THE INFLUENCE OF NEW SCHOOL BUILDINGS UPON

THE MOTIVATION, MORALE AND JOB SATISFACTION

OF THEIR TEACHING STAFF

By

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ABSTRACT

This research relates to a recent government policy to create new school buildings in the United Kingdom. It seeks to examine whether stated national aspirations have had the prescribed outcomes on teaching professionals, their professional lives and their motivation, morale and job satisfaction. This qualitative research, using semi-structured interviews, has focused on two new schools in a rural/urban target authority located in the West Midlands of England: School A, a small rural primary and School B, a larger than average urban primary school. This study has involved teaching professionals alongside members of staff related to the national building school creation body, local authority inspectors and architects linked to the creation of new schools.

The study supports the notion that national aspirations have been met at a local level and that these schools promote the desired outcomes stated in government literature. These schools have also positively affected teachers in terms of their motivation, morale and job satisfaction. This has led to changes in teachers' professional identities and positive feelings towards their levels of retention. This study illustrates how not all central policies lead to disempowerment and the effects contextual factors have in managing the pool of talent within our schools.

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INTRODUCTION

1.1   A National Perspective

During the early 19th Century the design and construction of many new school buildings may be seen as an attempt to educate the children of Britain and also in part a drive to develop educational practice (Seaborne and Lowe, 1977). However, despite such early aspirations, the creation of new school buildings during the 20th Century has seen a chequered history. This has been mainly related to what may be seen as depressive economic conditions (Maclure, 1985; Saint, 1987) and an enthusiasm to educate a much enlarged, post World War II population (Seaborne, 1971; Seaborne and Lowe, 1977).

However, it was during the United Kingdom's (UK) Labour term of office 1997-2010 that this country saw a large scale injection of government capital monies placed into flagship initiatives such as Building Schools for the Future (DFES, 2003a), commonly known as BSF, in order to develop an increased stock of new school buildings throughout the UK. This drive to improve school building stocks resulted in the creation of 1,100 new school buildings over a 10 year period (DCSF, 2008) and saw an injection of £55 billion worth of capital investment into these educational initiatives. The impetus for such a political drive may be found in government literature (DFES, 2003a) which aspired to provide a 21st Century education for all children amidst a backdrop of intentions which sought to raise educational standards. Initiatives such as Classrooms of the Future (DFES, 2003b), BSF (DFES, 2003a, 2003d) and later schemes, for example, Partnership

for Schools (2008) sought improvements in Information Communication Technology (ICT) and access and inclusion for pupils with special educational needs (SEN) within these new school buildings. Alongside such desires were clear commitments, through publications such as Building Futures (2004), to allow schools to have extended provision which could be opened up to the immediate community. This was part of a much larger government strategy (DFES, 2004d) to offer out school facilities beyond the school day as well as allowing these schools to be used as hubs for community and children's services (Mortlock, 2007). Such aspirations must also be seen to be allied to statutory frameworks which now placed the needs of children firmly at the heart of Labour's education policy. This included the creation of legislation such as the Special Educational Needs and Disability Act (2001) and the Safeguarding and Vulnerable Groups Act (2006).

Other heralded improvements linked to the creation of these new school buildings included the creation of flexible and adaptable teaching and learning spaces (DFES, 2003b) and schools that improved the levels of staff and pupil satisfaction (DFES, 2006a). Through new collaborations of public private partnerships, i.e. Education Partnership (LEP), what was initially conceived as an initiative to improve building stocks may now be seen as part of a much wider social policy focused on facilitating community cohesion, the meeting between faith communities and the promotion of leisure/community usage (Partnership for Schools, 2008).

However, despite governmental aspirations for this ambitious policy of creating new school buildings, it is important to acknowledge the influence that such initiatives have had upon all those stakeholders (pupils, parents and teachers)

who now find themselves housed within such new school buildings at local authority level due to this political imperative. In particular the researcher himself, whilst being employed as a serving head teacher in the local authority in which this study finds its focus, found himself to be part of such a national initiative which resulted in his old Victorian school building being earmarked to be rebuilt as part of monies delegated by the government to local authorities to improve their building stocks. Not only was this to profoundly change and affect the researcher's educational career as a serving head teacher but it would, as his initial case study showed (Howard, 2005), seek to stir within him a professional and academic curiosity to understand the profound effects that a new school can have upon its stakeholders beyond that of governmental aspirations. For the researcher, both now and then, it stirred within him a desire to start to unpick the subjective meaning of such an influential change upon those individuals and their lives; those now connected to these new school buildings.

1.2   A Local Perspective

In 1997 I was appointed head teacher of a small, village primary school in a local authority located in the West Midlands of England. The school's pupil numbers had outgrown the original small, Victorian school building which was initially established to educate its pupils. This resulted in the school site having two portakabins adjacent to the old school building in order to accommodate extra pupil numbers. The school had no hall, outdated facilities and the fabric of the building itself was in a very poor state of repair.

After a lengthy period of negotiation by the governors with the local authority, in conjunction with the Department for Education and Science (DFES), it was agreed that this school should be completely rebuilt on an adjacent green field site at a cost of £1.2 million pounds. This new school was finally opened in the autumn of 2004 and included a large school hall, four classrooms, purpose-built offices and staffroom, a central practical area, large landscaped grounds and an Astroturf games pitch.

After the initial euphoria of the move was over, the researcher began to become aware of the influence that the new school building was having upon its stakeholders by the comments that were being made. A typical example of the type of positive comment made with regard to the teacher/pupil interactions within this new school building was:

> *I can plan it that actually the other half (children) could be doing art; I could never have done that before. Groups can now be withdrawn into the many areas now available without it causing disruption to other pupils' learning, as was the case in the old school* (Teacher N)

Such comments and changes to the way that individuals interacted with the new school became so professionally important to me that I realised that they should be recorded and analysed in a documentary form, so that other teaching professionals could be made aware of the influence that this new school had now had upon the stakeholders in this particular case. Since around this period the researcher was involved in an MEd course linked to Educational Leadership this further fuelled the idea of creating a documentary record of this change. This

ultimately lead to the creation of a dissertation linked to a study of this particular case and was created in order to satisfy both the researcher's professional and academic curiosity.

Prior to undertaking and writing this piece of research, the researcher carried out a literature review linked to this MEd dissertation to develop an understanding of the government policies and aspirations that had led to the creation of these new schools nationally and now locally (for example: DFEE, 2001; DFES, 2003a, 2003d). It also included a review of other available literature at that time linked to the effects of school buildings (for example: Lackney, 1999; Loisis, 1999; PWC, 2001; Clark, 2002) upon their stakeholders. This literature review was not only important in informing the findings of this case study (Howard, 2005) but perhaps more significantly it served to make the researcher aware of the paucity of research linked to the influence that new school buildings have upon their stakeholders.

This dissertation was eventually submitted as part of a Master's Degree in 2005 (Howard, 2005) and therefore it had moved from being more than just a professional's record of change but an academic and rigorous analysis of the effect of change of a physical environment on teaching and learning and its stakeholders. It allowed the researcher for the first time to put on record the variety of effects that the new school had upon its stakeholders. These findings included for example: the influence of new facilities, space and flexibility on the delivery of teaching and learning, that improvements in light levels in the new school now instilled positive feelings in both the staff and pupils and that teachers felt that they

were now physically closer to one another due to the design of the school and that this had improved their cohesiveness as a team and had aided communication.

After three years of being head teacher of this new school, and after what the researcher deemed as an appropriate period of bedding the stakeholders into this new school, I was appointed the head teacher of a larger rural primary school in the same authority in 2006 which was in need of modernisation. Given what I had learned from creating my previous new school and the positive influence it had obviously had upon the stakeholders, I felt that it was important for these new stakeholders to also have an improved school environment. Therefore, after securing local authority funding, I seized upon an opportunity given to me to initiate a £225,000 refurbishment of this school. These works were finished in 2008 and involved the establishment of a new entrance/offices, the creation of a new classroom (to replace a portakabin), remodelled classrooms, new library and staffroom, alongside a new disabled toilet/staff toilets.

After the completion of this project, again it became very evident to the researcher through daily observations of individuals and the comments that were being made, that this school too had also many positive benefits to those individuals now linked to it. These now included: a much more positive feeling from staff, pupils and parents with regard to being associated with this new environment. That the changes had allowed for new, improved facilities and space and this had made the teachers more able to effectively deliver teaching and learning. Finally, given the improvements to the staffroom, office and new classrooms, the staff felt more of a cohesive team, they felt valued, professionally closer and that they now had improved levels of communication between each other.

It was really at this point that the researcher decided that he wished to understand much more fully whether other new school buildings that were also being created in this local authority, had in fact influenced individuals' feelings and actions similar to those already experienced by the researcher at his first and now second school. Though he wished to understand this from a professional perspective, perhaps more significantly after the completion of the Master's thesis (Howard, 2005), the researcher wished to undertake a much more in-depth, rigorous and academic scrutiny of what was truly happening to stakeholders given a change in a school's physical environment. The researcher was left wondering whether these findings were unique to his school building projects, or were they to be found in other newly established schools, in particular those other buildings being created on a national scale under projects such as BSF? It was this germ of an idea that was ultimately to lead to the creation of this thesis. A thesis which in many ways has helped the researcher unpick what he has experienced and learned during his professional career with regards to school buildings, but also in order to allow others to better understand the significance that new school buildings can play in the lives of individuals associated with them.

1.3   Significant Literature

Prior to deciding to embark upon this full thesis and its initial pilot study (Appendix 1), the researcher wished to extend his search for relevant literature beyond that which had existed when the researcher carried out his initial case study (Howard, 2005). This was also in order to help him develop a further understanding of this phenomenon, but also to revisit the links made between what he had now learned

professionally regarding stakeholders and their interactions with new school buildings and the literature that had more recently been created.

This review included an examination of more recently published government publications linked to the Labour government's capital investment programme in creating new schools (DFES, 2006a; DCSF, 2007a). The researcher was also eager to look at the wider research now available linked to the creation of school buildings and the associated improvements to the learning environment (Higgens et al., 2005; Woolner et al., 2007) and how they in turn have served to influence their stakeholders. Given what had been learned professionally, academically and now through this more recent review of literature, the researcher formulated the tentative research aim of investigating how teaching and learning at the individual level may be influenced by the creation of new school buildings.

In addition to the literature mentioned above, the researcher initiated a more general review of literature related to the process of educational change (for example: Hargreaves et al., 2001; Fullan, 2007). Whilst examining this literature the researcher discovered the work of Bronfenbrenner (1979) and Bronfenbrenner's Model (after Knoff, 1984 in Frederickson and Cline, 2003). This literature had direct resonances with the researcher's professional experiences of seeing an individual develop as a result of the relationship between the individual and their immediate environment, i.e. their new school. This type of interaction for Bronfenbrenner (1979:22) would be seen to take place at the 'microsystem' level. Bronfenbrenner's (1979:26) 'macrosystem' which reflects the 'possible blueprints for the future as reflected in the vision of a society's political leaders' also had, for the researcher, direct resonances with governmental plans to create new school

buildings, which in turn via these new school environments had a direct influence at the individual level. Given these thoughts by the researcher this literature became significant, not only during the process of creating this thesis but also at this time by reinforcing yet another of the researcher's tentative research aims, grounded in his own experiences, of examining how stakeholders manage and are affected by the changes that the creation of new buildings inevitably bring.

Whilst also carrying out this phase of reviewing the literature, the researcher also felt that Bronfenbrenner's (1979) research and Bronfenbrenner's Model (after Knoff, 1984 in Frederickson and Cline, 2003) had a direct synergy with the research of Dinham and Scott (2000) which again served to reinforce the tentative aim of understanding this process of change at the individual level. Again this research helped to confirm the researcher's professional and now academic desire to understand whether the creation of new school buildings, rooted in national desire and being created at the local level, truly had a positive influence upon the teaching professionals now housed within them and other stakeholders as witnessed by the researcher.

