" (Braun & Clarke, 2021) and therefore does not have a single meaning but can be used within a wide range of theoretical frameworks (Braun & Clarke, 2014). Reflexive thematic analysis recognises the importance of researcher subjectivity as an analytic tool and associated reflective engagement with theory, data and interpretation. The analytical process involves as Braun & Clarke (2021) suggest, "immersion in the data, reading, reflecting, questioning, imagining, wondering, writing, retreating, returning" (p. 5), or as Ho, Chiang & Leung (2017) suggest, it is "dwelling with the data" (p. 1760), to develop a nuanced analysis that produces rich and complex themes.

Reflexive thematic analysis as a research method was appropriate in my research, as my research aim, philosophical, theoretical and methodological assumptions are coherent (Chamberlain et al., 2011; Tracy, 2010). Reflexive thematic analysis provided a way of organising and describing a complex and text rich data set into a credible narrative, which goes "beyond experiential phenomena to social processes and the social construction of

meaning" (Braun & Clarke, 2021, p. 6). This analysis was generated from the 'free-flowing text' of the semi-structured interviews, creating codes. Themes were developed from codes, at the "intersection of the data, the researcher's subjectivity, theoretical and conceptual understanding, training experience" (Braun & Clarke, 2021, p. 7). The themes were used to present a coherent narrative of the data.

'Emerging themes' is a common expression used in describing thematic analysis. Braun & Clarke (2008) contest that 'themes emerge', with Taylor and Ussher (2001) suggesting that this positions the researcher in a passive role, rather than an active one. Ely et al., (1997) state that the language of emerging themes:

> …can be misinterpreted to mean that themes 'reside' in the data, and if we just look hard enough, they will 'emerge' like Venus from the half shell. If themes 'reside' anywhere, they reside in our heads from our thinking about our data and creating links as we understand them. (pp. 205-6).

Braun & Clarke (2006, 2012, 2013) explain reflexive thematic analysis as a six-stage process for data engagement, coding and theme development, as shown in Table 6.

Table 6 Braun & Clarke (2006, 2012, 2013) Reflexive Thematic Analysis Process

Phases of thematic analysis		
Phase		Description of the process
1	Familiarizing yourself with your data	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2	Generating initial descriptive codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3	Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
4	Reviewing themes	Checking if the themes work in relation to the coded extracts (Level 1) and the entire

		data set (Level 2), generating a thematic 'map' of the analysis.
5	Defining and naming themes	Ongoing analysis to refine the specifics of each theme and the overall story the analysis tells, generating clear definitions and names for each theme.
6	Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Within this research, I chose to use a Computer Aided Qualitative Data Analysis (CAQDA), NVivo, to support the interpretation and verification of the data, to create descriptive codes and themes, (Kelle, 2004; Gibbs et al., 2005), and to organise and structure data for analysis. NVivo was chosen as it provided useful tools to manage data and ideas, queries, visualizations of data and reporting (Bazeley & Jackson, 2013, p. 3).

As with any decisions made during a research project, there are benefits and costs. Woods et al. (2016) argue that applications such as NVivo can undermine reflexivity by being used unthinkingly, which can lead to an oversimplification of complex issues. However, I align with the view that applications do not analyse data, therefore there is still a need for "the human touch" (Cohen et al., 2018, p. 650). I agree with Garcia-Horta & Guerra-Ramos (2009) that CAQDA does not replace the capability of the researcher to "assign meaning, identify similarities and differences, establish relations' between data" (p. 152). Although it has been argued that using a CAQDA may lead to the analysis feeling one step removed from the data, (see Fielding & Lee, 1998; Bazeley & Jackson, 2013), this was mitigated by carefully thinking about how NVivo was used to support the preparation and analysis of the data. I ensured context was not lost in the simplification of the data through the coding process (Gibbs, 2012; Glaser & Laudel, 2013) by reflecting on the verbatim transcriptions frequently.

5.5.1.1 Phase 1 - Familiarisation with the Data and Transcription

The data in this research was collected through semi-structured interviews. During the interviews, as I listened to the participants respond and share their experiences, any initial analysis, or formation of thoughts and ideas that piqued my interest (Braun & Clarke, 2006) were recorded in my field notes. As discussed in *5.4.3 Audio Recording of Semi-Structured Interviews*, I elected to get full verbatim transcriptions (by a third party) for each interview, which were supplemented by my field notes. This acknowledged that semi-structured interviews are a dialogue between two people and are, therefore "shaped by the process of interaction, the interplay of question and answer" (Drever 1995, p. 62). At this stage of the research, the researcher may engage in member checking, a process also known as participant or respondent validity. In this, each participant receives the verbatim transcript of their semi-structured interview to check for accuracy and ensure this resonates with their experience. However, I elected not to do this as my interpretations and analysis are influenced by theory, and literature alongside the interpretation of the data from the semi-structured interviews and so as previously stated in *5.3.2 Reflexivity*, this will be the "construction of the constructions of the actors being studied" (Racher & Robinson, 2002, p. 469).

5.5.1.2 Phase 2 - Generating Initial Descriptive Codes

Through the familiarisation phase of the analysis, potential descriptive codes were identified from reading and listening to the semi-structured interviews, to capture recurring features of the data and to initiate the latent thematic analysis. Latent level analysis focuses on the "underlying ideas, assumptions and conceptualisations – and ideologies – that are theorised as shaping or informing the semantic content of the data" (Braun & Clarke, 2006, p. 84). In this qualitative interpretive research, the creation of descriptive codes involved making judgements about latent meanings, that is, interpreting what participants 'meant' by what they said (Gillham, 2000, p. 69). This brought together what participants expressed in different ways and relied on my interpretation and judgement. Therefore, the descriptive codes are 'subjective' rather than 'objective', but are made explicit in Table 7 below, to ensure the integrity of the research (Gillham, 2000, p. 70).

Table 7 Descriptive Codes

Code	Description
Applications	Appearing on application forms for promoted posts to align Professional Standards with role.
Celebrating success	Help reflect upon and celebrate my successes in my daily practice.
Chartered teacher	Professional Standards underpinned the Chartered Teacher Programme, continuing to use these to support my learning.
Coaching	Coaching conversations, a mentor or reflective partner are supportive to help me reflect on my learning, sometimes using coaching wheels.
Formal professional learning	Professional Standards underpin professional learning such as Supporting Teacher Learning, Practitioner Enquiry, Master level learning, programmes from SSERC and Into Headship.
GTCS	Positionality and importance of GTC Scotland in the Scottish educational landscape, particularly in connection with the induction year, also GTC Scotland website is helpful as a resource.
HGIOS 4	Prominent in school cultures as an evaluation and external accountability mechanism.
Leadership	Emphasis on the importance of school leaders as role models when using Professional Standards.
Policy	Are Professional Standards policy?
Power	How P-political and p-political influence the use of Professional Standards.
PRD	Professional Standards as a guide for PRD.
Probation	Professional Standards as a benchmark for the induction year.

Professional dialogue	Professional Standards surfaced through informal, formal, and collaborative working.
Professional learning	Professional Standards support engagement in professional learning as a framework for self-evaluation and identification of next steps.
Professional practice	Professional Standards underpin practice and self-improvement, also used as reference material.
Professional Update	Professional Standards used to underpin PU processes and highlight responsibility of teachers in this process to complete 'sign-off.'
Professional values	Professional Standards are important but need to be talked about more and some definitions are 'loose.'
Professionals	We are professionals, part of the teaching profession and Professional Standards are integral to teacher professionalism.
Purpose of Professional Standards	Professional Standards provide a framework to self-evaluate practice, underpin practitioner enquiry, act as a guide of professionalism for teachers, are a baseline for entry to profession, but may be used punitively.
School culture	Culture has an open-door policy, which is supportive.
Self-evaluation	Professional Standards support critical self-reflection.
Structure of Professional Standards	Structure is unhelpful in terms of language and tone.
Teaching as a vocation	Is teaching a vocation?
Using Professional Standards	Professional Standards are used to lead my professional learning by providing a self-evaluation framework, they are a benchmark to be maintained and a mark of professionalism and are used in PU, particularly in the PRD process.

Through this phase, it was important to be flexible and responsive to many potential themes and to retain context as much as possible to counteract Bryman's (2001) criticism that in coding, context can be lost. It was also necessary to ensure that the category

content statements are comprehensive (Gillham, 2000, p. 70). Thus, the latent thematic analysis involved interpretations that highlighted text from the transcripts that helped me understand participants' views, experiences and perceptions (King, Horrocks & Brooks, 2019). For example, the following extract from Joanne was coded as professional dialogue.

> *Joanne:* *So, I'm very conscious of that going on in the background, and then it appears on the documents at any collegiate time. I'm not sure that discussion goes on quite as overtly in other parts of the school. I think the discussions are there, but whether they overtly mention the standards, they are probably discussing them but not using those words.*

5.5.1.3 Phase 3 – Searching for Themes

An integral part of reflexive thematic analysis is to demonstrate how themes were developed through the analysis of the data. The descriptive codes were brought together into themes that "reflect patterns at both a broader, and more 'abstracted' level than codes" (Braun & Clarke, 2021). King, Horrocks & Brooks (2019) state, "it is impossible to set hard and fast rules as to what should be identified as a 'theme'" (p. 200). Nevertheless, my professional judgement was used to decide what was relevant and what characterised particular perceptions or experiences, and what should be discarded.

The initial descriptive codes were extracted from NVivo into an Excel spreadsheet. Themes were interpreted from the descriptive codes, see Table 8, ensuring that each theme was unique, distinct and well defined. The themes captured an aspect of "something important about the data" (Braun & Clarke, 2008, p. 82) and brought "together components or fragments of ideas or experiences, which often are meaningless when viewed alone" (Leininger, 1985, p. 60). Themes generated from the descriptive codes were then used to manage the data in NVivo, to give a data set from which interpretations and inferences could be made.

Table 8 Descriptive Codes Leading to Themes

Descriptive Code	Theme

Policy	Teacher Perceptions of Professionals Standards
Professionals	
Purpose of Professional Standards	
GTC Scotland	
How Good Is Our School 4	Policy discourse
Professional Dialogue	
Structure of Professional Standards	
Applications	Enactment of Professional Standards
Celebrating Success	
Chartered Teacher	
Coaching	
Formal Professional Learning	
Leadership	
PRD	
Probation	
Professional Learning	
Professional Practice	
Professional Update	
Professional Values	
School Culture	
Self-evaluation	
Using Professional Standards	
Power	Notable narratives
Teaching as a Vocation	

The themes supported the rich thematic description of the research and characterised key concepts from the data, which pieced together participants' collective experiences. For example, *Diane* and *Fiona* use different language, but both suggest that in their experience, Professional Standards are used to support self-evaluation to enhance professionalism.

Diane: *I think they're a guide or a route map of what it means to be an effective professional.*

Fiona: *I see them as there to guide you. That's the professional standard that you have to achieve, like your contract. That's what you're supposed to be doing. So, you need to try and achieve that. And the purpose is there to guide you, so you know what to do, really.*

Some descriptive codes did not fit themes or were raised by only one participant; such cases as these were retained in the 'notable' category.

5.5.1.4 Phase 4 - Reviewing Themes

Using the created themes, the data set was then reconsidered to ensure the robustness and reliability of each theme. A full re-reading of the data set supported the appropriateness of the themes. Patton (1990) suggests that useful criteria for checking the appropriateness of themes can be achieved by using internal homogeneity. Homogeneity refers to the coherence of data within a theme. For example, in the theme 'probation' there is homogeneity around the way participants discussed the role of the supporter, to support probationers to enact Professional Standards as shown below in extracts from *Elaine, Fiona* and *Ivy.*

Elaine: *One of the things I think is done really well is what is the offer for probationers, newly qualified teachers. I think that offer is really good, it's well supported. Having the mentors and whatever.*

Fiona: *The younger teachers, the ones who are on probation, they're engaging with the standards in a different way, and they are looking at it and filling in their profiles or whatever. And the probationers are talking about standards, there's a lot of chat from them about the standards and meeting the standards, and the mentor who is involved.*

Ivy: *For me, one aspect I would look at is that I mentor newly qualified teachers. So, obviously they have a massive role there in them identifying their areas of development, their next steps, and looking across the piece to make sure they're thinking of all the different aspects. So, I think going to those in a lot*

of depth, it supports all the dialogue you have with the practitioners and things like that, the NQTs, so I use it a lot when I'm supporting them.

5.5.1.5 Phase 5 - Defining and Naming Themes

The final stage of redefining the themes involved the identification of the uniqueness of the theme, why this is of interest and if there were sub-themes, how these fit together and tell different parts of the experiences of teachers, see Table 8.

5.5.1.6 Phase 6 – Creating the Report

Braun & Clarke (2006), suggest that the report needs to weave the interpretation of the data from the participant's experiences, with Gillham (2000) stating that "the essential character of writing up interview data is to weave a narrative which is interpolated with illustrative quotes" (p. 74). In this way, I interpreted what the participants were saying and spotlighted their thoughts and understandings. However, Gillham (2000) goes on to caution against selective bias, by stating that researchers need to "guard against selecting quotations that suit your particular preference or present a neater picture" (p. 76). Some parts of the conversations were concerning as a teacher and researcher. For example, in the extracts below from *Anne* and *Laura*, the purpose of PU is clearly not being understood. The PU process, as I understand it, is a supportive process that enhances teacher professionalism, here is being reduced to a bureaucratic process. However, these have been reported faithfully in this report, rather than ignoring these comments to paint a rosier picture.

Anne: *And also the year that I had to type everything in, because maybe the two or three years before I was typing stuff in, but certainly not everything I was doing, and not using it properly, but the year that I was typing everything in, I was really engaging with it and making the links between the standards and the evidence and things I had trained in and things I had actioned in the school. But, really, that experience of linking everything so closely with it happened in that year, probably in that year only. But when I was going on to do other courses, that encourages interaction with it again.*

Laura: So, qualities and standards and collegiate practice, we don't even go there. We just get "oh my goodness, who's to sign off? Have you done everything?"

5.6 Summary of Methodology

In this chapter, I discussed my learning through choosing the most appropriate methodology including ethical considerations for this research. I explored my own ontological and epistemological stances and how personal and professional experiences have influenced how I am present in my research. Part of this was an exploration of my own research philosophy, including a consideration of the inherent power dynamic in this research.

The original case study approach had to be amended because of the Covid-19 pandemic, resulting in accessing a different sample. Semi-structured interviews were conducted to capture teachers' voices to address the research questions and inferences were drawn from the data in an authentic and trustworthy way.

My approach to appropriate methods of data collection is discussed. Here, I used purposive sampling to ensure a variety of teacher perspectives on the enactment of Professional Standards were captured. Using literature to underpin the structure of and deployment of semi-structured interviews, a pilot study was used to verify the trustworthiness of the approach taken. The data collected was analysed through the framework offered by Braun & Clarke (2006, 2012, 2013). Following this six-stage approach, my data was interpreted, coded and drawn into themes which are discussed in *Chapter 6 – Analysis*.

Having now discussed the theoretical framework (*Chapter 1*), the literature (*Chapters 2-4*), and the methodology (*Chapter 5*), I now turn to the analysis of the data. I have purposefully used the word analysis rather than findings, where my analytical observations are contextualised in relation to the existing knowledge and theory. In *Chapter 6*, I offer my analysis of the data from the semi-structured interviews, which are then discussed in more depth in *Chapter 7*. *Chapter 8* outlines my contribution to knowledge through this research, with my conclusions and ideas for further research outlined in *Chapter 9* as shown in Figure 15.

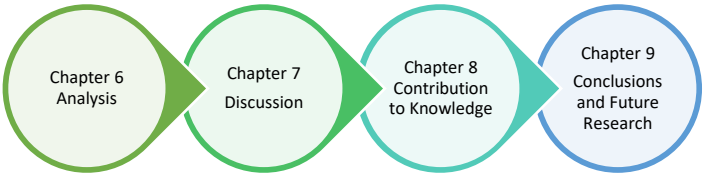

Figure 15 *Outline of Final Four Chapters*

Chapter 6 – Analysis

In Chapter Six, I share my analysis of the data from the interviews conducted, to better understand how teachers enact Professional Standards in Scotland. Here, I offer an analytical narrative to explain the meanings and significance of the data and this informed the discussion about teachers' perceptions of Professional Standards, policy discourse and the enactment of Professional Standards that follow in Chapter Seven.

This chapter begins with a discussion about the positioning of Professional Standards by teachers in the macro discourse, where teachers suggest that Professional Standards are not conceived to be policy texts. Teachers in this research accept positions in the macro discourse and this may be perpetuated by the lack of clarity about the multiple purposes of Professional Standards and also comments on the positionality of GTC Scotland in Scottish education.

The chapter moves on to a discussion about the support for the enactment of Professional Standards. Within this, I outline how the enactment of Professional Standards is supported by a coaching approach and when modelled by school leaders, Professional Standards are used as a self-evaluation framework to support teacher professional growth over time and to underpin formal professional learning. However, this is not the case across the whole education system, with some teachers discussing Professional Standards as technical texts which are used most frequently and retrospectively to inform Professional Review and Development (PRD).

6.1 Teacher Perceptions of Professional Standards

Professional Standards are posited by the professional body for teachers, GTC Scotland, to be integral to, and underpins a teachers' professional relationships and practices. However, in this first section, my analysis suggests that Professional Standards are not enacted as a 'way of being' as suggested by GTC Scotland on their website.

6.1.1 Conceptualisation of Professional Standards by Teachers

One of my interpretations of the data is that GTC Scotland narrative is rejected by most of the teachers who participated in this research, regardless of role or remit. *Ivy (DHT)* commented that within the current policy landscape, other policies, for example, How Good is Our School 4 (HGIOS 4) (2015) are prioritised, perhaps demonstrating that policies that are linked to external accountability are given more prominence.

Ivy (DHT): *But, you see, it's competing against HGIOS 4. So, when I got my meetings, what we were reflecting on was how you were doing as a department or how you were doing as a faculty, rather than how you're doing as a teacher. If you were doing that as a teacher, it was probably against the school objectives, and they were kind of taken from How Good Is Our School. And I think more than that, the thing that is more persuasive to them is actually to refer to HGIOS 4, and people are going to come into their school, and they won't have a choice, and they will watch them. And I'm thinking of our practice when we have an in-service day or when it's planning for improvement time after school, there's always an agenda and the agenda always has the HGIOS aspects at the top.*

Within this framing of HGIOS 4 (2015), external accountability is being privileged. This has resonance with what Bourke and Lidstone (2015), drawing on the work of Stubbs (1983), describe as some policies being able to "exercise more strategic relations of power and have political strengths" (p. 836). HGIOS 4 (2015) is a policy of self-evaluation as the starting point for school improvement linked to external accountability, whereas Professional Standards supports individual self-evaluation, reflection and development and is based on individual accountability. This may suggest that external accountability may be being used to define teacher professionalism, rather than the profession themselves. Kennedy (2008) notes that local authorities and Her Majesty's Inspector of Education (HMIe) continually monitor the progress of schools through school improvement planning linked to policies such as HGIOS 4 (2015), this suggests that organisational professionalism (Evetts, 2013) is being privileged. This reduces the possibility of occupational professionalism (Evetts, 2013), as the 'habit of mind', and sets the default position of professionalism to organisational professionalism (Evetts, 2013), which is externally

imposed. If this is the case, then in my view, this minimises a key factor that could be harnessed to drive school improvement, which is teacher professionalism.

In contrast to the other teachers in this research, *Joanne (CT)* rejected the micro-positioning within the discourse of HGIOS 4 (2015). She appeared to be confident and accountable for her own teaching practice, regardless of the policy context, demonstrating how she positions herself within the nano discourse and her occupational professionalism (Evetts, 2013) stance.

Joanne (CT): *it's usually against one or two items, the learning and teaching and that kind of thing. Beyond that, and maybe when we're coming up to an inspection, I would be frank, I don't really read How Good Is Our School. It's not something I find all that helpful. Now, that's maybe not a helpful statement, but I would certainly say I refer to standards far more than I refer to How Good Is Our School. My view on How Good Is Our School, if somebody comes in to watch me teaching, on one day they'll get one view, on another day they'll get a completely different view, because it's a one-off twenty minutes, half an hour, view of an hour's lesson, which might have gone pear-shaped for all sorts of reasons.*

For some teachers in this research, Professional Standards are integral to their notion of teacher professionalism, where they are used to guide reflection on their practice and underpin their professional actions, as a 'way of being' or a 'habit.' This agentic engagement with Professional Standards is discussed by *Joanne (CT)*.

Joanne (CT): *I think there's a small core who will constantly refer back to standards because it's just part of what they're used to doing, but I think on the whole it's just such a busy job that many staff actually just find they haven't got into the habit of constantly doing that. Because I think if you're in the habit of it, it's actually no harder, and it doesn't take extra time. But because you're not in the habit of it, it does take you a little bit longer to refer back and go "which part?" and you give up on the timescale.*

Although not explicitly found in my research, there is also the possibility that teachers use Professional Standards to justify their practice, particularly as the advice from GTC Scotland suggests that during their annual PRD, "locally-agreed policies will direct teachers as to how they should engage in the formal part of the PRD process" (GTC Scotland, 2019, p. 13). This advice also suggests that the recording of professional learning should "provide a quick synopsis or a series of bullet points as a reminder or aide memoire" (GTC Scotland, 2019, p. 13), thus implying that professional learning is a requirement as well as a professional development activity.

6.1.2 Professional Standards should be a Contested Proposition

Professional Standards, as with any policy, should be critically engaged with and contested to understand the rationale and potential impact, as policy is 'made real' when enacted into professional practice (Savage & Lewis, 2018). As teachers in this study did not seem to consider Professional Standards as policy, then these policies may not be contested or enacted. *Harry (PT)* and *Joanne (CT)* share their views on how policy should be critically engaged with.

Harry (PT): *You'd want more policy to be contested, because if we can get teachers contesting things then we know they are passionate and engaging.*

Joanne (CT): *It's interesting, when we were doing the critical reading and writing course, some of the academics were making the key point that actually some of these documents have come in without any real critical consideration of what's in them.*

From these comments, *Harry (PT)* is calling for teachers to ask more questions of policy, and *Joanne (CT)* is suggesting teachers should exercise their criticality when engaging with policy.

6.1.3 Purposes of Professional Standards

There are different purposes for Professional Standards. Most teachers in my research agreed that they serve as a baseline, a framework or guide to support professional growth, as discussed by *Harry (PT)* and *Diane (DHT).* They accepted the storyline that having Professional Standards is integral to being part of the teaching profession in Scotland.

Harry (PT): *I would say it's almost like your baseline standard. Almost like a description of you as a teacher, of what's expected of you as a teacher, your knowledge, your competence. And there to support your progress, to remind you that this is what you should be reflecting on. Just like your little guide.*

Diane (DHT): *…they're a guide or a route map of what it means to be an effective professional. They're the standards that we should be measuring ourselves by. And it's your own professional growth as well, you can see the areas where maybe you need to focus your work, or as a school to have teams of staff working towards certain areas can improve the whole school. There are different uses for it, I think. But ultimately, it's quite a personal thing where you know that you've met a certain standard, but you need to keep working on them. You can't just say "that's me, I've got that certificate, I can stop now." It's something that you're constantly working and constantly growing in.*

A few teachers commented that although the purpose of Professional Standards is to act as a guide to professional ways of being and practice, it is the individual interpretation of these that creates the rich tapestry of the teaching profession. Some teachers in this research position within the nano discourse of Professional Standards, demonstrating their alignment with an occupational professionalism model (Evetts, 2013), as shown by comments from *Gail (CT)* and *Joanne (CT).*

Gail (CT): *What your standards are, what your professional standards are, are your guide. But in that way, you are different from the person who is teaching in the next classroom, although you're all doing the same thing, you all have the same guides and baselines. You're very much coming across in a different way, I think. You have your own ways. So, it's not trying to make you this person, it is the person you are.*

Joanne (CT): *I see them as twofold; I suppose. I see them as a way to self-assess, to self-evaluate, to see where I'm at. But also, I suppose, maybe the same, to see where I need to go. So, what is it that I want to improve? But I also use it to say I want to do more of this.*

Fiona (CT) and *Harry (PT)* through their comments, also suggested that although they consider Professional Standards as a self-evaluation framework, they accept the rights, duties and obligations to use the Professional Standards as part of their 'contract' or 'job,' thus aligning with an organisational professionalism stance (Evetts, 2013).

Fiona (CT): *I see them as there to guide you. That's the professional standard that you have to achieve, like your contract. That's what you're supposed to be doing. So, you need to try and achieve that. And the purpose is there to guide you, so you know what to do, really.*

Harry (PT): *The purpose, I suppose, of the standards is to improve the professionalism of the workforce, and to signpost what it is that teachers should be doing when they're reflecting on their own practice. That's how I see them. "This is your job, this is what you should be doing, this is what you should be reflecting against."*

6.1.4 Professional Standards are Imposed on Teachers

Of the teachers interviewed, some considered Professional Standards, as imposed by an external agency. This suggests that rather than an integral supportive professional regulatory body, GTC Scotland is considered by some teachers in this research, as external to teachers' work. This suggests that Maciver's (2003) ambition for GTC Scotland "to have a pivotal role in changing the expectations of the teaching profession" (p. 1021) may not have been realised. This perceived externality can lead to a lack of ownership of Professional Standards, as commented by *Harry (PT),* or resentment as described by *Elaine (DHT)* and *Ivy (DHT)*.

Harry (PT): *I don't think that people have that sense that it's theirs. I think overall they're thinking "it's something I have to do. If people are to see the GTCS as "that's ours, they're with us"… and I'm not blaming the GTCS for this…it does feel like an imposition to some people.*

Elaine (DHT): *I think for some staff, they almost see it as a bolt-on.*

Ivy (DHT): *Whereas some of our more experienced staff, they feel it's something being put on them, and I think they feel it's quite bureaucratic, probably. So, that would be my experience of hearing people talk about it*.

From my analysis, I would suggest that one of the purposes of Professionals Standards espoused by GTC Scotland, which is to create a shared language for teachers (GTCS, SFR, 2021) does not appear to be being achieved. The teachers in this research, all have a minimum of five years post induction service. The opinions expressed here would perhaps be different from newly qualified teachers, who are embedded in Professional Standards as these are the benchmark for entry into the profession (*see 6.3.5 Supporting Probationer Teachers*). Although beyond the scope of this research, this would be interesting to explore in another study.

6.2 Policy Discourse

As previously discussed in *2.3 Policy as Discourse*, in my view, policy discourse includes written texts, thinking, speaking, dispositions, experiences, histories and the attitudes of actors at multiple levels of the system. From the participant's responses, I would suggest that there is a general lack of discourse about Professional Standards, which is perpetuated by a dearth of support for the enactment at the meso level and a lack of discursive discourse at the micro and nano level, other than ensuring PRDs are completed.

6.2.1 Discourse of Professional Standards

My interpretation of the participant's responses suggests that the GTC Scotland macro discourse (*see 2.3 Policy as Discourse*) had not been translated into the micro and nano

discourse about Professional Standards by teachers. Policy discourse is influenced by the "common conventions and shared agreements" (Gee, 2015, p. 27) of any context. Given the number of different contexts across the Scottish education system, this gives rise to many discourses that may or may not align with the GTC Scotland narrative of Professional Standards. Therefore, it must be noted that the macro policy discourse of Professional Standards, established by GTC Scotland as part of the enactment process in 2012, does not appear to have gained traction as commented on by *Gail (CT)*.

Gail (CT): *…we don't actually sit down and chat together about professional standards, really, as a rule. We tend to be looking at other areas and what's out there and buzzwords and what's coming in. And a lot of our meetings, even our planning meetings, are more down to ourselves. We've changed from being Head Teacher and management led, and it's more about what we do as a team ourselves.*

6.2.2 Competing Narratives

The teachers in my research suggest that there are different narratives about the purposes and uses of Professional Standards. Teachers' actions, words and thoughts are often a compromise between the narrative of power, the storylines, and the rights, duties and obligations placed on teachers, alongside how teachers express their autonomous and causal efficacy (Archer, 2000) when enacting policy. Teachers in this research suggested a lack of meso, micro and nano level discourse about Professional Standards in their context, as noted by *Laura (Acting DHT)* and *Fiona (CT)*.

Laura (Acting DHT): *No, nobody really mentions them, if I'm perfectly honest.*

Fiona (CT): *I think if I talked to teacher friends and said there's a new set of standards coming out, they would go "oh!" but I don't think it would be met with "well, we know this, this is old news." I think most people would be unaware that there were huge changes afoot.*

This challenges the narrative on the GTC Scotland website, which states that teachers were "actively engaged" in the latest review process. It would be interesting to consider the percentage of teachers that were "actively engaged," however this is beyond the scope of this research but could be part of future research about Professional Standards as policy.

Laura (Acting DHT) and *Ivy (DHT)* suggest that micro and nano discourse about Professional Standards are not consistently supported through the meso discourse by their local authorities, and therefore, are not happening frequently, if at all, in staffroom conversations.

Laura (Acting DHT): *If we've ever spoken about the standard, it may have been something that's come from the council as a child protection thing. But hand to my heart and without dobbing anybody in, they're not much.*

Ivy (DHT): *I wouldn't say if it was a staff room chat, I've ever really heard people talking about it, unless they're complaining they need to do their update, or they keep forgetting they need to log it…So, I haven't heard a lot of informal dialogue recently. It's probably more formalised when we're talking about it. That's been my experience.*

6.2.3 The Language of Professional Standards

Joanne (CT) shared that the language of Professional Standards can make them difficult to enact, this may be due to the way in which the professional actions are written, as Christie (2003) states, in the development of Professional Standards "considerable emphasis was placed on the proposition that the statements were rather to be considered as indicative or illustrative" (p. 955), thus the professional actions can be ambiguous. However, *Joanne (CT)* goes on to suggest that the spirit of the Professional Standards may be being used by individuals when discussing their professional learning.

Joanne (CT): *So, I'm very conscious of that going on in the background, I think the discussions are there, but whether they overtly mention the standards, they are probably discussing them but not using those words…There's certainly more*

talk with my head about professional learning. How it links to standards is variable, depending on who you're talking to. There are some staff who talk about that all the time, and it's part of their being, if you like.

Diane (DHT) offered that perhaps the conversations about Professional Standards should be a requirement of teachers to ensure they happen. This demonstrates her positionality in regard to the model of professionalism that she believes is inherent within the Professional Standards and would privilege organisational professionalism over occupational professionalism (Evetts, 2013).

Diane (DHT): *They're not talked about enough at all. It's not given the space or the time or the importance it should be. I think most people are fairly conscientious, I suppose, so some people I think feel like other things are more of a priority and it has got a wee bit lost…You could make things like discussions about the standards set in stone, which could be for all of the off days in all schools. And I think that is the level that schools need, because we do what we're told mostly.*

6.3 Enactment of Professional Standards

To enable teachers to enact Professional Standards, support is needed via the discourse, school leadership and through collaboration with colleagues. From the analysis of the teacher's comments in this research, it can be suggested that there is support for the enactment of Professional Standards in some contexts for teachers, to both enable professional learning and support professional growth.

6.3.1 Support for Enactment

From the teacher's comments, there appears to be significant support for teachers in some contexts for the enactment of Professional Standards at the micro and nano levels. It is reported through the literature, that teachers often work alone with Professional Standards (see Talbot, 2016). However, this does not appear to be the participant's experience, particularly when teachers engage in PRD, as noted by *Harry (PT)*.

Harry (PT): *We're all encouraged to do it [PRD]. I think there is a definite expectation that people should be engaging with the standards. So, if somebody was to say they don't know where the standards are, it's okay not knowing what they are, because you don't need to be a robot and spout them off, and the document doesn't lend itself to that anyway, but not knowing where they are, people would be horrified.*

The teachers in this research also indicated that coaching approaches are also helpful. For example, *Diane (DHT)* shared that she uses a coaching approach to support her colleagues to engage with Professional Standards as part of their PRD.

Diane (DHT): *I was using the professional standards more at PRDs, that kind of thing. And as a manager, I was supporting other people to do that…I do support my team in my link departments. I'm doing a coaching course just now. I particularly use it with the PRDs that I do with my team, but also in meetings and things like that…And that's a starting point for everyone, it's reminding everyone what the standards are and how we should use them.*

Fiona (CT) commented that she offers one-to-one support, but thinks that for some colleagues, help is needed in interpreting the language of the Professional Standards and relating them to their current practice.

Fiona (CT): *I'm heavily involved in the PRD process as well...And I would go through the standards with them and say "well, let's have a look about the type of CLPL you've done and the things you've done in school, and how does that relate to the standards?" And it's unpicking sometimes the language involved.*

Some of the teachers and teachers in a leadership role in this research, go further than just encouraging, by offering hands-on shared learning experiences, as described by *Anne (CT)*, *Colin (CT)* and *Mary (CT)*.

Anne (CT): *we'd all go on to the website and log in against the standards what we've done as a team, and I found that really good for getting you started on it, getting you interested in doing it.*

Colin (CT): *Well, because I'm always asking them to reflect, this is a little bit irregular, but I often offer to them sometimes to sit with them and log into their GTCS professional learning record.*

Mary (CT): *I've had teachers meet up with me…to go through their own personal development and how they're going to put things on the GTC website because they want that to be correct, particularly when it's the five-year review. They want it to be correct before their line manager looks at it because they might be feeling nervous about it.*

Support offered by teachers in this research does not seem to be determined by role or responsibility, perhaps suggesting that teachers take a collegiate approach to PRD and are willing to support each other. However, it should also be remembered that this sample of teachers were those who had engaged in PU and had offered to take part in further research, so they may be more inclined to discuss positive experiences when enacting Professional Standards, than other teachers outwith the sample.

6.3.2 The Importance of School Leadership in the Enactment of Professional Standards

A consistent interpretation of the data from the semi-structured interviews for all teachers in this research was the importance of school leadership in determining whether teachers enact Professional Standards. It was reported that when school leaders model the use of Professional Standards, then their enactment becomes integral to school improvement. In these cases, Professional Standards underpin collegiate professional learning activities and teachers understand them as fundamental to teacher professionalism. Where school leaders model engagement with Professional Standards, it is more likely that these will become part of teachers 'way of being' in that context, as illustrated by *Fiona (CT)*, *Ivy (DHT)* and *Joanne (CT)*.