Given the researcher's professional background and experiences linked to new school buildings, allied with the significant insights gained by literature such as Dinham and Scott (2000) the researcher also started to examine the wealth of literature associated with teachers' professional feelings and identity (Evans, 1998; Day et al., 2006; Day and Gu, 2007, 2009; Day et al., 2007; Day and Kington, 2008). This literature again reinforced the researcher's aims and desire to understand more fully the influence that these new schools were having on the

feelings and relationships of this particular group of stakeholders, alongside those of others now housed in these new school buildings.

Given the wealth of personal experiences of the researcher and the available literature that had now been examined, the tentative research aims as outlined above were forged together in order to guide what was to become the pilot study (Appendix 1) prior to creating the final thesis. The findings from this pilot study were then ultimately used alongside the available literature which is explored in detail in Chapter Two the *Literature Review* to refine and clarify the final research questions and aims for this thesis. These research questions and aims themselves will be outlined in full during Chapter Three entitled *Methodology and Research Methods*. This chapter will also serve to outline the rationale behind the interpretative, longitudinal research approach which has been utilised in this thesis, alongside the reasons for selecting teaching professionals to be the main respondent group for this study rather than school stakeholders in general.

Given the paucity of research currently available linked to an examination of the influence that new school buildings have played in the professional lives of teachers in terms of their motivation, morale, job satisfaction, retention, commitment and their professional identity, it is anticipated that this study by its very existence may add to what may be seen as a limited body of literature. It will seek to examine the contextual factors of these new schools that influence teachers' professional lives, as well as offering a new conceptualisation in respect to these important factors. Given that teachers may be seen as one of the greatest assets linked to any school this research is important not only in terms of informing future academic thinking but also for the management of this pool of talent which

may be found within all those schools which may in the future be rebuilt or refurbished.

1.4   Summary

This introduction has sought to outline national policies, such as BSF, which have seen large scale investment in order to create new school buildings during the UK's Labour term of office 1997-2010. Amidst such a policy are those stakeholders who include teaching professionals such as the researcher himself who had found himself at the very sharp end of such a policy and of being re-housed in a brand new school building in 2004.

Following this experience and a subsequent involvement in a newly refurbished school building, the researcher witnessed the positive influence new school buildings had upon stakeholders' daily lives. These positive experiences stirred within the researcher both a professional and academic curiosity to understand this phenomenon which had in turn led to the creation of a Master's dissertation, as well as this thesis. This was in an attempt to start to unpick whether such influences on individuals are just in fact isolated phenomena and also in order to understand more fully the subjective meaning of this significant change.

This academic and professional curiosity has led to an extensive examination of literature linked to the creation of new school buildings, educational change, and teachers' professional feelings and identity. During the course of this review several significant pieces of literature were discovered which were not only to influence the tentative research aims for this area of research and its initial pilot study (Appendix 1) but also the subsequent research outlined in this thesis. This

research includes: Bronfenbrenner (1979), Bronfenbrenner's Model (after Knoff, 1984 in Frederickson and Cline (2003), Dinham and Scott (2000), Evans (1998), Day et al. (2006), Day and Gu (2007, 2009) and Day and Kington (2008).

The pilot study linked to this research, alongside the literature now outlined in Chapter Two, have forged the final research questions and aims for this thesis as well as helping to clarify the research strategy and the selection of teaching professionals as the main focus group within this research.

It is the hoped that given the paucity of research linked to the influence that the creation of these new school buildings has had upon teaching professionals' lives that this study may, by its very existence, serve to contribute to the limited body of literature that currently exists related to this phenomenon.

1.5   An Outline of the Chapters

Chapter One has served as an *Introduction* to this research. Chapter Two will now form the basis of a *Literature Review* which will outline the literature linked to the creation of these new schools, change management and an examination of the concepts of motivation, morale and job satisfaction. Chapter Three will be entitled *Methodology and Research Methods.* It will outline the research questions and aims, the research design and the justification for the methodological approach used. This chapter will also explain the procedures for collection and analysis of the data. Chapter Four is entitled *Data Presentation.* It will outline the findings relating to the fieldwork carried out over the course of this longitudinal study. Chapter Five, *Analysis and Discussion,* will seek to draw together the findings from this study and through discussion reach relevant conclusions which may be

distilled into themes to be taken forward to Chapter Six, the *Conclusion*. Chapter Six will allow the researcher an opportunity to reflect upon the analysis and findings of this study, and to examine the contribution to knowledge as well as outlining recommendations for future practice and research. Additional documentation and information will be supplied at the end of the thesis in the form of Appendices*.*

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

The purpose of undertaking any literature review is, as Keeble and Kirk (2007) suggest, so that the researcher may offer up a context within which findings may be interpreted and to reveal what is known and where gaps in knowledge may be found.

Before embarking upon this literature review a strategic approach for searching for relevant literature was adopted. This approach meant initially reviewing the general field of educational change, morale, motivation, job satisfaction, professional identity and school buildings. This allowed for an identification of the breadth of what has been researched previously. From this more general reading it was possible to reformulate the hypothesis at this early stage by creating a visual mind map in order to help identify/focus in on keywords/phrases and authors.

Keywords and phrases included educational change, learning environment, new facilities, professional identity, educational leadership, new school buildings, morale, motivation, professional identity, job satisfaction. These have then been further developed using 'Boolean logic' in journal databases such as SwetsWise both to broaden and limit the search. This process has enabled the researcher to examine journal articles such as *Education, Educational Administration Quarterly* and *Education Studies* and government publications from the *DFES/DCSF/*

Teachernet. Research/conference papers and written text have also been found within electronic databases such as the *British Educational Index, Educational Resources Information Centre* and *Educational Research Abstracts.* This search of databases has further identified subsequent references via articles bibliographies, therefore allowing further articles to be located.

I set up a ZETOC alert in order to give me advanced notification of information with regard to the contents of a specified range of journals. These have included *Educational Administration Quarterly, Journal of Educational Change, Educational Management and Administration* and the *Journal of Management.*

Though the majority of authors are located within the UK and Europe some significant research has been undertaken in North America. This has been important in informing this review. Seminal works relating to this research topic have been identified such as Maslow (1954), Herzberg (1968), Schon (1971) and Marris (1974). However, the focus for the review lies in the most current strands of research by authors such as; Day and Kington (2008, Day and Gu (2007, 2009), Day et al. (2007), Dinham and Scott (1998, 2000), Evans (1992, 1997a, 1997b, 1998), Fullan (1991, 1992, 1997, 1998, 1999, 2001a, 2001b), Nias (1981, 1984, 1989), Wallace (2003, 2004), Woolner (2007, 2010) and Government Publications such as: DFES (2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005c) and DCSF (2007a, 2007b, 2008). With regard to government publications it is the intention of this review to capture the political rationale relating to the construction of new school buildings and how this has in turn filtered down to the grassroots.

Whilst undertaking this investigation, the researcher has always been mindful of any personal bias emanating from both myself and other authors and the influence it may have on the selection and promotion of information.

The next part of this chapter will identify key government publications relating to the impetus behind the redesigning and the creation of new school buildings. These will be analysed and placed alongside publications by other organisations, for example CABE (The Commission for Architecture and the Built Environment) in order to identify the agenda for this initiative, the political expedience and to seek to identify whether such large scale investment may have tangible benefits beyond the development of the physical environment. The review will then seek to place this research in the general context of educational change management and the concepts of morale, motivation and job satisfaction.

2.2   The Need for Educational Change

Much government rhetoric (for example, DFES, 2003a) may be found to provide a rationale behind the impetus for capital investment into education which includes providing a 21st Century education equipping children to be socially and economically valued members of society. This ideal forms part of a tradition from government to place education policy at the heart of their reforms.

During the early 19th Century two distinct styles were established (Seaborne, 1971; Seaborne and Lowe, 1977), i.e. the single room school house and the board school design. The latter formed an attempt to cautiously develop educational practice (Seaborne and Lowe, 1977). However, during the early 20th Century the development of school buildings stagnated, this primarily being linked to

depressive economic conditions (Maclure, 1985; Saint, 1987). However, during the post World War II population growth (Seaborne, 1971; Seaborne and Lowe, 1977) Britain saw the introduction of free secondary education for all in newly rebuilt schools; the result of a post war school building programme. It was during the 1960s - 1970s as the country saw pressure from middle class parents dissatisfied with standards of education in secondary modern schools that comprehensive schools were established to replace a tiered system of grammar/secondary modern schools. However, it was with the election of the UK Labour Party in 1997 and with Prime Minister Tony Blair's utterance of his three word mantra linked to education (Coughlan, 1999) that the Labour Party initiated reforms in education linked to driving up standards in education. Workforce Reforms, New Opportunity Funding and Creative Partnerships have focused on and expanded the need for improved schools (Building Futures, 2004). Government initiatives placed the needs of parents and children at the very centre of a dynamic education system which wished to deliver excellence, remove barriers to achievement, support an extended school's agenda, promote the strategy for 14-19 education and to foster innovation (DFES, 2000a, 2004b, 2005b, 2005c). Local Education Authorities have been charged to be commissioners of education services not just providers (Partnership for Schools, 2006). Alongside this relentless pace of change, the government issued 'Every Child Matters: Change for Children' (2004c) which provided an unprecedented impetus for schools to collaborate closer between themselves and other service providers.

To complement this drive to improve education through social and academic improvement/reform, the government promised to transform education by providing quality learning resources (DFES, 2006a) and the learning environments. New types of school were created such as Specialist Schools and City Academies in order to improve and 'encourage change rather than shield poor performance' (DFES, 2005b:20).

Investment was vital as statistics suggest, with 14% of school buildings having been built since 1976 therefore meaning that a substantial number of pupils were being taught in buildings that pre-dated this (Partnership for Schools, 2008). As Clark (2002:1) notes:

> *only around 10 per cent of schools have been built in the last 25 years. Between 1950 and 1970 more than 7,000 schools were built, and these are now at, or past, the end of their 30/40 year life span.*

Given little analysis of this data to suggest its accuracy it is hard to draw conclusions but given the worrying state of some buildings they must inevitably influence the quality of teaching/learning and delivery of the curriculum. OFSTED (1999/2000) adds weight to such claims suggesting that a quarter of secondary schools were found to have inadequate accommodation which both affected the quality of teaching and the morale of both teachers and pupils.

Given such a backdrop, the Labour government embarked upon upgrading the education building stock by creating a total of 1,100 brand new school buildings within a 10 year period and by injecting a projected £8 billion pounds of investment into such schemes by 2010-11 (DCSF, 2008). This was achieved partly by the use of PFI (Private Finance Initiative) monies which allowed the

Labour government to realise capital projects much earlier than would have been possible, for example in 2001, 45 PFI deals were completed, totalling an investment of £20 billion (Allen, 2001). PFI Schemes are not without their critics who note they lack a solid framework on which to make certain that the correct design of schools are built where need is paramount (Partnership for Schools, 2008). It has been suggested that the UK developed one of the largest programmes of capital investment for over thirty years, with Labour committing to an annual investment of £3.5 billion mainly through PFI (CABE, 2001). Through Asset Management Planning (AMP) local authorities were charged with targeting investment in school buildings which were deemed to provide inadequate learning environments.

It is important to note that large scale capital investment in new school buildings should never however be seen as something new, for example the large scale investment in Victorian times. Perhaps in fact, as Building Futures (2004) suggests, Labour's particular drive to improve building stocks was part of an erratic thirty to forty year cycle of investment.

Though considerable government publications outline future building programmes and their benefit to learning and society, there is little independent research to verify the benefits such programmes are having in the raising of standards and the influence that they are having upon teaching professionals. Surely it is important to be certain of the influence that large amounts of capital investment have had on our education system and the teaching professionals within them. Has the money being wisely spent? Or could it be more profitably invested in the future? Much

that is published is aspirational and much is yet to be done to prove the cost effective benefits of these works beyond that of improving working conditions. It would seem therefore vital, given the paucity of research into this area, that time is given over to study such questions.