Fiona (CT): *It depends on who is setting the agenda maybe in the workplace. Maybe, like our Head Teacher has been quite proactive and she is kind of pushing the standards, but there's maybe other workplaces where it's just not. The Head Teacher would often say "this relates directly to this standard, that's why we're doing it." …so the headteacher would often put in some reading and things to do with that… And we're lucky our Head Teacher has been very clear about what we're doing, and the plan is given to us at the beginning of the year and the standards are pretty clear what we need to do…she was quite dynamic, she was involved in various things, and she was quite good at putting these things at the forefront, and making it quite clear with us.*

Ivy (DHT): *I think it also depends on the management in the school on how they see them. Every single collegiate activity time that we do in school…it's got the standard it relates to at the top. Or if we wanted to focus and say there was an aspect in the school we wanted to focus in on, it would really help us as well to focus in on it and say "look." So, it might mean as a leadership team it might help us focus people's attention on something.*

Joanne (CT): *Every session that the Headteacher runs on whatever, or any of us run, we have to state the standards. I think that just points again at why are we doing this, what's the purpose? …And that, for me, kind of reminds us how important those standards are. Now, I think there are other schools doing that, but I think maybe more need to be doing it, so the teachers realise that actually this relates to standards. It seems quite ordinary that it relates to the standards anyway, it's not something fancy that we think of.*

However, some of the teachers in my research discussed that the contrary is also true, if school leaders do not privilege Professional Standards, then enactment is not promoted. This means that enactment of Professionals Standards becomes a 'thing to do,' rather than 'a way of being.' It may become an accountability tool, privileging a model of organisational professionalism (Evetts, 2013), rather than an empowering self-evaluation framework that aligns with occupational professionalism (Evetts, 2013).

Diane (DHT): *You're bound by the priorities of the Head Teacher, really. In that sense, that's something that frustrates me…I feel like I should have more autonomy to use these. I feel like they're important, so I want to make sure there's time built in to use them. But I feel like they're almost a tick-box if I'm honest. I feel like we don't use them enough at all.*

A key interpretation from my research is that, if there is no modelling in the use of Professional Standards, then an organisational model of teacher professionalism (Evetts, 2013) is favoured. This is unless teachers decide to reject the macro, meso and micro positioning and position in the nano discourse through discursive acts.

It was reported by teachers in this research that some school leaders also use Professional Standards as a benchmark of competence. Maciver the Chief Registrar of GTC Scotland (2001 - 2008) suggests that this is the primary function of the Professional Standards when he notes that **"**The Act of 2000 envisages a world where the council will assume extended powers in various areas but especially in the areas of competence and continuing professional development" (2003, p. 1018). This aligns with an organisational professionalism model (Evetts, 2013) and thus Professional Standards "become a means of accounting for individual teachers' competence" (Kennedy, 2013, p. 934). This perhaps could be considered reasonable as the SFR outlines the minimum competence and expectations that are required of all teachers throughout their careers. This benchmark function can be considered a policy of control or a model of organisational professionalism (Evetts, 2013). This aligns with a managerial stance where teaching and teacher's practice becomes defined by performance measures and can be considered as a reductionist approach and a means to control teachers' work (Ball, 2003; Biesta, 2007, 2009; Hargreaves, 2000; Sachs, 2003).

If there are areas in which a teacher is not maintaining the SFR, then they may be deemed to be 'not competent' and may be subject to local interventions, or if more serious, a Fitness to Teach process with GTC Scotland, which can lead to removal from the Register of Teachers (Order 2011). Those who have leadership responsibilities or support the growth of others, such as *Bryan (HT)* and *Fiona (CT)* reported that they used these texts as a benchmark to manage the competency of the teachers with whom they work.

Bryan (HT): *…the only times I tended to pull out the standard was when I needed to… I wouldn't say talk discipline, but talk about bringing some staff up to… I was challenging them to change practice.*

Fiona (CT): *I have been approached by management in the past when they maybe felt somebody wasn't reaching a particular standard, and they would approach me and ask "what could we do to support this person? Or do you agree that they're not quite there yet? And what can we do to move things along for them?" But it is a tricky one to make staff accountable for the achievement of the standards. I don't know how we do that.*

Given that policy is never neutral and there are multiple purposes of Professional Standards, these policies are very much open to interpretation and have resonance in both a developmental and regulatory framing.

Since teachers are employed by local government, there is also the added complexity that Professional Standards may be used by non-teachers in competence cases and therefore, may be applied in ways that could be called a 'lethal mutation' (Haertel cited in Brown & Campione 1996, p. 292), as suggested by *Mary (CT)*.

Mary (CT): *I think that initially people looked at them with scepticism because they were worried it was going to be used in a punitive way if not by the GTC then by their immediate line managers and local authority.*

Elaine (DHT) and *Harry (PT)*, both suggest that Professional Standards in their context are used as a policy of 'control.'

Elaine (DHT): *Yeah. I go back to the standards when I'm talking to a teacher who is struggling to meet the standards, and in some respects, they sometimes find that a bit threatening. And I suppose, in a way, I want them to find it a wee bit threatening.*

Harry (PT): *There's sometimes a kind of veiled threat of "you should be doing this because it's part of the standards."*

Such operationalisation and lethal mutations of Professional Standards may suggest these texts are to be used as a performativity framework, rather than a competency framework for entry into the profession or as a self-evaluation tool to support teachers' professional growth. This suggests that the multiple purposes of Professional Standards might not be recognised by those in the education system.

6.3.3 Professional Values

Through my research, it became apparent from the teacher's comments that professional values are an important underpinning of Professional Standards. In Scotland, professional values are one of the three cornerstones of the suite of Professional Standards, the others being leadership and learning for sustainability. According to the GTC Scotland website, "Values are complex and work to shape who teachers are as professionals" and are;

> demonstrated through professional relationships and practices. The connections between values and practice need to be regularly considered over the course of an individual's career. This is an important part of being a critically reflective and enquiring professional (GTCS, 2022)

Most of the teachers in this research discussed that professional values are intrinsic to their practice; this can be seen in the extract below from the interview with *Colin (CT)*.

Colin (CT): *I still think of the values and the standards together. I've never thought of them separate.*

Although all teachers expressed their understanding of the values-based nature of Professional Standards, *Harry (PT)* shared how in his context, values are discussed to develop a shared understanding.

Harry (PT): *…social justice is probably a good example, a lot of people have a real keen idea of what social justice means, but it's a very abstract concept…we've talked about, that essentially is looking after everyone in the class and making sure they're not disadvantaged. So, that's the kind of talk. When you're working and thinking like that, that is kind of doing the standards, I mean working with the standards.*

However, *Anne (CT)* expressed a view that leadership teams could do more to support staff to engage with professional values.

Anne (CT): *I do think that it would be good if we had some sort of push in schools to get the professional values at first really known and used, that would probably be the starting point, but I suppose it's got to be driven by senior management. I know that teachers can lead things, but I think it would have to be driven by senior management.*

6.3.4 Supporting Probationer Teachers

From this analysis of the data, it was suggested that probationer teachers engage with Professional Standards differently from in-service teachers. Probationer teachers were reported by the teachers in my research to accept organisational professionalism (Evetts, 2013), as they are expected to demonstrate competence against the SFR as the benchmark for entry to the profession. In Scotland, probationer teachers are offered a one-year paid placement in a school through the Teacher Induction Scheme (TIS), as part of the continuum to becoming fully registered. During this phase, probationer teachers are entitled to intensive support from a supporter, who meets regularly with them and provides feedback on their professional practice and development. Several teachers in this research were engaged in supporting probationer teachers. *Fiona (CT)* commented on the way that probationer teachers use Professional Standards differs from more experienced teachers. *Anne (CT)* and *Diane* (DHT) discussed the complexity involved in mentoring a probationer teacher.

Fiona (CT): *The younger teachers, the ones who are on probation, they're engaging with the standards in a different way, and they are looking at it and filling in their profiles or whatever.*

Anne (CT): *Thinking about the professional standards, I remember engaging with them a lot when I was a probationer and my mentor meetings being structured around them, but not fully understanding them and not really knowing why they were so important, and certainly not having a strong sense of the professional values underpinning my practice.*

Diane (DHT): *I think the problem is as a probationer when you're using them you don't have the experience to realise. They're quite complicated, I think. I think you need to have a bit of experience to be able to reflect on it and say "yeah, that's a good example."*

Supporters of probationer teachers in this research discussed how Professional Standards, as part of a coaching culture, were helpful for probationer teachers but also for their own professional growth. *Anne (CT)* and *Fiona (CT)* actively use Professional Standards to support their own and their probationer teachers' professional learning.

Anne (CT): *And I came back to thinking about them when I was first starting to mentor…And then everything kind of slotted into place for me, why they're so important, how useful they can be, how they can be used for self-evaluating your practice and driving new targets and driving improvements in your class and in the school and in your own practice… well, they have been useful for myself, but more so for mentoring probationers, because it really opens up the discussion and you really can just sit back and coach and facilitate, and the person who you're coaching leads you through it and talks you through their thinking, arriving at their own solutions and own next steps. …And I think if you're mentoring someone, it's really good that not only are you mentoring them, but you've got a reflective partner straight away who you're reflecting with regularly and talking about the standards. I think it's very common that they're not looked at by teachers, and they are seen as something for mentors*

and probationers and senior management. But I think if we focused on building up communities where you're reflecting on them together, that would be the way forward.

Fiona (CT): *For me, one aspect I would look at is that I mentor newly qualified teachers. So, obviously they have a massive role there in them identifying their areas of development, their next steps, and looking across the piece to make sure they're thinking of all the different aspects. So, I think going to those in a lot of depth, it supports all the dialogue you have with the practitioners and things like that, the NQTs, so I use it a lot when I'm supporting them. Also, sometimes with students that come in, and talking about things like that, the provisional sort of… so I used it in that sense when I'm supporting both students and mentoring NQTs.*

However, it should be noted that probationer supporters are perhaps more engaged with Professional Standards as part of their role than many other teachers, so this level of engagement should not be taken as an indicator of the overall professional culture. The extract from the interviews, used language that shows these are very personal accounts, demonstrating the complexity involved in trying to surface the perception of teachers as they enact Professional Standards.

6.3.5 Professional Growth

Professional growth is closely related to professional learning. In leading their own and others' professional growth, teachers use Professional Standards to signpost learning and as a self-evaluation framework. *Colin (CT)*, *Diane (DHT)* and *Mary (CT)* illustrate how they support themselves and others to engage with Professional Standards to promote professional growth.

Colin (CT): *One person who was aspiring to promotion, who was actually thinking of applying to be an acting PT. And I started encouraging him to look at his professional learning and to evaluate the extent to which he was already unconsciously approaching the standards for middle leaders.*

Diane (DHT): *It's something that you're constantly working and constantly growing in. And then also the application process, a lot of the application forms are asking you to reflect, to give examples. So, just going through that process has made me more conscious of it.*

Mary (CT): *I think teachers should be encouraged to look at not just their own level of standards, to genuinely refer to the ones that are above their pay scale, if you know what I mean. Because I think it would encourage them to realise that what they're doing is valued at different levels, and it will help them when they get to the point of, they're thinking of going for promotion.*

Colin (CT) extends this notion of enacting Professional Standards becoming a 'habit of mind.'

Colin (CT): *When people were expected to be going through this process of self-evaluation in order to plan the areas in which they needed to improve, I thought "yes, that's very good, I will do that."…I now find that I do that all the time, because people are statutorily required to evaluate yourself against standards for registration, but in practice of course you should be looking at the statutory for career and non-professional learning, and always look at the standard for leadership, because that is where you will find the real engagement, and you will find that you're doing it all the time…To be honest, I find it actually thrilling to be able to do that, just to be able to think in terms of I can self-evaluate against these. They're not only ideals, they're actually working, and not supposed to be just ever-aiming but ever-dissatisfied. I know you're supposed to be self-critical, but when self-evaluating, I like to be able to celebrate success.*

The enactment of policy is determined by several factors. I have argued in *4.1.2 Interpretation of Policy*, the importance of policy discourse, context, school leadership, and teacher professionalism as active forces in determining whether policy is enacted. In addition to this, *Fiona (CT)* would also add the confidence and the workload of teachers.

Fiona (CT): *The understanding of it seems to be the same. I think personally a lot of people don't engage with the standards so much just because of their workloads. It's one more thing, and because it's not sitting in front of you waving its arm in the air, it becomes something that's in the background.*

In general, some teachers do not feel empowered to enact Professional Standards beyond the SFR and choose not to use the CLPL or SLM standards without changing roles. In Scotland Professional Standards are not role dependent, therefore this seeking of permission is at odds with the notion of Professional Standards which belong to the profession. However, engagement with Professional Standards as part of the PRD process is required as an aspect of Professional Update (*Appendix 1: The Role of GTC Scotland in the Scottish Education System).* Interestingly, Marker (1999) noted that "Even when professional learning does not cost, those who attend are not necessarily those who need professional learning most" (p. 915), this resonates with *Harry's (PT)* experience who commented that some more experienced teachers do not engage in professional learning supported by Professional Standards. This, of course, could be seen as a professional decision that demonstrates their occupational professionalism (Evetts, 2013).

Harry (PT): *As a PT, I do have a lot of people at the end of their career who deliberately don't engage with the standards…So, at the end of your career, there's not a willingness to engage with it. That's not to say they're not doing the job, they're brilliant teachers, they're just not engaging with that kind of PRD process. Whether or not the standards were changed that would make any difference, I don't know, but it might.*

As with every engagement with teachers, the cry of 'we need more time' is heard loud and clear in my research. However, if the time for exploration and meaning making is not forthcoming, then teachers may never move beyond the Standard for Registration as described by *Anne (CT)* and *Elaine (DHT)*.

Anne (CT): *And then when I left my probationer year, I kind of didn't look or think about them for maybe five years, and that's the honest truth.*

Elaine (DHT): *Because a lot of people still stick with the standard for registration even though they're way into their career. Which again is another interesting thing. Is it safety, is it a lack of aspiration? I would never think that I'm just putting it out there.*

6.3.6 Professional Standards and Professional Learning

One purpose of Professional Standards suggested by GTC Scotland is as a self-evaluation tool (SFR, 2012, p. 9) to support teachers to identify areas for professional learning, which may result in teachers engaging in formal and informal learning to meet their needs and the needs of their learners. One of the questions in the semi-structured interviews asked teachers about how Professional Standards were used to identify areas of professional learning. *Harry (PT), Ivy (DHT)* and *Joanne (CT)* commented that Professional Standards underpin programmes of professional learning, particularly when the professional learning was part of an academic qualification, for example, post-graduate or Masters level study.

Harry (PT): *I suppose the obvious one that sticks out would be the Masters.*

Ivy (DHT): *Masters course was very much linked to the standards, every project that you led, you had to link it to the standards…And then looking at the standards with regards to that. I think a massive significant piece of learning for me was actually part of the university course, but I think it's something I would consider trying to do again, and it was a 360 evaluation*.

Joanne (CT): *I think probably the one that made the difference, and it is a few years ago, was when I did the inquiry for my Masters, because the linking to the standards was huge. It linked to the use of research, it linked to the use of inquiry. But when I did my inquiry for that, it was about mindset kind of notions, but it was a wee bit more complicated than that.*

Other professional learning providers, for example, the Scottish College for Educational Leadership (SCEL) now subsumed as part of the Education Scotland Professional Learning

and Leadership team, ensure Professional Standards are inherent in the design of their programmes to support teachers to engage with and reflect on the outcomes of the programme. *Anne (CT)*, *Diane (DHT)* and *Fiona (CT)*, shared their experiences of using Professional Standards as part of a formal professional learning programme.

Anne (CT): *I think that when I have done practitioner enquiry in the past, which was the first point of Supporting Teacher Leadership is to reflect on that and share, that has been strongly linked to the standards, and I could see the strong links, and I think all practitioner enquiry is based on the values of integrity and trust and respect and professional commitment and social justice because it's those four things that drive you forward to keep on asking questions to make learners' experiences the best they can be to improve their outcomes.*

Diane (DHT): *I suppose I was more conscious of using them during the Into Headship course. Before that, it had been not as obvious to me. So, it wasn't really until I did that course, which was only a couple of years ago, that I really felt that I was fluent in them, I suppose. It was that meta-cognition, I suppose, I was really aware of when I'm doing different things or when I'm displaying that.*

Fiona (CT): *I know SCEL outline the standards in front of their courses, it's in front of the leadership course, they've got the standards linked directly to it. When I looked at the making thinking visible stuff, you think "how does this relate to what you're looking to do?" So, they do appear quite heavily probably in my career. It's only when talking to people that I understand that some people don't.*

Some teachers in my research reported that they enjoy using Professional Standards to validate the professional learning they had completed or were undertaking; this is not limited to formal learning activities but is a range of professional learning experiences as described by *Fiona (CT)* and *Mary (CT)*.

Fiona (CT): *I thought it was quite helpful to know that the CLPL you're engaging in is relevant, and it's not just an add-on, it's not just something that's in the moment…I would talk about the standards, I would say "this relates directly to the standard of…" whatever it is.*

Mary (CT): *And the other thing that I'm quite pleased about is people aren't seeing that everything has to be modules at university, there's a lot going on just now where teachers are working together either because they're developing work or they're going and looking at how something is done in another department or another sector, and they're actually acknowledging that themselves that that is part of them improving their own standards.*

Echoing the positive effect that using Professional Standards can have on teacher confidence, *Anne (CT)* indicates that she used Professional Standards to validate her critical decision making on her next steps.

Anne (CT): *And I think because I was very self-critical, it was important for me to get that whole notion of reading the standards in detail at that point, and actually going "okay, which of these standards am I achieving here?" and I was surprised at how many of them were actually encapsulated in what I was trying to do.*

As described above, for some teachers, Professional Standards offer a guide to describe their professional learning over time. In this way, Professional Standards have a developmental function to support professional learning and growth as a tool for self-evaluation. *Fiona (CT)* describes how she used the Professional Standards to identify her next steps in professional learning.

Fiona (CT): *Your kind of looking at it and thinking "what does that standard mean? And what is it you've done to achieve that, or could you do to achieve that?"…when I plan for the next year, I will link it to the standards, and often look across the standards and understand it's not supposed to be a tick-box exercise, but I do look across the standards for the last two years and think "are there big gaps?*

Are there things that I haven't really touched on?" Things that are glaringly missing. And think what does that mean? Does it mean I've missed opportunities, or they've just not come into the way things are just now?

6.3.7 Professional Review and Development (PRD)

Professional Standards are used most frequently and retrospectively during PRDs, to fit ongoing professional learning, rather than being used as a signpost, if at all. Most teachers in my research discussed that the PRD process is perhaps the only time colleagues engage with Professional Standards, see comments below from *Diane (DHT), Gail (CT)* and *Joanne (CT)*.

Diane (DHT): *I would say it's mainly around PRDs. They're not talked about enough at all. It's not given the space or the time or the importance it should be. I think most people are fairly conscientious, I suppose, so some people I think feel like other things are more of a priority and it has got a wee bit lost…When we're doing our plan and our records and when we're signing it off, you take more time if it's your professional update year.*

Gail (CT): *Well, you know, when we're using the standards, I think I'm talking for most of the teachers in my school, it's probably the review at the end of the year… We tend to have our PRD, and it's kind of tucked away a little bit, and in the back of your head, you know what you're going to be doing, but you just move on so quickly and there's so many other things going on that you suddenly think "gosh, I haven't looked at that. I have to remember that I said this, this, and this." And then it's coming up to your PRD, and you think "I'd better just check I've covered everything I said I was going to cover." At that time, we tend to use it. Well, me anyway. And I think a lot of staff in school are very similar.*

Joanne (CT): *Lots of people think of the standards for our PRD and professional update and our learning into the online thing, but actually forget that it's part of what we're doing all the time…Our school is very keen when it comes to PRD time*

that we actually go through the standards and work out what it is that we need to develop, what is it we've done over the last year, tie it to the standards, and what is it we want to do for next year, and tie it into the standards. So, on an annual basis, if no other time, everybody has to actually sit and look at those standards and go "right, what is it I need to be doing here?"

In my research, teachers expressed a view that in PRD, Professional Standards were treated as technical documents to be measured against, rather than contestable texts to be enacted or frameworks to support professional growth. Although Professional Standards are expressed as indicative statements, these indicative statements are also described as 'professional actions', how these statements are enacted in practice depends on how the teachers interpret the statements and their professionalism stance.

Diane (DHT) and *Laura (Acting DHT)* describe their experiences of how Professional Standards are treated as technical documents.

Diane (DHT): *I've got a wee bit of a bugbear, I suppose, because I feel it's quite process-driven in our school at the moment…it's more about you need to all do this by a certain date. And there's support available for it, but it's not mandatory that you take it…So, even those processes that actually are helpful, and people generally after a conversation that you have… I mean, once a year isn't enough…When we're doing our plan and our records and when we're signing it off, you take more time if it's your professional update year…*

Laura (Acting DHT): *So, qualities and standards and collegiate practice, we don't even go there. We just get "oh my goodness, who's to sign off? Have you done everything?"*

Elaine (DHT) and *Laura (Acting DHT)* did not agree with this positioning of organisational professionalism (Evetts 2013) and suggested that teachers need to consider these as 'live' documents that should be engaged with regularly and enacted, implying occupational professionalism (Evetts, 2013).

Elaine (DHT): *It's not just that yearly meeting. We need to get away from that.*

Laura (acting DHT): *I think the worst thing that teachers can do is to think that this is an annual exercise they fill in and say, "what did I do?" and try and remember what they did and when.*

However, *Gail (CT)* is very honest in describing her aspirations to use Professional Standards proactively, but most of the time other priorities seem to demand attention and Professional Standards, which could be considered as teacher development, slips down the priority list.

Gail (CT): *And it shouldn't just be something that we're using just as we're coming up to our PRD time, it really shouldn't. I say this to myself every year, and then I get lost in things…which again I feel is unfortunate because you're not having to go back and be constantly reading up and looking through and thinking "am I covering this? Am I making the progress I said I was going to make? Where does my expertise lie?"*

6.3.8 Professional Standards as a Symbol of Professionalism

Some of the teachers in my research discussed that Professional Standards are a mark of quality for the profession and support Kennedy (2018) drawing on the work of Gray & Weir, 2014) assertion that "there is a general sense in which teaching has been, and is still, seen as a worthy and honourable profession in Scotland" (p.825). Being part of a profession means that teachers have a degree of public accountability to children and young people, colleagues, their school community, other stakeholders and the public. *Elaine (DHT)* suggests that Professional Standards are written for those who have to enact them and are not for public consumption.

Elaine (DHT): *The people who think they know everything about education because they went to school, the standards help me to combat that belief that they know everything, because they don't. And unless you are in about standards*

and actually take them to heart, I suppose is the way to put it, then how are you defending the profession? We are able to call ourselves a profession because we have the GTCS, we are held to account, we are held up to these standards.

6.3.9 Suggestions for the Next Iteration of Professional Standards

The final interpretation from the analysis of the data from the semi-structured interviews, considered the structure and accessibility of the documents, with *Bryan (HT), Harry (PT)* and *Ivy (DHT)* all agreeing that the language needs to be addressed as it can be difficult to engage with.

Bryan (HT): *The actual language that we use, the tone, the timbre of the language, the style of the language you use, they can be professional but extremely clear. And I think we have adopted too much of this "I'm a professional educator, I use these terms." And it sometimes isn't clear…I need it in a document, and I need it in a simple document.*

Harry (PT): *It's not a particularly user-friendly document, so it's looking at the kind of themes that are coming out…And the academics need to be less excited about how it sounds and more concerned with how it's worked…they really need to be more user-friendly... they need to be in plain English…they have to remember that teachers are not particularly that critical…they don't have the space in their work to be as critical as what they really need to be.*

Ivy (DHT): *I think because they're still quite wordy, once the tackling bureaucracy agenda came out, that probably didn't do them any favours.*

However*, Elaine (DHT)* commented that they should not be reduced for convenience.

Elaine (DHT): *It's interesting, because I know there's been a lot of talk about reducing the number of standards, and I'm not a great fan of reducing them…They have to encapsulate everything that we do, and it's really difficult. But it's also*

getting staff to embrace them. I think staff find them a little intimidating because there are so many. So, I can understand why you maybe want to reduce them down, because people don't remember them. They remember some, but we're all busy, we're not going to remember everything. But it's when you go back, it's that reflection thing.

In addition, *Colin (CT)* was very positive about the structure, unlike *Diane (DHT)* who commented that she found the structure to be unfriendly.

Colin (CT): *I still love the numbering; I'm still attached to the numbering. I love the way you can actually think about it as having an actual structure. And I know some people that say "oh, no, it's better to be holistic about this stuff," but I just love the separateness and the way they're linked by a numbering system. It appeals to me; I suppose because I'm a mathematician*.

Diane (DHT): *I just think the format of them is not user-friendly, and I think there's something we could do to make them more interactive…I think if we could crack that, it would make it a lot easier on schools to be able to interact with them more regularly.*

6.3.10 Notable Narratives

Two areas were discussed by respondents that are notable but beyond the scope of this current research. *Colin (CT)* and *Elaine (DHT)* discussed GTC Scotland and the importance of this professional regulatory body in supporting the profession, maintaining Professional Standards and enhancing teacher professionalism.

Elaine (DHT): *the fact that we have the GTCS is something that I think is particularly important…We are able to call ourselves a profession because we have the GTCS, we are held to account, we are held up to these standards.*

Colin (CT): *I regard myself as a very politically aware person, and for me, there is a wealth of political issues behind this. The GTCS, for me first and foremost, is a*

buffer against political interference. When you don't have GTCS, when you don't have a professional body like, for example, in England, you get things like Michael Gove. You get the destruction of the independence of the education system from political interference. You get situations where an entire profession is at war with government. Whereas we have sometimes an uneasy, but we have a well-functioning partnership with government. Sometimes we have to shout. Most of the time, we can be heard. And sometimes, I would say that the GTCS has been silent when it should not have been silent. But then again, it may have been silent in public, but it may have been vocal behind closed doors, I have a suspicion. But nevertheless, I see that as its principal function, but that's never going to be on a coat of arms or a figurehead anywhere. To me, it does give Scotland a reason for pride, because Scotland has an education system independent from the rest of the UK, kind of always has had. And Scotland has been rightly proud of that for, I suppose, centuries, really. To say that there haven't been times of crisis and times of difficulty and there hasn't been a series of problems over the decades would be wrong. It's good to have a professional body entirely separate from trade unions, but a professional body that firstly indicates that there are standards, that in order to practice in this profession, just as in medicine, you must satisfy a professional body that you meet a set of standards and that you continue to engage with them and you continue to educate yourself on what you must continue to do in order to… and I'm going to use a word that I absolutely hate and I'm glad that it remains outside of the language of the GTCS, that you comply with the standards. Because the GTCS has avoided the whole 'compliance' word.

Teaching as a vocation was raised by *Bryan (HT)*, who revealed that he changed his career from being a minister to being a teacher.

Bryan (HT): *I don't understand this idea that teaching is a calling. I sort of kick back against that. In a way, you've got to really have a sense that if you're going to be a minister, you've obviously got to demonstrate to various bodies and groups that you believe there's this external force called God, that's actually*

called you to do something, you're listening to a voice that's not yours. But when it comes to teaching, I didn't hear a voice…And when I looked at what do I actually enjoy doing in life…I really loved being a very hands-on chaplain…So, when it came to the profession, it's something I enjoy. It matched certain aspects of my skillset, I enjoy communicating, I enjoy working with children…So, I didn't think of that as a calling as such…And there are people who feel very much this is their calling in life, they're not religious, and they feel it, and they're very passionate. I feel very passionate about what I do because it's what I do, and I'm not going to do something that I'm not going to read about and learn and try and get better at.

This comparison between teaching and the role of minister is notable and could be explored further but is not the focus of this research.

6.4 Summary of Analysis of Data

My analysis suggests that Professional Standards are not privileged, this may be linked to the perception that they are 'imposed' on teachers by an external agency, GTC Scotland, whereas other policies such as HGIOS 4 (2015) may be seen as more relevant, as this is used as an external accountability mechanism. The school improvement agenda appears to ignore the potential of Professional Standards to enable teachers' professionalism as an agent of change and improvement, thus positioning these policies within an organisational professional framing (Evetts, 2013). However, some teachers in my research reported that the Professional Standards were an integral part of their professional practice, aligning with occupational professionalism (Evetts, 2013) and there was broad agreement that they serve as a baseline, framework or guide to support professional growth.

The policy narrative of GTC Scotland was also found to have not gained traction within many levels of discourse. It was reported that there is a lack of dialogue about Professional Standards in many school contexts and the language of the policy text makes these difficult to enact.

To support the enactment of Professional Standards, teachers reported that coaching approaches were helpful, but a significant factor was school leadership. Where leaders modelled Professional Standards, rather than using these as a competency tool, then this enabled teachers to consider Professional Standards as a self-evaluation framework to be used in practice to underpin professional learning and enhance their professionalism.

It was highlighted by the teachers in my research that it is important that professional values underpin Professional Standards and are an aspect of teacher professionalism. In addition, Professional Standards were also highlighted as being used to support professional development and learning of all teachers, particularly probationer teachers. However, many teachers reported that Professional Standards, although used extensively during PRD, are not in regular use.

This analysis is discussed further in Chapter Seven.

Chapter 7 – Discussion

Chapter Seven is the first of the concluding chapters, where I discuss the analysis of the data before in Chapter Eight offering new knowledge from this research. Chapter Nine brings this thesis to a conclusion by addressing the aims of this research, which was to offer insights into how teachers accept, reject or amend positions offered through discourse and the lens of teacher professionalism to enact Professional Standards in practice, which was broken down into three more manageable questions which are:

- In what ways could policy discourse support the enactment of Professional Standards by teachers in Scotland?
- In what ways do teachers in Scotland perceive the enactment of Professional Standards as an act of teacher professionalism?
- What are the different factors that influence how teachers in Scotland enact Professionals Standards?

In this chapter, I present a discussion of the analysis shared in Chapter Six. I argue that Professional Standards as policy texts encode the representational and interpretational intent of policymakers, thereby reflecting their world views. Professional Standards have many purposes as discussed by the teachers interviewed and are characterised in the literature as being either regulatory or developmental. The discussion then moves to consider the discourse of Professional Standards, which is supported or denied by competing discourses and is managed through language and power relations. This is mediated through context and a lack of a dominant discourse, which may be linked to GTC Scotland being considered an external agent by teachers in my research. Enactment of Professional Standards is influenced by how teachers position themselves within the discourse of teacher professionalism.

In the final section of this chapter, I consider the significant support offered to teachers to enact Professional Standards, and I argue that one of the most important factors in how or whether teachers enact Professional Standards is the approach and influence of school leadership. The discussion then moves to consider the underpinning professional values, which describe what it means to be a teacher in Scotland. Finally, I argue that Professional

Standards in Scotland are strongly premised on professional values and do not solely focus on behaviours. They encourage criticality, self-evaluation and a reflection of professional learning, offering a guide for teachers to describe their professional learning over time, particularly where they are inherent in the design of local authority programmes or post-graduate study. They are also used extensively to support preparation for PRD where they are used as a tool of self-evaluation.

7.1 Conceptualisation of Professional Standards

From my analysis, most teachers seemed to accept the positioning within the macro discourse that Professional Standards play a role in what it means to be a teacher in Scotland. This appears to align with an organisational professional model (Evetts, 2013), where Professional Standards are accepted as expressing the rights, duties and obligations of teachers. Although teachers in this research do not appear to consider Professional Standards as policy, through my learning, thinking and research, I conceptualise Professional Standards as policy and accept the inherent tension within this positioning. This means that Professional Standards can be considered as a self-evaluation framework that supports teachers to identify possible professional learning needs, and also as an accountability mechanism and a condition of registration.

PU positions teachers within the macro level discourse to engage with Professional Standards as a right, duty and obligation but also suggests that teachers should be critically engaging with literature, research and policy. However, if the enactment of Professional Standards is required, this may imply acceptance of the positioning of teachers in the macro discourse. Teachers in my research seemed to accept this positioning of the enactment of Professional Standards as a right, duty or obligation. Alternatively, teachers may reject this positioning and instead position through the micro or nano discourse. Therefore, I suggest that the narrative of teachers as 'critical policy enactors' is in tension with the requirement to enact Professional Standards. This should be caveated with the notion that teachers can make professional judgements about how they enact Professional Standards.

7.1.1 The Dual Nature of Professional Standards

My view of policy aligns with Ball's (2006), as I consider that policy cannot be thought of as a 'thing', instead it is an interpretation and re-interpretation of the text, discourse and artefacts developed between the creators and enactors of policy. In my view, Professional Standards are interpretations of the views of those involved in the development of the policy text and are of their time, *see 2.1.4 Policy in the Scottish Educational Landscape*. This can be considered as a "process of realisation and formation imbued with human endeavour and desire" (Adams, 2015, p. 294). Thus, Professional Standards are created through mediation, negotiation, interpretations and re-interpretations from political influences and interest groups, creating what Ball (2006) calls "the cannibalised product of multiple (but circumcised) influences and agendas" (p. 44) and it is this repeated interpretation, which ultimately brings the policy "into existence in complex ways" (Riveros & Vickers, 2015, p. 536). The macro discourse of Professional Standards reflects the 'world view' of those who developed the policy (Adams, 2014), through their own experiences, histories, beliefs and values.

In Scotland, there appears to be contradictory messaging about the use of Professional Standards, on the one hand, the SFR is required to be evidenced, for example, "The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers" (SFR, 2012, p. 2). This suggests they the SFR is a regulatory policy and as such should be enacted. On the other hand, GTC Scotland suggests that Professional Standards as policy should be contested as outlined in the SFR, " 3.14 Read and critically engage with professional literature, educational research and policy" (2012, p. 18), indicating that they are developmental policies to be interpreted by teachers which then means they may or may not be enacted in practice.

This dual positioning of Professional Standards, as both regulatory and developmental, does not appear to be understood by the teachers interviewed. I would also suggest that this was not fully evident through the policy or macro discourse when the suite of Professional Standards was launched in 2012. This may lead to differing perceptions of Professional Standards, with some believing that GTC Scotland is 'telling' teachers what to do through a controlling suite of Professional Standards. The SFR is a benchmark of competence and prescribes practice, locating it as a regulatory framework, thus positioning teachers within organisational professionalism (Evetts, 2013). At the other end of the

spectrum, Professional Standards are conceived to be a developmental tool, which are used in innovative and creative ways to support teachers learning, therefore they are an aspirational framework (Forde et al., 2016). This interpretation aligns more with occupational professionalism (Evetts, 2013). These different purposes for Professional Standards do not appear to be fully recognised by teachers in my research, and it would be fair to say that the policy intention around the dual nature of Professional Standards does not appear to have gained traction in the Scottish education system, leading to conflicting interpretations of the purposes and uses of Professional Standards and how they could be enacted.

7.1.2 Purposes of Professional Standards

In the OECD, *Improving School in Scotland: An OECD Perspective* report (2015), Professional Standards were described as "bold", but "there is a question of how deeply the GTCS standards have moved from the theory to the practice and become embedded in the professional culture of the Scottish educational system" (p. 127). I argue that from my research it can be interpreted that in Scotland, Professional Standards are embedded in practice in some areas of the system, for example, in ITE and TIS. Ceulemans (2017) discusses the multiple purposes of Professional Standards when she states:

> they help with designing curricula, provide criteria to evaluate (teacher) education programs and measure learning outcomes, offer guidance for policy decisions and serve as a self-reflection framework for students, teachers, principals and teacher educators. (p. 35)

Likewise, Swabey, Castleton & Penney (2010) drawing on the work of Yandell & Turvey (2007) comment that Professional Standards have multiple uses such as a tool to support "improvements in teachers' professional competence, the development of teachers' professional knowledge and teacher professionalism" (p. 30). It is acknowledged that Professional Standards have multiple purposes, *see 3.1 Globalization of Professional Standards*. For Scotland, the purpose of the SFR (2012) is outlined on page three of the document as:

- a clear and concise description of the professional qualities and capabilities probationer teachers are expected to attain;
- a professional standard against which reliable and consistent recommendations and decisions can be made on the fitness of new teachers for full registration with GTC Scotland;
- a clear and concise description of the professional qualities and capabilities fully registered teachers are expected to maintain and enhance throughout their careers; and
- a baseline standard of professional competence which applies to teachers throughout their careers.

All of the above can be considered aspects of organisational professionalism (Evetts, 2013), where the expectations of teachers' qualities, capabilities and competence are measured.

7.2 Competing Discourses

Within a global discourse, it is recognised that "there are always contradictory discourses about what is right and what is normal, and these circulate and compete with each other at different points in time" (Bourke & Lidstone, 2015, p. 835). Drawing on the analysis from the interviews in my research, I argue that the macro discourse of GTC Scotland around the Professional Standards has not gained power or led to a shared language of policy, and other policies with a stronger shared language, have been privileged, for example, HGIOS 4 (2015). This may be linked to GTC Scotland being considered by some teachers in my research, as an external agency. This could imply that the way in which GTC Scotland positions itself within the Scottish education system as an enabler of teacher professionalism is not recognised or acknowledged by teachers who position the organisation as a regulatory and registration body, rather than a professional body for teachers. As such, the narrative of GTC Scotland as enablers of teacher professionalism through the enactment of Professional Standards may not feature as a fundamental aspect of "enculturation" into the social aspects of the teaching profession (Gee, 2015).

Macro discourse is managed through language and power relations and is mediated through context, *see 2.3 Policy as Discourse.* In the macro discourse, relations of power and

interactions (Bourke & Lidstone, 2015), determine who is “an insider and who isn’t” (Gee, 2015, p. 179). This leads to power hierarchies, giving some the power to speak and be heard, and giving others less of a voice. As discourses are socially constructed and are continually being shaped and changed, there is no one truth, but an evolving permissible set of ways of being, talking, and acting, to be recognised as a member of any macro discourse (Gee, 2015). The many different contexts across the Scottish education system give rise to many meso and micro discourses as found through the interviews with teachers, where some teachers enact Professional Standards by accepting the macro and meso positions as an aspect of organisational professionalism (Evetts, 2013). Others position within micro and nano discourse and may enact Professional Standards as an aspect of occupational professionalism (Evetts, 2013). This demonstrates competing discourses of professionalism in the Scottish education system.

My interpretation of the data collected suggests that the teachers may respond to social positioning within competing professionalism discourses, therefore, I argue that the range of teacher responses in enacting Professional Standards depends on how they position themselves within the discourse of teacher professionalism. Moore and Clarke (2016) in their theoretical study on how teachers’ ideas of professionalism determine how they enact policy, found that teachers’ professional actions regarding the enactment of policy fall into three broad categories, which are: those who readily accept policy; those who resist or reject policy and seek alternative practice; those who comply with policy regardless of whether it aligns with their own thinking. It is interesting to note that in my research most teachers position the enactment of Professional Standards as a right (something that is owed by others), a duty, (something that is owed to others) or an obligation (a moral commitment), thus accepting positions in the macro level discourse. This suggests the macro discourse of Professional Standards as a regulatory policy, in some ways, at least being complied with and accepted, thus positioning teachers within organisational professionalism (Evetts, 2013).

7.3 Enacting Professional Standards

Whether teachers enact Professional Standards is dependent on how they position themselves within the professionalism discourse but may also be influenced by “contextual

factors" (Thrupp, 2018, p. 93). Policymakers appear to assume that there are "best possible environments" (Braun et al., 2011, p. 595) in which to enact policy such as Professional Standards. However, as is always the case, some establishments are "better placed than others to respond to policy demands" (Maguire et al. 2020, p. 506) with "contextual enablers" (Ball, Maguire &Braun, 2012, p. 19) that support engagement with policy, whilst less well-resourced establishments may take longer to engage, if at all.

7.3.1 The Role of Professional Values

In most Professional Standards across education systems, there are common values such as diversity, equality and respect, and these relate to the underpinning dispositions of teachers. These values are premised on the actions, behaviours and dispositions which are deemed appropriate for teachers to enact through their daily practice and are admirable qualities but may be poorly defined. For example, social justice is difficult to argue against but would benefit from a national and local shared understanding in Scotland.

Through my data analysis, the teachers appear to accept positions within the macro and meso discourse with regard to professional values. The professional values outlined in the suite of Professional Standards, social justice, trust and respect, and integrity, according to GTC Scotland, describe what it means to be a teacher in Scotland. This acceptance of positioning by policy may also be due to the persuasive and aspirational tones of the policy text, which dissuade dissent by using 'loose' language. Although each teacher will have different notions of these professional values, there is a common consensus across the participants that these are fundamental to the teaching profession of Scotland.

In some countries, Professional Standards overlook the role that values play in teachers' work (O'Connor, 2008), unlike in Scotland, where the suite of Professional Standards is connected through a set of shared values (Forde et al., 2016). My data analysis seems to confirm the argument of Ingvarson & Kleinhenz (2007), who suggest that Professional Standards represent shared ideas and values, meaning they reflect what is valued by the profession and subsequently what underpins teachers 'being and becoming'. There was a strong moral purpose expressed by all teachers in this research, where teachers express

their commitment to the inclusion agenda that promotes equity, participation, diversity, compassion, care and entitlement (Ainscow, Booth & Dyson, 2006).

In Scotland, Professional Standards are premised on values and "privilege certain understandings of professional practice that are much more based on ideas of teacher reflection and learning, on professional practice underpinned by values and personal qualities" (Forde et al., 2016, p. 25). I would suggest that this underpinning of Professional Standards with values adds to the developmental focus, where teachers assume control over their own 'work' within the confines of the prevalent policy landscape. This can afford deeper engagement with Professional Standards as teachers come to understand the power of doing "values work" (Bryan, 2012, p. 227).

Santoro & Kennedy (2016) also discuss the looseness of the language around values, a looseness that can sometimes lead to teachers not understanding what "must be known or how teachers should come to know it" (p. 218). This knowing and understanding, positions teachers in a space where their values are assumed and may rarely be discussed in context, which teachers in my research suggest needed to happen on a more regular basis.

Professional values are intrinsic to the role of a teacher, they are intertwined in ways that are perhaps not experienced by other professionals, which has implications for the concept of teaching as a profession. Bryan (2012) cites Carr's (2003) definition of professionalism as "an act of service, which does not have a relational basis" (p. 225) and as stated in COPAC (GTC Scotland, 2012), "it is intended that teachers are mindful of the Code in relation to the judgements which they will be called upon to make in situations which may occur both within and outwith the professional context". Accepting this intertwined position creates more resonance with vocational roles, such as ministers or priests, and may move teaching away from being a profession. This stance of a 'calling' was refuted by one teacher interviewed in my research based on their personal experience, and I would suggest, from my own experiences working with thousands of teachers, that it is the passion 'to make a difference' that drives most teachers, thus underlining the values-based, caring professional nature of the teaching profession.

7.3.2 Support for Enactment of Professional Standards

From my analysis, I argue that although variable, there is support in some contexts for the enactment of Professional Standards in Scotland, particularly when teachers are preparing for their PRD or as part of TIS (*Appendix 1: The Role of GTC Scotland in the Scottish Education System*). This does not appear to be the case in other education systems, for example, Talbot (2016) drawing on the work of Mayer, Mitchell, Macdonald & Bell (2005), discusses that in a study conducted by Education Queensland, Professional Standards were a "framework for reflection on practice and for planning professional learning goals" (p. 166) and teachers most often "worked alone" with Professional Standards (p. 167).

The positions adopted by teachers within the policy discourse are fundamental to how they enact policy as they are "likely to be adopted and enacted by education practitioners for the benefit of students" (Getenet et al., 2013, p. 43). This is evident in the Scottish context where teacher leadership and practitioner enquiry are both inherent in all Professional Standards and discussed by most teachers interviewed in my research. Indeed, from as far back as the 1970's there have been calls for teachers in Scotland to be researchers into their own practice (Marker, 1999). Through these practices, teachers are expected to contribute to work collaboratively for the benefit of all learners, including themselves, colleagues and the learners in their care, particularly when "realising the wider policy intention of improved outcomes for pupils" (Torrance & Forde, 2017, p. 111).

However, it should be recognised that in my research it was found that teachers need time to become familiar with Professional Standards, a process which is context dependent but also linked to how teachers position themselves within the professionalism discourse. If the time for exploration and meaning making is not forthcoming, then teachers may never feel able to move beyond enacting Professional Standards as a right, duty and obligation rather than taking a more critical stance. There was a suggestion by a teacher interviewed, that Professional Standards should be more role specific, positioning these as regulatory frameworks rather than being used to "develop their role in 'teacher leadership and leadership for learning'" (Torrance & Forde, 2017, p. 115). In Scotland, Professional Standards are not role dependent and a lack of engagement or confidence in using these as

a developmental framework may indicate that teachers accept organisational professionalism (Evetts, 2013).

7.3.3 School Leaders

One of the most important interpretations of the data that determines whether teachers enact Professional Standards is the approach and influence of the school leaders. Call (2018) drawing on the work of Timperley (2011) and discussing policy states, "school leadership has a significant role to play in addressing how they are met and nurtured within their school, and it will be their interpretation and approach which may ultimately enable or disable teacher engagement" (p. 100). Therefore, I argue that school leaders are key influencers in determining whether policies will be enacted. They need to model critical engagement with policy and discourse as they interpret and make sense of policies, and decide how to adopt, adapt or ignore external policies. The recent OECD report, *Implementing Education Policies – Scotland's Curriculum for Excellence – Into the Future* (2021) states:

> school leaders see their role as interpreting the policy context for their school to ensure that the school and the teachers are protected from policy incoherence and overload. Leaders see themselves as filtering what was relevant and appropriate for the school from the proliferation of policy initiatives at the local and national levels. (p. 98)

A key indicator for leaders in policy enactment is whether it has a positive effect on school improvement. If leaders believe that the policy supports school improvement then they may support policy enactment by creating "the social and intellectual conditions which engage the hearts and minds of individuals in the school and through this, harness their ideas, experiences, knowledge and relationships to fulfil shared values and achieve shared goals" (Gu, Sammons & Chen, 2018, p. 386). In this way, leaders are acting as gatekeepers to manage competing demands, see *4.2 The Influence of Context and School Leadership on Enactment*. Teachers in this research reported that when Professional Standards were promoted and supported by school leaders, then they were perceived as a fundamental policy for enhancing teacher learning and thus school improvement, and not "ignored or

underplayed or side-lined" (Ball et al., 2011b, p. 615). Alternatively, if the conditions for enactment do not privilege Professional Standards, then depending on the position teachers take, Professional Standards could be perceived by teachers as something that is done to them (organisational professionalism (Evetts, 2013)) rather than a framework to enable their professionalism (occupational professionalism (Evetts, 2013)).

7.3.4 Professional Learning

In a developmental positioning of Professional Standards, these can offer a guide for teachers to describe their professional learning over time and support professional learning and growth as a tool for self-evaluation, see *3.2.1 Developmental Approach to Professional Standards*. However, Torrance & Forde (2017) caution against these as merely self-evaluation tools and instead argue they "need to be treated as discursive texts, where meaning is unclear" (p. 122). This ambiguity provides the opportunity for teachers to "question endorsed policy and become better informed in their practice" (Torrance & Forde, 2017, p. 122).

A commitment to career-long learning and a continual re-construction of teacher knowledge (Burns & Richards, 2009) is a fundamental aspect of being professional, which was also a key finding of *Teaching Scotland's Future* (2011). The need for continual professional learning that offers incremental gains, is premised on the rapidly evolving knowledge agenda in both theory and pedagogy. When engaging in organised professional learning, a local authority programme or post-graduate study, Professional Standards are often inherent in their design as highlighted by the teachers interviewed. Programme design teams offer professional learning that operationalises Professional Standards, as a tool for promoting professional learning (Forde et al., 2016) and supports teachers to engage with and reflect on the outcomes of the programme against the Professional Standards.

7.3.5 PRD

From my interpretations, the teachers discussed Professional Standards to be used extensively during their preparation for PRD as a self-evaluation tool, this is contradicted by a study by Adams & Mann (2020) who suggest that "the role of professional standards was

not clear" (p. 10). These differing views show the variability of enactment of Professional Standards by teachers in Scotland and suggest the important role played by context, leadership and the positions taken by teachers in the discourse.

7.4 Summary of Discussion

In this chapter, I argue that Professional Standards underpin the PU process which requires teachers to enact Professional Standards. They may promote different views of teacher professionalism, organisational or occupational (Evetts, 2013), due to their dual nature as both regulatory and developmental frameworks. However, this duality is not widely acknowledged.

There appears to be a lack of a dominant discourse about Professional Standards in Scotland, which may be linked to GTC Scotland being considered an external agent in the education system. As policy discourse is managed through language and power relations and is mediated through context, given the multiple contexts in Scottish schools, this may have led to many micro and nano level discourses.

Professional values are highly regarded by teachers in Scotland, as they describe what underpins what it means to be a teacher in this education system. The positioning within the macro level discourse is accepted by all teachers in this research who enact Professional Standards as a right, duty and obligation, aligning with organisational professionalism (Evetts, 2013). However, there are more nuanced views in the micro and nano discourse about what professional values mean to 'us' in a context and to 'me' as a teacher.

Teachers in my research reported that there is support for enactment through the macro and meso levels of discourse, where the expectation is that Professional Standards are enacted as part of the PU process. Probationer teachers experience more support and enact policy through the micro and nano level with help from their supporters. Regardless of where teachers are on their learning journey, time is crucial to support teachers to engage with policy and enact policy before it can be translated into practice.

One of the most important factors that determine whether teachers enact Professional Standards, is the approach and influence of school leadership. Leaders are key influencers in determining whether policies will be enacted, as they interpret and make sense of policies in that context.

In the next chapter, Chapter eight, I outline the contribution to knowledge about policy enactment and teacher professionalism from the analysis of the data in this research.

8 Contribution to Knowledge

In this second concluding chapter, I offer a new contribution to knowledge about the enactment of policy. I consider the complexity and positioning involved, when policy discourse, in this case, Professional Standards, and a teacher professionalism discourse are considered together in the enactment of policy.

8.1 Teacher Professionalism

As suggested previously, in *3.3 Teacher Professionalism*, the term professionalism is contested and has changed over time, Evetts (2013) claims there needs to be new interpretations to understand how the term is being used, both by professionals and externally to understand teachers' work. There are competing interpretations within the discourse of professionalism in Scotland, in what it means to be a teacher and in the public accountability of teachers. It is suggested by the teachers in my research, that teacher 'being', meaning a sense of self and being perceived as professional through external validation, are core components of teacher professionalism in Scotland. Therefore, it is interesting to consider the discourse of teacher professionalism and how this is used by policymakers and teachers when enacting policy.

GTC Scotland would suggest that the enactment of Professional Standards helps to "develop and enhance professionalism" as stated in the Purpose of Professional Standards section on the GTC Scotland website. However, although enacting Professional Standards is seen as a professional act by the teachers in this research, they are not considered a driver of teacher professionalism, even though they were positioned as part of the "re-professionalisation" of the teaching profession, in recommendation 35 in *Teaching Scotland's Future* (2011, p. 97). Through literature and in my research, it was found that 'being seen to be professional' is an inherent element of teacher being, Moore & Clarke (2016) argue this point by stating that teachers "still want to *be* professional, and *to be seen as being* professional" (p. 671) (*original italics*).

GTC Scotland suggest Professional Standards are policy that encodes intentions to enable teacher professionalism. For example, in the SFR, one purpose is stated as, "[the SFR

provides] a clear and concise description of the professional qualities and capabilities fully registered teachers are expected to maintain and enhance throughout their careers" (SFR, 2012, p. 3). This is added to through literature where Forde et al. (2016) discuss that in the Professional Standards themes are "broad based and do not just focus on behaviours" (p. 25), instead, they are premised on professional knowledge, skills and abilities, and dispositions that continue to develop as a mark of teacher professionalism, over time. However, this understanding depends on the way teachers enact Professional Standards, as either imposed practice or more broadly as a tool to support self-evaluation of their professional practice (Forde et al., 2016).

8.1.1 Professional Standards are Enacted as an Act of Professionalism

Professional Standards are espoused by GTC Scotland to 'develop and enhance professionalism' (GTC Scotland website, Professional Standards), however, there are competing discourses of professionalism in the Scottish education landscape. The teachers interviewed in my research seem to accept these competing discourses of professionalism, as a professional space to be navigated. Therefore, I propose that teachers grapple with their own professionalism daily and suggest the use of Evetts' (2013) continuum of professionalism to help us understand this complexity. The continuum has at one end, organisational professionalism, characterised by standards, ethics, targets, accountability and managerialism, and at the other occupational professionalism, characterised by teachers controlling their own area of expertise, knowledge and self-regulation, as shown in Figure 16. This continuum offers a position within the discourse but is not static, and shifts in different contexts, even within the same context in relation to different external or internal policies.

Figure 16 *Professionalism Continuum as Proposed by Evetts (2013)*

This continuum suggests that teacher professionalism is a series of compromises and negotiations that allows for a degree of ambiguity and uncertainty. It provides the space for teachers to engage with policy, individually and collectively, and to make professional judgements on where to position themselves, and subsequently others, within this organisational-occupational continuum within the teacher professionalism discourse. The position taken by a teacher then dictates, if and how a policy is enacted into practice.

Like professionalism, being unprofessional is also part of the policy discourses through the language used to position teachers. This is reinforced through a "series (and also a process) of inclusions and exclusions" (Moore & Clarke, 2016, p. 672), that supports the power, storyline and rights, duties and obligations that the profession, and the public, use as a way to think about the teaching profession. As discussed by Ball et al. (2012b), this is influenced and formed with reference to the wider education system and gives a common sense of understanding of the policy itself.

8.2 Analysis of Policy Enactment

From my research of the enactment of Professional Standards, enactment appears to be more complex than suggested by Ball's Theory of Enactment (1994, 1997, 2008) and is reliant on positions offered and teachers' interpretations within the policy discourse. However, this theory does not offer any insight into the different positions teachers take and whether they express their teacher professionalism within policy enactment. Therefore, I drew on Adams' (2016) analytical tool of policy explaining, policy framing and policy forming, to try to understand how teachers enact policy, as this gives a more nuanced way to understand how individual teachers' position within the discourse that can lead to policy being translated into practice.

Adams' (2016) notion of "policy forming" considers "the discursive practice, at a local level, undertaken to 'understand' policy mandate: the very acts which themselves confer upon policy its tangible form as local policy" (p. 303) is interesting. However, it does not recognise teacher professionalism as an aspect, of whether policy will be enacted. Therefore, I argue the discourse of teacher professionalism plays an important role in whether teachers enact policy and this enactment is complex, varied and situational.

8.2.1 Enactment of Professional Standards in Context

As policy is socially constructed, when enacting Professional Standards, teachers are part of the construction of what it means to be a teacher in Scotland. My understanding of the discourse of teacher professionalism developed through this research and building on the work of authors such as Evans (2008), Whitty, (2010), Menter et al. (2015), and Evetts (2013), has led to the conceptualisation of teacher professionalism as a tension to be negotiated by teachers on a policy-by-policy basis. In this way, rather than a continuum of professionalism, tension is created between organisational and occupational professionalism (Evetts, 2013), recognising the compromises and uncertainties that teachers need to negotiate. Teachers position themselves within the teacher professionalism discourse, to determine their stance towards policy enactment on a policy-by-policy basis, as shown in Figure 17.

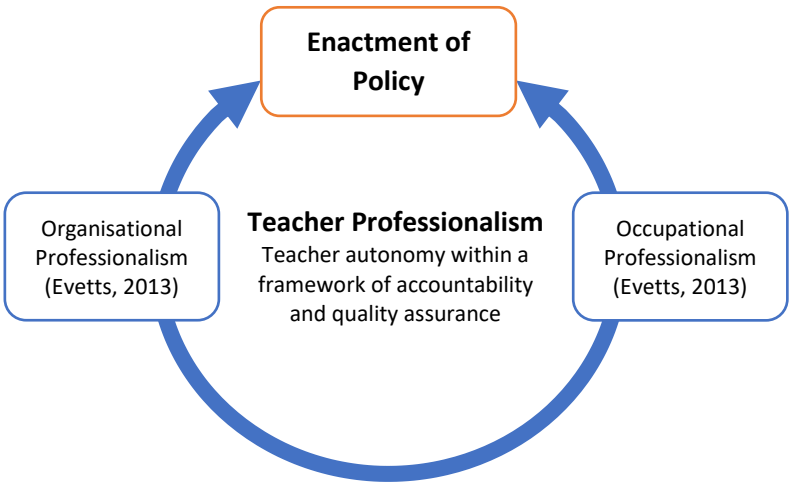

Figure 17 Tension – Organisational and Occupational Professionalism (Evetts, 2013)

However, as positioning happens in the "moment by moment conversational acts" (Adams, 2016, p. 290), teachers' positions within the discourse are not static and can lead to complex positioning, where a teacher may have one foot in organisational professionalism (Evetts, 2013) and one foot in occupational professionalism (Evetts, 2013) at the same time. This aligns with Fournier's (1999) description of professionalism as "'autonomous' professional practice within a network of accountability and governs conduct at a distance" (p. 280).

Where a teacher positions themselves depends on their own interpretation of teacher professionalism, underpinned by their philosophy of teacher being. This individual positioning leads to what Fournier (1999) describes as an imperfect form of governance, meaning in the Scottish education system, the measure used to 'control' teachers' work is devolved to teachers and relies on a collective, normative ideology of professionalism.

Another layer of complexity is added if we then consider the policy discourse of Professional Standards. Due to their multiple purposes in Scotland, there is also a tension created between the regulatory and developmental discourse of Professional Standards which teachers navigate. In a simplistic model, as discussed in Chapter 3, Professional Standards can be regarded as regulatory frameworks where they are positioned as policies to be enacted as a right, duty or obligation, or can be positioned as a developmental policy, where teachers use these as a self-evaluation framework and teachers may position and position others through the "moment by moment conversational acts" (Adams, 2016, p. 290). This may lead to teachers having one foot in the regulatory discourse and one foot in the developmental discourse at the same time, depending on their perspective of the policy and considering what 'needs to be done' as being part of a profession and 'what I believe I should do' as an act of my own professionalism, as demonstrated in Figure 18.

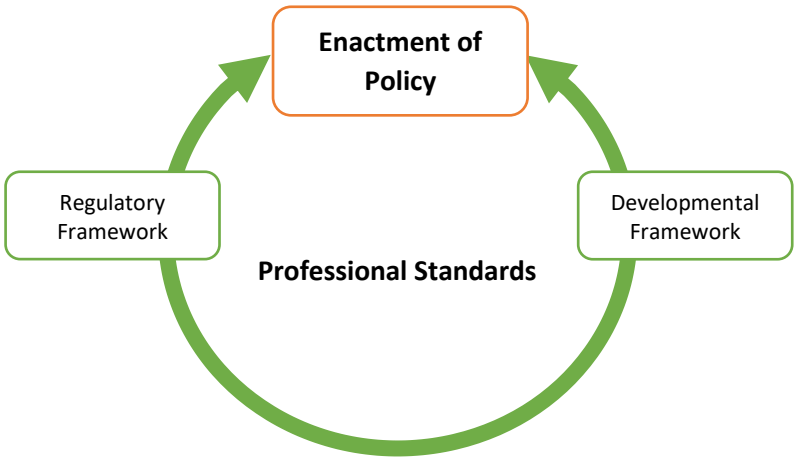

Figure 18 Tension – Professional Standards as Regulatory or Developmental

The complexity of policy enactment can then be understood as both tensions exist at the same time. This means that as policy is enacted into practice, there are as many variations

of positioning within the Professional Standards discourse and teacher professionalism discourse, as the number of teachers who put policy into practice.

Teachers then actively navigate within these discourses and take up positions within these tensions, which means the discourse of Professional Standards and discourse of teacher professionalism, as shown in Figure 19.

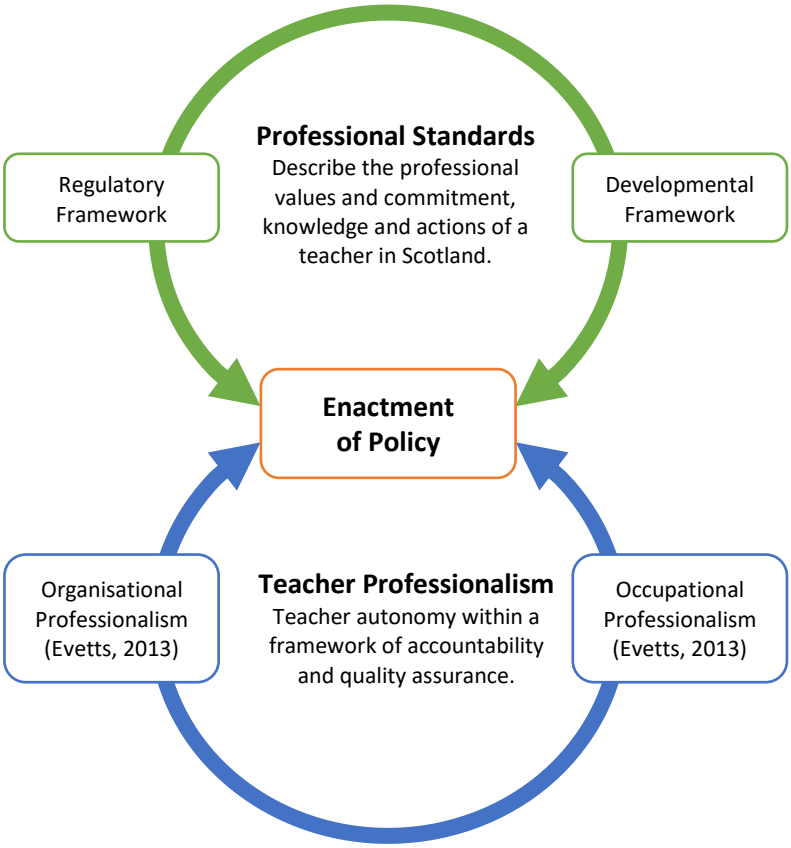

Figure 19 *Tensions in the Enactment of Policy*

8.3 Summary of Contribution to Knowledge

In Scotland, Professional Standards are part of the "re-professionalisation" of the teaching profession, as recommended in *Teaching Scotland's Future* (2011). My learning through the literature and my research was that 'being seen to be professional' is an inherent element of teacher being. Through this research, I learned more about the contested discourse of

teacher professionalism and found that the tension between organisational professionalism (Evetts, 2013) and occupational professionalism (Evetts, 2013) resonates with my understanding of teacher professionalism in Scotland and the view of the teachers in this research. Therefore, I argue that, in Scotland, teachers understand professionalism as a tension, which sits alongside Professional Standards as a tension between regulatory and developmental perspectives. This creates complexity for teachers when enacting policy, as they can have multiple perspectives at the same time.

My understanding of enactment of policy now embraces positioning theory and is premised on how teachers are positioned or self-position within the Professional Standards discourse and teacher professionalism discourse, and the impact this has on how policy is enacted into practice. This includes discursive acts at all levels of the policy discourse, which I contend leads to multiple interpretations of the policy.

In the final chapter of this research, I draw conclusions from the analysis and discussion and offer some possible future research projects to further explore policy enactment and teacher professionalism.

9 Conclusions and Future Research

In this final chapter, I offer conclusions to my research and address the aim, which was to provide insights into how teachers enact Professional Standards through the lens of teacher professionalism. This was broken down into three more manageable questions which are:

- In what ways could policy discourse support the enactment of Professional Standards by teachers in Scotland?
- In what ways do teachers in Scotland perceive the enactment of Professional Standards as an act of teacher professionalism?
- What are the different factors that influence how teachers in Scotland enact Professionals Standards?

I begin by arguing that there is a lack of discourse about Professional Standards. I also suggest that the education system in Scotland aligns with Evetts (2013) organisational and occupational professionalism models and offer new knowledge (see Chapter 8) that suggests the enactment of policy is complex due to multiple discourses in play at the same time.

I conclude that teacher professionalism is a fundamental aspect of how teachers think about themselves, which is facilitated through discourse. Professional Standards offer positions for teachers, which are then interpreted through the teacher professionalism stance. In addition, school leaders and context are powerful determinants as to whether a policy, such as Professional Standards, will be enacted.

Finally in this chapter, through discussing the limitations of this study, I offer some ideas for future research. In addition, I propose some ideas for future research to support the enactment of Professional Standards, in the areas of policy, policy discourse, leadership and professional learning. This is followed by a brief discussion of my own learning through this research which is offered to support my assertions and to show my critical reflections on my own positionality through my learning journey.

9.1 Conclusions

9.1.1 Professional Standards as Policy

Although Scotland has a long history of Professional Standards, the 2012 suite was developed to support the 're-professionalisation' of teachers as called for in the seminal *Teaching Scotland's Future* report (2011). Although I understand Professional Standards as policy, this understanding was not found in my research, instead, there was a suggestion that teachers more readily accept policies that privilege external accountability, such as HGIOS 4 (2015). This may be due in some part to the Professional Standards offering a mixed economy on teacher professionalism, where some of the language aligns with organisational professionalism (Evetts, 2013) and other language suggests occupational professionalism (Evetts, 2013). From this, how teachers position themselves when they enact Professional Standards can be viewed in two ways. Firstly, the policy endorsed language of Professional Standard provides a reductionist view of teacher expertise as implementers, where teachers' own beliefs and expectations to control their own improvement agenda as professionals, is rejected (Stillman & Anderson, 2015). This is countered by Torrance & Forde (2017), who argue that in the Scottish context "interrogation of the professional standards as policy documents and texts in which policy intentions (Taylor 1997) are encoded, is a necessary component of the policy project of 're-professionalisation'" (p. 114), a stance that seems to suggest that occupational professionalism (Evetts, 2013) is privileged.

The teachers in my research regard the enactment of Professional Standards as a right, duty or obligation, as part of being a professional and accept positioning within the macro and meso discourse, aligning with organisational professionalism (Evetts, 2013). In addition, some also express their professionalism and self-position at the nano level and thus use Professional Standards in ways that supports their own and others' professional growth, aligning with the notion of occupational professionalism (Evetts, 2013).

Through accepting, rejecting or amending positions within discourse, teachers can choose positions that embrace, subvert or counter the dominant discourse (Bamberg, 2014). This can create tensions for teachers in choosing positions in the enactment process, which is

negotiated by teachers not having a single identity, but "a great many who's" (Gee, 2015, p. 102) and aligns with the notion of teachers negotiating their professionalism on a policy-by-policy basis, and perhaps even a moment-by-moment basis (Adams, 2016).

The positioning of Professional Standards by GTC Scotland seems to offer these policies as being both regulatory, for example, "The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers" (SFR, 2012, p. 2), while also supporting teacher development, "Having attained the SFR teachers will continue to develop their expertise and experience across all areas of their professional practice through appropriate and sustained career-long professional learning." (ibid. ,p. 2). The Standards for Registration remain the benchmark standards for entry to the profession, with the CLPL and SLM positioned as self-evaluation frameworks, thus, not to be achieved, but contested, interpreted and translated into practice, as appropriate. This dual nature within the suite of Professional Standards means their enactment is more complex and nuanced and is influenced by teacher professionalism. I would argue that enactment is more complex than Ball's (1994, 1997, 2008) Theory of Enactment, which supposes the implementation of policy and does not allow for professional decision making about whether the policy should be enacted but rather focus on how it is enacted. I also suggested that enactment is more nuanced than Adams's (2016) policy analysis framework would suggest, which uses Positioning Theory as the determinant of policy being 'formed' by the moment-by-moment conversational acts and therefore enacted in practice. This research brings forth the added dimension of teacher professionalism to understand the positioning and decision making that translates policy into practice, which is premised on teachers' autonomy, experience and the affordance of the context, particularly the influence of school leaders and demonstrates the complexity involved in policy enactment.

9.1.2 Policy Enactment and Teacher Professionalism

Through my research, I offer a contribution to knowledge that suggests that teacher professionalism in Scotland is a tension between two models of professionalism, organisational and occupational professionalism (Evetts, 2013). This tension is negotiated by teachers during policy enactment and referring to the theoretical models used in this research journey, lies in the intersection between Ball's (1994, 1997, 2008) notion of

interpretation and translation, and is within the policy forming stage of Adams (2016) policy analysis framework. This plays out daily where teachers engage with the interpretation of policy, or interpretation of interpretations of policy, and through their own teacher professionalism lens, make decisions and accept, reject or amend positions within the multiple layers of discourse. The position they take within the discourse of policy enactment and teacher professionalism then dictates, how, or if, teachers enact policy.

Context and school leadership are fundamental factors in enactment of policy. Through this research, I have identified that Professional Standards are being used in multiple ways that reflect their dual nature as regulatory and developmental policies, but also in unintended ways by some school leaders and employers. Where the model of school leaders supports the operationalisation of policy through the micro discourse, the translation of Professional Standards into practice is discussed by those teachers interviewed.

Professional Standards when used as a self-evaluation tool, or used to underpin professional learning experiences, may afford teachers the opportunity to support their own professional growth as an aspect of teacher professionalism. An interesting aspect of my analysis is the support offered by teachers for teachers, where those who position themselves within occupational professionalism (Evetts, 2013) readily support those who position themselves within organisational professionalism (Evetts, 2013). For example, probationer supporters use Professional Standards as a professional learning tool to provide a shared language for formative feedback to help probationer teachers towards gaining full registration.

I offer new knowledge which combines the discourses of Professional Standards and teacher professionalism. When this is taken with other enactment factors such as context and school leadership, it demonstrates the complexity of policy enactment, which needs to be part of the considerations of policymakers when they are developing policy.

9.2 Research Questions

This research aimed to explore how teachers in Scotland enact Professional Standards. This was broken into three research questions, which will now be addressed.