Though many Government Publications such as DFES (2002a) and DFES (2005a) do outline the rationale behind the capital investments provided by Labour it is vital that this impetus is viewed alongside that of the global emergence of new pedagogies and the moves towards an increased development of ICT, where virtual classrooms and communities are evolving and the personalisation of education around an individual child's needs is being developed (Building Futures, 2004). As DFES (2002a:4) note:

> *If schools are to provide excellent educational facilities for the next 20 to 30 years, designs for new school buildings and major adaptations need to take account of current and likely developments in education and technology.*

Labour wished to provide schools where teachers may work in an environment which encouraged and fostered them to be inspirational (Partnership for Schools, 2008), this being seen as vital to raise educational standards. Government literature (DFES 2002a, 2005a), along with other publications such as CABE (2001), Building Futures (2004), outlined the future for a 21st Century learning environment in schools, in either new buildings or buildings that had been remodelled. Key to the development of these buildings were aspirations to develop ICT, create a flexible use of space, to develop increased accessibility for a variety of users, to promote the inclusion of children with SEN and to enlarge the numbers of support staff available (Building Futures, 2004).

Some of the government's earliest flagship initiatives developed in order to promote a change and remodelling of new school buildings such as Classrooms of the Future (DFES, 2003b), Schools for the Future (2002a, 2002b). These initiatives focused the debate around future building programmes and engaged elements of the private sector into a dialogue of what was best for our future educational system. Out of this work Schools for the Future was set up in 2002. Its aim was to combine the issues of developing styles in teaching and learning and the newly changing primary and secondary curriculum linking them to the influence that new learning technologies were having on schooling. Schools for the Future (DFES, 2002b) sought to outline the main design challenge facing LEAs and schools. As they note:

> *to balance the needs of different users, creating inspiring buildings with functional spaces that are appropriate for new educational developments and new technologies but adaptable enough to cater for the changing needs of the future* (DFES, 2002b: 16).

Schools for the Future (DFES, 2002b) also wished to create schools that could support and accommodate a wide range of users such as parents, pre-school children and local employers alongside the pupils they were built to house.

Government Publications (DFES, 1997; DFEE, 1999, 2001) and the later Building Bulletin 99 (DFES, 2006a) promote the role of inclusion, alongside flexibility and adaptability as being at the heart of the government's commitment to place pupils with SEN and disabilities within the mainstream setting. However, it was with the Special Educational Needs and Disability Act (2001) that the rights of SEN pupils to be educated in mainstream schools were enshrined in law and placed new

duties on providers to make reasonable adjustments so that disabled pupils were not left at significant disadvantage, to plan for increased accessibility to schools' premises, the full curriculum and to offer involvement for all in social and community activities.

Classroom of the Future (DFES, 2003b) explored the environmental and technological possibilities of new school buildings in order to provide ease of access for all learners whether they are part of the school/wider community during or outside school hours. This early project was also influenced by what was identified as key 'design drivers' which set out to outline the need for flexible use of space in which to educate pupils, improve levels of ICT, SEN inclusion within the mainstream and improve community usage (DFES, 2003b).

With gathering political momentum, Building Schools for the Future (BSF) was first announced in 2003. Its aim was to transform education by providing all secondary school teachers and pupils in England with buildings fit for the 21st Century. Such intentions could allow for improved levels of education, good teaching and learning environments for teachers, schools that allowed for community usage and cost effective buildings that could be completed on time (DFES, 2003d).

It is important to note that the rhetoric of BSF is not without critics. Mitchell (2008) for example suggests that if the programme is subsumed by local and national political imperatives, a focus on costs and existing cultures in school and local authorities' models:

> *there is a real danger that the programme will produce either brighter, newer, shinier schools organised around an outdated learning (teaching)*

paradigm, or alternatively more innovative buildings which struggle to co-exist with an unchallenged teaching culture (Mitchell, 2008:244).

Despite governmental aspirations for the future rebuilding of our schools, given the paucity of research evidence as suggested by Higgens et al. (2005) on what signifies effective learning environments, it is as Greany (2005:3) states:

> *The danger with this is as we set out on the government's massive and exciting school building programme is that we will use evidence from the past to inform a similar future, when what is needed is a new approach and new solutions for school design to reflect the changing needs of learning in the 21st Century.*

Building Bulletin 99 (DFES, 2006a) focused on further non statutory guidance for the creation of new school buildings. As with the previous publication it promoted the use of the flexible delivery of ICT, the provision for shared and extended school delivery, access/inclusion (access for all pupils to the curriculum and the physical environment) and the need for future flexibility and adaptability. It stressed:

> *any project within a strategic master plan should ensure that the proposed environment will suit the identity, ethos and culture of the school* (DFES, 2006a:15).

Building Bulletin 99 (DFES, 2006a) suggested that new buildings should promote education by offering up a suitably flexible and inspiring learning environment for both pupils and the wider community. It acknowledged the important role that new school buildings could play with regard to the retention and recruitment of staff if they were suitably accommodated both in terms of their work and social needs. It also recognised the role new schools could play in terms of supporting pupil

behaviour, self-esteem and in fostering an environment in which pupils would wish to learn.

Though this Bulletin is not the first document to acknowledge and reference security/personal safety in school design (see for example DFEE, 1996) it does suggest the need to provide a school that is designed with the overarching issue of safety and security unlike earlier publications that can only suggest:

> *Security is a major factor in the design of new school buildings. However, many existing schools were not designed with security in mind. The security of these schools can be improved, but it should be recognised that some sites and buildings are inherently difficult to make secure* (DFEE, 1996:10).

Such prescription reflects a political expedience linked to safeguarding issues precipitated by the Children Act (2004*)* and the safe guarding of children (DFES, 2004c). This led to legislation such as the Safeguarding Vulnerable Groups Act (2006) which was to herald further vetting and safeguards such as Criminal Records Bureau (CRB) checks (Guardian, 2003).

Publications such as Building Futures (2004) sought to promote the government agenda of primary schools offering out facilities to the local community outside of the school day (DFES, 2004c). The governmental aspiration wished all schools to become extended schools as part of the government strategy (DFES, 2004d). It proposed that extended schools – both primary and secondary – will act as hubs for community and children's services (Mortlock, 2007). This strategy document was followed by Extended Schools: Access to opportunities and services to all (DFES, 2005c) making a commitment that by 2010 all children 'should have access to a variety of activities beyond the school day' (DFES, 2005c:4).

BSF brought together many government policies under the umbrella of Partnership for Schools. This involved uniting the National College of School Leadership (NCSL), Qualifications and Curriculum Authority (QCA), Training and Development Agency for Schools (TDA), Becta (the government agency leading the national drive to ensure the effective and innovative use of technology throughout learning) and the Innovation Unit. This collaborative approach to policy and funding heralded education and workforce reforms, ICT and school leadership developments to provide a real, transformational, step-change (Partnership for School, 2008) through innovation zones.

Intentions for the good design of schools may be seen to be outlined by private organisations such as CABE (2001) which clearly references DFES guidance alongside its own aspirations in order to outline high quality school designs. Such points alluded to include items such as complete accessibility, good environmental conditions, inspirational buildings, flexibility and enduring materials which should be environmentally friendly (CABE, 2001).

Through new breeds of public private partnership, i.e. Education Partnership (LEP) initially conceived policies to upgrade the quality of schooling became part of a much wider government agenda. As Partnership for Schools (2008: 3) suggests:

> *we are seeing the possibility of BSF being the lever for community cohesion, building schools at the intersection of faith communities for use by all members of these communities; for social housing; for community-use leisure facilities.*

What started as a very limited Labour agenda in the late 1990's to improve education and the schools, evolved into a much wider social policy.

However, as a result of a global recession in 2008 and the need for the newly elected coalition government of both the Liberals and Conservatives under the leadership of David Cameron to rein in spending, the Labour's flagship policy of BSF was cancelled in 2010. This meant that the £55 billion, 20-year BSF programme was resigned to history, resulting in the scrapping of 715 projects and the saving of £169 million worth of capital monies (Guardian, 2010).

The resulting backlash from teachers serves to illustrate the importance placed on such building programmes by them and their place in delivering high quality education.

Polls conducted by the Teacher Support Network and the British Council for School Environments (BCSE) with the Association of Teachers and Lecturers (ATL) suggested that 95.8% of teachers felt their school environment affected pupil behaviour with 52.1% suggested it had a negative effect. Further to this 25.7% thought their building was poor in delivering an effective learning environment. Other features of current buildings that were criticised were overcrowding, inadequate toilet facilities and lack of space (Independent, 2010).

BCSE chief executive Ty Goddard stated:

> *Money invested in school buildings is an investment in teachers and children, not a wasted luxury. We need professional environments which support teachers to do their jobs* (Independent, 2010:1).

Both Labour and Conservative parties have exchanged views on the moral obligations associated with funding BSF both historically and in the future. Paul Finch, Chairman of CABE, quoted in Richardson (2010) suggests 54 authorities have not had the benefit of funding from BSF resulting in future generations having been blighted as the result of this removal of funding. Richardson (2010) quite rightly notes it is a moral obligation to include all children in such programmes and that it should not be a lottery fixed to benefit the more prosperous. Richardson (2010:2) points out:

> *one of the aims of comprehensive education, and of the Labour Party, simply hasn't happened. Poor schools are attended by poor pupils, and they stay poor.*

Though no one could surely argue against the need to invest in education and to improve school learning environments, however, what is important is that any investment has a return and can be justified in terms of value for money.

What also has yet to be measured alongside the above is linked to the premise that good buildings attract good teachers. Richardson (2010) feels that such statements are true and also that teachers tend to stay in such buildings longer. Given this bold assertion against an education literature that predominately focuses on the challenges to schools with a poor history of recruitment and retention (Dean, 2001; Rhodes et al., 2004) investment in buildings would seem vital if we are to improve the quality and status of the teaching professional as a whole.

It is the aim of this next section of the review to examine the literature in relation to the influence that this investment has truly had so far and whether such capital investment is in fact having the desired impact upon its stakeholders.

2.3   The Impact of Change

One of the key elements that have a major impact upon the morale, motivation, and job satisfaction of teaching staff is that of context specific factors (Evans and Abbott, 1998). As Day et al. (2007) points out, the conditions in which teachers work play a vital role in their levels of professional commitment. Given that commitment may be defined as the 'degree of psychological attachment teachers have to their profession' (Chapman, 1982, cited in Day et al., 2007:215) and may be found in teachers that are motivated, are eager to learn, believe that they can make a difference to the learning/attainment of pupils and is a major factor in the teachers' levels of 'performance effectiveness' (Day et al., 2007:218) this is surely something to be valued and fostered within the teaching profession.

Research such as Heschong (2003, cited in Higgens et al., 2005) suggests that teachers aspire to classrooms which provide more space, quiet environment, good location and lots of storage. Therefore a move from an older school building into a brand new school building surely must have a major influence upon teachers' professional lives. As Evans and Abbott (1998:138) note:

> *represents the realities of the job and, as such, has a much greater impact upon job-related attitudes than do factors such as centrally imposed policy or teachers' conditions of service including pay.*

Literature such as Rhodes et al. (2004) clearly states that aspirations to raise standards and therefore provide a world class education will falter without both committed and experienced teachers and that de-motivation and low status are likely to worsen retention and even discourage those wishing to join the profession. Though much research has focused on attrition rates of those at the beginning of their careers it would seem just as important to examine the stresses and challenges faced by teachers throughout their career and more especially those termed as veteran teachers (Day and Gu, 2009) and what it is that may serve to enhance their professional commitment and effectiveness (Day et al., 2006; Day and Gu, 2007, 2009).

Though there is a paucity of research on the influence of new school buildings on the teachers' professional lives, there is a considerable amount of research undertaken to show the benefits of the development of school facilities, in particular on motivation and attainment linked to subject areas such as Information and Communication Technology. Organisations such as Becta clearly state (Becta, 2007:76):

> *the overwhelming message is that most pupils and teachers have found the introduction of ICT into the classroom a positive development, motivating pupils and teachers alike and changing radically the learning experiences of both.*

Both NFER (2008) and PWC (2003) clearly echo these sentiments too.

Beyond this specific focus, until recently, there has been little research evidence to support the causal link between large scale capital investment in education and the positive impact it may have upon its stakeholders. PWC (2001), Green and

Turrell (2005) and NFER (2008) do appear to draw parallels with earlier United States of America (USA) studies that report the influence capital investment had on factors such as morale, pupil motivation and teaching quality, however PWC (2001) findings were far from clear cut due to a degree of ambiguity relating to the estimated statistical correlation between capital and performance. PWC (2003) however do identify that most head teachers viewed positively the effects of capital investment on teachers and pupils levels of motivation and behaviour. They also further noted that even small amounts of capital investment can greatly influence the levels of teachers' morale. However the report does not make any clear reference to the impact capital investment has upon teachers' professional lives or how they viewed themselves in terms of their morale and motivation. Given teachers' key role as primary stakeholders in any school, it is important for their morale and motivation to be improved, since surely this can only have a positive effect upon their performance.

This literature review would tend to support the conclusion reached by DCSF (2007a), i.e. that there is a scarcity of conclusive research evidence to unequivocally indicate whether newly designed and built school buildings are really having a positive impact on teaching and learning. The research is limited in this field and has been primarily focused upon Western Europe, with the USA also making a major contribution. Clark (2002) cites several examples of early studies carried out in the USA in the 1990's that have a positive correlation between school building conditions and academic achievement. Studies such as Tanner (2000) and Berry (2002) highlight how elements of school architecture enhance

the educational performance of students, however Clark (2002:8) goes on to conclude that:

As yet, no equivalent body of research to that in the US exists in the UK.

Research in the UK which examines the positive influence that newly designed and built school buildings have on teaching and learning are extremely limited in their nature. Though research such as Green and Turrell (2005) illustrates the beneficial influence investments in school buildings has on pupil motivation and attainment alongside that of improvements in teacher morale and motivation, it typifies the small scale studies that generally form part of the current evidence base. Organisations such as the School Works Project (cited Clark, 2002) would seemingly add weight to PWC (2001) who suggest that teachers' belief in the school's environment may prove to be self-fulfilling and act in some cases by lowering their morale and motivation hence diminishing their commitment to teaching. Clark (2002) concludes that though there is a growing body of empirical evidence, which can link the quality of built environment, academic progress and student and teacher behaviour there has yet to be satisfactory methodology in order to explain the ambiguity of findings. She believes that more work is needed that is underpinned with detailed information on quantity and quality of capital expenditure. As Clark (2002:12) states:

the physical setting needs to be examined alongside pedagogical, psychological and social variables that act together as a whole to shape the context in which learning takes place.

As with DCSF (2007b) and claims that City Academies have had a positive influence upon pupil and staff attitudes towards teaching and learning, there is a

lack of longitudinal studies to make such research far from conclusive. However, as more schools are completed it will become easier to unpick assertions such as Partnership for Schools who suggest that exam results in BSF schools improved on average by 10% upon the previous year, unlike the 2.4% seen in the national average (Richardson, 2010). PWC (2010) however does have mixed views on whether BSF has the potential to influence pupil attainment/achievement it reflects the notion that the jury is still out on their real influence.

Linked to studies regarding new schools and academic attainment, NFER (2008) and PWC (2010) do suggest that new schools directly influence pupils' behaviour. However, studies such as the NFER (2008) quite rightly emphasise that improved student attitudes in new buildings are only a snapshot in time and hence do not take into account any other factors such as the curriculum and staff changes.

Limited research (for example, Follows, 2003) is available which seemingly suggests that alterations to existing buildings and the creation of new schools can achieve marked changes in pupil behaviour; however, they are not without their critics (Green and Turrell, 2005; PWC, 2010). For Follows (2003) improvements in both the layout and internal design of a school can create positive changes in pupil behaviour. Follows (2003) concludes:

> *the sort of accommodation that children are educated in can give them the messages as to whether they are valued and respected. If the building is looked after and appropriate to their needs, they will feel safe and comfortable, ready to learn. If it is not, then there could well be problems with conduct* (Follows, 2003: 309).

Though improvements in children's behaviour are obviously beneficial in terms of their sense of pride (PWC, 2010) it is also important to realise that improvements

in behaviour may also influence teachers' stress levels, their sense of motivation and job satisfaction and in some cases their retention in post.

Given the large levels of investment in new school buildings it would therefore seem vital to initiate research that can track the influence these schools are having on their stakeholders, not only in terms of teaching professionals, but also pupils and their behaviour within them. Further to this, more extensive research is also needed to establish the validity of claims by Estyn (2007) and DFES (2003b) linking new schools to improvements in the quality of teaching, morale, behaviour, quality/range of the curriculum and even leadership.

Though it is hard to unpick the limited evidence that claims to support the positive benefits of new school buildings on stakeholders, empirical research does seemingly exist to support the link that changes to the physical conditions in school such as noise, thermal and light levels do affect stakeholders. It is important to note, however, that all these items contribute to the total educational environment and recommendations relating to these physical factors must take account of their possible interaction with one another (Higgens et al., 2005). However, it is also important to note that once minimal standards are attained in these areas, that the influence of altering these rudimentary physical factors can prove less significant (Higgens et al., 2005).

Research for example by Loisis (1999), Plympton et al. (2000), Schneider (2002) and Jensen (2003), all expound the virtues of light in having a direct influence upon academic achievement. Small-scale studies such as Bronzaft and McCarthy (1975), Lackney (1999), Schneider (2002) and Bowman and Enmarker (2004) all

cite the importance of noise in the learning environment. Bowman and Enmarker (2004) for example suggest that unwanted sounds undermine the conditions necessary for learning and that noise generated by humans in a school environment were seemingly the most disturbing of the noises to be found in these settings. Further to this it induced feelings of stress within individuals which in turn manifested itself in terms of affecting behaviours making it difficult to concentrate. They felt however:

> *improving the sound environment in schools is not only a matter of describing the state of affairs, it is also a matter of finding ways to change for the better* (Bowman and Enmarker, 2004: 209).

Critics of research into noise annoyance in schools suggest that they lack an empirical platform and that more information is required on the relationship between noise and annoyance in schools (Bowman and Enmarker, 2004). Aspects of thermal comfort, as noted by Lackney (1999), Jensen (2003) and Earthman (2004) are cited as playing a vital role in the establishing a comfortable learning environment. Further to this, items such as furniture (Knight and Noyes, 1999), classroom layout (Galton et al., 1999) and school displays (Dudek, 2000) may all be seen to have some influence upon attitudes, comfort and academic achievement. Further to this, as Horne-Martin (2002) suggests, it is the learning environment that can have an unnoticed influence on the behaviours of teachers and pupils. However, Clark (2002), Higgens et al. (2005) and the Design Council (2005) sound criticisms regarding a lack of synthesis of these results and the need for a satisfactory methodology to explain the ambiguity of these findings. As Clark (2002:12) notes:

the physical setting needs to be examined alongside pedagogical, psychological and social variables that act together as a whole to shape the context in which learning takes place.

Given Labour's investment into creating new schools it would seem important that any claims regarding the positive benefits of such buildings to any stakeholders are clearly researched and validated and go way beyond the obvious environmental gains, unfortunately currently this is not the case. Alongside the tangible benefit that any new school buildings may bring we must also recognise how individuals manage change, internalise, reconcile and deal with it. Therefore the next section of this review is intended to explore this theme in order that the meaning of change is fully understood in such settings.

2.4   What does Change Mean in an Educational Setting

What makes complex educational change so complex according to Wallace (2003) is the variety of perceptions held by the large number of people involved within it.

The phenomenology of social science has tried to attach meaning to this reality. As Fullan (2007:155) states:

> *an understanding of what is reality is from the point of view of people within the role is an essential starting point for constructing a practical theory of meaning and results of change attempts.*

Evans (2001) suggests that we need to create a predictable pattern of events and relationships in our day to day lives and for teachers this will involve the use of personal and practical knowledge and experience. Change for staff on a structural

perspective is confusing and unpredictable since the formal roles, policies and rules are often disrupted and the predictable security these elements bring is therefore distorted. Bolman and Deal (1991:382) note:

> *people no longer know what their duties are, how to relate to others, or who has authority to make decisions.*

For individuals change generates friction, it produces winners and losers and for some professionals it may serve to open up old wounds and generate inevitable resentment. The length of time change has evolved over, how it roots in experiences and feelings, how it relates to the context of specific relationships means change may include negative elements such as pessimism (Evans, 2001). As Evans suggests, the values we hold have an emotional charge for us and she feels that change threatens our sense of competence and hence our ability of feeling effective and important. It shakes confidence and makes individuals doubt their own abilities. Marris (1974) supports this position and states (1974:157):

> *change threatens to invalidate this experience, robbing them of the skills they have learned and confusing their purpose.*

Beyond the usual rhetoric of consultation linked to government reforms, there is a paucity of research to investigate the involvement of teaching staff in educational policies with regard to the use of capital monies in the BSF projects in the United Kingdom.

As Hargreaves (1996a) notes, policy makers often ignore the voices of teachers in the process of reform and therefore they fail to make reform meaningful to them. If change is imposed insensitively or incoherently teachers can become resistant to

it. As a current Head Teacher I would agree with researchers such as Schorr (1997) and Fullan (2007) in that educational change is fraught with misunderstood intentions. Fullan (1997) urges empathy with teachers who resist change since resistance is probably the rational response to bad experiences of change or changes themselves. What is consistently found in research is the need to build in participation in process of the change in order to reduce resistance, to establish ownership in order to motivate individuals to make change work (Vroom, 1964; Kotter and Schlesinger, 1979). If we are to move forward surely we must instil hope, as Fullan (1997) suggests, we must be flexible and resolute when building relationships with individuals outside school. Survival will rely on 'beating multiple paths of change' (Fullan, 1997:91) and committing to working with people who you fear or mistrust.

Education has seen and continues to see overwhelming change and complex set of goals with researchers such as Hargreaves (2002) seeing change being linked to failure because the goals of change are unclear or unrealistic in their achievability. Timperley and Parr (2005) feel that school reform fails to achieve impact since the change process is often poorly designed by the initiator and that it is highly likely in a change scenario that existing knowledge and skills will not be deemed adequate. Change implies new capacities, and are these new skills and knowledge valued enough to motivate their acquisition? Will the stakeholders in new school buildings have the capacity to meet the reality of change or will the change be valued enough to motivate the stakeholders to gain such new capabilities? There is little known about this aspect of change linked to new

school buildings. Without further research little light will ever be shed on this aspect of school change.

Early change theories between the 1960's - 1980's largely focused on what was deemed innovation where changes were the result of internal agents in schools and the wider educational system (Goodson and Hargreaves, 2003). More recently research by Fullan and Park (1981) and Fullan and Steigelbauer (1991) have suggested that change is a process and not an event. Fullan and Park (1981) suggest that this process involves the three stages of initiation, implementation and continuation. This process is constantly being adjusted due to ongoing feedback between each stage and is hence far from linear in nature (Fullan, 2001a, 2007). Fundamental to this process of feedback and adjustment is the central notion of meaning and how individuals caught up in the process of change can understand what should be changed and how it may be most successfully achieved (Fullan, 2007). Though this process model has found favour amongst educationalists as Goodson and Hargreaves (2003) suggest, these processes have had limited longitudinal and socio-historic analysis over recent years.