9.2.1 In what ways could policy discourse support the enactment of Professional Standards by teachers in Scotland?

The policy discourse was not pervasive enough to gain traction on the release of the Professional Standards (2012), this may have led to 'lethal mutations' (Haertel cited in Brown & Campione 1996, p. 292). The dual nature of Professional Standards, as a regulatory policy and as a developmental framework has perhaps not been transparent as part of the policy discourse. Therefore, this understanding of Professional Standards has been unable to travel through the interpretations of the policy into the micro discourse, where policy is enacted through the discursive acts of teachers themselves.

The use of the words 'standards' may also be misleading when talking about the suite of Professional Standards in Scotland. Policymakers, use words effectively and efficiently, to create positions for enactment. The word "'standards', plays on associative links to the flag as a rallying point in the heat of battle, as well as the notion of common decency" (Moore & Clarke, 2016, p. 670). This is particularly misleading in reference to the CLPL and SLM, as these are not standards to be achieved, but are developmental self-evaluation frameworks. Thus, they are positioned as policies that should be enacted by calling them 'standards' but are instead frameworks that can be used to guide professional learning.

9.2.2 In what ways do teachers in Scotland perceive the enactment of Professional Standards as an act of teacher professionalism?

It is evident from the teachers interviewed, that these teachers demonstrate high levels of teacher professionalism, perhaps as a result of the participants being self-selecting and not representative of the whole teaching profession. Although the term professionalism itself is "somewhat slippery" (Moore & Clarke, 2016), it is understood in the teaching profession through macro and micro discourses, as a concept that identifies what it means to be a teacher in Scotland, which is premised on a shared set of professional values (Forde et al., 2016), which are a fundamental aspect of how teachers think about themselves and their work.

Those teachers who exercise their occupational professionalism (Evetts, 2013) interpret Professional Standards to enhance their professional growth. Those interviewed who have yet to engage with Professional Standards as a contested proposition, position themselves as 'done to' and express their enactment of Professional Standards as a right, duty or obligation, an organisational framing of teacher professionalism (Evetts, 2013).

Teachers in this research, and I would suggest in general, understand professionalism as a moral and occupational imperative, which is strongly linked to how they express themselves as part of a profession, facilitated through the macro and micro discourse. As Moore & Clarke (2016) put it, "teachers will almost inevitably (if unconsciously) align their desires in relation to whom and what they want to be as teachers with the desires embedded in the discourse" (p. 674). Teachers in my research seem to navigate tensions in the Professional Standards discourse and teacher professionalism discourse and understand that their individual professionalism sits within a network of accountability and aligns with Evetts (2013) discussion of professionalism as "something worth preserving and promoting in work and by and for workers" (p. 782).

9.2.3 What are the different factors that influence how teachers in Scotland enact Professionals Standards?

Policy enactment is a complex and non-linear process, which involves teachers enacting policy that is negotiated through the policy discourse and local discourse as "policy enactments are also always context specific and situational" (Braun, Ball, Maguire & Hoskins, 2011). Through my research, I suggest that teacher professionalism and school leadership are powerful determinants, as to whether a policy such as Professional Standards, will be enacted. Where school leadership regularly models the use of Professional Standards, then this 'habit of mind' becomes a 'way of being' for the teachers in that context. This is achieved by having an ethos and culture that supports occupational professionalism (Evetts, 2013), underpinned by Professional Standards, and has systems in place to "grow the knowledge, skills and commitment of individuals and harness them to become the collective capacity of the school" (Gu, Sammons & Chen, 2018, p. 381). This model of school leadership requires personal and system resources: personal resources such as energy, tenacity, resourcefulness, and most importantly, time (or it could be argued

priority), as well as system resources such as staffing, financial support, and trust from the meso level.

Leaders may create a learning culture and develop in-school strategies to support the enactment of Professional Standards. In some examples, this involves building the professional capital of teachers through supporting occupational professionalism (Evetts, 2013) and holding this in tension with the requirements of external factors, such as government directives. In this research, where teachers discussed their school leader, it was suggested that school leaders support the enactment of Professional Standards, this involves leaders skilfully embracing external policies, and using these to support and promote the professional growth of teachers to "serve their moral purposes, educational values, and goals for the school" (Gu, Sammons & Chen, 2018, p. 386). In the recent OECD report, *Implementing Education Policies – Scotland's Curriculum for Excellence – Into the Future (2021),* school leaders are described as gatekeepers in managing the competing policy demands, with one headteacher quoted as saying, "the need to protect my staff" (p. 99) was a fundamental aspect of their role.

However, in another view, school leaders may be seen to be conforming with external accountability and thus may be modelling, supporting and facilitating conformity. In doing so, the culture created indicates that compliance becomes the 'habit of mind' or the 'way of being'. Hence, factors such as school leadership may be a determinant as to whether the enactment of Professional Standards is used as a catalyst for professional growth, or as a means to establish a culture of compliance.

9.3 Future Research

9.3.1 Limitations of this Study Leading to Future Research

The intention of my doctoral research was to explore the enactment of Professional Standards through a case study approach in an ASG, where data could be gathered through one-off, semi-structured interviews with teachers from the primary and secondary sectors. I was interested in ascertaining whether there are any differences in how Professional Standards were perceived and enacted by teachers in each sector, and if the

findings suggested there was a difference, then to explore the source of the difference. However, the approach had to be modified as the research sites were no longer accessible due to widespread school closures in response to the global Covid-19 pandemic. Therefore, I would like to explore further how the Professional Standards discourse and the role of teacher professionalism in determining whether teachers enact policy through a case study approach. The data analysis may then support a better understanding of how teachers in different sectors critically engage with Professional Standards and if differences are found between the sectors, then identify targeted interventions that can support critical engagement with policy.

The other possible area for future research based on the original research plan, would be to look at gender differences. If this research had not been disrupted by the Covid-19 pandemic, this may have been part of the research analysis. However, this would be another interesting focus of research about the enactment of Professional Standards and the influence of teacher professionalism.

Interpreting the voices of teachers and using the literature, I have developed new knowledge about the enactment of policy. However, I acknowledge that the sample size is small, and the data collection method reduces the generalisability of the analysis, therefore interviewing more teachers would perhaps provide more insights into the enactment of Professional Standards across Scotland.

Finally, further research might address a limitation of this research in that participants did not offer any intelligence as to which Professional Standard they used most frequently. While it may be assumed that those beyond registration would be using CLPL or SLM, further research could provide insights into how teachers engage with and enact Professional Standards in Scotland.

9.3.2 Other Possible Future Research

Macro level policy makers assume that policy will be implemented and be observable by a change in practice. In my opinion, this view is very limited and does not take cognisance of how policy is interpreted and represented at the macro, meso, micro and nano level of the

education system, through discourse. It would be very interesting to engage in research that tracks the progress of student teachers in how they develop criticality of policy, through their ITE journey and into their early career. This qualitative longitudinal study would interrogate student teachers' views of the why, what and how they engage with and enact Professional Standards, initially as a benchmark and then as a self-evaluation framework. This research could provide findings that would support the policy into practice gap and perhaps provide a better understanding of how criticality is developed, which can then enhance the ITE provision across Scotland.

Another area that has been highlighted from the analysis of my doctoral research is the importance of school leaders in the enactment of Professional Standards. The culture, climate and ethos created by school leaders were highlighted through this research, as an enabler or barrier to teachers engaging with policy. Through a qualitative research methodology, I would like to explore this further. I believe that this has resonance with, and could have an impact on, the educational leadership programmes in Scotland, where the analysis can add to the debate around the role of leaders and their leadership style, in enabling teachers to critically engage with and enact policy in practice.

9.3.3 Possible Published Articles from this Research

From this research, I plan to publish three articles in different areas. I will co-author two articles with my supervisors initially as conference presentations, with a view to submitting these to journals. The first article will focus on Adams's (2016) notion of policy forming and how this is influenced by teacher professionalism. The second article will discuss the influence of teacher professionalism on policy enactment, with the final article discussing the enactment of Professional Standards in Scotland.

It is also my intention to submit proposals to seek seed funding from the British Academy/ Leverhulme Small Research grants, Carnegie Research Incentive Grants and The Royal Society for Edinburgh to further explore the analysis of this research. This funding can offer support to conduct pilot research with the goal of applying for larger research grants, for example, ESRC new investigator grant. I will also seek additional opportunities to share my research with the research community through presentations at national and international

conferences, such as the Scottish Education Research Association conference (SERA), the European Educational Research Association conference (ECER), International Forum of Teacher Regulatory Authorities conference (IFTRA), and Teacher Education Policy in Europe conference (TEPE). I have already shared this research as part of a Scottish Symposium at the International Professional Development Association Conference (IPDA) in November 2021.

9.3.4 Future Partnership Research to Support the Enactment of Professional Standards

The strategic aims of GTC Scotland for 2020-23, are all underpinned by the suite of Professional Standards and how these can enable teacher professionalism. It is important that GTC Scotland moves beyond the bold statements in the Strategic Plan (2020-23) and supports the enactment of Professional Standards through professional learning for teachers. To operationalise Professional Standards into practice requires a change in culture across the teaching profession. Future partnership working and research that can support the enactment of Professional Standards is outlined below in the areas of policy, policy discourse, leadership, professional learning and a better understanding of how Professional Standards are used in practice.

9.3.4.1 Policy

In supporting teachers to enact Professionals Standards, GTC Scotland needs to take cognisance of the various factors which help and hinder the enactment of policy. Research to support a more in-depth understanding of policy enactment would provide further insights into how the language of the policy positions teachers. These insights can then support the translation of the language of policy, into the language of practice and provide resources to support teachers to interpret and translate Professional Standards in their context.

9.3.4.2 Policy Discourse

The policy discourse which emerged at the launch of the Professional Standards (2012), appears to have failed to gain traction and thus the key intentions of Professional

Standards have become diluted, in some contexts to become an administrative task (Adams & Mann, 2020). Further research is needed to provide a better understanding of who are the influencers at all levels of Scottish education and how their influence can be harnessed to support the discourse, and thus the enactment of Professional Standards. This would require a stronger narrative at the macro level and guidance at the meso level. This change of culture needs to move Professional Standards from a "matter of fact" to a "matter of concern" (Latour, 2004), to create a culture where Professional Standards are "disputed and cared about" (Ceulemans, 2017, p. 46). Therefore, there is a need for further research to support an in-depth understanding of the discourse of Professional Standards.

9.3.4.3 School Leadership

The leadership of the enactment of Professional Standards has been distributed to the meso level of employers and micro level of schools, to be interpreted and then translated into practice at the nano level of teachers. If Professional Standards are reduced to instructional practice, then the importance and role that they can play in school improvement could be lost. However, if Professional Standards are promoted and highlighted, as policies to be engaged with then the enactment of Professional Standards can be used as a tool for school improvement. The impact and role of Professional Standards to enable school improvement should be further researched to further support the education system.

9.3.4.4 Professional Learning

There is a tension between the self-evaluation of individual professional learning needs and the collective professional learning needs in any context. There needs to be clear and consistent messaging from GTC Scotland about the multiple purposes of Professional Standards, alongside support for teachers to engage with and enact Professional Standards. This includes professional learning opportunities to provide the building blocks, for example, exploring tensions such as Professional Standards as a contested proposition, individual and collective enactment of Professional Standards, and self-evaluation and Professional Standards. Research that offers insights into these tensions and underpins professional learning resources would be invaluable in supporting teachers to navigate the tensions in teacher professionalism and policy enactment.

9.3.4.5 Professional Standards in Use

It is stated clearly on the cover of the SPR and SFR, that these are "mandatory requirements for registration with the General Teaching Council for Scotland" (SPR, SFR, 2021). It is the Standard for Registration (2021) that must be continually met throughout a teacher's career. For example, one purpose of the SFR (2021) is that it "provides a clear and concise description of the professional qualities and capabilities fully registered teachers are expected to maintain and enhance throughout their careers" (SFR, 2021). In comparison, the Standard for Career-Long Professional Learning, the Standard for Middle Leadership and Standard for Headship are described as aspirational Professional Standards. Although the Standard for Headship could also perhaps be considered as mandatory for those who aspire to headship roles, as since 1 August 2020, holding the Standard for Headship, through successfully completing a Headship Qualification, is a prerequisite for teachers moving into their first headship post in Scotland.

This research explored 'how' teachers enact Professional Standards but did not ask participants which Professional Standards they used. Had this been asked then perhaps a more nuanced interpretation of how different Professional Standards are used by teachers in different positions or roles across Scotland could have been discussed. Exploring the enactment of particular Professional Standards could be explored in a future study.

9.4 My Learning

This research challenged my insider view and also exposed my "narrative privilege" (Humes, 2020, p. 94). Throughout this research, I tried to remain critically aware and sceptical of official narratives. I believe I have managed this through my criticality of the GTC Scotland narrative of Professional Standards and interrogating my own research positions and using a theoretical framework to support an informed perspective, to interpret the data.

Starting the research phase of the EdD, I had already formulated a strong sense of what I wanted to research, which was how teachers use Professional Standards in practice, which

led to the work of Stephen Ball and his Theory of Enactment (1994, 1997, 2008). I chose enactment as I believe this represents an active process of choice, where teachers engage with policy and through positioning themselves and others, decide how they enact a policy or not. Although policy implementation is more prevalent in discussing 'putting policy into practice', this for me removes the professional element and positions teachers as instruments at the disposal of policymakers to advance the agenda of the day, thus I decided to focus on enactment.

My learning through this research can be described as 'puddle jumping', where my own beliefs around policy and Professional Standards were changed not in a linear fashion but in fits and starts. Understanding the role of globalisation and how this influences what policies are privileged, was helpful to support my knowledge development of education more widely and then turning this new lens to the Scottish context.

The most challenging academic aspect for me was understanding Positioning Theory. This theoretical framing was initially discarded as I did not realise how it could help elicit a deeper understanding of how teachers respond, act and react to policy. Engaging with Positioning Theory helped me to appreciate how language, storylines, and rights, duties and obligations are played out on a daily basis as teachers navigate the complexity of education and teaching. However, once understood, I now observe Positioning Theory being used in all aspects of social engagement.

Prior to starting this research, I believed I had a good understanding of Professional Standards, their purpose and how they were used. This understanding was challenged and added to through engagement with literature and participants and in the analysis of the data. My view of Professional Standards as policy was questioned by the responses of participants as they did not seem to hold the same view. Therefore, it was very interesting to delve deeper into this area and wrestle with the different perspectives of professionalism and like Positioning Theory, once understood it is seen everywhere.

Although the case study approach had to be amended, it was interesting to learn the intimate details of this approach, which was useful when I had to pivot quickly to an alternative sample due to the Covid-19 pandemic. Although requiring a second ethics

submission, it was helpful to consider how to engage with participants and reflect on my own positionality and the possible power dynamic that could be created as a GTC Scotland Officer conducting this research.

The new knowledge I present in *Chapter 8*, is the final iteration of many diagrams in which I tried to make clear something that is complex and 'living', into something that can be used as a model. In this, teachers straddle the tension of two competing discourses in which they can have more than one position, at the same time or at different times. These positions are not oppositional but complementary and inform each other. Embracing the tension helps teachers to think more deeply about their own professionalism and navigate the complexity of policy enactment. It encourages teachers to interrogate their own stances and think about how they position themselves and therefore position others in the discourse, and it draws upon what Collins (2020) calls the "Genius of the AND", through embracing the tension. This means acknowledging that it is not organisational and regulatory OR occupational and developmental but organisational and regulatory AND occupational and developmental. I believe this provides a new approach to considering the complexity of how teachers position themselves in relation to policy. This model supports the notion of teachers having multiple perspectives at the same time and understanding their 'duty' as a teacher, but also responding to their own professionalism stance.

9.5 Summary of Conclusions and Future Research

In Scotland, at present, I argue that there is a lack of discourse about Professional Standards, with many teachers not fully appreciating the dual nature or multiple purposes of Professional Standards. I then suggest that in Scotland, there exists a tension between organisational and occupational professionalism (Evetts, 2013), which teachers navigate as they enact policy in practice. This is influenced by context and leadership, both of which have a profound effect on the enactment of policy, and I offer new knowledge that combines the tensions within the discourses of Professional Standards and teacher professionalism, to show the complexity of policy enactment.

Through my analysis of the data, teacher professionalism is a fundamental aspect of how teachers think about themselves as professionals and is facilitated through discourse.

Additionally, the language used in the Professional Standards leads to a tension within teacher professionalism, where teachers recognise professionalism to be individual but sits within a framework of quality assurance and accountability.

Looking to the future, I have outlined several different research projects building from this research, to further explore the enactment of Professional Standards and the influence of teacher professionalism. It is important that teachers are supported to operationalise Professional Standards. This could be achieved by further research in policy, policy discourse, leadership and professional learning, to support the enactment of Professional Standards.

Finally, I offer a reflection of my learning journey through this EdD research.

Postscript

This postscript provides an opportunity to reflect on and share my research experience throughout this EdD now that my thesis is complete. As discussed above, my motivation for doing this research developed as I moved through different stages of my professional career, for example, using Professional Standards to support student and probationer teachers, as a GTC Scotland Officer and as an early career researcher.

When I began this thesis, I was not fully cognisant of the different identities and positions I would take and the tensions between these, and I reflect on these and the potential impact that they might have had on the research process.

In this postscript, I have used the linguistic shorthand of 'identity' to explore my changing positions. I understand that identity is not fixed, but rather is ever-shifting and evolving and is negotiated in the interpersonal space between myself and others during discursive acts.

The discussion begins by exploring my multiple identities and includes a brief discussion about my researcher privilege and participants' perceptions of my dual identities as a GTC Scotland Officer and researcher. The second part provides an outline of how my learning through this research may have contributed to the new suite of Professional Standards (2021), which ran alongside this research, but culminated before the submission of the thesis. Finally, I discuss my positioning of Professional Standards as policy and the impact this has had on my thinking and this research.

My Multiple Identities

A deep reflexive analysis of my multiple identities gave "form to the formless" (Baumann, 2000, p. 82), as I surfaced and interrogated these 'liquid identities' (Baumann, 2000). In my view, everyone has multiple identities and I think about these as a kind of broadcasting desk, see Figure 20, where there are a variety of inputs (identities) which contribute to the whole sound (person).

(Source: https://radio.co/blog/best-broadcasting-desks)

Figure 20 Broadcasting desk

In this first section of this postscript, I will discuss my multiple identities starting with my science teacher identity and demonstrating how enquiry as stance is fundamental to my educator being. The quote, attributed to Einstein, "the important thing is to not to stop questioning" reflects my underpinning philosophy. As discussed in *1.2 My Research*, enquiry as stance has been evident throughout my career and has driven my curiosity and questioning disposition, culminating in this EdD research. I follow this by introducing the key characteristics of my GTC Scotland identity and consider some of the tensions that this created in this research, before finally discussing my researcher identity.

My Science Teacher Identity

My enduring identity is as a teacher. This shaped the overarching aim of the research, as I wanted to explore how teachers enact Professional Standards, as I believed these insights would help me as a GTC Scotland Officer to offer support to teachers at all stages of their career to enhance their teacher professionalism.

From the beginning of my teaching career, I was outward looking and curious, I would scan beyond the classroom to better understand learning and think about how to improve my practice. In current terminology, it may be considered that I was an 'enquiring practitioner', meaning I engaged with research to support my own learning to enable me to support learner experiences. This was perhaps the beginning of my research journey which led to this EdD research.

My GTC Scotland Officer Identity

In moving from school to GTC Scotland in 2015, I had to develop a new identity as a GTC Scotland employee. Institutions such as GTC Scotland, gain their legitimacy from political decision making (often in the form of legislation) that grants resources and certain powers to support the functions of the institution. Subsequently, their representatives are perceived to be in a position of power. As Humes (2022) states, "the bureaucrat is acting on behalf of the state, giving him additional authority" (p. 246). I would argue with Humes use of the word 'bureaucrat', and instead suggest that representative would be more appropriate. As a GTC Scotland representative, registrants and stakeholders may have positioned me as an authority figure, assigning me power, which I did not necessarily assume for myself. In this research, I attempted to balance this power dynamic by being open and honest with participants about my association with GTC Scotland and by connecting with participants (*see 5.3.1 Reflexivity*).

All workplaces or organisations have distinct cultures and new colleagues come to understand the culture through exposure to models and practices of the social group within the organisation. Being part of a culture is demonstrated through language used and can create a self-imposed conformity on individuals as representatives of the organisation. Gee (2015) describes this as "enculturation" (p. 190). While my enculturing within the GTC Scotland context required a certain degree of self-imposed conformity, it also afforded certain privileges such as 'insider' knowledge of policy making, a deep knowledge of Professional Standards and the narrative of GTC Scotland in positioning Professional Standards as a means to enhance teacher professionalism, alongside the role of Professional Standards as a professional entry benchmark. This enculturing has been described by Humes (2022) as an 'iron cage', which holds the organisation and its employees into 'ways of thinking', where taken for granted assumptions, remain unchallenged. The 'iron cage' is a translation of the original German *stahlhartes Gehäuse,* meaning steel hard casing, which can lead to feelings of being 'trapped.' On reflection, as a GTC Scotland Officer who was also undertaking this research, the feeling of being 'trapped' was noticeable when my thinking, developed as part of this EdD, challenged the assumptions of the purposes and uses of Professional Standards. My challenges were often

not warmly received and were occasionally met with blank looks and dismissive comments from colleagues, leading to feelings of professional isolation.

As previously discussed, the 2017 Scottish education governance review was not realised in the ensuing planned Education Bill (2018), but was shelved by the then Education Secretary, John Swinney. In the consultation for the governance review, eight of the twenty-four questions were directed towards the creation of a new Education Workforce Council. Subsequently, GTC Scotland Council's focus was directed towards refuting the establishment of this new body.

Following the hiatus caused by the governance review and changes in GTC Scotland personnel, a more research informed approach was adopted in the review of the Professional Standards. This was shown through more engagement with partners in the Scottish education policy community, for example, professional associations, and colleagues with expert knowledge about Professional Standards, for example, colleagues from the University of Glasgow, who conducted a literature review for GTC Scotland. It was after the change in personnel that my professional learning and my learning through my doctoral study, such as the nuances between different models of professionalism and potential implications of these, was given more value and used to inform how GTC Scotland positioned Professional Standards. During this time, I realised that the thinking and knowledge developed as part of my EdD was appreciated, and I was (re)positioned as an 'expert' able to bring a research informed perspective to the review. For example, discussing different views of teacher professionalism, where regulatory Professional Standards used as benchmarks promote an organisational professionalism model (Evetts, 2013) and where developmental Professional Standards offer an occupational model of professionalism (Evetts, 2013), (*see further in this Postscript – My Contribution to the Professional Standards (2021)*).

My Researcher Identity

As a novice doctoral researcher, I interrogated my ontological and epistemological positions, to support the development of my researcher identity. As discussed previously, my undergraduate degree is in the field of science. During my teaching career, my views

changed from a positivist to a more interpretive stance, although, scientific methodology does emerge occasionally, and I can default to hypothesis testing, heading down 'rabbit holes', to satisfy my curiosity. For example, I was troubled by the observation by teachers in this research that they did not consider Professional Standards as policy. I originally set out to 'prove' that Professional Standards are policy through a process of policy analysis using Bacchi's (2009) "What's the problem represented to be" framework. Although significant time was spent exploring and analysing the SFR, this has not been included in the final version of this thesis, as the focus of this research is about the enactment of Professional Standards rather than their conceptualisation. However, this side track does demonstrate that as a social science researcher, I must continually question my own research stances, as my 'training' in scientific problematisation sometime seeps to the fore.

Throughout this research, I was employed by GTC Scotland. My GTC Scotland identity and researcher identity became intertwined in complex ways as they shifted and merged as shown above in questioning GTC Scotland colleagues, non-enquiring stances. I was aware of my changing identity and understood that as I deepened my knowledge of Professional Standards, a tension emerged between my GTC Scotland and researcher identities. Indeed, engaging in this EdD research impacted my GTC Scotland role as it brought a new understanding about how Professional Standards support different models of teacher professionalism. My thinking had moved beyond the instrumental use of Professional Standards, to consider more deeply the impact of their use on practice and the model of teacher professionalism seemingly promoted. Although I was developing deeper knowledge about Professional Standards, due to this research, I was being held by a culture rooted in an organisational model of professionalism (Evetts, 2013), where Professional Standards were considered something to be *implemented*. While this is one view, it created tension as it did not align with my developing understanding of enactment, leading to feelings of professional isolation within the review process.

Accordingly, my awareness of the possible impact of being funded by GTC Scotland, both on the research and findings, led me to self-fund. I believe this gave more space as an 'independent researcher'. Being funded by GTC Scotland could have led to self-conformity, whether conscious or subconscious, whereas self-funding allowed me to interpret and analyse data through my own lens, based on personal subjectivity and world view, and not

through any organisational expectation from GTC Scotland. In addition, self-funding allowed me to 'own' my research and ensured I could ethically collect and analyse data free from contractual terms or arrangements that may have impeded full disclosure. This self-funding decided at an early stage, allowed me to develop my researcher identity, but sat in tension with my GTC Scotland identity.

In addition to self-funding, reflexivity was also used as a methodological tool to understand how my privilege as a GTC Scotland Officer influenced the research. For example, I considered my positionality, my identity and the power dynamic in this research about how data was collected and interpreted and the conclusions drawn. Throughout the research and the reflections in this postscript, I have tried to "find ways through the world and a place in it" (Homes, 2010, p. 143). In this, the dual identities of GTC Scotland Officer and researcher were helpful. My GTC Scotland identity gave privileged access to registrants during the review of the Professional Standards, while my researcher identity provided a research informed knowledge to support data collection and analysis for the review of the Professional Standards.

I believe I have emerged from the research more aware of my privileges in the Scottish education system, and as I continue to write and think about Professional Standards and teacher professionalism, I notice how my thinking has changed as my academic identity grows. In my current role, although Professional Standards underpin some aspects of my teaching and learning remit, they are not the main focus, however, this research has allowed me to step back and view Professional Standards in a different way.

As I continue to read and write about Professional Standards and teacher professionalism, I assume I will become more critical of the current suite of Professional Standards, as my researcher identity continues to increase in 'volume' and my GTC Scotland Officer identity decreases. For example, I am now dissatisfied with some aspects of the final outcome, for example, the professional values section. Professional values are part of the 'teacher being' section, which is the same across the suite of Professional Standards. While I agree with the aspiration of professional values to help "teachers develop their professional identity and underpins a deep commitment to all learners' cognitive, social and emotional growth and wellbeing" (GTC Scotland website), I am dissatisfied that the values were not debated as part of

the review. This means that professional values appear to be assumed, rather than a considered and contested matter by teachers in Scotland.

Researcher Privilege

As part of my GTC Scotland identity, I have discussed my privileges within the Scottish education system, I will now outline how this impacted me as a researcher. In conducting this research, I acknowledge my 'insider' privilege, which may not have been at my disposal had I not been a GTC Scotland employee. As previously discussed, my position as a GTC Scotland Officer gave me an advantage that another researcher may not have, for example, in accessing the sample. The privilege of being an 'insider' to GTC Scotland may have allayed any apprehension on the part of the GTC Scotland Senior Leadership Team, who ultimately gave permission for the sample to be released to me and used in this research. Additionally, as an 'insider' and as someone having worked for GTC Scotland for several years, it could be viewed that I was encultured in the environment.

My GTC Scotland role may have offered additional reassurance, that the research would be handled sensitively to ensure the integrity of the GTC Scotland narrative. Each year, an annual PU evaluation report is provided to GTC Scotland Council, which is based on survey data from registrants who have completed PU that session. During my time at GTC Scotland, this was part of my remit. This is the same data set that I sought permission to access for this research. Therefore, my privilege is two-fold. Firstly in knowing the data set was available. Secondly, this being part of my remit to create the evaluation report, perhaps afforded me a position of trustworthiness by the Senior Leadership Team. In addition, since ethical approval had been given from the University of Strathclyde, School of Education Ethics Committee for the addendum to the original ethics application (in terms of participants and access to participants), and from GTC Scotland in my role as a GTC Scotland Officer, I was positioned differently than others may have been. If I had been a researcher or GTC Scotland Officer who was not actively involved in using the data set, access may have been more problematic or not available at all, as knowing the sample exists and then being in a position where the Senior Leadership Team would release this sample may not have happened.

Participant Perceptions

In approaching the teachers who contributed to this research, I was as transparent as possible in identifying myself as a GTC Scotland Officer via the introductory email from my Strathclyde email address, the *Participant Information Sheet* (see *Appendix 3*) and the *Participant Consent Form* (see *Appendix 4*). From my perspective, this was not done to position participants into agreeing to take part but was an attempt to be open and honest as I did not want to collect data under false pretences. Not declaring my role as a GTC Scotland Officer upfront may have had an inhibiting effect. However, I acknowledge that my GTC Scotland status may have influenced some participants to take part and the responses they provided in the interviews. In addition, prior to starting the recording of the semi-structured interviews, I also 'chatted' with participants to bring forward our similarities and differences in roles and asked for additional verbal consent. Some participants asked for further reassurance that the study was anonymous, aligning with Humes (2022) findings about teachers participating in other data gathering exercises, where "they preferred to remain anonymous in case their critical comments had damaging personal consequences" (p. 246). Perhaps this also reflects the "culture of fear" that Seith (2018) suggests exists in the Scottish education system.

It is difficult to know the motivations of the research participants, as this was not addressed during the semi-structured interviews and there may be several contributing factors. For example, being a researcher and a GTC Scotland employee may have influenced participants to accept the invitation. As previously stated, teachers may have positioned me as an authority figure, as a GTC Scotland representative. They may have wanted an opportunity to talk, one to one, with someone who represented GTC Scotland, to express a positive or negative opinion, or they may have had more altruistic intent, in that they believed they were adding to research which could have impact on the teaching profession. In addition to the reassurances given by me, both written and verbal, the fact that the research had been approved by the University of Strathclyde Ethics Committee, may have provided further reassurance of my trustworthiness. Lastly, it is important to stress that participants and GTC Scotland were informed they will be offered an executive summary after the Doctorate award is conferred, in line with BERA Ethical Guidelines for Educational Research (2018), which states "Researchers have a responsibility to share their findings

with participants and their wider social groups as fully as possible, while maintaining confidentiality." (p. 35). With the final confirmation of the EdD, I will provide all participants and GTC Scotland with an executive summary. The research findings will also be shared via conference presentations and articles.

My Contribution to the Professional Standards (2021)

Having discussed my multiple identities, I now turn my attention to my contribution to the review of the Professional Standards, which were introduced to teachers in January 2021 at the GTC Scotland annual lecture, for enactment as of 2nd August 2021. This research was conducted at the same time as the review of the Professional Standards, so I was involved concurrently in both processes that were intertwined in various ways.

Enactment

Through this research, I have deepened my knowledge about Professional Standards, their purposes and how these are used in practice. At the start of this doctoral research, I adopted 'enactment' as a way to describe the active process of policy engagement and decision making, as teachers engage with Professional Standards and put these into practice, or not. As discussed in *4.1.1 Implementation of Policy*, I find the word 'implementation' problematic, as I believe that it negates teacher professionalism and suggests that policy becomes practice without consideration by teachers. Research has shown the policy process to be far more complex. By adopting 'enactment', I am attempting to convey the contested nature of policy processes (Ball et al., 2011).

It was not until after the change of personnel, as described above, that the word 'enactment' was used in preference to 'implementation' by GTC Scotland. Enactment was adopted after conversations with colleagues, where I explained the thinking emerging from my EdD and its potential role in supporting a model of occupational professionalism (Evetts, 2013). However, anecdotally there was some disagreement from professional associations, who stated that they would prefer that the word 'implementation' was used. Whilst this might demonstrate an attachment to a view of organisational professionalism

(Evetts, 2013), where policy is a thing that teachers need to do, it might also be symptomatic of limited engagement with current policy literature.

Although never explicitly stated in the 2012 version of Professional Standards, by engaging with literature and other Professional Standards from countries such as New Zealand and the Canadian Province of Ontario, I suggested that the Standard for Registration was laid out in a way that could be considered as 'teacher being', 'teacher knowing' and 'teacher doing'. These three sections were indicated in the 2012 version, where 'teacher being' consisted of the introduction and the Professional Values and Commitment sections, 'teacher knowing' as the Professional Knowledge and Understanding section, and finally 'teacher doing' as the Professional Skills and Abilities section. My deepening knowledge about the structure of Professional Standards developed through my EdD research was shared, considered and debated by GTC Scotland colleagues, and after lengthy discussions, it was decided to be more explicit about this within the 2021 iteration. This can be seen most in the initial section of the suite of Professional Standards where the opening section is now named 'Being a Teacher in Scotland'.

The conceptualisation of the 2021 suite of Professional Standards "that supports what it means to become, to be and to grow as a teacher in Scotland" (GTC Scotland website) is also a change where my contribution may be evident. By considering the purpose of each Professional Standard, I wondered if showing the progression of deepening knowledge and skills would be helpful. Sharing this with colleagues, I talked about the Standard for Provisional Registration as the benchmark for students to become probationer teachers, then benchmarking against the Standard for Registration is when probationer teachers are now considered to be teachers. Finally, the Standards for Career-Long Professional Learning is when in-service teachers continue to grow as professionals. This conceptualisation was debated and reframed as "what it means to become, to be and to grow as a teacher in Scotland" (GTC Scotland, 2021).

Teacher Professionalism

Through my deep understanding of conceptualisations of teacher professionalism gained through this research, I encouraged changes to the initial section of the Professional

Standards, so that it positioned professionalism more prominently. For example, in the 2012 version of the Standard for Registration, professionalism is mentioned four times, whilst, in the 2021 version, professionalism is mentioned thirteen times.

As I engaged with literature around Professional Standards and professionalism, I came to understand that the 2012 Professional Standards espoused an organisational professionalism model (Evetts, 2013), where the expectations of teachers' qualities, capabilities and competence are measured. In considering the literature and my interpretation of the data from the semi-structured interviews, the tension between organisational and occupational professionalism (Evetts, 2013) became more obvious. Both organisational and occupational professionalism (Evetts, 2013) can now be interpreted through the purposes of the 2021 Professional Standards. For example, where there is alignment with organisational professionalism (Evetts, 2013), Professional Standards are described as a benchmark. Occupational professionalism (Evetts, 2013) is evident in the stated purpose to enhance professionalism and support career-long professional growth.

As such, this change from an organisational professionalism model (Evetts, 2013) to include an occupational professionalism model (Evetts, 2013) may have been influenced by my research, as I am of the mind that Professional Standards should be written and enacted in ways that enhance teachers' occupational professionalism (Evetts, 2013). However, a direct causal link cannot be made, as more than two hundred people took part and informed the 2021 iteration of the Professional Standards, through the strategic group, working and writing groups, two data collection phases and a full public consultation prior to the final approval from GTC Scotland Council. Following my research and further thinking and learning, I am still unsure whether the new Professional Standards go far enough towards an occupational professionalism stance (Evetts, 2013), or whether the Professional Standards remain within the organisational professionalism model (Evetts, 2013).

Positioning Professional Standards as Policy

During this research, it became evident that participants do not consider Professional Standards as policy, as noted previously. However, I am still wondering about this and how, or if, this impacts the enactment of Professional Standards.

Nevertheless, throughout my research, I have argued, that conceptualising Professional Standards as policy is important. My position is that identifying Professional Standards as 'policy' supports the development of research approaches to understand how teachers enact Professional Standards in practice and drawing on models of professionalism within this, can further enhance such research. The findings of this research may then support the next iteration of Professional Standards and highlights the important distinction between operational and organisational models of professionalism, as part of future considerations.

So, although teachers in this research did not position Professional Standards as policy, they did understand these texts should be enacted. Upon reflection, this possibly demonstrates my engagement with specific policy literature that sees policy as enactment and as a result of this, have a different understanding of policy from the teachers in this research. Reflecting on my early teaching career, I did not consider Professional Standards as policy, as my engagement with Professional Standards was as texts to be complied with, which could be considered as one understanding of policy, albeit a policy science view (*see 2.4 Definition of Policy*). Possibly, this reflects how I considered teaching and Professional Standards as an expression of organisational professionalism (Evetts, 2013), where Professional Standards are 'things' to be 'done'. Similarly, although teachers in this research do not necessarily position Professional Standards as policy or recognise how particular agendas are entwined within policy statements, they do appear to note that engagement and subsequent enactment is required. Thus, the complexity of policy discourse may not be engaged with explicitly, but through using Professional Standards, in practice teachers are, in effect, engaging in the enactment of policy.

Such positioning may emerge during ITE and into probation, where Professional Standards are benchmark texts, firmly locating these in an organisational professionalism model (Evetts, 2013). The SPR remains, often, uncontested, as it is integral to the decision making process as to whether a student teacher is competent. During probation, the SFR is used as the benchmark before registration is bestowed and teachers become fully registered

teachers. Therefore, Professional Standards might be 'experienced' *as regulatory*, rather than *developmental*. Post probation, the Standard for Career-Long Professional Learning, the Standard for Middle Leadership and The Standard for Headship offer "an aspirational and developmental framework for teachers" (SFR, 2021, p. 3).

This dual aspect of Professional Standards as regulatory and developmental, does not appear to be significant for participants in my research. In the 2021 suite of Professional Standards, the surfacing of this duality was addressed through the subtitles on the documents, where on the SPR and SFR it states, these are a "Mandatory Requirements for Registration with the General Teaching Council for Scotland" and for the other Professional Standards it states, these are "An Aspirational Professional Standard for Scotland's Teachers". In addition, there was a change in language from those Professional Standards that are benchmarks, where they can be demonstrated by 'professional actions', meaning this *should* be done, compared with the aspirational and developmental Professional Standards, where standards are demonstrated through 'professional illustrations', how this *could* be done. Perhaps this change in language is too subtle and does not provide clear enough signposting of the dual aspects of Professional Standards. So, although teachers do not understand policy as I have conceptualised it within this thesis, they do understand that the enactment of Professional Standards is important to maintain their registered status.

Reflecting on my developing researcher identity, there was a growing divide between me and my GTC Scotland colleagues, as I engaged in an analysis of Professional Standards, as the dual nature of Professional Standards as regulatory and developmental, and the different positions they offer teachers became evident to me. Some GTC Scotland colleagues positioned Professional Standards as *regulatory* texts, therefore privileging an organisational model of professionalism (Evetts, 2013). In this regulatory framing, Professional Standards are considered an accountability mechanism that reduces variability and improves teacher quality and a competency framework that considers teachers as policy implementers (*see 4.1.1 Implementation of Policy*). In this way, Professional Standards are positioned as a collection of rules. I believe it is only when one engages deeply with policy analysis, that spaces for alternate positions become apparent. In my view, Professional Standards are part of the democratic process of sense making, where texts are contested and interpreted by teachers in context, before being enacted into

practice in ways that support teachers to raise their professional capital. Whether teachers understand Professional Standards as policy is not the issue, what is important, however, is that teachers understand Professional Standards as more than simply a list of things to be demonstrated.

In this EdD research, it was important to conceptualise Professional Standards as policy to explore how teachers enact these in practice and connect to the policy literature. Professional Standards often remain uncontested as teachers initially engage with Professional Standards through ITE and probation, where they are used as benchmarks, thus in a regulatory model which promotes organisational professionalism (Evetts, 2013). This regulatory positioning of Professional Standards was also the deeply held view of GTC Scotland colleagues at the start of the review of the Professional Standards. However, as I engaged deeply with literature, the complexity of enacting Professional Standards and their dual nature, as regulatory or developmental, was brought to the fore. Teachers are in effect enacting policy when they are using Professional Standards, so whether they contextualise these as policy texts is less important.

Summary

Clearly, tensions emerged through my multiple identities within this research process. As I developed my researcher identity through a deep engagement with, and critical appraisal of literature, thinking and writing, my stance towards professional standards shifted. For much of the research process, I was held by the GTC Scotland culture, where colleagues did not share similar policy perspectives and positioned Professional Standards as promoting a seemingly organisational model of professionalism (Evetts, 2013).

As part of the internal GTC Scotland team working on the review of the Professional Standards, I employed my growing confidence as a researcher and my deepening knowledge of Professional Standards to contribute to, and influence the Professional Standards review (2021). However, it is difficult to identify conclusively such evidence or causal links, so offered here are personal reflections which could, and indeed should be considered and perhaps challenged.

While I might, through this research position Professional Standards as policy, I realise that the theory and practice of policy enactment are premised on the reading and thinking I have undertaken. Whether teachers also position Professional Standards as policy is less important; rather, positioning Professional Standards to be *enacted*, rather than *implemented* or *adopted* offers a mechanism whereby different models of professionalism may become a matter of debate by the profession. What is important is that Professional Standards should, in my view, be contested and engaged with in ways that promote an occupational professionalism stance (Evetts, 2013). Problematically, they are positioned by most teachers in this research in an organisational professional model (Evetts, 2013), where they remain unquestioned and as a text to be implemented.

Throughout this EdD, my shifting identities, in particular the development of my researcher identity, highlighted the dual nature of Professional Standards and the importance of different models of teacher professionalism inherent in the text. This emphasises the important role that models of professionalism play in influencing how teachers enact Professional Standards.

References

Adams, J. L., & Harré, R. (2001). Gender positioning: a sixteenth/seventeenth century example. *Journal of the Theory of Social Behaviour*, 31, 331-338. https://doi.org/10.1111/1468-5914.00162.

Adams, P. (2006). Exploring social constructivism: theories and practicalities. *Education,* 34(3), 243-257. https://doi.org/10.1080/03004270600898893

Adams, P. (2011). From 'ritual' to 'mindfulness': policy and pedagogic positioning. *Discourse: Studies in the Cultural Politics of Education*, 32(1), 57-69. https://doi.org/10.1080/01596306.2011.537071

Adams, P. (2014). *Policy and education*. Routledge.

Adams, P. (2016). Education policy: explaining, framing and forming, *Journal of Education*, 3(31) 290-307. https://doi.org/10.1080/02680939.2015.1084387

Adams, P. & Mann, K. (2020). Teacher professional learning and Professional Update in Scotland, *Education 3-13*. DOI: 10.1080/03004279.2020.1751228

Adams, P. & McLennan, C. (2021). Towards initial teacher education quality: Epistemological considerations. *Educational Philosophy and Theory*, 1-11. https://doi.org/10.1080/00131857.2020.1807324

Adoniou, M. (2015). Teacher knowledge – a complex tapestry. *Asia Pacific Journal of Teacher Education*, 43, 99-116. https://doi.org/10.1080/1359866X.2014.932330

Adoniou, M. & Gallagher, M. (2017). Professional standards for teachers—what are they good for? *Oxford Review of Education*, 43(1), 109-126. https://doi.org/10.1080/03054985.2016.1243522

Ainscow, M., Booth, T., & Dyson, A. (2006.) *Improving schools, developing inclusion*. Routledge.

Alexander, P. (2008). Charting the course for the teaching profession: The energising and sustaining role of motivational forces. *Learning and Instruction*, 18, 483-391. https://doi.org/10.1016/j.learninstruc.2008.06.006

Alexander, R.J. (2012) International evidence, national policy and educational practice: Making better use of international comparisons in education. Keynote presentation at the Third Van Leer International Conference on Education, Jerusalem.

Allard, A. (2014) Professional Knowledge and Standards-Based Reforms: Learning from the Experiences of Early Career Teachers English Teaching: *Practice and Critique*, 13(1),

39-54. http://education.waikato.ac.nz/research/files/etpc/files/2014v13n1art3.pdf pp. 39-54

Allard, A., Mayer, D. & Moss, J. (2014). Authentically assessing graduate teaching: outside and beyond neo-liberal constructs. *Australian Education Researcher*, 41(4), 425–43. http://education.waikato.ac.nz/research/files/etpc/files/2014v13n1art3.pdf pp. 39-54

Apple, M. W. (2006). Understanding and interrupting neoliberalism and neoconservatism in education. *Pedagogies*, *1*(1), 21-26.

Arnott, M., & Ozga, J. (2016). Education and nationalism in Scotland: governing a 'learning nation'. *Oxford Review of Education*, *42*(3), 253-265.

Ary, D., Jacobs, L.C., & Razavieh, A. (2002). *Introduction to Research in Education* (6th Ed), Wadsworth/Thomson Learning.

Austin, J.L. (1962) *How to do something with words*. Harvard University Press. Reprinted in 2018.

Australian Institute for Teaching and School Leadership (2011a) National professional standards for teachers.
http://www.aitsl.edu.au/verve/resources/AITSL_National_Professional_Standards or Teachers.pdf

Australian Institute for Teaching and School Leadership (2011b) Media release: National professional standards for teachers.
http://www.aitsl.edu.au/verve/_resources/Media_Statement_-_Standards_Release_-_AITSL_Chair_-_Anthony_Mackay.pdf

Australian Institute for Teaching and School Leadership (2011c)
National professional standards for teachers: Melbourne: Australian Institute for Teacher and School Leadership.
https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf

Australian Institute for Teaching and School Leadership (2015) Evaluation of the Implementation of the Australian Professional Standards for Teachers.
http://www.aitsl.edu.au/docs/default-source/national-policies-resources/apst-interim-report-2014-key-findings.pdf?sfvrsn=10

Australian Institute for Teaching and School Leadership (2016) Initial teacher education reforms. http://www.aitsl.edu.au/initial-teacher-education/ite-reform/accreditation

Bacchi, C. L. (1999). *Women, policy and politics: The construction of policy problems*. Sage.

Bacchi, C. (2000). Policy as discourse: What does it mean? Where does it get us? *Discourse: Studies in the Cultural Politics of Education*, 21, 45-57. DOI: https://doi.org/10.1080/01596300050005493

Bacchi, C. (2009). *Analysing Policy: What's the Problem Represented to Be?* Pearson

Ball, S.J. (1987). *The micropolitics of the school: Towards a theory of school organization.* Methuen.

Ball, S.J. (1990). *Politics and Policy Making in Education*. Routledge.

Ball, S. (1993) What is policy?: texts, trajectories and toolboxes, *Discourse* 13(2), pp. 10-17

Ball, S.J. (1994). *Education reform – a critical and post-structural approach.* Open University Press.

Ball, S.J. (1997). Policy sociology and critical social research: A personal review of recent education policy and policy research. *British Educational Research Journal*, 23(3), 257-274. https://doi.org/10.1080/0141192970230302

Ball, S.J. (2003). The teacher's soul and the terrors of performativity. *Journal of Education Policy*, 18(2), 215-288. https://doi.org/10.1080/0268093022000043065

Ball, S.J. (2006). *Education Policy and Social Class: The Selected Works of Stephen J. Ball*. Routledge.

Ball, S.J. (2008). *The Education Debate*. Policy Press.

Ball, S.J. (2013). *The Education Debate* (2nd ed). Policy Press.

Ball, S.J. (2016). Following policy: networks, network ethnography and education policy mobilities. *Journal of Education Policy,* 31(5), 549-566. https://doi.org/10.1080/02680939.2015.1122232

Ball, S.J. (2021) Response: Policy? Policy research? How absurd?, Critical Studies in Education, 62:3, 387-393, DOI: 10.1080/17508487.2021.1924214

Ball, S. J. & Bowe, R. (1992). Subject departments and the "implementation" of National Curriculum policy: An overview of the issues. *Journal of Curriculum Studies*, 24, 97-115. https://doi.org/10.1080/0022027920240201

Ball, S.J., Bowe, R. & Gewirtz, S (1995) Circuits of schooling: A sociological exploration of parental choice of school in school class contexts. *The Sociological Review*, 43(1). https://doi.org/10.1111/j.1467-954X.1995.tb02478.x

Ball, S. J., Hoskins, K., Maguire, M. & Braun, A. (2011a). Disciplinary texts: a policy analysis of national and local behaviour policies, *Critical Studies in Education*, 52(1), 1-14. https://doi.org/10.1080/17508487.2011.536509

Ball, S. J., Maguire, M, Braun, A. & Hoskins, K. (2011b). Policy subjects and policy actors in schools: some necessary but insufficient analyses. *Discourse: Studies in the Cultural Politics of Education*, 32(4), 611-624. https://doi.org/10.1080/01596306.2011.601564

Ball, S. J., Maguire, M, Braun, A. & Hoskins, K. (2011c). Policy actors: doing policy work in schools. *Discourse: Studies in the Cultural Politics of Education*, 32(4),625-639. https://doi.org/10.1080/01596306.2011.601564

Ball, S. J., Maguire, M. & Braun, A., Hoskins, K & Perryman J. (2012b). *How schools do policy: Policy enactment in secondary schools.* Routledge.

Ball, S. J., Maguire, M., Braun, A., Perryman, J. & Hoskins, K. (2012a). Assessment technologies in schools: 'deliverology' and the 'play of dominations', *Research Papers in Education*, 27(5), 513-533. https://doi.org/10.1080/02671522.2010.550012

Bamberg, M. (2010). Blank check for biography? Openness and ingenuity in the management of the "Who-am-I-question." In D. Schriffin, A.de Fina, & A. Nylund (eds.), Telling stories (pp. 181-199). Georgetown University Press.

Bamberg, M. (2012). Narrative analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA Handbooks in Psychology*. Vol. 2. Research designs: Quantitative, qualitative, neuropsychological, and biological (pp. 85–102). American Psychological Association.

Bamberg, M. (2014). Narrative practices versus capital-D discourses: Ways of investigating family. *Journal of Family Theory & Review*, 6(1), 132- 136 https://doi.org/10.1111/jftr.12033

Bamberg, M., De Fina, A., & Schiffrin, D. (2011). *Discourse and identity construction. In Handbook of identity theory and research.* Springer.

Barthes, R. (1990) S/Z. R. Miller (Trans.) Blackwell Publishing. Original work published in 1974.

Barry, A., Osborne, T., & Rose, N. (1993). Liberalism, neo-liberalism and governmentality: An introduction. Economy and Society, 22(3), 265–266. https://doi.org/10.1080/03085149300000017

Bassey, M (1998). Fuzzy Generalisation: an approach to building educational theory. A paper presented at the British Educational Research Association Annual Conference.

Bassey, M. (1999). *Case study research in educational settings*. McGraw-Hill Education.

Bauman, Z. (2000). *Liquid modernity*, Cambridge: Polity Press.

Bauman, Z. (2004). *Identity*, Cambridge: Polity Press.

Bazeley, P. & Jackson, K. (2013). Qualitative Data Analysis with NVivo (2nd edition). Sage.

Beck, A. D. (2016). Policy processes, professionalism and partnership: an exploration of the implementation of 'Teaching Scotland's Future'. http://theses.gla.ac.uk/8560/

Beighton, C. (2016). Payback time? Discourses of lack, debt and the moral regulation of teacher education. *Discourse: Studies in the Cultural Politics of Education,* 37(1), 30-42. https://doi.org/10.1080/01596306.2014.927142

Bell, L. & Stevenson, H. (2006). *Education Policy.* Routledge.

Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative research*, 15(2), 219-234. https://doi.org/10.1177/1468794112468475

Beyer, L.E. (2002). The politics of standards and the education of teachers. *Teaching Education*, 13(3), 305–316. https://doi.org/10.1080/1047621022000023280

Biesta, G. (2007). Why "what works" won't work: Evidence-based practice and the democratic deficit in educational research. *Educational Theory*, 57(1), 1-22. https://doi.org/10.1111/j.1741-5446.2006.00241.x

Biesta, G. (2008). What kind of citizen? What kind of democracy? Citizenship education and the Scottish Curriculum for Excellence. *Scottish Educational Review*. 40, 38-52. https://www.scotedreview.org.uk/media/microsites/scottish-educational-review/documents/102.pdf

Biesta, G. (2009). Education Between Accountability and Responsibility. In Re-Reading Education Policies, 650-666. https://doi.org/10.1163/9789087908317_033

Biesta, G. (2015). *Good education in an age of measurement: Ethics, politics, democracy*. Routledge.

Biesta, G., Priestley, M., & Robinson, S. (2015). The role of beliefs in teacher agency. *Teachers and Teaching,* 21(6), 624-640. https://doi.org/10.1080/13540602.2015.1044325

Bird, C. M. (2005). How I stopped dreading and learned to love transcription. *Qualitative Inquiry*, *11*(2), 226-248. https://doi.org/10.1177/1077800404273413

Blasé, J.J. (1986). Socialization as humanization: One side of becoming a teacher. *Sociology of Education*, 59(2), 235-256

Blasé, J.J. (1989). The teachers' political orientation vis-à-vis the principal: The micropolitics of the school. In J. Hannaway & R. Crowson (Eds.), *The politics of reforming school administration, the 1988 Yearbook of the Politics of Education Association* (pp. 113-126). Falmer.

Blasé, J.J. (1991). Everyday political perspectives of teachers towards students: The dynamics of diplomacy. In J.J. Blasé (Ed.), *The politics of life in schools: Power, conflict, and cooperation* (pp. 185-206). Sage.

Blasé, J., & Anderson, G. (1995). *The micropolitics of educational leadership: From control to empowerment.* Teachers College Press.

Beasley, C., & Bletsas, A. (2012). Engaging with Carol Bacchi. Strategic interventions and exchanges. University of Adelaide Press. https://doi.org/10.1017/9780987171856

Bloomfield, D. (2009). Working within and against neoliberal accreditation agendas: Opportunities for professional experience. *Asia-Pacific Journal of Teacher Education*, 37(1), 27-44. https://doi.org/10.1080/13598660802530503

Bogdan, R.G. & Biklen S.K. (1992). *Qualitative Research for Education* (2nd ed). Allyn & Bacon.

Bolam, R., & McMahon, A. (2004). Literature, definitions and models: Towards a conceptual map. In C. Day & J, Sachs (Eds) *International handbook on the continuing professional development of teachers*, 33-63. University Press.

Borg, W.R. & & Gall, M.D (1989). *Educational Research: An introduction* (5th Ed) Longman.

Bourke, T., & Lidstone, J. (2015). What is Plan B? Using Foucault's archaeology to enhance policy analysis. *Discourse: Studies in the Cultural Politics of Education*, 36(6), 833-853. https://doi.org/10.1080/01596306.2014.903611

Bourke, T., Ryan, M. E., & Lidstone, J. (2013). Reflexive professionalism: Reclaiming the voice of authority in shaping the discourses of education policy. *Asia-Pacific Journal*

of Teacher Education, 41(4), 398-413. https://doi.org/10.1080/1359866X.2013.838619

Bowe, R., Ball, S., & Gold, A. (1992). *Reforming education and changing school.* Routledge.

Bowe, R., Ball, S. J., & Gold, A. (2017). *Reforming education and changing schools: Case studies in policy sociology* (Vol. 10). Routledge.

Boyt, T. E., Lusch, R. F., & Naylor, G. (2001). The role of professionalism in determining job satisfaction in professional services: A study of marketing researchers. *Journal of Service Research*, 3(4), 321-330. https://doi.org/10.1177/109467050134005

Braun, A., Ball, S. J., Maguire, M., & Hoskins, K. (2011). Taking context seriously: Towards explaining policy enactments in the secondary school. *Discourse: Studies in the Cultural Politics of Education*, 32(4), 585-596. https://doi.org/10.1080/01596306.2011.601555

Braun, A., Maguire, M., & Ball, S. J. (2010). Policy enactments in the UK secondary school: Examining policy, practice and school positioning. *Journal of Education* Policy, 25(4), 547-560. https://doi.org/10.1080/02680931003698544

Braun, A., & Maguire, M. (2020). Doing without believing–enacting policy in the English primary school. *Critical Studies in Education*, 61(4), 433-447.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. https://doi.org/10.1191/1478088706qp063oa

Braun, V., & Clarke, V. (2012) *Thematic Analysis.* In H. Cooper (Ed.), *APA Handbook of Research Methods in Psychology*, Vol 2, (pp.57-71). American Psychological Association.

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners.* Sage.

Braun, V., & Clarke, V. (2014). *Encyclopaedia of Critical Psychology*. Springer. https://doi.org/10.1007/978-1-4614-5583-7_311

Braun, V., & Clarke, V. (2017). Thematic Analysis. *The Journal of Positive Psychology,* 12(3). https://doi.org/10.1080/17439760.2016.1262613

Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis*, Qualitative Research in Sport, Exercise and Health*, 11(4), 589-597. https://doi.org/10.1080/2159676X.2019.1628806

Braun, V., & Clarke, V. (2020) One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*. https://doi.org/10.1080/14780887.2020.1769238

Braun, V., & Clarke, V. (2021). To saturate or not to saturate? Questioning data saturation as a useful concept for thematic analysis and sample-size rationales. *Qualitative Research in Sport, Exercise and Health*, 13(2), 201-216. https://doi.org/10.1080/2159676X.2019.1704846

Braun, V., & Clarke, V. (2021). Conceptual and Design Thinking for Thematic Analysis. *Qualitative Psychology*. http://dx.doi.org/10.1037/qup0000196

Braybrooke, D., & Lindblom, C. E. (1963). Strategy of Decision; policy evaluation as a social process. The Free Press.

Brooks, J.G. & Brooks, M.G. (1993). In Search of Understanding: The Case for Constructivist Classrooms. Association of Curriculum Development.

Brown, A. L., & Campione, J. C. (1996). Psychological theory and the design of innovative learning environments: On procedures, principles, and systems. Lawrence Erlbaum Associates, Inc.

Browne, J., Coffey, B., Cook, K., Meiklejohn, S., & Palermo, C. (2019). A guide to policy analysis as a research method. *Health Promotion International*, 34(5), 1032-1044. https://doi.org/10.1093/heapro/day052.

Bruner, J. (1991). The narrative construction of reality. *Critical Inquiry*, 18(1), 1-21. http://www.jstor.org/stable/1343711

Brunner, D.D. (1998). *Between the masks: Resisting the politics of essentialism*, Lanham, MD: Rowman & Littlefield.

Bryan, H. (2012). Reconstructing the teacher as a post-secular pedagogue: a consideration of the new Teachers' Standards. *Journal of Beliefs & Values*, 33(2), 217-228. https://doi.org/10.1080/13617672.2012.694064

Bryce, T., & Humes, W. (2003). *Scottish Education: post-devolution*. Edinburgh University Press.

Bryman, A. (2012). *Social Research Methods* (4th Edition). Oxford University Press

Bullough Jr, R. V., & Draper, R. J. (2004). Making sense of a failed triad: Mentors, university supervisors, and positioning theory. *Journal of Teacher Education*, 55(5), 407-420. https://doi.org/10.1177/0022487104269804

Burns, A. and Richards, J., Eds., (2009). *The Cambridge Guide to Second Language Teacher Education.* Cambridge University Press.

Burns, T. & F. Köster (2016). Modern governance challenges in education. In T. Burns & F. Köster (Eds.), *Governing Education in a Complex World*, OECD Publishing. https://doi.org/10.1787/9789264255364-3-en.

Call, K. (2018). Professional teaching standards: A comparative analysis of their history, implementation and efficacy. *Australian Journal of Teacher Education*, 43(3), 6. https://doi.org/10.14221/ajte.2018v43n3.6

Callinicos, A. (2004). *Making history: Agency, structure, and change in social theory*. Brill.

Cameron, D., Frazer, E., Harvey, P., Rampton, M. B. H. and Richardson, K., eds. 1992. *Researching language: Issues of power and method*, London, UK: Routledge

Carney, S. (2012). Imagining globalisation: Educational policy scapes. In G. Steiner-Khamsi & F. Waldow (Eds.), Policy borrowing and lending in education (pp. 339–353). London: Routledge.

Carr, D. (2003). *Making sense of education: An introduction to the philosophy and theory of education and teaching.* Routledge.

Carr, W. & Kemmis, S. (1983) *Becoming Critical: knowing through action research* (Geelong, Deakin University Press).

Centre of Study for Policies and Practices in Education (2013) *Learning Standards, Teaching Standards and Standards for School Principles: A Comparative Study*. OECD Education, Working Paper, No. 99, OECD Publishing. http://dx.dio.orf/10.1787/5k3tsjqtp90v-en

Ceulemans, C. (2017). How to move beyond the trust–control dilemma? What insight into the work of educational standards might have to offer? *Studia Paedagogica*, 22(2), 33-51. https://doi.org/10.5817/SP2017-2-3

Ceulemans, C., Simons, M., & Struyf, E. (2012). Professional standards for teachers: How do they 'work'? An experiment in tracing standardisation in-the-making in teacher education. *Pedagogy, Culture & Society*, 20(1), 29-47. https://doi.org/10.1080/14681366.2012.649414

Chamberlain, K. (2012). Do you really need a methodology? *Qualitative Methods in Psychology Bulletin*, 13(59), e63.

Charmaz, K. (2002). Qualitative Interviewing and Grounded Theory Analysis. In JF Gubrium and JA Holstein (Eds.) *Handbook of interview research*. *Context & method.* Sage Publications, 675-694.

Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis.* Sage.

Christie, D. (2003). Competences, Benchmarks and Standards in Teaching. In T.G.K. Bryce and W.M. Humes (eds) *Scottish Education, 2nd ed, Post Devolution* (p. 952 – 963) Edinburgh University Press.

Christie, D. (2008). Benchmarks and Standards in Teaching. In T.G.K. Bryce and W.M. Humes (eds) *Scottish Education, 3rd ed, Beyond Devolution* (p. 845 – 854) Edinburgh University Press.

Christie, D. (2006). *The standard for chartered teacher in Scotland: a new context for the assessment and professional development of teachers.* Studies in Educational Evaluation, 32 (1). pp. 53-72. ISSN 0191-491X (https://doi.org/10.1016/j.stueduc.2006.01.001)

Clarke, J., Bainton, D., Lendvai, N., & Stubbs, P. (2015). Making policy move. Bristol: Policy Press

Clarke, M., & Moore, A. (2013). Professional standards, teacher identities and an ethics of singularity. *Cambridge Journal of Education*, 43(4), 487-500. https://doi.org 10.1080/0305764X.2013.819070

Clegg, S. R. (1989). *Frameworks of power*. Sage.

Clinton, J., Dinham, S., Savage, G., Aston, R., Dabrowski, A., Gullickson, A., Calnin, G. & Arbour, G. (2015). Evaluation of the implementation of the Australian professional standards for teachers. http://hdl.handle.net/11343/129501

Coburn, C. E. (2005). Shaping teacher sensemaking: School leaders and the enactment of reading policy. *Educational policy*, *19*(3), 476-509. https://doi.org/10.1177/0895904805276143

Cochran-Smith M. & Zeichner K. (Eds.). (2005a). Studying Teacher Education: The report of the AERA panel on research and teacher education. American Educational Research Association.

Cochran-Smith, M. (2005b). The new teacher education: For better or for worse? *Educational Researcher*, 34(7), 3-17. https://doi.org/10.3102/0013189X034007003

Cochran-Smith, M., & Lytle, S. L. (2015) *Inquiry as stance: Practitioner research for the next generation.* Teachers College Press.

Cochran-Smith, M., Piazza, P., & Power, C. (2013). The politics of accountability: Assessing teacher education in the United States. *Educational Forum* 77(1) 6-27. https://doi.org/10.1080/00131725.2013.7 39015

Codd, J. A. (1988). The construction and deconstruction of educational policy documents. Journal of Education Policy, 3(3), 235-247. https://doi.org/10.1080/0268093880030303

Codd, J. (2005). Teachers as 'managed professionals' in the global education industry: The New Zealand experience. *Educational Review*, 57(2), 193-206. https://doi.org/10.1080/0013191042000308369

Coe, R., Waring, M, Hedges, L.V. & Arthur, J. (2017). *Research methods and methodologies in education* (2nd edition). Sage.

Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education* (6th Edition). Routledge

Cohen, L., Manion, L. & Morrison, K. (2018). Research Methods in Education (8th Edition). Routledge

Colebatch, H.K. (2002). Government and governmentality: Using Multiple Approaches to the Analysis of Government, *Australian Journal of Political Science*, (37)4 417-435. https://doi.org/10.1080/1036114021000026346

Colebatch, H.K. (2006). *Policy* (2nd ed.) Open University Press.

Colebatch, H. K. (2009) *Policy* (3rd ed.). Open University Press

Collins, J. (2020) Genius of the AND https://www.jimcollins.com/concepts/genius-of-the-and.html

Considine, M. (1994) Public Policy: A Critical Approach, Melbourne, Vic.: Macmillan.

Constantinou, C. S., M. Georgiou, and M. Perdikogianni (2017). A Comparative Method for Themes Saturation (Comets) in Qualitative Research. *Qualitative Research 17* (5): 571–588. https://doi.org/10.1177/1468794116686650.

Cox, T. (1993). *Cultural diversity in organizations: Theory, research and practice*. Berrett-Koehler Publishers.

Creswell, J.W. (2014). *Research design: qualitative, quantitative and mixed methods approaches.* Sage.

Creswell, J. W. (2018). *Qualitative inquiry and research design: Choosing among five traditions* (4th ed.). Sage Publications.

Dale, R. (1979) "The politicisation of school deviance: reactions to William Tyndale", in Barton, L. and Mieghan, R. (eds) Schools, Pupils and Deviance, Driffield, Nafferton.

Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work.* Jossey-Bass Education Series.

Darling-Hammond, L. (1998). Teachers and Teaching: Testing policy hypotheses from a national commission report. *Educational Researcher*, 27(1), 5-15. https://doi.org/10.3102/0013189X027001005

Darling-Hammond, L. (1999). Reshaping teaching policy, preparation, and practice. Influences of the National Board for professional teaching standards. American Association of Colleges for Teacher Education. https://doi.org/10.1016/S1474-7863(07)11002-4

Davies, B. & Harré, R (1990). Positioning: The discursive production of selves. *Journal for the Theory of Social Behaviour*, 20, 43-63. https://doi.org/10.1111/j.1468-5914.1990.tb00174.x.

Davies, B. & Harré, R. (1999). *Positioning and Personhood in Positioning Theory*, Harré & van Langenhove (Eds.), Positioning theory. Moral contexts of intentional action (pp. 14-31). Blackwell.

Day, C. 1999. *Developing Teachers: the challenges of lifelong learning*, London: Falmer Press.

Day, C., & Sachs, J. (2004). Professionalism, performativity and empowerment: discourses in the politics, policies and purposes of continuing professional development. In C. Day & J. Sachs (Eds.), *International Handbook on the Continuing Professional Development of Teachers,* (pp. 3-32).

Day, C., & Smethem, L. (2009). The effects of reform: Have teachers really lost their sense of professionalism? *Journal of Educational Change*, 10(2), 141-157.

Dean, J., Furness, P., Verrier, D., Lennon, H., Bennett, C., & Spencer, S. (2018). Desert island data: an investigation into researcher positionality. *Qualitative Research*, *18*(3), 273-289.

Deep Provisions in Regional Trade Agreements: How Multilateral-friendly: An Overview of OECD Findings. (2014) OECD Trade Policy Papers No. 168. https://doi.org/10.1787/5jxvgfn4bjf0-en.

Delandshere, G., & Petrosky, A. (2004). Political rationales and ideological stances of the standards-based reform of teacher education in the US. *Teaching and Teacher Education*, *20*(1), 1-15. https://doi.org/10.1016/j.tate.2003.09.002

Demszky, A., & Nassehi, A. (2014). The role of knowledge in scientific policy advice. In T. Fenwick, E. Mangez, & J. Ozga (Eds.), World yearbook of education: Governing knowledge: Comparison, knowledge-based technologies and expertise in the regulation of education (pp. 113–127). London: Routledge.

Denscombe, M. (2014). *The good research guide* (4th ed). Open University Press.

Denzin, N. K. (2008). The new paradigm dialogues and qualitative inquiry. *International Journal of Qualitative Studies in Education*, 21(4), 315-325. https://doi.org/10.1080/09518390802136995

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage Handbook of qualitative research*. Sage.

Denzin, N., & Lincoln, Y. (2013). Introduction: The Discipline and Practice of Qualitative Research. In N. Denzin & Y. Lincoln (Eds.), *The Landscape of Qualitative Research* (pp. 1-37). Sage Publications.

Denzin, N. K., & Lincoln, Y. S. (2018). *The SAGE handbook of qualitative research* (5th ed.). Sage Publications.

Department for Education (2010). The Importance of Teaching, White paper, London: DfE. Retrieved from https://www.gov.uk/government/publications/the-importance-of-teaching-the-schools-white-paper-2010.

Dewey, J. (1934). *Individual Psychology and Education the Philosopher*, Vol 12, http://www.the-philosopher.co.uk/2016/08/individual-psychology-and-education-1934.html

Dewey, J. (1916/1980). The need for social psychology. In J.A. Boydston (Ed.), John Dewey: The middle works, 1899-1924, Volume 10 (pp. 53-63). Southern Illinois University.

Dey, I. (1999). *Grounding Grounded Theory.* Academic Press.

Diem, S., Young, M.D., Welton, A.D., Cumings Mansfield, K. & Pei-Ling Lee (2014). The intellectual landscape of critical policy analysis. *International Journal of Qualitative Studies in Education*, 27(9), 1068-1090, https://doi.org/10.1080/09518398.2014.916007

Dodgson, J.E. (2019). Reflexivity in Qualitative Research. *Journal of Human Lactation*, 35(2) 220–222. https://doi.org/10.1177/0890334419830990

Doecke, B. (2004). Professional identity and educational reform: Confronting my habitual practices as a teacher educator. *Teaching and Teacher Education*, 20(2), 203-215. https://doi.org/10.1016/j.tate.2003.12.001.

Donaldson, G. (2011). Teaching Scotland's Future: Report of a review of teacher education in Scotland. Scottish Government.