More recently a major focus of research literature on educational change has examined change in terms of how it may affect the individual. Theoretical models by researchers such as Bronfenbrenner (after Knoff, 1984 in Fredrickson and Cline, 2003) in the form of his bio-ecological models has offered up a means to understand the processes and constructs relating to human development by using an interrelated ecological system represented by a series of nested systems. Bronfenbrenner's model is displayed in Figure 2.1 below.
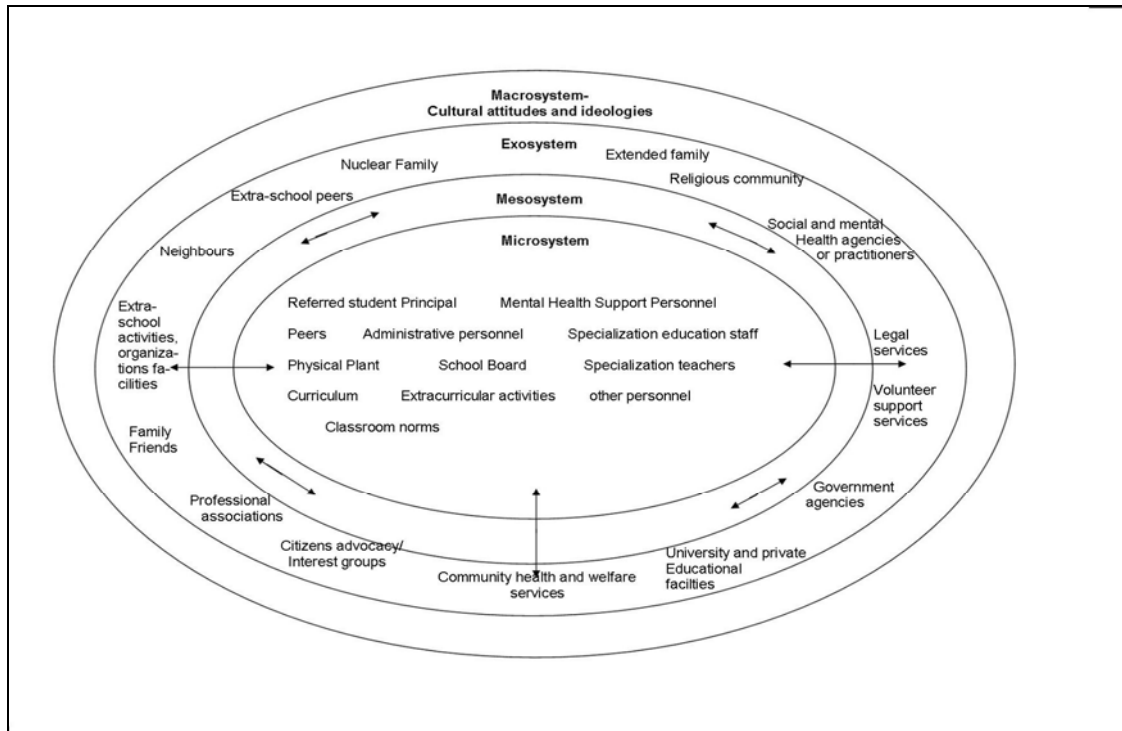
Figure 2.1: Bronfenbrenner's Model
(after Knoff, 1984 in Fredrickson and Cline, 2003)

To summarise, the three nested systems were:

1. The Microsystem:

   Is a pattern of activities, roles and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics (Bronfenbrenner, 1979:22).

The individual is found to be at the centre of this model and interacts with a number of factors. These factors have a direct causal relationship on the individual and are in close immediacy to one another. They can include for example, the school, teachers and pupils.

2. The Mesosytem:

*Comprises the interrelations among two or more settings in which the developing person actively participates (*Bronfenbrenner,1979:25).

The influence in this nest is less immediate on the individual and is associated with the way the separate microsystems interrelate. The identified factors continue to be the same as with the mesosystem, but the intensity of influence is less direct. At this level it is trying to understand the interplay between those identified elements and the development of the individual's learning environment.

3. The Exosystem:

Refers to one or more settings that do not involve the developing person as an active participant, but in which events occur that affects, or are affected by, what happens in the setting containing the developing person (Bronfenbrenner, 1979:25).

Factors in this category include health, welfare, family and friends. These factors did not directly affect individual behaviours that operated in the exosytem but did directly influence the behaviour of those factors that could be found in the exosystem and that therefore can influence the emerging learning environment of the individual.

4. The Macrosystem:

Refers to the consistencies in the form and content of lower-order systems (micro-, meso-, and exo-) that exists, or could exist, at the level of the subculture as a whole, along with any beliefs systems or ideology underlying such consistencies (Bronfenbrenner, 1979:26).

This is the most outer ring of influence and hence is the most distant from influencing the developing individual. Factors such as cultural attitudes were

found in this level and were responsible for similarities across learning environments. Factors found at this level had major wide-scale implications for both the individuals and others within the model and were propagated by the values of society and government.

Given the focus of this study it is possible to attribute the Labour government's creation of new school buildings to this nested system proposed by Bronfenbrenner (1979). At the 'macrosystem' nested level (Bronfenbrenner, 1979:26) the governmental drive to create new school buildings, extolled through documents such as DFES (2002a, 2002b) may be found. However, for authors such as Dinham and Scott (2000:393) they may also be found within the 'third outer domain of teacher satisfaction'. The 'mesosystem' nested level (Bronfenbrenner, 1979:25) allows for aspirations to be turned into realities by organisations such as the local education authorities who highlight and prioritise how these blueprints for the future schools may be delivered. However, it is at the micro level that policies made at the macro and meso levels influenced by the 'exosystem' (Bronfenbrenner, 1979:25) truly influence the individual, in this case the teaching professionals. It is at the micro level that teachers, pupils and other stakeholders interact within a new building and it is in this environment that this research will take place.

Researchers have also sought to understand the emotional energies and personal facets of such investments in change (Kelchtermans, 1996; Day et al., 2007; Day and Kington, 2008). For Goodson and Hargreaves (2003) teacher professionalism has been directly constructed from their history, context, training and personality

and this learned and constructed professionalism is maintained in their everyday lives. They suggest that any change should be placed in an environment where such professionalism can continue to develop. The writings of Fullan (2007) note that often failures in the implementation of educational change are a direct result of not taking account the psychological and sociological meaning of change at the individual level. As Fullan (2007:8) notes:

> *neglect of the phenomenology of change – that is, how people actually experience change as distinct from how it might have been intended – is at the heart of the spectacular lack of success of most social reforms.*

The result of this drive in research has been to focus on an understanding of the change process in terms of sociological and psychological meaning for the individuals involved and how it is interpreted and received, i.e. whether it is seen subjectively or objectively (Fullan 2007).

The seminal works by researchers such as Schon (1971) have greatly influenced the theories of educational and curriculum change. This is particularly evident in the focus placed on psychological and sociological meaning of change for individuals. Schon's (1971) model for the effective diffusion and management of change can still be found in the need to learn to adapt and understand how to change in order to facilitate change. He believed that a belief in a stable state serves mainly to shield us from the apprehension linked to the threat of change. That on a more individual and organisational level the response to change is a need to return to the stable state or the situation prior to the change. However, more recent investigations by Evans (2001) indicate our ambivalence may be located in our deep rooted conservatism which wishes to preserve the continuity

and patterns in life. Since our ability to cope and change depends fundamentally on our drive to seek meaning, to fit these new experiences into a recognisable pattern, our resistance to change is inevitable but also constructive, vital to learning and necessary for adaptation (Evans 2001). For change to be understood learning is needed and Schon (1971) feels a learning system is essential in order for institutions to carry on expanding and adapting. It would seem obvious that the significant changes involved in setting up a new school and the resultant changes will inevitably lead to high levels of stress for those involved, and need a significant change and development of roles in order to assimilate and accommodate such changes. If the changes are to be viewed on an individual level the inevitable loss, struggle and anxiety created in such changes allows the resulting resistance to be seen as a natural response to change (Marris, 1974; Schon, 1971). Psychologists such as Marris (1974) see this resistance to change as innovation which cannot be assimilated unless its meaning is shared. New experiences are reacted to in the beginning on the context of some recognizable creation of reality where people allocate personal significance to this new experience (Marris, 1974). Individuals absorb new experiences by putting them into recognizable contexts, something which may represent a reliable construct of reality (Marris, 1974). Whether the crisis of change affects those involved or not it creates a conflict between the opposing feelings of either returning to the past, or forgetting it altogether. For Schon (1971) and Marris (1974) the concept of dynamic conservatism is viewed not only as an individual phenomenon but also as a social one.

Researchers such as Blenkin et al. (1992) reflect on the nature of the resistance and how change influences individual lives. In their view it may be seen as a mixture of biographical, cultural and organizational factors rather than a more common institutional characteristic. It is interesting to note that as Huberman (1988) concludes, that teachers' commitment to change was stronger at the initiation of their careers and resistance to change was most marked as their neared the end of their professional lives. For researchers such as Day et al. (2006) and Day and Gu (2007) such findings link to the notion of a teacher's life phase and their capacity to sustain their commitment and this is in turn influenced by teachers:

> *professional life phase and their identities, and that these are mediated by the contexts or 'scenarios' in which they lived and worked* (Day and Gu, 2007:424).

As Day and Gu (2009) conclude, teachers in their latter life phases (teaching careers) of 24-30 and 31+ years, referred to as veteran teachers (i.e. 'teachers who are in the final two phases of their professional careers' (Day and Gu, 2009: 446) face the challenge of maintaining their energy, motivation, commitment and resilience over what has been a raft of policy initiatives and reforms witnessed throughout their careers.

Professional Life Phase 24-30   Expected Trajectories   Professional Life Phase 31+

Challenges to Sustaining Motivation

Sustaining Motivation

Holding on but losing motivation

Work –life adjustment/ sustaining motivation

Early retirement/ detachment/ disenchantment

Strong agency/ efficacy/moral purpose/ achievement

Increased fatigue/ disillusionment/ disenchantment exit

Maintaining Commitment

Tired and Trapped

Sustaining/ Declining Motivation, Ability to Cope with Change, Looking to Retire

Figure 2.2: Composite of Professional Life Phases 24-30, 31+
(Day and Gu, 2009)

Figure 2.2 illustrates the scenarios of latter life phases suggested by Day and Gu (2009) which reflect teachers who face the challenge of maintaining energy, motivation, commitment and resilience and leading to what Day and Bakioglu (1996) and Earley and Weindling (2007) suggest is a period of disenchantment, a time for change and retirement. Given that teachers with 24-30 years' experience form a significant part of the teaching stock (Day and Gu, 2009:452) it is important we:

> *understand the factors which help or hinder them in their management of their work and lives is important for schools and policy makers.*

Given this assertion it would seem important that this study seeks to review the role these new schools play in these teachers' professional lives and how in fact they manage change given such a policy.

As Hargreaves et al. (2001) suggests it is vital that teachers are supported through change, therefore ensuring that change is sustained over time and thus also ensuring that any changes can be and will be generalised beyond that of a narrow focus of a few teachers or schools. It would also seem obvious that significant whole school change is not possible without effective school leadership and this has been supported by much change literature (Leithwood et al., 1999; Fullan, 1991, 2007). Further to this Fullan (2007) suggests that the school leader is central to the relationship between teacher and external forces. Leaders provide a strategic understanding of the agenda of change and this then allows for innovation and risk taking amongst the key tasks. The stakeholders are empowered in co-ordinating each other and success grows out of the stakeholders aligning to achieve a common goal which generates commitment (Connolly et al, 2000). However, despite these claims, Evans (1997b) suggests that leadership is just as elusive as change in so much that despite a large number of empirical studies which have each sought to define leadership, but there seems no common consensus upon this topic. Yukl (1989) would support this view and would question its importance or even whether it can be instilled into individuals. Yukl (1989) notes further that given the many theories of leadership they are conceptually weak and lack strong empirical evidence to support them.