Doody, O, Noonan, M. (2013). Preparing and conducting interviews to collect data. *Nurse Researcher*. https://doi.org/h10.7748/nr2013.05.20.5.28.e327

Drever, E. (1995). *Using Semi-structured Interviews in Small scale Research: a teacher's guide.* The Scottish Council for Educational Research.

Dye T. (1992). *Understanding Public Policy* (7th ed). Englewood Cliffs, NJ: Prentice Hall.

Easton, D. (1953) The Political System, New York: Knopf.

Education and Regeneration speech by Tony Blair November 2005. https://www.theguardian.com/politics/2005/oct/24/speeches.education

Education Scotland (2021) An empowered system resource. Teachers and practitioner guidance https://education.gov.scot/improvement/Documents/EmpoweredSystem_TeacherPractitioner.pdf

Education Bill (2018) (draft) John Swinney statement to Parliament 2019 https://www.holyrood.com/news/view,scottish-government-confirms-education-bill-shelved-in-favour-of-collaborative-approach_10489.htm

Elbaz, F. (1990). Knowledge and discourse: the evolution of research into teachers' thinking. In C. Day, M. Pope and P. DeNicola (eds) *Insights into Teachers Thinking and Practice*. Falmer (pp. 15-42)

Elliott, J. & Lukes, D. (2008). Epistemology as ethics in research and policy: the use of case studies. *Journal of Philosophy of Education*, 4(1), 87-119. https://doi.org/10.1111/j.1467-9752.2008.00629.x

Ely, M., Vinz, R., Downing, M. and Anzul, M. (1997). *On writing qualitative research: living by words*, Routledge/Falmer.

Erikson, K. (1986). On Work and Alienation. American Sociological Review, 51(1), 1-8. Retrieved January 23, 2021, from http://www.jstor.org/stable/2095474.

Ethical Guidelines for Educational Research (2018). British Educational Research Association. https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018

Etzioni, A (1968). *The Active Society*. The Free Press. https://ssrn.com/abstract=3123112

Evans, L. (2008). Professionalism, professionality and the development of education professionals, *British Journal of Educational Studies*, 56:1, 20-38, https://doi.org/10.1111/j.1467-8527.2007.00392.

Evetts, J. (2003). The Sociological Analysis of Professionalism: Occupational Change in the Modern World. *International Sociology*, June 2003, Vol 18(2): 395–415 https://doi.org/10.1177/0268580903018002005

Evetts, J. (2006). The sociology of professional groups: new directions. *Current Sociology*, 54, 133-143. https://doi.org/10.1177/0011392106057161

Evetts, J. (2009). New Professionalism and New Public Management: Changes, Continuities and Consequences. *Comparative Sociology* 8(2) 247-266. https://doi.org/10.1163/156913309X421655

Evetts, J. (2012). Professionalism in Turbulent Times: Changes, Challenges and Opportunities. Keynote Presentation to Professional Practice and Learning (proPEL) Conference,2012. http://www.propel.stir.ac.uk/downloads/JuliaEvetts-FullPaper.pdf

Evetts, J. (2013). Professionalism: Value and Ideology. *Current Sociology Review* 61(5-6) 778-796. https://doi.org/10.1177/0011392113479316

Fairclough, N. (1992). Discourse and text: Linguistic and intertextual analysis within discourse analysis. *Discourse & Society*, *3*(2), 193-217.

Fairclough, N. (2013). Critical discourse analysis and critical policy studies. *Critical Policy Studies*, 7(2), 177-197, https://doi.org/10.1080/19460171.2013.798239

Fay, B. (1975). *Social Theory and Political Practice*. London: Allen and Unwin

Fenwick, T. (2010). (un)Doing standards in education with actor network theory. *Journal of Educational Policy*. 25(2), 117-133 https://doi.org/10.1080/02680930903314277

Fenwick, T., & Edwards, R. (2010). *Actor-network theory in education*. Routledge

Fielding, N. & Lee, R.M. (1998) *Computer Analysis and Qualitative Research*. Sage

Finn, T. & Hamilton, T. (2013). The General Teaching Council for Scotland: An Independent Professional Body. In Bryce, T. G. K., Humes, W. M., Gillies, D., Kennedy,(Eds.) *Scottish Education 4th ed, Referendum* (p. 964 – 973) Edinburgh University Press.

Firestone, W.A. (1987). Meaning in method: the rhetoric of quantitative and qualitative research. *Educational Researcher*, 16(7), p16-21

Flick, U. (1998). Mapping the field. In U. Flick (ed.) *The Sage handbook of qualitative analysis.* p 3-18. Sage

Flores, M.A (2017). Advancing Professionalism in Teacher Professional Standards and Teacher Quality. ECER (2017) conference. https://eera-ecer.de/ecer-programmes/conference/22/contribution/41710/

Flyvbjerg, B (2016). Five misunderstandings about case study research. *Qualitative Inquiry* 12(2), 2-19-245. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2368782

Folkes L. (2022). Moving beyond 'shopping list' positionality: Using kitchen table reflexivity and in/visible tools to develop reflexive qualitative research. *Qualitative Research*. 0(0), 1-18 doi:10.1177/14687941221098922

Forde, C., McMahon, M., Hamilton G. & Murray, R. (2016). Rethinking professional standards to promote professional learning. *Professional Development in Education*. 42(1), 19-35 https://doi.org/10.1080/19415257.2014.999288

Forde. C. & Torrance, D. (2021). Leadership at all levels: system alignment through empowerment in Scottish education? *School Leadership & Management*, 41:1-2, 22-40, https://doi.org/10.1080/13632434.2020.1825372

Forde, C., Torrance, D., Mitchell, A., McMahon, M., & Harvie, J. (2021). Education governance and the role of the headteacher: The new policy problem in Scottish education. *Management in Education*, 08920206211057348.

Foucault, M. (1977). *The Archaeology of Knowledge*. Tavistock.

Foucault, M. (1991). Governmentality. In G. Burchell, C. Gordon & P. Miller (eds) The Foucault effect: studies in governmentality. Chicago: University of Chicago Press, pp. 87–104. Rein, M. (1983). Value-critical policy analysis. *Ethics, the social sciences, and policy analysis*, 83-111.

Fournier, V. (1999). The appeal to "professionalism" as a disciplinary mechanism. *Sociological Review*, 47, 280-307. https://doi.org/10.1111/1467-954X.00173

Fox, C.J. (1992). What do we mean when we say "Professionalism"? A language usage analysis for public administration. *The American Review of Public Administration*, 22(1), 1-17. https://doi.org/10.1177/027507409202200101

Freidson, E. (1994.) *Professionalism Reborn: Theory, Prophecy and Policy*. Cambridge: Polity Press.

Galea, S., Merchant, R. M., & Lurie, N. (2020). The mental health consequences of COVID-19 and physical distancing: The need for prevention and early intervention. *JAMA*

Internal Medicine, 180, 817–818. https://doi.org/10.1001/jamainternmed.2020.1562

Ganz, M. (2007). Telling your public story: Self, Us, Now. Kennedy School of Government. https://www.welcomingrefugees.org/sites/default/files/documents/resources/Public%20Story%20Worksheet07Ganz.pdf

Gee, J.P. (1996). *Social Linguistics and Literacies: Ideology in Discourse*. Routledge

Gee, J.P. (2014). *How to do Discourse Analysis: A toolkit,* 2nd edition. Routledge

Gee, J.P. (2015). *Social Linguistics and Literacies: Ideology in Discourse* (5th ed). Routledge.

Geertz, C. (1973). Thick description: Towards an interpretive theory of culture. In C. Geertz, *The interpretation of cultures* (3-30). Basic Books.

Geertz, C. (1983). From the Natives Point of View: On the Nature of Anthropological Understanding in Local Knowledge: Further Essays in Interpretive Anthropology, 55-70. Basic Books.

General Teaching Council for Scotland: General Privacy Notice https://www.gtcs.org.uk/wp-content/uploads/2021/09/general-privacy-notice.pdf

General Teaching Council for Scotland: Standard for Full Registration (2012). Retrieved from http://www.gtcs.org.uk/professional-standards/standards-for-registration.aspx.

General Teaching Council for Scotland. Matheson (2015). *Milestones and Minefield, The General Teaching Council: The First Fifty Year*

General Teaching Council for Scotland (2017). Professional Update Annual Evaluation 16-17. http://www.gtcs.org.uk/web/FILES/FormUploads/Professional%20Update%20Annual%20Evaluation%2016-17450636_13339.pdf

General Teaching Council for Scotland (2019). Professional Update Longitudinal Study 2014-2019. https://gtcsnew.gtcs.org.uk/web/FILES/PU_Files/professional-update-five-year-longitudinal-study.pdf

General Teaching Council for Scotland (2019). Unlocking the Potential of Professional Review and Development. http://www.gtcs.org.uk/web/FILES/professional-development/professional-review-development-guidance.pdf

General Teaching Council for Scotland Strategic Plan (2020-23) Inspiring world-class teaching professionalism. http://www.gtcs.org.uk/web/FILES/the-council/gtcs-strategic-plan-2020.pdf

Gergen, K. (1999). *An invitation to social construction*. Sage.

Gergen, K. J. (1995). Social construction and the educational process. In L. P. Steffe & J. Gale, *Constructivism in Education*, (pp. 17-39).

Gewirtz, S., Mahony, P., Hextall, I., & Cribb, A. (Eds.). (2009). *Changing teacher professionalism: International trends, challenges and ways forward*. Routledge.

Getenet, S. Trimble, A. & Nailon, D. (2013). Perspectives on professional development in Australian education: Some realities of standards-based professional development. *International Journal of Innovative Interdisciplinary Research*. 2(2), 34-48.

Giampapa, F. (2011). The Politics of "Being and Becoming" a Researcher: Identity, Power, and Negotiating the Field, Journal of Language, Identity & Education, 10:3, 132-144, DOI: 10.1080/15348458.2011.585304

Gibbs, G. R. (2012). Software and qualitative. *Research methods and methodologies in education*, 251.

Gibbs, G.R., Lewins, A. & Silver, C. (2005). What software does and does not do. http://onlineqda.hud.ac.uk/Intro_CAQDAS?what

Gillham, B. (2000). *The research interview*. Continuum.

Giroux, H. (2002). Teachers as transformative Intellectuals. Symposium on Understanding Quality Education; Conference on Re-visioning Quality in Education

Giroux, H.A. (2011). *On critical pedagogy*. Continuum Publishing Corporation.

Glaser, J., & Laudel, G. (2013). Life with and without coding: Two methods for early-stage data analysis. In *Qualitative Research Aiming at Causal Explanations, "Forum: Social qualitative research* (Vol. 14).

Glaser, B.G. & Strauss, A.L. (1967). *The discovery of grounded theory: strategies for qualitative research.* Aldine Publishing.

Goodwin, S. (2011). Analysing Policy as Discourse: Methodological Advances in Policy Analysis in Methodological Choice and Design: Scholarship, Policy and Practice in *Social and Educational Research*. Markauskaite, L. Freebody, P. & Irwin, J (eds) https://doi.org/10.1007/978-90-481-8933-5

Grix, J. (2002). Introducing Students to the generic terminology of social research. *Politics* 22(3) 175-186 https://doi.org/10.1111/1467-9256.00173

Groundwater-Smith, S., & Mockler, N. (2009). *Teacher professional learning in an age of compliance: Mind the gap* (Vol. 2). Springer Science & Business Media.

Gu, Q., Sammons, P., & Chen, J. (2018). How principals of successful schools enact education policy: Perceptions and accounts from senior and middle leaders. Leadership and *Policy in Schools*, 17(3), 373-390. https://doi.org/10.1080/15700763.2018.1496344

Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. Sage.

Guba, E.G. & Lincoln, Y. (1981). *Effective evaluation*. Jossey-Bass

Guest, G. Bunce, A, Johnson, L. (2006). How many Interviews are enough? An experiment with data saturation and variability. *Family Health International; Field Methods* 18(1), 59-82. https://doi.org/10.1177/1525822X05279903

Guest, G., MacQueen, K. M., & Namey, E. E. (2012). Introduction to applied thematic analysis. *Applied thematic analysis*, *3*(20), 1-21.

Guide to the General Data Protection Regulation (GDPR)(2018). https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/

Hall, S. (1980). *Encoding-Decoding*. London: Routledge.

Hamilton, T. (2013). The General Teaching Council for Scotland as an Independent Professional Body – But for How Long? In Bryce, T. G. K., Humes, W. M., Gillies, D., Kennedy,(Eds.) *Scottish Education 5th ed,* (p. 873 – 883) Edinburgh University Press.

Hamilton, L. & Corbet-Whittier, C. (2013). *Using case study in education research*. SAGE publications.

Hammersley, M. (2013). What Is Qualitative Synthesis and why do it? *The Myth of Research Based Policy and Practice*, *130*, 151.

Hammersley, M., & Aitken, P. (1995). *Ethnography: Principles in Practice* (2nd Ed). Routledge.

Hanf, K. Hjern, B. & Porter, D (1978) Local networks of manpower training in the Federal Republic of Germany and Sweden. In K. Hanf & F.W. Scharpf (eds.) *Internationalisation Policy Making: Limits to Co-ordination and Central Control.* Sage.

Hargreaves, A. (2000). Four Ages of Professionalism and Professional Learning. *Teachers and Teaching*. 6(2), 151-182. https://doi.org/10.1080/713698714

Hargreaves, A. & Fullan, M. (2012). *Professional Capital: Transforming Teaching in every school*: Routledge.

Hargreaves, A., & O'Connor, M. T. (2018). *Collaborative professionalism: When teaching together means learning for all*. Corwin Press.

Harré, R. (1991). The Discursive Production of Selves. *Theory & Psychology*, Sage 1(1), 51-63. https://doi.org /10.1177/0959354391011004

Harré, R. (2004). Positioning Theory. http://www.massey.ac.nz/_alock/virtual/positioning.doc??

Harré, R. (2012). Methods of research: Cultural/discursive psychologies. In R. Harré & F. Moghaddam (Eds.), *Psychology for the third millennium*, 20-36. SAGE.

Harré, R. (2012b). Positioning theory: Moral dimensions of sociocultural psychology. In J. Valsiner (Ed.), *The Oxford handbook of culture and psychology*, 191-206. Oxford University Press.

Harré, R., & van Langenhove, L. (2010). Varieties of positioning. In L. van Langenhove (Ed.), *People and Societies*, 106-120. Routledge.

Harré, R., Moghaddam, F.M., Pilkerton Cairnie, T., Rothbart, D. & Sabat, S.R. (2009). Recent Advances in Positioning Theory. *Theory & Psychology*. Sage Publications 19(1), 5-31. https://doi.org/10.1177/0959354308101417

Harvey, D. (2005). *A Brief History of Neoliberalism*. Oxford University Press

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* Routledge.

Heimans, S., Singh, P., & Glasswell, K. (2017). Doing education policy enactment research in a minor key. *Discourse: Studies in the cultural politics of education*, *38*(2), 185-196. https://doi.org/10.1080/01596306.2015.1074428

Helco, H. (1972). Review Article: Policy Analysis. *British Journal of Political Science*, 2(1), 83-108. https://doi.org/10.1017/S0007123400008449

Helco, H. (1974). *Modern social politics in Britain and Sweden: from relief to Income maintenance.* University Press.

Helco, H (1969). Review Article: Policy Analysis. *British Journal of Political Science*. 2, 83-108

Helsby, G. (1999). Changing teachers' work. Open University Press.

Hirvonen, P. (2016). *Positioning theory and small-group interaction: Social and task positioning in the context of joint decision-making.* Sage Open, 6(3), https://doi.org/10.1177/2158244016655584

Ho, K. H. M., Chiang, V. C. L. & Leung, D. (2017). Hermeneutic phenomenological analysis: The 'possibility' beyond 'actuality' in thematic analysis. *Journal of Advanced Nursing* 73 (7):1757–66. https://doi.org/10.1111/jan.13255.

Hochschild, J. L. (2009). *Conducting intensive interviews and elite interviews. In Workshop on interdisciplinary standards for systematic qualitative research* (pp. 124-127). National Science Foundation.

Holmes, M. (2010). The Emotionalization of Reflexivity. Sociology, 44(1), 139–154. https://doi.org/10.1177/0038038509351616

Holroyd, C. (1999). Teacher Competence. In T.G.K. Bryce and W.M. Humes (eds) *Scottish Education* (p. 926 – 936) Edinburgh University Press.

Hoogeboon, M. and Ossewarde, R. (2005). From Iron Cage to Pigeon House: the Birth of Reflex Authority, *Organization Studies*, 26 (4): 601–619. 10.1177/0170840605051475

Hoyle, E. (1975). Professionality, professionalism, and control in teaching. In V. Houghton et al. (eds) *Management in Education: The Management of Organisations and Individuals*. Open University Press.

Hoyle, E., & Wallace, M. (2005). *Educational leadership: Ambiguity, professionals and managerialism*. Sage.

Hudson, P., & Grove, K. (2009). How can preservice teachers be measured against advocated professional teaching standards? *Australian Journal of Teacher Education* (Online), 34(5), 79-87.

Hudson, S. M., Hudson, P., Weatherby-Fell, N. & Shipway, B. (2016). Graduate standards for teachers: Final-year preservice teachers potentially identify the gaps. *Australian Journal of Teacher Education,* 41(9), 135-151.

Hulme, M., & Kennedy, A. (2015). Teacher education in Scotland: Consensus politics and 'the Scottish policy style'. *Teacher education in times of change: Responding to challenges across the UK and Ireland*, 91-108.

Humes, W (1997). Analysis of the policy process. *Scottish Educational Review*, 29, 20-29

Humes, W. (1988). *The leadership class*. Scottish Academic Press.

Humes, W. (2020). Re-shaping the policy landscape in Scottish education, 2016-20: the limitations of structural reform. *Scottish Educational Review*, 52(2).

Humes, W. (2022). The 'iron cage' of Educational Bureaucracy, British Journal of Educational Studies, 70:2, 235-253, DOI: 10.1080/00071005.2021.1899129

Iannacone, L. (1991). Micropolitics of education: What and why. *Education and Urban Society*, 23(4), 465-471.

Ignatieff, M. (1993). *Blood and Belonging: Journeys into the New Nationalism.* Farrar, Strauss & Giroux.

Improving Schools in Scotland: An OECD Perspective (2015). http://www.oecd.org/education/school/Improving-Schools-in-Scotland-An-OECD-Perspective.pdf

Ingersoll, R.M. & Merrill, E. (2011). The status of teaching as a profession. In J, Ballantine & J. Spade (eds.), Schools and society: A sociological approach to education (4th Ed., pp.185-189). Pine Forge Press/Sage Publications.

Ingvarson, L. (1998). Professional development as the pursuit of professional standards: The standards-based professional development system*. Teaching and Teacher Education.* 14(1), 127-140. https://doi.org/10.1016/S0742-051X(97)00065-6

Ingvarson, L. (2012). Standards for graduation and initial teacher certification: The International Experience. ACER.

Ingvarson, L. & Kleinhenz, E. (2007). Standards for teaching: Theoretical Underpinning and Applications. Australian Council for Education Research. https://research.acer.edu.au/cgi/viewcontent.cgi?referer=https://scholar.google.com/&httpsredir=1&article=1000&context=teaching_standards

Inkenberry, G.J. (1990). 'The International Spread of Privatization Policies: Inducements, Learning and 'Policy Ban Wagoning'. In E. Suleman & J. Waterbury (eds) *The Political Economy of Public Sector Reform and Privatization*. Boulder, Westview Press.

International Council of Education Advisor: report 2016 to 2018 (2018). Scottish Government. Retrieved from https://beta.gov.scot/publications/international-council-education-advisers-report-2016-18/.

International Review Panel on the Structure of Initial Teacher Education Provision in Ireland, & Sahlberg, P. (2012). Report of the International Review Panel on the

structure of initial teacher education provision in Ireland. Dublin: Department of Education and Skills.

Johnson, T. J. (1972). *Professions and Power*, London: Macmillan. In J.C. Johnson, (1990). *Selecting ethnographic informants* (Vol. 22). SAGE Publications.

Johnson, P. (1998). Analytical Induction. In G Symon & C. Cassell (eds) *Qualitative Methods and Analysis in Organisational Research*. Sage

Jones, M. (2009). Supporting the supporters of novice teachers: an analysis of mentors' needs from twelve European countries presented from an English perspective. *Research in Comparative and International Education*, *4*(1), 4-21. https://doi.org/10.2304/rcie.2009.4.1.4

Jones, T. (2013). *Understanding education policy: The 'four education orientations' frameworks*. Springer Science & Business Media.

Jootun, D., McGhee, G., & Marland, G. (2009). Reflexivity: Promoting rigour in qualitative research. Nursing Standard, 23(23), 42-46.

Kelle, U. (2004). Computer-assisted qualitative data analysis. *Qualitative research practice*, 473-489.

Kennedy, A. (2005). Models of continuing professional development: a framework for analysis. *Journal of In-service Education*, 31 (2), 235–250 https://doi.org/10.1080/13674580500200277

Kennedy, A. (2008). The Professional Development of Teachers. In T.G.K. Bryce and W.M. Humes (eds) *Scottish Education, 3rd ed, Beyond Devolution* (p. 837 – 844) Edinburgh University Press.

Kennedy, A. (2013). Teacher Professional Learning. In Bryce, T. G. K., Humes, W. M., Gillies, D., Kennedy,(Eds.) *Scottish Education 4th ed, Referendum* (p. 927 – 937) Edinburgh University Press.

Kennedy, A. (2015). What do professional learning policies say about the purposes of teacher education? *Asia-Pacific Journal of Teacher Education*, 43(3), 183-194, DOI: 10.1080/1359866X.2014.940279

Kennedy, A. (2018). Scottish Teachers: Then and Now. In Bryce, T. G. K., Humes, W. M., Gillies, D., Kennedy,(Eds.) *Scottish Education 5th ed.* (p. 827 – 835) Edinburgh University Press.

Kennedy, A. Barlow, W. & MacGregor, J. (2012). 'Advancing Professionalism in Teaching'? An exploration of the mobilisation of the concept of professionalism in

the McCormac Report on the Review of Teacher Employment in Scotland. *Scottish Education Review,* 44 (2), 3-13.

Kennedy, A. & Beck, A. (2018). Teacher Professional Learning. In Bryce, T. G. K., Humes, W. M., Gillies, D., Kennedy,(Eds.) *Scottish Education 5th ed.* (p. 847 – 857) Edinburgh University Press.

Kincheloe, J. (2011). Describing the bricolage: Conceptualizing a new rigour in qualitative research. *Qualitative Inquiry*, 11(3), 679-692, https://doi.org//10.1177/107780040100700601

King, N., Horrocks, C. & Brooks, J. (2019). *Interviews in qualitative research* (2nd ed). Sage

Kleinhenz, E., & Ingvarson, L. (2007). Standards for teaching: Theoretical underpinnings and applications. *Teaching Standards and Teacher Evaluation*, 1.

Klineburg, O. (1980). Human needs: A Social Psychological Approach. In K Lederer (Ed.), *Human Needs A Contribution to the current debate.* Cambridge, Mass.

Kvale, S. (1996). *Interviews: An introduction to Qualitative Research Interviewing.* Sage.

Larochelle, M. Bednarz, N. & Garrison, J. (1998). *Constructivism and Education*. Cambridge University Press.

Latour, B. (2004). Why has critique run out of steam? From matters of fact to matters of concern. *Critical Inquiry*, 30(2), 225–248.

Leininger, M. M. (1985). Ethnography and ethnonursing: Models and modes of qualitative data analysis. *Qualitative Research Methods in Nursing*, 33-72.

Lendvai, N. and Stubbs, P. 2006 'Translation, intermediaries and welfare reform in South-eastern Europe' Paper presented at *ESPAnet Conference*, Bremen, September. http://paulstubbs.pbwiki.com/f/Lendvai%20Stubbs%20Bremen.pdf

Leonard, S. N. (2012). Professional conversations: mentor teachers' theories-in-use using the Australian National professional standards for teachers. *Australian Journal of Teacher Education*, 37(12), 78-94.

Levin, B. (1998). An epidemic of education policy: (what) can we learn from each other? *Comparative Education*, 34(2), 131-141. https://doi.org/10.1080/03050069828234

Lichtman, M.V. (2013). *Qualitative Research in Education: A user's guide*. Sage

Lincoln, Y.S. (1995). *Emerging Criteria for Quality in Qualitative and Interpretive Research*. Sage. https://doi.org/10.1177/107780049500100301

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Sage.

Lincoln, Y. S., & Guba, E. G. (1988). Criteria for Assessing Naturalistic Inquiries as Reports.

Lincoln, Y.S., Lynham, S.A. & Guba, E.G. (2011.) Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N. Denzin and Y.S. Lincoln (Eds.), The Sage Handbook of qualitative research. P 97-128. Sage

Lindle, J.C. (1994). *Surviving school micropolitics: Strategies for administrators*. Technomic.

Lingard, B., & Ozga, J. (Eds.). (2007). *The Routledge Falmer reader in education policy and politics*. Routledge.

Louden, W. (2000). Standards for standards: The development of Australian professional standards for teaching. *Australian Journal of Education*, 44, 118– 134. https://doi.org/10.1177/000494410004400203

Loughland, T., & Ellis, N. (2016). A common language? The use of teaching standards in the assessment of professional experience: Teacher education students' perceptions. *Australian Journal of Teacher Education*, 41(7), 1-19.

Lucius-Hoene, G. and Depperman, A. (2000). Narrative identity empiricised: A dialogical and positioning approach to establishing research interviews. *Narrative Inquiry*, 10(1): 199–222.

Lumby, J. (2019). Distributed Leadership and Bureaucracy, *Educational Management Administration and Leadership*, 47 (1): 5–19. 10.1177/1741143217711190

MacBeath, J. & Dempster, N. (2009). *Connecting leadership and learning: Principles for practice*. Routledge.

Maciver, M.M. (2003). The General Teaching Council for Scotland. In T.G.K. Bryce and W.M. Humes (eds) *Scottish Education 2nd ed, Post-Devolution* (p. 1017 – 1021) Edinburgh University Press.

Maciver, M.M. (2008). The General Teaching Council for Scotland. In T.G.K. Bryce and W.M. Humes (eds) *Scottish Education 3rd ed, Beyond Devolution* (p. 886 – 893) Edinburgh University Press.

MacMurray, J. (2012). Learning to be Human: The Moray House Lecture of 1958. *Oxford Review of Education*, 38(6) 661-674. https://doi.org/10.1080/03054985.2012.745958

MacPherson. A & Raab, D. (1988). Governing education: A sociology of policy since 1945. Edinburgh University Press.

Maguire, M., Braun, A. & Ball, S. J. (2015). 'Where you stand depends on where you sit': the social construction of policy enactments in the (English) secondary school.

Discourse: Studies in the Cultural Politics of Education, 36(4), 485-499. https://doi.org/10.1080/01596306.2014.977022

Maguire, M., Gewirtz, S., Towers, E., & Neumann, E. (2020). Contextualising policy work: Policy enactment and the specificities of English secondary schools. *Research Papers in Education*, 35(4), 488-509. https://doi.org/10.1080/02671522.2019.1601758

Maguire, M., Hoskins, K., Ball, S.J. & Braun, A. (2011b). Policy discourses in school texts. *Discourse: Studies in the Cultural Politics of Education*, 32(4), 597-609, https://doi.org/10.1080/01596306.2011.601556

Mahony, P. & Hextall, I. (2000). *Reconstructing teaching: Standards, performance and accountability.* Routledge Falmer.

Malen, B. (1995). The micropolitics of education. In J.D. Scribner & D.H. Layton (Eds*.), The study of educational politics, the 1994 commemorative Yearbook of the Politics of Education Association* (1969-1994) (pp. 147-167). Falmer

Malen, B., & Knapp, M. (1997). Rethinking the multiple perspectives approach to education policy analysis: implications for policy-practice connections. *Journal of Education Policy*, 12(5), 419-445. https://doi.org/10.1080/0268093970120509

Maxwell, J.A. (2013.) Qualitative research design: An interactive approach (3rd Ed.) Sage.

Mayer, D.J., Mitchell, J. Macdonald, D. & Bell, R. (2005). Professional standards for teachers: a case study of professional learning. *Asia Pacific Journal of Teacher Education*, 33 (2), 159–179. https://doi.org/10.1080/13598660500121977

Mayer, D., Mitchell, J., Macdonald, D., Land, R., & Luke, A. (2003). From personal reflection to professional community: Education Queensland Professional Standards for Teachers Evaluation of the 2002 Pilot. Department of Education. https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.598.8907&rep=rep1&type=pdf

Matsuyama, J. (2013). Equality of Capabilities and the Weak Equity Axiom. *The Kyoto Economic Review*, 82 (1/2), 19-30. https://www.jstor.org/stable/24898510

McKenzie, P. J., & Carey, R. F. (2000). "What's wrong with that woman?"–Positioning Theory and Information-Seeking Behaviour. In *Proceedings of the Annual Conference of CAIS.*

McLellan, E., MacQueen, K. M., & Neidig, J. L. (2003). Beyond the qualitative interview: Data preparation and transcription. *Field methods*, 15(1), 63-84. https://doi.org/10.1177/1525822X02239573

McMahon, M. (2019). Literature Review on Professional Standards for Teaching. Retrieved from http://www.gtcs.org.uk/web/FILES/the-standards/Literature-Review-Professional-Standards.pdf.

McMahon, M., Forde, C., and Dickson, B., (2013). Reshaping teacher education through the professional continuum. *Educational Review*, 67(2), 158-178. https://doi.org/10.1080/00131911.2013.846298

Mears, A. (2017). Puzzling in Sociology: On doing and undoing theoretical puzzles. *Social Theory*, 35(2), 138-146. https://doi.org/10.1177/0735275117709775

Menter, I., Holligan, C. & Mthenjwa, V. (2005) Reaching the parts that need to be reached? the impact of the Scottish qualification for headship, School Leadership & Management, 25(1), p. 7 - 23, DOI: 10.1080/1363243052000317096

Menter, I., Hulme, M., Elliot, D., Lewin, J., with Baumfield, V., Britton, A., Carool, M., Livingstone, K., McCulloch, M., McQueen, I., Patrick, F. & Townsend, A. (2010). Literature review on teacher education in the 21st century. http://www.scotland.gov.uk/Publications/2010/09/24144019/0

Merriam, S (1988). *Case study research in education: a qualitative approach.* Jossey-Bass.

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. Josey Bass.

Merriam, S.B. & Tisdell, E.J (2016). *Qualitative Research: A Guide to Design and Implementation:* Jossey-Bass.

Miller, P. & Rose, N. (1990). Governing economic life. *Economy and Society*, 19(1) 1-31

Mockler, N. (2013). Reporting the 'education revolution': MySchool.edu.au in the print media. *Discourse: Studies in the Cultural Politics of Education*, 34(1), 1-16. https://doi.org/10.1080/00131910120085883

Moghaddam, F. M. (1999). Reflexive positioning: Culture and private discourse. In R. Harré & L. van Langenhove (Eds.), *Positioning theory: Moral contexts of intentional action*, (pp. 74-86). Oxford, Backwell

Moghaddam, F., & Harré, R. (2010). Words, conflicts and political processes. *Words of conflict, words of war: How the language we use in political processes sparks fighting.* 1-30.

Monteiro, A. R. (2015). *The Teaching Profession: Present and Future*. Dordrecht: Springer International Publishing

Moore, A. & Clarke, M (2016). 'Cruel optimism': teacher attachment to professionalism in an era of performativity. *Journal of Education Policy*, 31(5), 666-677. https://doi.org/10.1080/02680939.2016.1160293

Morse, J. (1994). Designing funded qualitative research. In *Handbook for qualitative research*, ed. N. Denzin and Y. Lincoln, 220–35. Sage.

Morse, J. (2004). 'Purposive sampling', in M.S. Lewis-Beck, A. Bryman and T.F. Liao (eds) The *Sage Encyclopaedia of Social Science Research Methods* (Vol 3). Sage.

Morse, J. M. (2015). Critical analysis of strategies for determining rigour in qualitative inquiry. *Qualitative Health Research*, 26, 1212–1222. https://doi.org/10.1177/1049732315588501

Mumby, D. K., & Stohl, C. (1991). Power and discourse in organization studies: Absence and the dialectic of control. *Discourse & Society*, 2(3), 313-332. https://doi.org/10.1177/0957926591002003004

Murphy, D (2014). *Schooling Scotland: Education, equity and community*. Argyll Publishing.

Murphy, J., Seashore Louis, K. & Smylie, M. (2017). Five Myths of School Turnaround Policy and Practice. *Leadership and Policy in Schools*, 16(3): 502-523. https://doi.org/10.1177/0031721717728273

Nelson, C., Treichler, P.A. & Grossberg, A. (1992). Cultural studies: An introduction. In L. Grossberg, C. Nelson & P Treichler, P.A. (eds). *Cultural studies*, 1-16. Routledge.

O'Brien, B. C., Harris, I. B., Beckman, T. J., Reed, D. A., & Cook, D. A. (2014). Standards for reporting qualitative research: A synthesis of recommendations. *Academic Medicine*, 89, 1245–1251. https:// doi.org/10.1097/ACM.0000000000000388

O'Connor, K. E. (2008). "You choose to care": Teachers, emotions and professional identity. *Teaching and Teacher Education*, 24(1), 117-126. https://doi.org/10.1016/j.tate.2006.11.008

O'Leary, Z. (2017). *The Essential Guide to Doing Your Research Project* (3rd ed.) Sage Publications.

OECD Better Policies for Better lives. PISA Programme for International Student Assessment https://www.oecd.org/pisa/innovation/global-competence/

Ozga, J. (1987). Studying education policy through the lives of the policymakers: An attempt to close the macro-micro gap. *Changing policies, changing teachers: new directions for schooling*, 138-150.

Ozga, J. (1995). Deskilling a profession: professionalism, deprofessionalisation and the new managerialism. In H. Busher and R. Saran (eds) *Managing Teachers as Professionals in Schools*. Kogan Page.

Ozga, J. (2000). *Policy research in educational settings: Contested terrain.* Open University Press.

Ozga, J. (2021). Problematising policy: The development of (critical) policy sociology. *Critical Studies in Education*, *62*(3), 290-305.

Page, T. (2015). Common pressures, same results? Recent reforms in professional standards and competences in teacher education for secondary teachers in England, France, and Germany. *Journal of Education for Teaching*. 41(2), 180-202. https://doi.org/10.1080/02607476.2015.1011900

Paterson, L. (2003). The three educational ideologies of the British Labour Party, 1997-2001. *Oxford Review of Education*, *29*(2), 165-185.

Patton, M.Q. (1980). *Qualitative evaluation and research methods* (2nd ed) Sage.

Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Sage.

Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative social work*, *1*(3), 261-283.

Patton, M. Q. (2015). *Qualitative education and research methods* (5th ed). Sage.