As I may personally testify, nothing can really prepare many Head Teachers for the task of opening a brand new school and closing their old one down. This is one of most significant challenges and changes that any school leader will ever face. Similarly for staff, pupils, parents and governors fundamental change such as moving into a new building provides a challenge which will never be seen again

in a lifetime or even encountered by a few. Researchers and organisations such as the NCSL have yet to provide any substantive research to help deal with this large scale school change, although literature does exist that gives an insight in to the role of leadership linked to the effects of school vision and developing educational outcomes (Dinham, 2004; Passey, 2002; Hargreaves and Fink, 2004; Begley, 2010; Kurland et al., 2010) which may be of value at this time of change and help leaders guide their way through this process. Though a few case studies do however exist that provide parallels that can be drawn to new schools in the form of school closures (Roberts, 2005) and school restructuring (Wallace, 2004), given a paucity of research on the influence of new schools with regard to leadership and the role of stakeholders it is difficult to predict how they will truly react given such a scenario. Again this could prove yet another area worthy of further research.

2.5   Morale

The morale of teachers has provided a focus of interest given that factors such as low pay, low status and the continual change in education are often seen as having a demoralising effect upon British teachers (Evans, 1992) manifest for example in a record number of advertised vacancies within the profession (Dean, 2001). The UK is not alone with the issue of morale with, for example, Mackenzie (2001) suggesting that similar factors may also be seen to link low morale to the teaching profession in Australia.

Issues relating to levels of morale however must not be seen as being clear cut as Evans (1992) cautions; such negative claims may be seen as impressionistic and

due to a paucity of up-to-date research open to generalisation. As Evans (1998: 21) notes:

> *traditionally, and typically, any concerns over how members of the teaching profession feel about their work is interpreted as a morale issue.*

One of the major issues that confront researchers into morale is that despite a familiarity with this concept it is in fact more complex, ill-defined and nebulous compared to that at initial inspection (Evans, 1998). It is vital before any serious study of morale is initiated and its links to the teaching profession explored, that this multi-interpretational subject (Evans, 1998) is investigated effectively and the concept fully interpreted. For if as Miller (1981) and Ellenburg (1972) suggest, morale affects productivity, student achievement, the character of a school, a factor which determines whether a school will plod along or function at its best, it is important that this concept is fully understood.

If this study truly wishes to unpick the extent to which any influence new school buildings may have upon teachers' morale, then the concept of morale must be clearly defined and identified so that practical conclusions may be reached and lessons learned to inform future practice.

2.5.1 Towards a Definition of Morale

Researchers such as Washington and Watson (1976) and Bentley and Rempel (1980) have wrestled with the conceptual difficulties of the notion of morale, with many studies ultimately only agreeing that it may be seen as a state of mind.

Evans (1998) states that research relating to morale has often been seen as less effective since it has often been open to misinterpretation, misapplication and misconception. Early studies by Redefer (1959) and Baehr and Renck (1959) support this idea and testify to the complex variation of definition that may be attributed to this term. Evans (1998) also asserts that the concept of morale is often confused with that of group cohesiveness or job satisfaction, that the concept has remained elusive and that researchers have also failed to unpick if this notion should be seen as that of a group or an individual phenomenon. Smith (1976) suggests the lack of definition may be ascribed to a variation in meaning due to its usage and context. Williams and Lane (1975) support the notion of the difficulty in defining morale and see it as being a chameleon-like concept which is elusive, both emerging and refusing to be discerned for its environment. Smith (1976) warns of the dangers of trying to convert morale into statistical form since it is dependent on so many factors which in themselves vary in their own importance and relevance from situation to situation. However, for Evans (1998) though she accepts the multidimensional nature of this term (Smith, 1976; Williams, 1986) she ultimately suggests that it may be reduced to that of a unidimensional form, that is:

> *Morale is related to the individual's pursuit of goals requisite for the realisation of self-concept* (Evans, 1998:28).

Though Evans (1998) suggests that morale may be represented by a group attitude, it is an individual's morale that forms part of this collective feeling. Evans (1998:24) suggests that morale must be interpreted as an 'attribute of the individual' which is integrally linked to the concept of the 'ideal' and 'real self'. The 'ideal self' is seen as something to which an individual aspires and 'real self' as

their own perception of self in reality. Both selves are open to fluctuation and change as a direct result of situational impact. Evans (1998:24) concludes that teacher self-conception must also be formed with that of a 'professional self' with this self-image being:

> *related to, and formed within, the context(s) in which they work and more specifically, is influenced by the overall prevailing professional ethos within that context.*

Evans (1998) view of teachers having a professional self has resonances with the research of Sammons et al. (2007), Day and Gu (2007), Day et al. (2007) and Day and Kington (2008) who choose to see a teacher's self conception in terms of the professional identity which may be affected positively or negatively by a variety of personal (life outside school), situational (located in the specific school and context) and professional work (the educational ideals and social and policy expectations of what a good teacher is) as shown in Figure 2.3. For Day and Kington (2008:19) there is a dynamic interplay between identity and agency, i.e. 'an individual's ability to pursue the goals that s/he values'. For Day and Kington (2008) agency with regard to each identity scenario centres on a teacher's belief in controlling these three dimensions of identity and their interactions between each other. It may also involve reconfiguring themselves and managing anything that may threaten their own stability in order that they may remain effective whilst carrying out their work-based task.
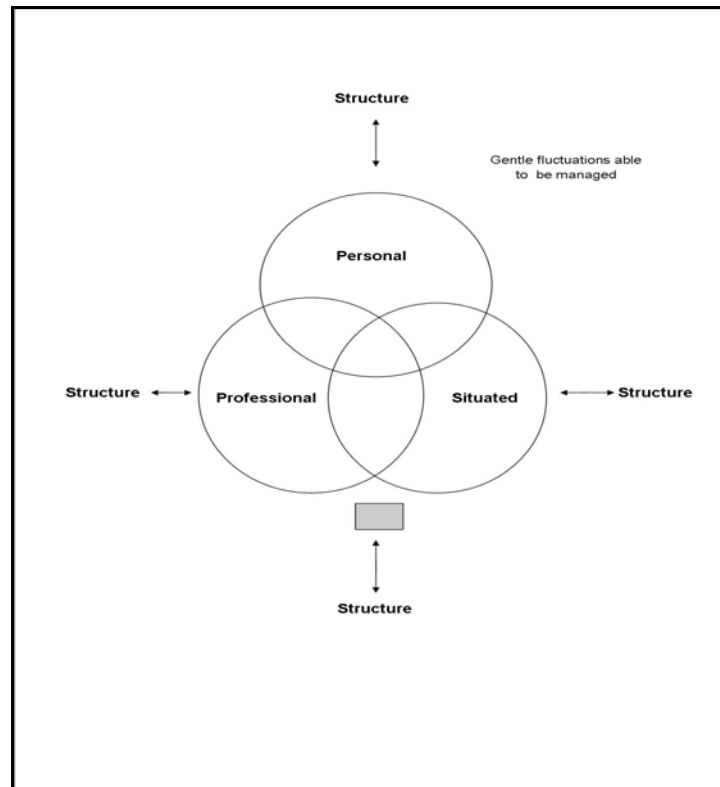
Figure 2.3: Dimensions of Teacher Identity in Relative Balance
(Day and Kington, 2008)

Day and Kington (2008) believe that change not only influences teachers' work but also how they feel with regard to it. For Day and Kington (2008:9), identities are neither 'intrinsically stable nor intrinsically fragmented' but can be more or less stable as a result of the ability of the teacher to manage the identities in various scenarios. Day and Kington (2008:8) suggest that:

> *Instabilities, whether of a personal, professional or situated nature or a combination of these, create stresses in the emotional fabric of identity.*

Day and Kington (2008:9) feel that in cases of extreme changes in expectation, working conditions or practices, as is no doubt the case with the creation of a new school that:

Teachers emotional commitments to their work may be affected due to the ways, and extent to which, reforms are received, adopted, and sustained (or not sustained). This may be further influenced by the extent to which they challenge the existing identities.

Day and Kington (2008) feel that for teachers to manage new tensions and instabilities in their identity this will demand both extra emotional energy and time and it will influence their sense of commitment, agency and effectiveness.

Unlike Evans (1998), Sammons et al. (2007), Day and Gu (2007), Day et al. (2007) and Day and Kington (2008), for Kelchtermans (1993:447) it is the 'professional biographies' of teachers that provide a 'basis for the reconstruction of their professional self'. As well as being related to what Kelchtermans (1993:448) sees as 'subjective educational theory', i.e. a teacher's knowledge and beliefs concerning the professional activity of teaching, the professional self also consists of five interconnected elements. As Kelchtermans (1993) suggests, these include a self-image, self-esteem, job motivation, task perception and a future perspective. These elements have links to the past, present and future. For Kelchermans (1993) the notion of self relating to the self-image, self-esteem, job motivation and task perception are rooted from the present looking back into the past, whilst the future perspectives are clearly linked to the present looking forward to the future.
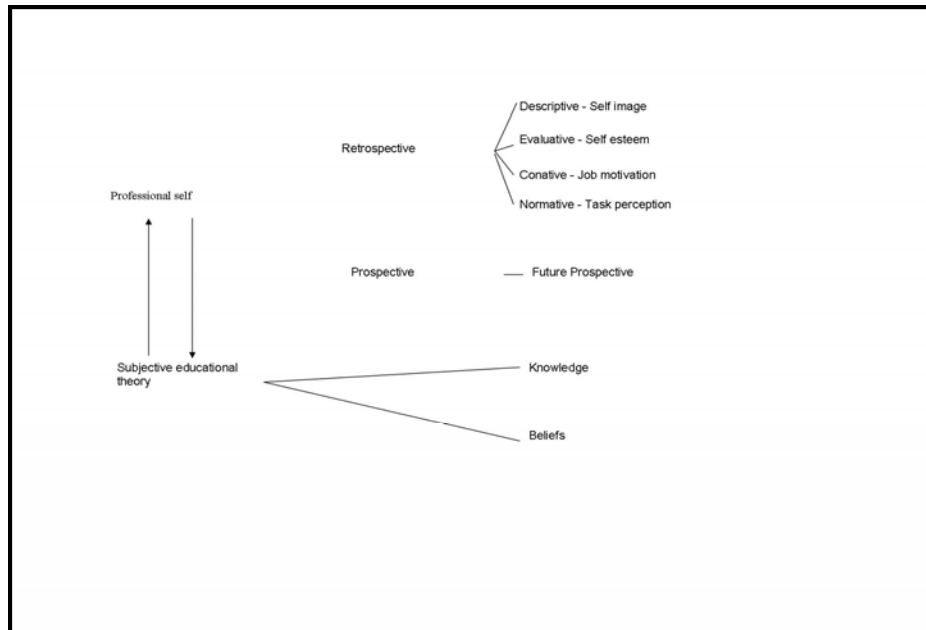
Figure 2.4: Kelchtermans' Components of the Personal Interpretive Framework
(Kelchtermans, 1993:448)

As Figure 2.4 demonstrates Kelchtermans' professional self is not a static item, similarly to Day and Kington (2008) it is dynamic, a configuring of personal events or a revision of the personal to include both the historic self but also the anticipated future. Research such as Maclure (1993) finds similarities with such ideas as Kelchermans (1993) with teachers partially constructing their own context as a result of biographical projects. However, as Day et al. (2006) suggest, the importance of Maclure's work is that it indicates that teachers' identities are, in some cases, not as stable, convergent and coherent as is often suggested by ideas of a substantive self.

For Nias (1984:268) teachers' 'selves' may both be viewed as 'situational and substantial', she suggests that in order to understand teachers' actions we should seek to understand their 'substantial view of themselves'. Teachers' actions may be seen as a direct response to protecting the personal values enshrined within

their 'substantial selves' from that of 'situational influence'. Evans (1998) interprets that a key determinant of a person's morale is the extent to which congruence exists between the substantial and situational selves. Evans (1998) asserts that it is an individual's drive to reach the substantial self that is the goal that drives morale and that morale should not be confused with satisfaction. They both represent states of mind; with satisfaction being seen as static and a reaction to a situation whereas morale should be viewed as somewhat anticipatory and dynamic. For Evans morale facilitates and stimulates a response, rather than the response itself being the origin of such actions.