Pezalla, A. E., Pettigrew, J., & Miller-Day, M. (2012). Researching the researcher-as-instrument: An exercise in interviewer self-reflexivity. *Qualitative research*, *12*(2), 165-185.

Phillips, N. & Hardy, C. (2002). *Discourse Analysis: Investigating Processes of Social Construction.* Sage.

Plummer, K. (2011). Critical Humanism and Queer Theory: Living with tensions, in N.K. Denzin & Y.S. Lincoln (eds) *The Sage Handbook of Qualitative Research* (4th ed) 208-212. Sage.

Potter, J. & Wetherell, M. (1994). Analysing discourse. In A. Brymer and R.G. Burgess(eds) *Analysing Qualitative Data.* 46-66. Routledge.

Powney, J. & Watts, M. (1987). Interviewing in Educational Research. Routledge & Kegan Paul.

Prain, V. (1997). Textualising yourself in research writing: Some current challenges. *Journal of Curriculum Studies*, 29(1): 71–85

Priestley, M. Biesta, G. & Robinson, J. (2015). *Teacher Agency: An Ecological Approach.* Bloomsbury Publishing

Priestley, M., Minty, S., & Eager, M. (2014). School-based curriculum development in Scotland: Curriculum policy and enactment. *Pedagogy, Culture & Society*, *22*(2), 189-211.

Probst, B. & Berenson, L. (2014). The double arrow: How qualitative social work researchers use reflexivity. Qualitative Social Work, 13 (6), p 813 -827

Purdon, A. (2001) New Teacher Perspectives on Continuing Professional Development: Accountability of Professional Growth. Scottish Educational Review, 33 (2), p. 110-122

Quality and Equity of Schooling in Scotland. Reviews of National Policies for Education (2007) https://doi.org/10.1787/9789264041004-en

Racher, F. E., & Robinson, S. (2003). Are phenomenology and post-positivism strange bedfellows? *Western Journal of Nursing Research*, 25(5), 464-481. https://doi.org/10.1177/0193945903253909

Ratcliffe, J.W. (1983). Notions of validity in qualitative research methodology. *Knowledge, Creation, Diffusion, Utilisation.* 5(2) p147-167

Reeves, J., & Drew, V. (2012). Relays and relations: tracking a policy initiative for improving teacher professionalism. *Journal of Education Policy,* 27(6), 711-730. https://doi.org/10.1080/02680939.2011.652194

Reeves, J., Forde, C., Casteel, V., & Lynas, R. (1998). Developing a model of practice: designing a framework for the professional development of school leaders and managers. *School Leadership & Management*, 18(2), 185-196. https://doi.org/10.1080/13632439869637

Richardson, L., & St Pierre, E. (2000). A method of inquiry. *Handbook of qualitative research*, 923-948.http://www.iot.ntnu.no/innovation/norsi-common courses/Lincoln/Richardson%20(2000)%20Writing.pdf

Rickards, F., Hattie, J., & Reid, C. (2020). *The Turning Point for the Teaching Profession: Growing Expertise and Evaluative Thinking*. Routledge.

Ritchie, S. M., & Rigano, D. L. (2001). Researcher–participant positioning in classroom research. *International Journal of Qualitative Studies in Education*, 14(6), 741-756. https://doi.org/10.1080/09518390110078413

Riveros, A., & Viczko, M. (2015). The enactment of professional learning policies: Performativity and multiple ontologies. *Discourse: Studies in the Cultural Politics of Education*, 36(4), 533-547. https://doi.org/10.1080/01596306.2015.980492

Rizvi, F. & Lingard, R. (2010). Globalising Education Policy. Routledge.

Rizvi, F., & Kemmis, S. (1987). Dilemmas of Reform: An overview of issues and achievements of the Participation and Equity Program in Victorian schools 1984-1986. Deakin Institute for Studies in Education, Deakin University.

Romney, A. K., Weller, S. C., & Batchelder, W. H. (1986). Culture as consensus: A theory of culture and informant accuracy. *American Anthropologist*, 88(2), 313-338. https://doi.org/10.1525/aa.1986.88.2.02a00020

Rose, R. (1969). *Policy Making in Britain*. Macmillan.

Rosenau, J (1968). Moral Fervor, Systematic Analysis, and Scientific Consciousness in Foreign Policy Research, in Austin Ranney (ed). *Political Science and Public Policy*, 2(1) 83-108. Markham Publishing.

Ryan, M., & Bourke, T. (2013). The teacher as reflexive professional: Making visible the excluded discourse in teacher standards. *Discourse: Studies in the Cultural Politics of Education,* 34(3), 411-423. https://doi.org/10.1080/01596306.2012.717193

Ryan, M., and Bourke, T. (2018). Spatialised metaphors of practice: how teacher educators engage with professional standards for teachers. *Critical Studies in Education*, 59(2), 167-186. https://doi.org/10.1080/17508487.2016.1185641

Sabatier, P., & Mazmanian, D. (1979). The Implementation of Public Policy. *Policy Studies Review Annual*, *4*, 181.

Sachs, J. (1999) Rethinking the practice of teacher professionalism. In C. Day, A. Fernandez, T. Hague and J. Møller (eds) *The Life and Work of Teachers*. Falmer.

Sachs, J. (2001). Teacher professional identity: Competing discourses, competing outcomes. *Journal of Education Policy*, 16(2), 149-161. https://doi.org/10.1080/02680930116819

Sachs, J. (2003). Teacher professional standards: controlling or developing teaching? *Teachers and Teaching*, 9(2), 175-186. https://doi.org/10.1080/13540600309373

Sachs, J. (2003). *The activist teaching profession.* Open University Press.

Sachs, J. (2005). Professional standards: Quality teachers for the future. In Keynote address presented at Sharing Experience: ways forward on standards conference.

Sachs, J. (2016). Teacher professionalism: Why are we still talking about it? *Teachers and Teaching*, 22(4), 413-425. https://doi.org/10.1080/13540602.2015.1082732

Sahlberg, P. (2011). *Finnish lessons*. Teachers College Press.

Sahlberg, P. (2012). Global educational reform movement is here. https://pasisahlberg.com/global-educational-reform-movement-is-here/

Sahlberg, P. (2015). *Finish lessons 2.0: What can the world learn from educational change in Finland?* Teachers College Press.

Sahlin-Anderson, K. (1996). Imitating by Editing Success: The Construction of Organisational Fields' in *Translating Organizational Change* (eds) B. Czerniawskis & G. Sevón, Walter de Gruyer.

Salmons, J. (2011). *Cases in online interview research*. Sage Publications

Santoro, N., & Kennedy, A. (2016). How is cultural diversity positioned in teacher professional standards? An international analysis. *Asia-Pacific Journal of Teacher Education*, 44(3), 208-223. https://doi.org/10.1080/1359866X.2015.1081674

Savage, G.C., and Lewis, S. (2018). The phantom national? Assembling national teaching standards in Australia's federal system. *Journal of Education Policy*, 33(1), 118-142. https://doi.org/10.1080/02680939.2017.1325518

Schaffer, F. C. (2015). *Elucidating social science concepts: An interpretivist guide* (Vol. 4). Routledge.

Schutz, A. (1954). Concept and theory formation in the social sciences. *The Journal of Philosophy*, 51(9), 257-273.

Schwandt, T.A. (1993). Theory for the moral sciences; Crises of identity and purpose. In D.J. Flinders & G.E. Mills (Eds). *Theory and concepts in qualitative research* (p5-23). Teacher College Press.

Scottish Executive (2001a) *A Teaching Profession for the 21st Century*. Edinburgh: Scottish Executive.http://www.snct.org.uk/library/278/2001%20Teachers%20Agreement.pdf

Scottish Government (2004). Curriculum for Excellence. Retrieved from https://education.gov.scot/Documents/All-experiencesoutcomes18.pdf.

Scottish Government (2014). 'Getting it Right for Every Child'. Retrieved from https://www.gov.scot/policies/girfec/.

Scottish Government (2015). Creating a Smarter Scotland. Retrieved from https://dera.ioe.ac.uk/24271/1/00484452.pdf.

Scottish Government (2015). National Improvement Framework Retrieved from https://www.gov.scot/policies/schools/national-improvement-framework/.

Scottish Government (2016). How Good is our School (4th ed.) Retrieved from https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf.

Scottish Government (2016). *Delivering Excellence and Equity in Scottish Education*. Retrieved from *https://www.gov.scot/publications/delivering-excellence-equity-scottish-education-delivery-plan-scotland/.*

Scottish Government (2018). Developing the Young Workforce. Retrieved from https://www.gov.scot/publications/formative-evaluation-dyw-regional-groups-report-scottish-government-june-2018/pages/6/.

Scotland's Curriculum for Excellence: Into the Future, (2021). Implementing Education Policies, OECD Publishing, Paris, *https://doi.org/10.1787/bf624417-en*.

Scottish Office (1998). Targeting excellence: Modernising Scotland's schools summary. A summary of the government's white paper. Edinburgh: HMSO.

Seith, E. (2018). Teachers are too afraid to speak out, *Times Educational Supplement Scotland*, No. 2602: 14–19.

Sergiovanni, T. J. (2003). The lifeworld at the center: Values and action in educational leadership. *Effective educational leadership*, 14-24.

Shannon, P., & Hambacher, E. (2014). Authenticity in Constructivist Inquiry: Assessing an Elusive Construct. *Qualitative Report*, 19(52).

Shiroma, E. O. (2014). Expert consultants and knowledge production. In T. Fenwick, E. Mangez, & J. Ozga (Eds.), Governing knowledge: Comparison, knowledge-based technologies and expertise in the regulation of education (World yearbook of education 2014) (pp. 101–113). London: Routledge.

Simmons, B.A (2009). *Mobilizing for Human Rights: International Law in Domestic Politics.* Cambridge University Press.

Simmons, E. S. (2016). Elucidating Social Science Concepts: An Interpretivist Guide. *Perspectives on Politics*, 14(4), 1179.

Sikes, P. (2006). On dodgy ground? Problematics and ethics in educational research. *International Journal of Research and Methods in Education*, 29(1): 105–17

Sin, C. (2014). The policy object: A different perspective on policy enactment in higher education. *Higher Education*, 68(3), 435-448.

Smith, A. (2009) 'Studying the government of the EU: The promise of political sociology', paper presented at the Europa institute seminar series, Practicing EU Government: Problematisation, Mobilisation, Legitimation, University of Edinburgh, Edinburgh, 2009-2010.

Spillane, J. P. (2004). Educational leadership. *Educational Evaluation and Policy Analysis*, 26(2), 169-172. https://doi.org/10.3102/01623737026002169

Spillane, J. P., Diamond, J. B., Burch, P., Hallett, T., Jita, L., & Zoltners, J. (2002a). Managing in the middle: School leaders and the enactment of accountability policy. *Educational Policy*, 16(5), 731-762. https://doi.org/10.1177/089590402237311

Spillane, J. P., Reiser, B. J., & Reimer, T. (2002b) Policy implementation and cognition: Reframing and refocusing implementation research. *Review of Educational Research,* 72(3), 387-431. https://doi.org/10.3102/00346543072003387

Spivey, N.N (1997). Remembering: A study in experiential and social psychology*. Journal of Literacy Research*, 29 135-144.

Stake, R. E. (1995). *The art of case study research.* SAGE publications

Stake, R. E. (2005). Qualitative Case Studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (443-466). Sage Publications Ltd.

Steffe, L. P., & Gale, J. E. (Eds.). (1995). *Constructivism in education*. Psychology Press.

Stephen, P. (2021). *What's in a word?.* Teaching Scotland. 91, p.10

Stillman, J., & Anderson, L. (2015). From accommodation to appropriation: Teaching, identity, and authorship in a tightly coupled policy context. *Teachers and Teaching*, 21(6), 720-744. https://doi.org/10.1080/13540602.2015.1044330

Stronach, I. (2009). Globalizing Education, Educating the Local: How Method Made us Mad (1st ed.). Routledge. https://doi.org/10.4324/9780203863626

Stubbs, M. (1983). Can I have that in writing, please? Some neglected topics in speech act theory. *Journal of Pragmatics*, *7*(5), 479-494.

Sutherland, I. (1999). The General Teaching Council for Scotland. In T.G.K. Bryce and W.M. Humes (eds) *Scottish Education* (p. 983 – 992) Edinburgh University Press.

Supporting teacher competence development for better learning outcomes (2013). http://ec.europa.eu/education/policy/school/doc/teachercomp_en.pdf

Swabey, K., Castleton, G., & Penney, D. (2010). Meeting the standards? Exploring preparedness for teaching. *Australian Journal of Teacher Education*, 35(8). https://doi.org/10.14221/ajte.2010v35n8.3

Synergies for Better Learning: An International Perspective on Evaluation and Assessment (2013). OECD Reviews of Evaluation and Assessment in Education. https://doi.org/10.1787/9789264190658-en.

Talbot, D. (2016). Evidence for no-one: Standards, accreditation, and transformed teaching work. Teaching and Teacher Education, 58, 80-89. https://doi.org/10.1016/j.tate.2016.05.006

Tawell, A. & McCluskey, G. (2021). Utilising Bacchi's what's the problem represented to be? (WPR) approach to analyse national school exclusion policy in England and Scotland: a worked example, *International Journal of Research & Method in Education*, https://doi: 10.1080/1743727X.2021.1976750

Taylor, A. J. (2016). Teachers' experience of professional standards for teachers: A case study of the enactment of teaching standards in a high performing school system. https://doi.org/10.4226/66/5a9cc680b0bc3 (accessed 20/10/18).

Taylor, G. W., & Ussher, J. M. (2001). Making sense of S & M: A discourse analytic account. *Sexualities, 4*(3), 293–314.

Taylor, S. (1997). Critical Policy Analysis: exploring contexts, texts and consequences. *Discourse: Studies in the Cultural Politics of Education*, 18(1), 23-35, https://doi.org/10.1080/0159630970180102

Taylor, S. (2006). Narrative as construction and discursive resource. *Narrative inquiry*, *16*(1), 94-102.

Taylor, S., Rizvi, F., Lingard, B. & Henry, M. (1997) *Educational Policy and the Politics of Change* (London, Routledge).

Teaching Council for Scotland: Teaching Scotland magazine 'Finding space to think' https://readymag.com/gtcscotland/TeachingScotlandIssue 91/2

Teachers Matter - Attracting, Developing and Retaining Effective Teachers. (2005) http://new.sourceoecd.org/education/9264018026

Teddlie, C., & Yu, F. (2007). Mixed methods sampling: A typology with examples. *Journal of Mixed Methods Research*, 1(1), 77-100. https://doi.org/10.1177/1558689806292430

Teh, Y. Y., & Lek, E. (2018). Culture and reflexivity: Systemic journeys with a British Chinese family. *Journal of Family Therapy,* 40(4), 520-536. https://doi.org/10.1111/1467-6427.12205P221

Thomas, G. (2011). A typology for the case study in social science following a review of definition, discourse, and structure. *Qualitative Inquiry*, 17(6), 511-521. https://doi.org/10.1177/1077800411409884

Thomas, G. (2013). *How to do your research project: A guide for students in education and applied social sciences* (2nd edition) SAGE publishing.

Thomas, G. (2016). *How to do your case study* (2nd edition) SAGE publishing.

Thomson, J. (1984) Studies in the Theory of Ideology. Cambridge, UK, Polity Press.

Thrupp, M. (2018). A socially contextualised approach to professional learning for school leaders. *Leading and Managing,* 24(2), 92-100.

Timperley, H. (2011). Knowledge and the leadership of learning. *Leadership and Policy in Schools,* 10(2), 145-170. https://doi.org/10.1080/15700763.2011.557519

Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). Teacher professional learning and development: best evidence synthesis iteration. http://www.oecd.org/edu/school/48727127.pdf

Tobin, G. A., & Begley, C. M. (2004). Methodological rigour within a qualitative framework. Journal of Advanced Nursing, 48(4), 388-396. https://doi.org/10.1111/j.13652648.2004.03207.x

Tomlinson, C. A. (2005). Travelling the road to differentiation in staff development. *Journal of Staff Development*, *26*(4), 8.

Tomlinson, J. (2021). The failures of neoliberalism in Britain since the 1970s. the limits on 'market forces' in a deindustrialising economy and a 'New Speenhamlnad'. In A. Davids, B. Jackson & F. Sutcliffe-Braithwaite (eds.) *The Neoliberal age? Britain since the 1970s*, UCL Press. DOI: https://doi.org/10.14324/111.9781787356856

Tong, A., Sainsbury, P., & Craig, J. (2007). Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. International Journal for Quality in Health Care, 19(6), 349-357. https://doi.org/10.1093/intqhc/mzm042

Torrance, D., & Forde, C. (2017). Redefining what it means to be a teacher through professional standards: Implications for continuing teacher education. *European*

Journal of Teacher Education, 40(1), 110-126. https://doi.org/10.1080/02619768.2016.1246527

Torres, A. S. (2012). "Hello, goodbye": Exploring the phenomenon of leaving teaching early. *Journal of Educational Change*, 13(1), 117-154. https://doi.org/https://doi.org/10.1007/s10833-011-9172-z

Townsend, R.G. (1990). Toward a Broader Micropolitics of Schools [Review of *The Micro-Politics of the School: Towards A Theory of School Organization*, by S. J. Ball]. *Curriculum Inquiry*, *20*(2), 205–224. https://doi.org/10.2307/1180126

Tracy, S. J. (2010). Qualitative quality: Eight "big tent" criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837–851. https:// doi.org/10.1177/1077800410383121

Tracy, S.J. (2013). *Qualitative research methods*. Wiley-Blackwell

Troman, G. (1996). The rise of the new professionals? The restructuring of primary teachers' work and professionalism. *British journal of sociology of education*, *17*(4), 473-487.

Trowler, P. (2003). *Education Policy* (2nd ed). Routledge

Tuinamuana, K. (2011). Teacher professional standards, accountability, and ideology: Alternative discourses. *Australian Journal of Teacher Education*, 72-82. https://doi.org/10.14221/ajte.2011v36n12.8

United Convention on the Rights of the Child (UNCRC) https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf?_adal_sd=www.unicef.org.uk.1640161925583&_adal_ca=so%3DGoogle%26me%3Dorganic%26ca%3D(not%2520set)%26co%3D(not%2520set)%26ke%3D(not%2520set).1640161925583&_adal_cw=1640161875171.1640161925583&_adal_id=6bc18cb7-9977-4a2a-9167-4c7af6236c31.1640161875.2.1640161919.1640161875.710c279b-6460-48d0-a8f4-d6fe7a37ce23.1640161925583&_ga=2.193489967.326265417.1640161875-2089681903.1640161875

United Kingdom. Teaching Council (Scotland) Act (1965). Available: https://www.legislation.gov.uk/ukpga/1965/19/contents/enacted

United Kingdom. The Public Services Reform (General Teaching Council for Scotland) Order 2011. Available: https://www.legislation.gov.uk/ssi/2011/215/contents/made

van Dijk, T. A. (1989). Structures of discourse and structures of power. Annals of the International Communication Association, 12(1), 18-59. https://doi.org/10.1080/23808985.1989.11678711

van Langenhove, L. (2017). Varieties of Moral Orders and the Dual Structures of Society: A perspective from Positioning. Frontiers in Sociology, Sociological Theory https://www.frontiersin.org/articles/10.3389/fsoc.2017.00009/full

van Langenhove, L., & Harré, R. (1999). Introducing positioning theory. In R. T. Harré, & L. van Langenhove (Eds.), Positioning theory. Moral contexts of intentional action (pp. 14-31). Blackwell.

von Glasersfeld, E. (1984). An introduction to radical constructivism. *The invented reality*, *1740*, 28.

von Glasersfeld, E. (1990). Environment and communication. *Transforming children's mathematics education: International perspectives*, 30-38.

von Glasersfeld, E. (1998). Cognition, construction of knowledge, and teaching. In *Constructivism in science education* (pp. 11-30). Springer.

Vygotsky, L. S. (2012). *Thought and language*. Massachusetts Institute of Technology Press.

Walford, G. (2001). *Doing qualitative educational research*. Bloomsbury Publishing.

Watson, C. & Fox, A. (2015) Professional re-accreditation: constructing educational policy for career-long teacher professional learning, Journal of Education Policy, 30:1, 132-144, DOI: 10.1080/02680939.2014.907446

Watts, R. (1993). Government and modernity: an essay in thinking governmentality. *Arena Journal*, (2), 103-157

Weick, K. E. (1979). *The Social Psychology of Organizing*. McGraw-Hill

Wellington, J. (2015). Educational research (2nd ed). Bloomsbury Academics.

Wenger, E. (1999). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.

What difference do standards make to educating teachers? A Review with case studies on Australia, Estonia and Singapore. (2018) https://read.oecd-ilibrary.org/education/what-difference-do-standards-make-to-educating-teachers_f1cb24d5-en#page1

Whitty, G. (1996). Professional competences and professional characteristics: The Northern Ireland approach to the reform of teacher education in Hustler, D., McIntyre, D.

(eds), *Developing Competent Teachers: Approaches to Professional Competence in Teacher Education*. David Fulton.

Whitty, G. (2008). Changing modes of teacher professionalism: traditional, managerial, collaborative and democratic. In B. Cunningham, (Ed) *Exploring Professionalism*, 28-49. Institute of Education

Winslade, J. (2006). Mediation with a focus on discursive positioning. *Conflict Resolution Quarterly*, 23(4), 501-515. https://doi.org/10.1002/crq.152

Wolcott, H.F. (1994). *Transforming qualitative data: Description, analysis, and interpretation.* Sage.

Woods, M., Paulus, T., Atkins, D. P., & Macklin, R. (2016). Advancing qualitative research using qualitative data analysis software (QDAS)? Reviewing potential versus practice in published studies using ATLAS and NVivo, 1994–2013. *Social Science Computer Review*, *34*(5), 597-617.

World Health Organization. (2020). COVID-19: Physical distancing. https://www.who.int/westernpacific/emergencies/covid-19/information/physical distancing.

Wyatt-Smith, C. & Looney, A. (2016). Professional standards and the assessment work of teachers. In L. Hayward & D. Wyse (Eds.), *Handbook on curriculum, pedagogy and assessment,* 805–820. Routledge.

Wyatt-Smith, C., Alexander, C., Fishburn, D., & McMahon, P. (2017). Standards of practice to standards of evidence: developing assessment capable teachers. *Assessment in Education: Principles, Policy & Practice*, 24(2), 250-270. https://doi.org/10.1080/0969594X.2016.1228603

Yandell, J. & Turvey, A. (2007). Standards or communities of practice? Competing models of workplace learning and development. *British Educational Research Journal,* 33(4), 533–550. DOI: 10.1080/01411920701434052

Yin, R K. (2018). *Case study research and Applications: Design and methods* (6th Edition). SAGE publishing.

Yin, R.K. (1994). *Case study research: Design and methods* (2nd edition). SAGE publishing.

Yin, R.K. (2009). *Case study research: Design and methods.* (4th edition). SAGE publishing.

Yinger, R. J. & Daniel, K. L. (2010). Accreditation and standards in teacher education. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International Encyclopaedia of Education* (3rd ed., pp. 495–502). Elsevier.

Young, M. D. (1999). Multifocal educational policy research: Toward a method for enhancing traditional educational policy studies. *American Educational Research Journal,* 36(4), 677-714. DOI: 10.3102/00028312036004677

Young, M. (2015). Curriculum theory and the question of knowledge: A response to the six papers. *Journal of Curriculum Studies*, *47*(6), 820-837.

Zelle, G. (2009). Exploring the application of positioning theory to the analysis of organisational change. Retrieved from https://ro.uow.edu.au/commpapers/574.

Appendices

Appendix 1 The Role of GTC Scotland in the Scottish Education System

A Brief History

The Road to Independence

In 1939, the Secretary of State for Scotland gained the powers from the Education (Scotland Act (1872)) for the certification of teachers, along with the regulation of teacher training (education). At this time, holding a teaching certificate was a pre-requisite for teachers to be eligible for appointment to a permanent post and to be entitled to the salaries specified by the teacher's salary regulations. The teaching certificate, also known as a teacher's 'parchment', was awarded in perpetuity, after a two-year probation period, which was confirmed by a headteacher. It could only be removed, after the fact, by a proven case of misconduct.

In 1961, in response to the increasing number of uncertified teachers, meaning those without the parchment, David Lambie, a representative of the Education Institute of Scotland and Arthur Houston, a teacher at St Augustine's High School in Glasgow, organised a meeting of teachers to debate the setting up of a Scottish Teachers' Council. This was to be a professional body for teachers, who would determine both the entry standards and standards for certification for teachers; the curricula for teacher training (education) courses; the maintaining of a register of teachers eligible to teach in Scotland; and the power to discipline teachers for misconduct. This proposal led to a review of the training and certification of teachers, led by the senior judge, Lord Wheatley. The review recommended the setting up of a General Teaching Council for Scotland (GTC Scotland) to enhance the status of the teaching profession, by holding the teaching standards, making registration with GTC Scotland compulsory for teachers in local authority schools and having disciplinary powers to remove teachers from the register.

Royal assent for the Teaching Council (Scotland) Act, was achieved in 1964 and the bill finally came into law in June 1965. At this time, Parliament still had final approval on the issues delegated to GTC Scotland, in accordance with the Teaching Council (Scotland) Act (1965), which states that any orders made by the Secretary of State were "subject to annulment in pursuance of a resolution of either House of Parliament" (Teaching Council

(Scotland) Act, 1965, paragraph 14(2)). There was no provision in the Teaching Council (Scotland) Act 1965 for mandatory registration, and there was strong dissent from those who had already been awarded their 'parchment', to having to pay a registration fee. In reflecting on this debate, J. Lockhart Whiteford, (an elected member of GTC Scotland Council (1971-1979)) concluded that "at the root of the opposition was the failure to appreciate the nature of the Council: that it was to be about teaching rather than simply for teachers" (Matheson, 2015, p. 18). Although under protest, most teachers had registered by late 1968.

There is still considerable international interest in GTC Scotland, with other countries keen to learn from the Scottish model of teacher registration and regulation. During 1991, Silver Jubilee GTC Scotland Conference, Mary Furtell, (president of the World Confederation of Organizations of the Teaching Profession), told the conference, "from the global perspective, you are viewed as being very, very effective", and described GTC Scotland as "a model across the world" (Matheson, 2015, p. 49).

In 1999, the Scottish Parliament (Scottish Executive) was reconstituted under the Scotland Act 1998, and Donald Dewar, the Secretary of State and soon-to-be First Minster published the White Paper, *Targeting Excellence – Modernising Scotland Schools.* The passing of the White Paper into law created an Education Bill that was substantially the same as the Teaching Council (Scotland) Act 1965, with some amendments and insertions. This new Education Bill defined the general functions of GTC Scotland as:

1. It shall be the duty of the Council to keep under review the standards of education, training, fitness to teach as appropriate to persons entering the teaching profession and to make to the Secretary of State, from time to time, such recommendations with respect to those standards as they think fit.
2. Without prejudice to the foregoing subsection, the Council may, in particular, make to the Secretary of State recommendations as to the conditions which, in their view, should be prescribed by him under section 7 of this Act.
3. It shall also be the duty of the Council to consider and make the Secretary of State from time to time, recommendations on, such matters relating to the education,

training and fitness to teach of teachers, as they think fit, or as may be referred to them by the Secretary of State.

(Teaching Council (Scotland) Act 1965, Section 2)

In January 2008, the First Minister of Scotland, Alex Salmond, announced a reduction in the number of Non-Departmental Public Bodies, in this "bonfire of the quangos" (Matheson, 2015, p. 85), some bodies were merged or abolished. GTC Scotland was granted permission from the Scottish Executive to continue and become the first independent teaching regulatory body in the world.

The legislation, The Public Service Reform (General Teaching Council for Scotland) Order 2011, that conferred independence for GTC Scotland was passed in 2011. The Order (2011) stated two aims for GTC Scotland, which are:

a) To contribute to improving the quality of learning and teaching; and
b) To maintain and improve teachers' professional standards.

(The Public Service Reform (General Teaching Council for Scotland) Order 2011, Article 5)

This extended the functions of GTC Scotland beyond regulation and registration and into the heart of the teaching profession with an expanded remit:

a) To keep the register;
b) To establish (and to review and change as necessary)
    I. The standard of education and training appropriate to schoolteachers; and
    II. The standards of conduct and professional competence expected of a registered teacher;
c) To investigate the fitness to teach of individuals who are, or who are seeking to be, registered;
d) To keep itself informed of the education and training of individuals undertaking courses for the education and training of teachers;
e) To consider, and make recommendations to the Scottish Minister about, matters relating to
    I. Teachers' education, training, career development and fitness to teach; and

II. The supply of teachers (except in matters of remuneration or conditions of service); and

f) To keep such other registers of other individuals working in educational settings as it thinks fit.

(The Public Service Reform (General Teaching Council for Scotland) Order 2011, Article 6)

The independent status of the Council took effect on 2 April 2012, with the first meeting of the newly independent council on 13 June 2012.

Current Role in Scottish Education

Professional Standards

In response to the White Paper of 1999, GTC Scotland was invited by the Scottish Executive to create a set of benchmarks for initial teacher education (ITE), which would be used as an assessment tool for student teachers, thus removing subjective decisions by headteachers. By August 2000, the Standard for Initial Teacher Education (SITE), the precursor for the Standards for Full Registration, had been developed and mandated.

The Scottish Qualification for Headship Unit, in 1998 published the Standard for Headship, a benchmark standard providing a more coherent pathway to headship and describing the professional practice of headteachers and aspiring headteachers. It was designed to be delivered through a partnership model between local authorities and universities and was assessed through the demonstration of professional values, management competence and intellectual, and interpersonal abilities.

According to Matthew Maciver (Chief Executive of GTC Scotland 2001 – 2008), this framework was “the one that set the tone and set the atmosphere for what has happened since” (Matheson, 2015, p. 61) and provided the basis for the suite of Professional Standards published in 2012, which were developed through a model of stakeholder collaboration and writing groups.

The new suite of Professional Standards, 2012, comprised of:

- Standards for Registration
    - Standard for Provisional Registration (SPR)
    - Standard for Full Registration (SFR)
- Standard for Career-Long Professional Learning (CLPL)
- Standards for Leadership and Management (SLM)
    - Standard for Leadership and Management (Middle Leaders)
    - Standard for Leadership and Management (Headteachers)

The Standards for Full Registration (2012) defines the essence of 'what it is to be a teacher of Scotland's children and young people'. It is premised on three foundations of professional values, Learning for Sustainability and leadership. The inclusion of professional values moved the Professional Standards from a policy about what teachers do, to a policy that describes a 'way of being' and underpins GTC Scotland's stance of teachers, as professionals rather than teachers as practitioners.

The Standards for Full Registration are divided into three key areas.

- Professional values and personal commitment;
- Professional knowledge and understanding; and
- Professional skills and abilities.

The Standard for Provisional Registration specifies what is expected of a student teacher at the end of ITE and acts as benchmark statements for accreditation of ITE programmes and professional qualifications in Scotland. During ITE, student teachers are expected to be able to clearly demonstrate and evidence their development as a teacher. Having successfully gained the Standard for Provisional Registration, student teachers are eligible for provisional registration with GTC Scotland.

The Standard for Full Registration builds on the Standard for Provisional Registration and is the benchmark of teacher competence. All teachers must demonstrate competency across the Standards for Full Registration to become a registered teacher in Scotland. The Standards for Full Registration provides assurance to learners, parents, the profession itself and the wider community about the competency, dispositions, knowledge and abilities of every teacher.

The Standard for Career-Long Professional Learning (CLPL) was developed to address the recommendation of 'active registration' from Teaching Scotland's Future (2011). In creating this aspirational Professional Standard, GTC Scotland publicly stated that teachers in Scotland were trusted to continue to enhance their professionalism, by undertaking professional learning to address their own professional needs. The CLPL standard should be used as a reflective tool to help teachers identify, plan and develop their own professional learning journey throughout their careers.

The Standards for Leadership and Management include a focus on leadership for learning, teacher leadership and working collegiately to build leadership capacity in others. It shows the progression pathway from middle leadership to senior leadership and defines the difference between leadership and management. The Standard for Leadership and Management states:

> Leadership is the ability to:
>
> - develop a vision for change, which leads to improvements in outcomes for learners and is based on shared values and robust evaluation of evidence of current practice and outcomes; and
> - mobilise, enable and support others to develop and follow through on strategies for achieving that change.
>
> Management is the operational implementation and maintenance of the practices and systems required to achieve this change. (GTC Scotland, 2012, p. 4)

It is expected that those in educational leadership roles will develop increasing responsibility for:

- building staff capacity through team and line management;
- establishing, sustaining and enhancing a culture and ethos of collaborative learning;
- participating and leading multi-agency working across the learning community;
- self-evaluation and quality assurance through school improvement planning; and
- leadership for improvement at the system level (authority and national level).

The new suite of refreshed and revised Professional Standards was launched in January 2021 with mandatory enactment as of 2 August 2021.

Code of Professionalism and Conduct (COPAC)

Alongside registration, GTC Scotland is also responsible for the regulation of teachers. GTC Scotland, through its legislation, has a duty to identify the boundaries of professional behaviour and conduct and to maintain public trust in the profession. Although first mooted in 1973 in the GTC News and later in the Statements of Principles (1975), it was not until 2005, that a Code of Conduct was published. This was then revised in 2008 and published under the new title of Code of Professionalism and Conduct (COPAC). Alongside the suite of Professional Standards and a new Student Teacher Code, COPAC was revised and released in 2012.

COPAC sets out the key principles and values for registered teachers in Scotland. It states to the profession and members of the public, the standard of conduct and competence expected of registered teachers. COPAC "is guidance and not statutory code; therefore, teachers must use their own judgement and common sense in applying the principles to the various situations in which they may find themselves." (GTCS, 2012). However, COPAC alongside the Standard for Full Registration are used as the reference point for Fitness to Teach cases.

COPAC is outlined in five sections, these are:

- Professionalism and maintaining trust in the profession;
- Professional responsibilities towards pupils;
- Professional competence;
- Professionalism towards colleagues, parents and carers; and
- Equality and Diversity.

The Student Code supports student teachers to understand the conduct and dispositions required of a fully registered teacher. It provides guidance, in addition to the ITE provider guidance, to student teachers as they begin their journey to become a teacher.

The key principles addressed within the Student Teacher Code are that student teachers should:

- be a good role model;
- make pupils their key concern;
- promote the education of pupils;
- be open and honest, and act with integrity; and
- show respect for others.