Evans (1998), unlike Lumsden (1998) and Verdugo et al. (1997), suggests that morale should not be seen as something that is system, job or school specific but rather situation specific.This term encompassing all work related circumstances including the person's identification of the situation they find themselves in. This notion is echoed by Baehr and Renck (1959) who refer to morale as being related to the total job or work situation. Evans (1998) asserts that morale is an unconscious balancing up of both the satisfying and dissatisfying elements of the situation. Evans (1998:29) suggests that morale is a state of mind that is:

> *determined by reference to anticipated future events; by the anticipated form they will take and their anticipated effect upon satisfaction. It is dependent upon and guided by, past events in so far as past experiences provide a basis upon which to anticipate.*

However, Evans feels that this concept falls short of a description of morale since it may be applied to both a sense of optimism and pessimism. As an individual unconsciously ranks events relating to how they contribute to one's self

conception this may produce a pessimistic or optimistic state of mind in the individual which may not in themselves affect morale but may, given certain factors, lead later to an issue of morale. As individual goals are striven for and as they change, so will the items that influence morale, and thus what was a major issue of morale may in time be seen as something trivial and of no consequence.

Evans (1998) asserts that early definition of morale by authors such as Guba (1958) and to a certain degree Smith (1966) fail on two counts. Firstly, they fail to acknowledge the range of morale within a person, for example, high or low morale. Secondly, they also fail to reconcile that it is not only morale that may stimulate responses, items such as fear or competitiveness may also cause the need for extra effort.

After extensive research, Evans (1998:30) presents her own definition of morale as being:

> *A state of mind encompassing all the feelings determined by the individual's anticipation of the extent of satisfaction of need which s/he perceives as significantly affecting his/her total work situation.*

And, for the purpose of this research, I have chosen to accept this definition.

2.5.2 Teaching Professionals and Morale

Education is currently focused on the raising of standards and the teachers within this. Goodson (1991) points out that life experiences and background of teachers shape who they are and their sense of self and it is the degree to which teaching professionals invest in self that will ultimately shape their practice and provide personal priorities. For Evans (1998) it is the uncovering of their personal priorities

which holds the key to understanding what influences teachers' morale. Research by Mackenzie (2001) though acknowledging the difficulty in isolating factors to raise morale noted that the most common suggestions for raising morale were related to working conditions and professional workload though Mackenzie (2001) fails to unpick the influence that new school building have upon the improvement of deterioration of teaching professionals' morale. Similarly Karst (1984) cited in Earthman and Lemasters (2009), though failing to use reliable or valid measures in their attitudinal scales, were only able to suggest that the higher the quality of the school building then the higher the attitudinal scores of teachers. However, this study did go on to note that with an increase in the quality of build, teachers' scores did seem to remain constant. This is something that was attributed to teachers' willingness to use their own innate abilities to compensate for build qualities. Subsequent studies by Dawson and Parker (1998) cited in Earthman and Lemasters (2009) investigated the experience a renovation had upon teaching staff concluding that after the renovation morale had improved. Recent work by Earthman and Lemasters (2009) again failed to provide a conclusive insight into the role school buildings play in teachers' morale but did suggest that negative attitudes and perception of school facilities borne over years do cause a lowering of morale and burnout amongst teachers. Such a suggestion does beg the question is there a shelf life for teachers (Earley and Weindling, 2007) and what other options are there for teachers and leaders to remain motivated and remain enchanted? For some disenchantment may be seen to be ultimately rooted in the personal dimension of identity with concerns regarding ill health and life expectancy and plans for an existence outside teaching providing the focus for

these teachers in their later years. As Day and Gu (2009) suggest, we should not only be concerned with the recruitment of and retention of new teachers and leaders (Rhodes and Brundrett, 2006, 2009) but policy makers should also remain focused on retaining the commitment and effectiveness of the majority of current experienced teachers if we are to effectively manage the pool of talent available.

This research wishes to focus on an individual's assessment of what change will mean for each professional, linked to working in a new school buildings. This may be seen in terms of what Fullan (1991), refers to as the subjective meaning of educational change. It also wishes to identify the factors that either cause professional satisfaction or dissatisfaction with regard to their assessment of these new buildings. It is important to identify whether this move to a new school allows for the development of valued aspects of the job and if this in turn increases not only morale but also job satisfaction and motivation. Or alternatively will the change reduce or remove aspects of the job that a professional individual finds satisfying thus leading to negative job-related attitudes. If as Evans (2000:188) asserts:

> *educational change is hard to implement effectively because it is often resented and resisted, and because it often creates dissatisfaction, lowered morale and demotivation.*

Will this substantive educational change be self-fulfilling for the cohort of professionals in this study or will the move to a new school building have a much more productive and positive long lasting impact? It is important that the changes resulting from the creation of new schools are seen for their potential benefits and that any successes as a result of this policy are recorded so that this may in turn

help other professionals embrace and welcome such changes in the future. For if Evans' (2000) suggestion that professionals are ill prepared for change is correct then it is vitally important that benefits of new school buildings to professionals is championed, recorded and their effects understood. For successive governments to engage teaching professionals in any future improvement in schools of the future this current policy must be represented as a high status, valuable, professionally enriching act which for the teaching staff may bring both intrinsic and extrinsic rewards, or otherwise such change will be weakened by negative attitudes such as demoralisation and demotivation.

2.6   Job Satisfaction

Teachers occupy a pivotal role in fulfilling society's hopes for developing the latent talent of groups and individuals. Therefore how teachers feel about their work is of paramount importance if those expectations are to be reached. What a person experiences in their place of work will have wide ranging effects upon their professional life as an employee and hence these events cannot be dismissed (Lawler, 1973). Since job satisfaction is an affective response to an individual's place of work this element of work has been a valuable focus for research (Mercer, 1997) with researchers such as Dinham and Scott (2003) for example attempting to develop quantifiable scales to measure executive occupational satisfaction.

The notion of job satisfaction linked to a person's employment has often been closely allied to the concept of morale with authors such as Smith (1976) being

critical of USA studies relating to this topic since they often fail to distinguish between these two interrelated elements of employment.

Very much like morale, low job satisfaction has often been cited as a possible reason for the reduced retention of teachers and for poor levels of recruitment (Hall et al., 1992; Woods et al., 1997; Evans, 1998; Huberman, 1993) leaving a dissatisfied profession which is seen as overworked and poorly paid (Fraser et al., 1998).

Though this may be seen as the current status of the profession there would seem little evidence to map the changes in job related beliefs of teachers over time and how educational and societal variations influence teachers' dissatisfaction and job satisfaction (Klassen and Anderson, 2009).

There has been considerable research in an attempt to contribute knowledge to what satisfies or dissatisfies employees with regard to their professional lives. Feeling valued, alongside that of a focus on personal values and needs are seen as being related to job satisfaction and an important facet of the likelihood of retention within the educational profession (Mobley et al., 1979; Mercer, 1997; Rhodes et al., 2004). Though job satisfaction may change over time, job satisfaction must be seen as an important element towards the retention of teachers. It would appear the nature of work is just as important for school staff as the amount of work in contributing to job satisfaction (Borg et al., 1993). However, feeling valued is important, as Rhodes et al. (2004) suggest it ranks highly as a major factor leading to the retention of staff.

As for retention, it is vital we understand teachers' job satisfaction and sources of dissatisfaction since it influences teaching professionals' motivation, job commitment and even their decision to enter the profession (Klassen and Anderson, 2009). Findings by Klassen and Anderson (2009) even suggest that over 45 years there has been a lowering of job satisfaction in secondary teachers with both male and female teachers now finding major sources of dissatisfaction in time constraints, pupils' behaviour and pupils' attitudes are important to the profession. Through the aid of research, policymakers and educationalists need to be able to identify and address the perceptions that influence job satisfaction, not only to help improve teachers' professional lives but also in order to help improve pupils' academic and social outcomes.

Many publications have been written seeking to investigate this phenomenon with regard to the workforce in general (see, for example, Idson, 1990; Meng, 1990) with a reduced number of papers being related to specific occupations of which a small proportion relate to that of the teaching profession (see for example, Nias, 1981, 1989; Galloway et al., 1982; Evans, 1992, 1997a, 1998; Lacey and Sheehan, 1997; Rhodes et al., 2004, 2007).

However, despite such a more specific focus of research relating to teachers' job satisfaction Evans (1998) asserts that such research is haunted by conceptual issues. These include Evans' support of Mumford (1972) and more latterly Nias (1989) by suggesting that the term job satisfaction lacks a commonly held clear sense of definition, something Evans (1998) unlike Nias (1989) feels is not the result of under research in this field but rather:

the universal applicability of the concept of job satisfaction precludes dependence upon job-specific research for conceptual analyses and clarification (Evans, 1998:3).

Evans (1997a) suggests that many of the definitions that may be found for job satisfaction are ambiguous or complex making it hard to measure and further suggests research into this concept yields either just illustrations of the consequences or even just lists of qualities that may be attributed to this notion (Evans, 1998).

Therefore, as with morale, if this research wishes to unpick the influences that new school buildings may have upon teachers' job satisfaction then the concept of job satisfaction must be clearly defined. If findings are to be clearly identified from this research and practical conclusions reached, then job satisfaction must be defined and understood in order that this study may avoid the methodological issues of construct validity, therefore this chapter will proceed to define and explore this notion before this study may progress.

2.6.1 What is Job Satisfaction?

Though job satisfaction has often been an enduring interest for researchers, it has often been considered within the larger remit of an individual's career or life (Poppleton, 1988). Often the research literature on job satisfaction is filled with many paradoxes and tensions (Fraser et al., 1998) with many researchers struggling to agree over what causes and defines job satisfaction. These range from seminal works such as Herzberg's (1968) motivation-hygiene theory and Maslow's (1954) theory related to a hierarchy of human needs to that of work by Guba (1958), Sergiovanni (1967, 1968), Lawler (1973) and Nias (1989) who have

focused on the idea that job satisfaction is linked to that of individuals' needs fulfilment, job values, desires and goals. More recent research by Crossman and Harris (2006) cites many researchers who serve to outline major categories of factors that affect job satisfaction: those of environmental factors found in the job and working environment see for example, Corwin (2001) and Dinham and Scott (2003), psychological attitudes linked to personality and behaviour, see for example, Spector and Connell (1994) and Wong et al. (2010) and demographic factors relating to age and gender, see for example Brush et al. (1987).

Evans (1998) believes it is the range of these determinants and where they may best be placed with regard to a hierarchy that have caused a lack of consensus amongst academics for this concept. As Evans (1998) concludes, is it needs that in fact decides values or do values establish needs?

Conceptual issues relating to job satisfaction have also made its definition difficult, with the application of the word satisfaction which is hard to distinguish from the word satisfying not as yet being conclusively defined by researchers (Evans, 1998). However, Evans (1998) does believe that in Herzberg's (1968) motivation-hygiene theory that a distinction is in fact implicit. Evans (1998) asserts that Herzberg's (1968) work, though not without criticism, is revelatory in that it highlights that the inverse of satisfaction is not dissatisfaction but indeed no satisfaction. Similarly the inverse of dissatisfaction is not satisfaction but no dissatisfaction. As Evans (1998:7) states:

> *since one category relates to factors which are capable only of making things satisfactory and the other to factors which are capable of satisfying, then clearly, they are distinct and separate.*

Other researchers such as Lortie (1975), Nias (1981) and Dinham and Scott (1998) have gone on to identify factors that may lead to job satisfaction which may be alongside those of Herzberg (1968). Dinham and Scott (1998; 2000), for example, initially found that significant sources of satisfaction and dissatisfaction could be placed within a two domain model. Within this model intrinsic rewards were related to teacher and pupil centred achievement and dissatisfaction were found in more extrinsic factors to teaching such as societal and government pressures. However, for Evans (1997) much research fails to recognise the distinctions to be found in this all embracing term of job satisfaction and as a result includes both the notion of satisfying and satisfactory. Research also may be criticised for its ability to make inferences about what others find satisfying or satisfactory by solely identify factors which appear to influence job satisfaction. As Evans (1998) suggests, without striving to make a distinction regarding the term satisfactory researchers will be unable to make a clear distinction in their findings between the duality of something being satisfying or satisfactory. This ultimately will mean that the research will be inconsistent in the definition used therefore leading to issues of construct validity.