Professional Update

In response to the A Teaching Profession for the 21st Century (2001), GTC Scotland was asked by the Scottish Executive to create a 'universal' annual review process. Prior to this, GTC Scotland Council's position on 'registration in perpetuity' was being considered as it was deemed "philosophically and professionally untenable to argue that, just because someone has once judged to have met the Standard for Full Registration, which was sufficient for the rest of a career" (Matheson, 2015, p. 98). This annual review process, in GTC Scotland's view, "would be founded on the premise that most teachers were already performing well" (p. 98 Ibid.). This was added to by a recommendation from Teaching Scotland's Future (2011), that 'active registration' be considered as a way of supporting teachers to continually upskill. This process was renamed 'Professional Update' and was launched in 2011, by GTC Scotland, with a pilot study.

Professional Update is a requirement for teachers to maintain their registration. It is not a measure of competency, but an opportunity to support teachers to share their professional learning and the impact of that learning on themselves, children and young people, colleagues and their learning community. Within this process, teachers need to have ownership of their own professional learning, which should enhance their knowledge and skills, and should not feel they are being 'done to'.

The key purposes of Professional Update for teachers are twofold:

- to maintain and improve the quality of teachers, as outlined in the relevant Professional Standards, and to enhance the impact that they have on the learning of children, young people and adults; and

- to support, maintain and enhance teachers' professionalism and reputation in Scotland.

These key purposes are underpinned by key principles that outline the expectation of teachers as they take part in PU. These teachers have:

- a responsibility to consider their own development needs through a process of self-evaluation against the appropriate Professional Standards;
- an entitlement to a system of supportive professional review and development (PRD) which can:
    - assist in the identification of constructive ways to engage in self-evaluation and professional learning to maintain and enhance professional knowledge, skills and practice;
    - provide access to professional learning experiences which can develop and enhance professional practice as well as support next steps in professional learning identified through self-evaluation; and
    - offer a focus on ways in which they can enhance their careers.
- to confirm that they have maintained the high standards required of a teacher, or positions with responsibility for judging the quality of learning and teaching, in Scotland's educational establishments.

Professional Update is a continuous process which builds on the key purposes outlined above, which includes the following interlinked features:

- An annual update of contact information by registered teachers;
- A career-long commitment to, and engagement in, professional learning, including continuing engagement in PRD;
- Opportunities for all teachers to engage in ongoing self-evaluation against appropriate Professional Standards, in order to reflect on their professional knowledge, skills and actions, and plan their development needs and relevant future professional learning;
- Maintenance of a reflective record of professional learning and associated evidence of impact on thinking and professional actions, discussed with a line manager as part of the PRD process; and

- A 5 yearly confirmation of engagement in the Professional Update process with GTC Scotland. The teacher makes the following confirmation, which is endorsed by their line manager:
    - *I confirm that I have engaged in ongoing professional learning and reflected against the appropriate GTCS Professional Standards. I have maintained a reflective record of professional learning and evidence of its impact on my thinking and professional actions. I have discussed this with my line manager as part of my Professional Review and Development process.'*

PU Annual Evaluation and Longitudinal Study

In the first five years of implementation, GTC Scotland undertook an annual review of Professional Update, to capture the views and experiences of the cohort undertaking Professional Update for the first time. This research covered four key areas:

- Professional Standards;
- Professional Learning;
- Professional Review and Development; and
- Professional Update sign-off and systems.

The report, Professional Update Longitudinal Study (2014-2019), produced by GTC Scotland provides evidence of the registrant's experiences of Professional Update. Some key findings are shown below.

- There are indications of a learning system.
- Professional Standards are considered a touchstone for teacher professionalism.
- The Standard for Career-Long Professional Learning is used by most registrants as a very useful self-evaluation tool, alongside other policy documents.
- Professional Standards are mainly used retrospectively, rather than to signpost professional learning activities.
- The majority of registrants engage with Professional Review and Development.
- The culture of professional learning offers registrants the opportunity to work collaboratively with others and reflect and learn together.

- Most registrants feel they are well supported by school leaders and local authorities in the Professional Update process, with the exception of supply teachers, who require more specific support.
- Those who work outwith schools also require further specific support to ensure Professional Update is worthwhile and supportive.

The annual PU evaluation has continued as teachers continue to engage with Professional Update.

Teacher Induction Scheme

The Teacher Induction Scheme (TIS) is a significant area of work for the General Teaching Council for Scotland (GTC Scotland), which involves complex partnership working and sets the tone for teachers' relationship with GTC Scotland at the very start of their careers.

The Teacher Induction Scheme provides a guaranteed one-year post to every eligible student graduating with a teaching qualification from one of Scotland's ITE providers. This is administered by GTC Scotland, in partnership with the Scottish Government. The scheme is not compulsory and probationer teachers can choose to follow the Flexible Route instead. The Teacher Induction Scheme allows probationer teachers to be considered for full registration within one school year (190 teaching days). It offers a number of benefits, including: a maximum class contact time of 0.8 full-time equivalence (GTC Scotland endorsed); dedicated time set aside for Professional Learning; and an entitlement to access support throughout the induction year.

Initial engagement for student teachers with GTC Scotland begins with opening talks. At this time, GTC Scotland colleagues signpost the purpose and processes which involve GTC Scotland and offer a timeline to manage student teacher expectations. At the opening talks, student teachers are informed of the payments required for both Protecting Vulnerable Groups and Registration administration fees and the process for the first stage of allocation for the Teacher Induction Scheme.

University colleagues recommend those students who have successfully completed their teaching qualification, to be included on the Register of Teachers with a provisional status. Once placed within a local authority, probationer teachers, working with their supporter, monitor and track their progress towards the Standard for Registration via their online profile, which is held by GTC Scotland. At the end of a successful probation period, probationer teachers are recommended to GTC Scotland for full registration by their headteacher.

References

Donaldson, G. (2011) Teaching Scotland's Future: Report of a review of teacher education in Scotland. Edinburgh: Scottish Government.

The General Teaching Council for Scotland (2012) Code of Professionalism and Conduct http://www.gtcs.org.uk/web/FILES/teacher-regulation/copac-0412.pdf

The General Teaching Council for Scotland (2012) Student Teacher Code http://www.gtcs.org.uk/web/FILES/teacher-regulation/student-teacher-code-0412.pdf

The General Teaching Council for Scotland (2020) Professional Update Longitudinal study (2014-2019), retrieved from https://gtcsnew.gtcs.org.uk/web/FILES/PU_Files/professional-update-five-year-longitudinal-study.pdf.

Matheson, I. (2015) Milestones and Minefields: The General Teaching Council for Scotland: the first fifty years. The General Teaching Council for Scotland https://www.gtcs.org.uk/about-gtcs/history-of-GTCS.aspx

The Public Service Reform (General Teaching Council for Scotland) Order 2011 https://www.legislation.gov.uk/ssi/2011/215/contents/made

Scotland Act 1998, https://www.legislation.gov.uk/ukpga/1998/46/contents

Scottish Executive. (2001). A teaching profession for the 21st century: Agreement reached following recommendations made in the McCrone Report. Edinburgh: Scottish Executive (retrieved from www.gov.scot/ Resource/Doc/158413/0042924.pdf).

Scottish Office Education and Industry Department (SOEID). (1998). The Standard for Headship. Edinburgh.

Teaching Council (Scotland) Act (1965) https://www.legislation.gov.uk/ukpga/1965/19/introduction/enacted

Appendix 2 Copy of the Email Exchange with the GTC Scotland Gatekeeper

CS

Charlaine Simpson

Sat 06/06/2020 09:48

To: pauline.stephen@gtcs.org.uk

Hi Pauline,

I hope this finds you well. As discussed previously, I am now writing to ask permission to access registrants to take part in semi-structured interviews as part of my Ed D thesis exploring the enactment of Professional Standards.

I understand that as part of the Professional Update annual evaluation survey you ask respondents to give an email address if they wish to participate in research around this issue raised in the evaluation, it would be helpful to gain access to this list of registrants.

I recognize that you have identified that in the data protection statement you offer the following reassurances:

> *"The survey responses will be used only to inform the report on the project and any articles or conference papers that may be produced as an outcome of the research.*
> *The findings may also be used to inform GTCS research*
> *or another national educational research.*
> *By completing and submitting the survey you are giving consent to taking part in this research."*

Therefore, I am seeking permission to conduct research that will help to inform GTCS's understanding of registrants' engagement of Professional Standards and will offer an executive summary to GTCS on completion of the research.

I hope that you can support this research and hope to hear from you soon.

Best wishes

Charlaine

Pauline Stephen <pauline.stephen@gtcs.org.uk>
Wed 17/06/2020 14:01

To: Charlaine Simpson

Hi Charlaine

Thanks for this request which CMT has considered. I am responding to indicate that permission has been granted for you to access registrants to participate in your research as outlined below.

I look forward to hearing more about your progress and what we can learn from your work.

Kind Regards,
Pauline

Dr Pauline Stephen

Director of Education, Registration and Professional Learning

0131 314 6025

Pauline.Stephen@gtcs.org.uk

Appendix 3 Participant Information Form

Participant Information Sheet

Research Project Title

An investigation of the enactment of Professional Standards by teachers in Scotland

Invitation

You are being invited to take part in this research project. Before you decide to do so, it is important you understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me (charlaine.simpson@strath.ac.uk), if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

What is the project's purpose?

The focus of this research is to better understand how teachers enact policy, specifically, how do teachers engage with Professional Standards as policy and interpret and translate these into practice.

Why have I been chosen?

You have been chosen because as a teacher who has recently completed Professional Update (PU), you indicated by ticking the box at the end of the survey that you were happy to be contacted for future research. GTC Scotland provided me with contact details of those registrants who ticked the box and GTC Scotland granted permission to contact you

to take part in this research. As a registered teacher in Scotland, you will have knowledge about Professional Standards and their use in your context which will support this research.

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 able to keep a copy of this information sheet and you should indicate your agreement by completing and returning the consent form. You can still withdraw at any time during the interview stage. You do not have to give a reason. After the interview stage, you can withdraw your interview data prior to data analysis (August 2020).

What will happen to me if I take part?

You will be asked to take part in a semi-structured interview with Charlaine Simpson, which will last no more than 45 minutes.

What do I have to do?

Take part in an online interview via Microsoft Teams at a time and place of your choosing. There are no other commitments or lifestyle restrictions associated with participation.

What are the possible disadvantages and risks of taking part?

Participating in the research is not anticipated to cause you any disadvantages or discomfort.

What are the possible benefits of taking part?

Whilst there are no immediate benefits for those people participating in the project, however, a better understanding of the enactment of Professional Standards may help GTC Scotland to provide resources which support teachers to interpret and translate Professional Standards in practice. You can request an executive summary of the research at the end of the project.

What if something goes wrong?

If you have any complaints about the project, in the first instance, you can contact any member of the research team (please see contact details below). If you feel your complaint

has not been handled to your satisfaction you can contact the University of Strathclyde to take your complaint further, please see contacts for further information below.

Will my taking part in this project be kept confidential?

All the information that we collect about you during the course of the research will be kept strictly confidential, as per the privacy notice (Appendix) This will be done by changing your name and disguising any details of the interview which may reveal your identity, the identity of people you speak about or your school. Your data will be anonymised in all reports or publications. You will not be identified or identifiable. Any data collected about you will be stored online in a form protected by passwords and other relevant security processes and technologies which will be GDPR compliant. Data collected may be shared in an anonymised form in the final thesis and any subsequent publications. These anonymised data will not allow any individuals to be identified or be identifiable.

Will I be recorded, and how will the recorded media be used?

All interview data will be collected using a Microsoft team meeting recording and will be held securely as an audio file in a secure cloud-based storage solution, Strathcloud. The data sources will only be shared in their entirety for transcription purposes with a third-party GDPR compliant transcription service, provided via encrypted email. The data will be stored for a period of 5 years. At the end of this 5-year period, any data which may identify participants will be destroyed.

What type of information will be sought from me and why is the collection of this information relevant for achieving the research project's objectives?

Through the interview, the researcher will ask you about your opinions and current practices in relation to Professional Standards. Your views and experience are important to understanding how teachers enact Professional Standards

What will happen to the results of the research project?

Results of the research will be part of the Ed D thesis and may be published in peer review journals. You will not be identified in any report or publication.

Who is organising and funding the research?

The project is an Educational Doctorate thesis, supported by the University of Strathclyde.

Who has ethically reviewed the project?

This project has been ethically approved by the University of Strathclyde ethics review procedures.

The University of Strathclyde Research Ethics Committee monitors the application and delivery of the University's Ethics Review Procedure across the University.

Contacts for further information

Ethics Committee Chair Dr Farid Bardid Farid.Bardid@strath.ac.uk

School of Education Ethics Committee
University of Strathclyde
Lord Hope Building
141 St James Road
Glasgow G4 0LT
Email: hass-edu-ethics@strath.ac.uk

Chief Investigator Dr Paul Adams Paul.Adams@strath.ac.uk

Second Supervisor Dr Anna Beck Anna.Beck@strath.ac.uk

Researcher Charlaine Simpson and Educational Doctorate Candidate Charlaine.Simpson@strath.ac.uk

Appendix 4 Participant Consent Form

Participant Consent Form

An investigation of the enactment of Professional Standards by teachers in Scotland

Chief Investigator: Dr Paul Adams
2nd Supervisor: Dr Anna Beck
Researcher: Charlaine Simpson

I consent to take part in this research study.

I understand that even if I agree to participate now, I can withdraw at any time prior to data analysis (August 2020) or refuse to answer any question without any consequences of any kind.

I understand that I can withdraw permission to use data from my interview prior to the data analysis phase (August 2020), in which case the material will be deleted.

I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.

I understand that participation involves a semi-structured interview with the researcher, which will last no more than 45 minutes.

I understand that I will not benefit directly from participating in this research.

I agree to my interview being recorded via a Microsoft team meeting. (If I do not agree to be recorded then I agree to my interview being noted by the researcher.)

I understand that all information I provide for this study will be treated respectfully and confidentially and will be compliant with data protection legislation.

I understand that in any report on the results of this research, my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity, the identity of people I speak about or my school.

I understand that anonymised extracts from my interview may be quoted in the researcher's thesis and any publications that may result from the thesis.

I understand that my signed consent form and original Microsoft Teams recording will be retained as an audio file in a secure cloud-based storage solution (Strathcloud) and that the data sources will only be shared in their entirety for transcription purposes with a third-party GDPR compliant transcription provider via encrypted email.

I understand that the timeframe for storage of the data will be 5 years. (At the end of this 5-year period, any data which may identify me will be destroyed).

I understand that under freedom of information legislation, I am entitled to access the information I have provided at any time while it is in storage as specified above.

I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

I understand that the researcher, although an employee of the General Teaching Council for Scotland (GTC Scotland) is not conducting this research for GTC Scotland, however, an executive summary will be offered to GTC Scotland on completion of the research.

Signature of participant Date

I believe the participant is giving informed consent to participate in this study.

Signature of researcher Date

Appendix 5 Interview Schedule

Interview schedule

Interview technique

Create an open, honest and friendly atmosphere by being welcoming and responding to the individual (i.e. reading their body language and responding appropriately, for example, some may be nervous or wary, therefore I will put them at ease before we start the interview, etc).

After each response I will paraphrase to give participants an opportunity to hear their words reflected back to them, and to check for clarity.

Opening

Consent (form and recording)

Introduce myself

Purpose of the research

Why they have been selected.

Is there anything else you want to know before we start?

Brief history

Indicative questions

Brief employment history in teaching

- Length of service
- Other
- Current role

Tell me a bit about the professional learning you have been involved in

Indicative questions

Why is that important to you?

What did you do?

What has been the impact of this?

Link question	**Prompts**
Have your related this to Professional Standards?	**YES**, tell me a bit more about which PS you used. Indicative questions When do you use professional standards? How do you use professional standards? How do you then relate this to practice? **NO** Explore why not. **Moving on** Tell me about a time when you did use Professional Standards.

Support for Enacting Professional Standards	
Indicative questions	**Prompts**
Where do you get information from about Professional Standards? Who helps you to use Professional Standards? **OR** Who do you help interpret Professional Standards?	**No-one** How do **you** use Professional Standards? **Support others** What does this support look like?

Context and Discourse Around Professional Standard	
Indicative questions	**Prompts**
How often do you talk to other teachers about Professional Standards? How often are Standards talked about in your school?	**NOT OFTEN** Why do you think Professional Standards are not discussed? **SOMETIMES** What words phrases come up in conversation about Professional Standards?

The Purpose of Professional Standards	
Indicative questions	**Prompts**
What do you think is the purpose of Professional Standards?	Professional Standards are to support your professional growth and development, how do you think you could use them?

Tell me what Professional Standards mean to

you?

How do they affect your daily practice?

Closing the interview

Indicative questions

Is there anything that you haven't said yet that you would like to share?

Reminder of consent.

Thank you for sharing your opinions

Appendix 6 Analysis of Pilot Study

A pilot study was conducted, as a 'desirable' feature of research (Bryman, 2012, p. 263) and as a 'dress rehearsal' (Gillham, 2000, p. 54). It was used to test whether the data generated from the qualitative methodology, the research instrument, the semi-structured interviews and initial thematic analysis using NVivo, addressed the research questions. It also provided an opportunity to modify the interview schedule, if necessary.

The pilot study supported an improved data collection design by ensuring the authenticity and trustworthiness of the interview schedule, offering feedback on the usability of the interview questions, addressing any ambiguity in wording, checking the length of time the interviews take and finally trying out the data analysis framework (Cohen, Manion & Morrison, 2018). Piloting the interview schedule can also enhance the trustworthiness of interviews (Cohen, Manion & Morrison, 2018) as it can be used to detect previously unconsidered issues. It also increased my familiarity with the structure and flow of the semi-structured interview (Bryman, 2012). It was found to be successful, therefore no modifications were necessary.

The sample for the pilot was chosen as they were comparable to the participant sample (Bryman, 2012). The sample was chosen from registered teachers who were employed by GTC Scotland when the pilot study was conducted. The participants had all joined GTC Scotland within the previous year and all had recent classroom experience and could draw on their own experiences in using Professional Standards and supporting other teachers. Table 9 shows the demographic of the pilot participants.

Table 9 Pilot Study Participants

Pseudonym	**Sex**	**Primary/secondary**	**In-school post**
Nicola	Female	Primary	Head teacher
Owen	Male	Secondary	Classroom teacher
Polly	Female	Primary	Depute head teacher

This sample was chosen due to convenience of access, as they are employees of GTC Scotland. The range of experiences provided a robust test for the interview questions, to

ensure that the questions and prompts are supportive and helped participants to share their experiences fluently and without hesitation and were also applicable to teachers from a wide range of backgrounds. This allowed me to make decisions about the questions in the semi-structured interviews, in the following ways:

- It gave me a 'feel' for the interview process;
- It gave me an experience of conducting the interview; and
- It trialled the order and wording of the questions for suitability and answerability and indicated the impact of the key questions.

It also helped to further develop my skills in interviewing. Through my role at GTC Scotland and other research projects, I have previously used a semi-structured interview approach. However, it is important to remember that the interviewer is also a 'research instrument' and the success of the interview relies not only on the content of the questions but also on the skills of the interviewer (Gillham, 2000).

Through this pilot study, the trustworthiness of the interview schedule was verified, as the questions led to responses that addressed the research questions. The time for each interview was around 45 minutes, which was within the timeframe outlined in the participant information sheet. Finally, the thematic analysis of the participant's responses illustrated the understanding of teachers' views on the enactment of Professional Standards.

Analysis

The data were coded and analysed, using NVivo. This was used to increase the efficiency of coding and storing of data, and as a means of secondary analysis to narrow the interpreted themes.

A third party transcribed the three interviews. The transcripts were actively listened to, and annotated, and initial descriptive codes were generated. The codes were analysed, and themes were assigned. Table 10 below shows the initial descriptive codes, the themes and the revised new codes.

Table 10 Coding the Data

Descriptive Code	Description	Theme
Accountability	Individual and professional accountability	Regulatory Framework
Competence	Competence of individuals	
School improvement	Professionalism learning that is linked to the school improvement plan	
Discourse	Discourse about Professional Standards in the national or local context	Discourse
Using Professional Standards	Different groups of teachers use PS differently. Not role dependent Headteachers ITE	Using Professional Standards
Supporting others	Mentions of support for probationer teachers, colleagues and line management responsibility	Support for Student and Probationer Teachers
Practical use of learning	Actions mentioned where teachers use professional learning as a means of problem-solving	Professional learning
Self-evaluation and ownership	Teachers having or wanting ownership of their own professional learning	Self-evaluation

Link to other policies	Mentions of policies other than Professional Standards	PRD

Analytic Narrative

Professional Standards as a Regulatory Framework

Professional Standards can be seen as regulatory or developmental frameworks. If used as a regulatory framework, then according to Sachs (2016), student learning outcomes and teacher performance can be used as a means of controlling teachers' work. This promotes organisational professionalism (Evetts, 2013).

The enactment of Professional Standards aims to improve teacher quality and provide a consistency of provision for learners but does not consider contexts or school leadership. Through the PU process, Professional Standards are mandated, this "promotes judgement rather than development and conformity rather than empowerment" (Call, 2018, p. 100). This organisational professionalism (Evetts, 2013) is discussed by *Polly*.

> *Polly:* *Are teachers too compliant? Yes, but I think it's because they've been artificially led and told this is what we've got to do in the original policies that were created, and actually that's just muddied the water for everyone.*

This regulatory framing of Professional Standards is added to by some school leaders, who promote and support a model of organisational professionalism (Evetts, 2013), as shown by the comments from *Polly* below.

> *Polly:* *I wish there was a teacher professionalism section about How Good Is Our School…And then if we do hold them to it, then it becomes performance management, and for teacher professionalism, that's not the route we want to go down. But I just think it doesn't have the bite that we would necessarily want, and they're just not referred to unless they're doing self-evaluation.*

Within this framing of professionalism, external accountability of the profession increases and there are competing discourses about Professional Standards. There are also competing policies, such as HGIOS 4, which are used by some teachers and school leaders as a self-evaluation framework for teacher professionalism, in my view, confusing school improvement and teacher professionalism. Performance cultures give rise to a low level of trust in the profession (Sachs, 2016), which leads to a range of monitoring and quality assurance activities that focus on pre-determined outcomes and metrics, as discussed by *Nicola*.

> *Nicola:* *And how do you say these need to be more at the forefront of the profession…when there's so many other competing things? And particularly that whole HGIOS agenda is such a big...driver in schools, because you're either panicking you're going to get inspected, you're either about to be re-inspected, or you're going through the local authority's mini-inspection.*

In some contexts, this conflation of school improvement and teacher professionalism leads to teachers being 'gifted' areas of school improvement, as shared by *Nicola*, dressed as leadership or professional learning opportunities, rather than being able to identify their own needs. Serendipitously, sometimes the needs of the 'School Improvement Plan' and the teacher coincide.

> *Nicola:* *they're often told that their professional development has to link into the school improvement plan.*

This performativity culture promotes an organisational model of teacher professionalism, Sachs (2016) comments that "in some respects, standards have become the tool for managing and overseeing teacher accountability" (2016, p. 416). *Polly* indicates that she uses Professional Standards as an accountability mechanism as outlined below.

> *Polly:* *So, I have to confess that no, I am not driven by the standards, I am driven by the need of what I think is my development at the time. For me, the standards…they're policy that we're referred against, judged against, so*

there's a bit of me that thinks actually maybe we should have to cover all of them, because that's what we're accountable to. And that, for me, I think they would maybe influence more and be enacted more directly if that were something that we had to do.

The Standard for Registration (SFR) serves multiple purposes, it is primarily the benchmark for registration for teachers in Scotland and provides the legal definition of competence and describes what teachers should be, know and do. As a benchmark, the Professional Standards outline the minimum expectation and competence that is required of all teachers. The SFR is used by local authorities as part of competency procedures, as outlined by *Nicola*.

Nicola: *competence, because again that's another time they get pulled out… with the competence processes, you're meant to focus in very specifically in the individual bits of standards that are going wrong in class for somebody.*

Nicola also mentioned that since teachers are employed by local government, there is also the added complexity that teachers' Professional Standards, may be used by non-teachers in competence cases and therefore may be applied with unintended consequences.

Nicola: *Sometimes it's an HR person interpreting the Standards, and they're dealing with the dustman one minute, and the teacher the next, so there's actually another group of people that aren't teachers that need to be understanding them a bit better as well.*

The aspiration of Teaching Scotland's Future (2011) is that teaching in Scotland becomes an all-Master level profession. This is highlighted in recommendations 10 and 44:

Recommendation 10
Initial teacher education and induction should be planned as one overall experience. This will require a strengthened partnership to underpin joint delivery. it should include the possibility of Masters credits, where appropriate. (p. 88)

> Recommendation 44
> A greater range of CPD should be formally accredited. Masters level credits should be built into initial teacher education qualifications, induction year activities and CPD beyond the induction year, with each newly qualified teacher having a 'Masters account' opened for them. (p. 99)

This aspiration has not been fully realised, although some ITE programmes do offer the opportunity to study at Masters level. This aspiration was not actioned by many in-service teachers, many of whom would have to self-fund Masters level learning. It also occurred within an environment of "declining support, tighter controls, shrinking budgets, intensified workload and standardisation" (Ryan & Bourke, 2013). Teachers may also be constrained by competing demands in their work life and their own personal life as explained by *Polly*.

> *Polly:* *And I've got to say, people in life, we're all at different stages in our life, and we all have different motivators in our life and different priorities. And because somebody said, "it's not for me", might be that they've got other things going on, and actually, that's where their time and their energy needs to be. And then it depends on who's judging them. And it depends on their own personal opinions of where they are and how they care about the profession, and how scunnered or not they are.*

Discourse of Professional Standards

Global discourse about Professional Standards frames these policies as a regulatory or developmental framework. Discourse about Professional Standards is socially constructed and negotiated through the interactions between teachers (Gee, 2015), however, there are always "contradictory discourses" (Bourke & Lidstone, 2015, p. 835) which circulate and compete in the policy environment.

Discourse about Professional Standards at the multiple levels of the education system depends on the "enactment and recognition" (Gee, 2015, p. 173) of Professional Standards by teachers. This is influenced by the "common conventions and shared agreements" (Gee, 2015, p. 27) of any context. Given the number of different contexts across the Scottish

education system, this gives rise to context-specific discourses. The macro discourse around Professional Standards established by GTC Scotland as part of the initial implementation process in 2012, does not appear to have gained traction and is not the dominant discourse.

> Nicola: *I think they know they're there…I don't think as schools we talk about them enough….so they become that lost document…so probably when you get them out and you rip them apart, the majority of teachers are doing the majority of it, and it's fine. It's just not overt enough. It's like "yeah, we signed up to it and we know it's there"…it's almost…like the standards only come out once a year at PRD or if something's gone wrong.*

As discourse is a product of "enculturation" (Gee, 2015), if there is not a culture of enacting Professional Standards on a regular basis, then this will be absent from the micro and nano discourse. According to Gee (2015), discourses are mastered through acquisition and not learning, therefore, having time to assimilate and make meaning of the Professional Standards is a necessity, as described by *Owen.*

> *Owen: And, really, that seemed to be the general thinking and that seemed to be the discourse…People then started to become a bit more aware and there was a bit more discourse about it, but I still wouldn't say it was widespread.*

As described by *Owen,* conversations about Professional Standards happen at particular times in the session, usually linked with PRD.

> *Owen: The professional standards conversations generally happened when you were having your PRD interview. And that was it.*

Using Professional Standards

Different groups within the teaching profession use Professional Standards in different ways. In most cases, Professional Standards are used retrospectively to fit the ongoing

professional learning, rather than being used as a signpost, if at all, as discussed by *Polly and Owen*.

> *Polly:* *This is what I want to learn, where does it fit with the standards? I still am guilty of doing it retrospectively. I am very guilty of it. And more so…because I find it quite difficult to relate to the standards.*
>
> *Owen:* *So, when they were talking about the PRD, was it always looking back at the standards as a reflective tool, and going "right, how do I fit what I've learned into that?" rather than "this is where we want to go now.*

Doecke (2004) claims that teachers need time to become familiar with Professional Standards, a process which is context dependent (Darling-Hammond, 1998). This requires space, time and tools for teachers to debate the contested notions of Professional Standards, and to explore how they can be used to underpin their own practice and development (Torrance & Forde, 2017). If this time for exploration and meaning making is not forthcoming, then teachers may never move beyond the Standard for Registration.

In Scotland, Professional Standards are not role dependent, therefore, are available for all teachers to use as they see fit. However, *Nicola* outlines that some teachers do not feel empowered to move into CLPL or SLM without changing roles.

> *Nicola:* *it probably was just PRD time because the coaching, the wheel that [LA] use was very much geared up around the standard anyway. So, you just used that as a basis of either… you know, my conversation with [], my line manager, and indeed with staff. What was really tricky, I found, was actually encouraging staff to break off from the SFR into the CLPL?*

As part of their school leadership role, Headteachers need to engage with, interpret and translate policy in their context, in collaboration with teachers. There is an expectation that Headteachers enact Professional Standards, and as of October 2020, demonstrate the Standard for Headship prior to appointment. This competing policy landscape may lead to professional dilemmas, where headteachers understand that the Professional Standards

enhance teacher professionalism, but school improvement via HGIOS 4 is privileged. As *Nicola* discusses, Headteachers then have to make professional judgements as to which policies are prioritised to support teachers to ensure they are not overburdened as they enact policy.

> *Nicola:* *There's so many different competing things, and as a Head Teacher sometimes it was difficult to filter out, right "okay, we've been told we need to do this by such-and-such a time", actually, everybody's on their knees right now, let's just wait for a couple of months, I'll sit on it, I'll maybe share it with the PTs and work out when would be a good time to bring it to the table. And then…and then...you get somebody in head office phoning up saying "we need the results for that", "well, actually, we haven't done it yet", "why not?" "Because the time wasn't right in my school."*

Professional Standards underpin all ITE programmes in Scotland and are a fundamental aspect of the ITE accreditation process. *Polly* mentioned that newly qualified teachers have been immersed in Professional Standards throughout their ITE programme and probation year, therefore, using Professional Standards to underpin their professional learning is ingrained. This suggests that Professional Standards are supporting the transition between ITE and career-long professional learning. However, if this is not encouraged as part of daily practice, then the use of Professional Standards may decrease over time.

> *Polly:* *Most of our NQTs…they were definitely more on the page, they were used to working with standards, particularly on their profile. I think the challenge for them was to identify where the professional learning was…there had to be quite a lot of dialogue around about that to say actually any learning you do is professional learning.*

Support for Student and Probationer Teachers

During ITE and TIS, student and probationer teachers are supported through a coaching approach, as they progress to become registered teachers in Scotland. Supporters use the

Professional Standards to offer guidance and advice as described by *Polly,* where they can be used as a point of reference for formative feedback (Adoniou & Gallagher, 2017).

> *Polly:* *when I did that rubric for the standards for the NQTs, you had your utopia column, but it was contextualised and exemplified to help them understand because they couldn't make head nor tail of some of the commentary. So, it was to support them in their thinking about actually where they were on that, and it was just semantics, that's all it was. But it gave them access to understanding better that they were on that.*

Professional Learning

According to McMahon (2019), where professional learning is underpinned by Professional Standards, this leads to high levels of teacher engagement. In this way, they are used as a guide to professional learning (Ingvarson, 1998), to identify the teachers' learning needs. However, *Owen* draws on the work of Sachs to discuss teacher agency as a fundamental aspect of professional learning.

> *Owen:* *Activists Teaching Profession by Judith Sachs, which even though was an old book, definitely holds relevance today, because that's exactly what it is. It is about teachers taking control of that learning agenda, it is about teacher agency. And I remember reading that and thinking "wow, this is absolutely mind-blowing. The possibilities and potential here." And that informed a lot of my thinking, and just motivated me to "right, I'm going to push on here."*

Professional Standards are often inherent in the design of local authority programmes or post-graduate studies. *Owen* discussed how programme design teams offer professional learning that operationalises Professional Standards, "as a tool for promoting professional learning and development" (Forde et al., 2016) and supports teachers to reflect on their learning.

Owen: *It was more part of the program and reflecting back the way. But I think the thing about that as that develops and as you start to become more familiar, then you also start using it to signpost, because you're more aware. I hoped that it would impact staff to actually take control of their own thinking, to be able to self-reflect, and to be able to identify anywhere where they had gaps themselves, so it would lead to much greater professionalism on the part of teachers, so using the standards, or even just self-reflective tools to identify "that's something I could maybe do a bit better on.*

Self-evaluation

Professional Standards when used as a developmental tool can offer a "plausible function of standards, as an organiser for teachers to record their own professional journeys" (Adoniou & Gallagher, 2017, p. 113). They can provide a framework for reflection on practice and for planning professional learning goals (Mayer et al., 2005). If teachers feel they have ownership of the Professional Standards (Kleinhenz & Ingvarson, 2007) and enhance their "sense of professionalism" (Mayer et al., 2005, p. 170) then they are more likely to enact Professional Standards, demonstrating occupational professionalism (Evetts, 2013).

Nicola: *And I think teachers need...if they had that ownership of their time given back.*
to them, or even some of it, they would start choosing things they want to do, start engaging with it a bit more…

Professional Review and Development (PRD)

According to the GTC Scotland, Professional Standards are at the heart of the PRD process, as described in Unlocking the Potential of Professional Review and Development (2019) as:

> using Professional Standards to scaffold and support, empowers teachers to be critical of their thinking and practice, and enhances teacher professionalism ultimately to best serve our children and young people across Scotland. (p. x)

The coaching conversation, which is the mark of a high-quality PRD experience, is supported by mentors using Professional Standards as a professional learning tool, which supports a common language and focuses on professional dialogue (Adonoiu & Gallacher, 2017). However, in practice, this purpose of Professional Standards appears to be dependent on the experiences of the PRD by both participants as discussed by *Owen*.

> *Owen:* *depends on your Principal Teacher as well, I don't think there was consistency in terms of how that was applied throughout. But basically, the way I'd expect them to be used there is that your Principal Teacher would be sitting with you, and "future learning for next year, what do you intend doing? Where do you see yourself going?" Looking at the standards while doing that, so you are looking forward, using the standards to look forward. It might be that what you've done, you're trying to pigeonhole them into the standards, but you're still having the discussion in the second part of the conversation when you're talking about going forward, and you are further looking at that point.*

Summary of the data analysis

In this pilot study, it has been identified that Professional Standards are used in practice in multiple ways and can be seen, either as a regulatory or developmental framework. For some teachers, particularly in the early career phase, enactment of Professional Standards is a benchmark to becoming a registered teacher. For in-service teachers, they may be used as a benchmark for competency and to underpin professional learning. How the Professional Standards are used in any context is determined by how the school leader models their use and the micro and nano level discourse.

Some teachers accept the positions offered by the macro and meso discourse and demonstrate organisational professionalism (Evetts, 2013), whereas other teachers' positions within the micro and nano discourse show occupational professionalism (Evetts, 2013).

This pilot study supported the authenticity and trustworthiness of my research methodology and methods and tried out the data analysis framework.