In order to seek a resolution to issues highlighted above, Evans (1998) has chosen to use the terminology job comfort and job fulfilment to indicate an individual's personal achievement within their job. Job comfort refers to the:

> *extent to which the individual is satisfied with, but not by, the conditions and the circumstances of his/her job* (Evans, 1998:11).

Evans (1998) suggests that these satisfying conditions may be allied to what Herzberg (1968) sees as lower order needs. Job fulfilment, on the other hand, is defined by Evans (1998:11) as:

> *a state of mind encompassing all the feelings determined by the extent of the sense of personal achievement which the individual attributes to his/her performance of those components of his/her job which s/he values.*

She suggests that these may be allied to what Herzberg (1968) sees as higher order needs. Evans (1998) suggests that an individual's feeling towards both job fulfilment and job comfort may range from high to low depending on how an individual may feel with regard to their own job-related conditions and circumstances. For Evans, both job fulfilment and job comfort form the vital component of job satisfaction, thus leading her to the conclusion that job satisfaction is:

> *a state of mind encompassing all those feelings determined by the extent to which the individual perceives her/his job-related needs to being met*
> (Evans, 1998:12).

Since the purpose of this study is to evaluate the influence that new schools are having on teaching professionals' lives and in particular their levels of job satisfaction, it is important for this study to be clear about how it defines this concept. Therefore the researcher, having considered the literature related to this notion, wishes to seek a clear distinction between the idea of what is satisfying and what is interpreted as satisfactory. In order to achieve this, this study will accept the assertions of Evans (1998) that job satisfaction is indeed composed of both job comfort and job fulfilment and will accept the definition of job satisfaction

as outlined by Evans (1998) above, and by doing so the researcher wishes to avoid the pitfall of construct validity. This literature review has also sought to inform the interview questions so that the researcher's interpretation relating to this subject matter may inform the questioning of individuals (though without specific reference to terminology) in order that a shared meaning is arrived at.

This study wishes to move beyond what Dinham and Scott (2000) see as the two factor theories of teacher satisfaction which represents a closed systems view of education, exemplified by the early studies by researchers such as Sergiovanni (1967) and Herzberg (1968) which involves the intrinsic satisfiers of teaching and the satisfaction and dissatisfaction of school based factors.

This study wishes to acknowledge and embrace the important role the third outer domain of job satisfaction (Dinham and Scott, 2000) plays upon teachers' professional lives. As Figure 2.5 illustrates their outer domain is seen as containing the strongly dissatisfying factors resulting from society's measures and efforts to control and define education. Given the obvious ideological involvement of the government in the drive for educational change in new school buildings, encapsulated in initiatives such as BSF, it is important that the study explores and acknowledges the pivotal role these extrinsic factors play upon the influence of teaching professionals' levels of job satisfaction. It is also important for this study to seek to resolve whether this external initiative is indeed something that may be seen as detrimental to high levels of job satisfaction within professionals' lives or contrary to this something that may indeed have a very positive effect.

Extrinsic

Teacher

Dissatifiers

School based factors neither

Highly satisfying nor dissatisfying

Intrinsic satisfiers

of teaching

Important Principles

- Intrinsic satisfiers, extrinsic dissatisfiers and school-based sources of satisfaction/dissatisfaction are different but not mutually exclusive.

- The emergence and growing strength of societal-based dissatisfiers-over which teachers and school have little control– has eroded satisfaction with both school based factors and the intrinsic rewards of teaching.

- Most variation in satisfaction levels occur in the central, school domain, with school leadership being a key influence on teachers and executive satisfaction with school level factors.

A three-domain model of teacher satisfaction (Dinham and Scott, 2000)

Figure 2.5: A Three-Domain Model of Teacher Satisfaction
(Dinham and Scott, 2000)

This research will seek to look beyond the conditions which influence job satisfaction within a school and seek to identify and understand the level of satisfaction/dissatisfaction that these new buildings are having upon teachers' professional lives. For many teachers this disempowering context of change could led to what Dinham and Scott (2000:394) suggests is a 'victim, disempowered

mentality' which only serves to hamper change and very often leads to a defensive stance by teachers. As Dinham and Scott (2000:393) note:

> *Teachers and schools cannot reasonably be expected to solve problems over which they have little control nor capacity to deal with. Educational systems, governments, and society need to acknowledge their collective responsibility for the current extrinsic factors giving rise to worrying levels of teacher dissatisfaction and the erosion of teachers' intrinsic satisfaction.*

It is important that this study seeks to unpick and engage in the role that this outer domain of change in the form of building policy and implementation plays on teachers' professional lives.

It is important to acknowledge that for some teachers as Dinham and Scott (2000) suggest, the intrinsic satisfiers of work found within the central domain of their conceptualisation of career satisfaction remain central to their professional levels of satisfaction, items such as student achievement, helping pupils and feeling part of a supportive, collegiate environment. However, it will be of interest to see whether for this group of teachers the new buildings provide a greater degree of satisfaction which compares to or even outweighs these intrinsic satisfiers.

2.7   Motivation

Motivation, as with the concepts of morale and job satisfaction, should be seen to be fundamentally important to both an individual's and organisation's level of performance. Given this presumption it is understandable why this notion has received considerable and sustained attention by researchers over the last century (Steers et al., 1996). However, despite such intense scrutiny it is as Steers et al. (1996:3) note:

Motivation, as a concept represents a highly complex phenomenon that affects, and is affected by, a multiple of factors in the work milieu.

If an organisation is to make the most of its human resources it must understand the motivational issues relating to why individuals seek to participate, produce and strive for innovation. However, for Evans (1998) it is what, rather than why, that should be the focus of research.

There are limited studies relating to motivation of teaching professionals, for example, Nias (1981), Galloway et al. (1982) and Chapman and Hutcheson (1982). However, Evans (1998) believes more generally that evidence of what motivates teachers is limited to broad studies of workers' motivation and attitudinal studies which due to a lack of conceptual rigour led to a lack of distinction between the concepts of motivation, morale and job satisfaction. Authors such as Addison and Brundrett (2008) and Warr and Wall (1975) suggest that schools should be clear about the factors that affect motivation for several reasons. Most importantly that well motivated staff perform well and are able to raise standards and achievements of pupils in schools. Given that teachers throughout their career are continually confronted by professional, personal and situational pressures which only serve to erode their motivation, commitment and willingness to stay in their job it is important we understand this process if we are to retain staff and main standards and teacher retention.

Given the government's drive to promote excellence it would seem vital that schools develop high levels of motivation within their teaching staff if they are to be at the vanguard of raising achievement and standards. Given the investment in

new schools by government, as outlined in the earlier parts of this literature review, it is important that research is undertaken to identify if new schools truly do have a positive influence upon levels of teachers' motivation; not purely to be able to help justify such large levels of capital investment but to see if the influence of these schools goes beyond that of the government rhetoric of improvement of facilities to meet the curricular and social needs of the 21st Century (DFES, 2003a). It is important that investigations such as this study seek to identify the yet under-researched influences of these buildings on teachers' motivation, for this may prove more important for pupils' levels of achievement than that of tangible resources such as new laboratories or ICT facilities.

Though on first inspection it would seem quite a simple task for researchers to arrive at a common definition for motivation given the seemingly large number available Maslow (1954), Vroom (1964) cited in Steers et al. (1996), Herzberg (1968) and Molander and Winterton (1994). However, Evans (1998) believes that researchers' attention has been focused on the need to describe and interpret motivation rather than seeking a definition for it. This as Evans (1998) notes has resulted in important explanations of what it may look like and how it may be acknowledged but not what exactly it is. Evans (1998) feels that there has been a wide range of applications relating of the term of motivation by researchers and these may be categorised into three major usages of this term. These are causal, (factors causing an inclination to do something or not) attitudinal, (a state of mind and an activity (i.e. being focused on an object). However, Evans (1998) feels that there is a failure to be successful in the production of a definition for motivation since:

definitions should be sufficiently narrow to preclude their application to anything other than the concept in question, while yet sufficiently wide to encompass all applications of the concept unless each application is to be defined separately (Evans, 1998:33).

Evans (1998) concludes that for a definition to be applicable in research that it must acknowledge that motivation may not be the only deciding factor to cause activity and that it can resolve the scope to which an individual is/is not disposed towards an action. Evans (1998) therefore sees it is possible to be motivated without it necessarily leading to activity. Evans (1998) feels therefore that motivation should be defined as:

a condition, or the creation of a condition, that encompasses all those factors that determine the degree of inclination towards engagement in an activity (Evans, 1998:34).

The researcher wishes to adopt this term for the purpose of this research given that is the focus of the condition, i.e. the creation of a new school (not seeking to identify any other constituent factors, e.g. culture of the school, resourcing) that is under examination and the effect that this has, either positively or negatively upon the professional lives of teaching professionals. It is important to ascertain whether these new buildings are in fact motivators or demotivators. By this the researcher wishes to adopt the definition given by Evans (1998:34):

A motivator is the impetus that creates inclination towards an activity..
A demotivator is the impetus for disinclination towards an activity.

Though this research does not seek to test the validity of motivational theory, it is important that this study acknowledge the theory that underpins motivation. This

will allow this study to be placed in the wider setting of educational research, whilst also informing both academic, professional and government bodies of the place new schools play in the motivation of teaching professionals.

Therefore it is the intention of this review to outline the key theories relating to the field of motivation.

2.7.1 Motivation Theories

The notion of motivation has become increasingly more prominent in researchers' considerations given the drive to comprehend and manipulate the behaviour of organisations over successive decades. However, as Steers et al. (1996) states that despite this intense focus of investigation that on the whole there is no common framework or approach to the notion of motivation in work. Given this issue for the purpose of this review, the researcher has chosen, like Steers et al. (1996) and Molander and Winterton (1994), to group motivational theories into two overall sub-groups, i.e. that of content and process theories. However, it is important to recognise the precursors to these types of theory to be found in the early psychological approaches to motivation, which involved the notions of instinct, drive and reinforcement (Steers et al., 1996).

2.7.2 Content Theories

Content theories of motivation find their roots in the instinctive psychological character of need. Kanter (1968) chooses to define content theory in terms of control commitment with Locke (1991) seeing it in terms of control theory. They see their theories in terms of what factors initiate and go on to drive motivation within a person. One of the most prominent content theories of motivation is to be

found in that of Maslow's (1954) hierarchy of need with Maslow being seen as an influential founder and guiding light of humanist psychology (Neher, 1991). Maslow's theory states that goals or needs are at the root of all motivation and are the fundamental source of all our desires. It recognises a hierarchy of needs distinguished between lower and higher order needs. These may be split into specific categories of: physiological, safety, belonginess and love, esteem and at the apex of all needs self-actualisation. Lower order needs must be met before an individual may move up through the higher levels of need. This may be likened to an individual moving up the rungs of a ladder in order for a person to reach a state of being satisfied. The lowest levels of need, i.e. physiological, safety and belongingness are also seen in terms of deficiency needs and unless they are met a deficiency is found to be present. In contrast, the two highest order needs, i.e. esteem and self-actualising are seen as growth needs and with their satisfaction comes personal growth. This theory sees the ongoing need to fulfil this elusive state of wishing to be permanently satisfied as the motivational force behind one's needs.

Maslow's theory however is not without its critics, with authors such as Steers et al. (1996) questioning the research base for this model and its conceptual validity and Neher (1991) suggesting that Maslow has failed to acknowledge the cultural input necessary to gratify our lower needs. Further to this the higher needs identified may not be as autonomous as Maslow suggested and that lower motivations can actually provide important satisfaction and fulfilments of their own. Despite such criticism this theory still remains a fundamental source for the

production of motives in individuals as well as being enduringly popular due to its commonsense appeal.

In order that Maslow's (1954) work may be more directly applied to work organisations, Alderfer (1972) cited in Steers et al. (1996:16) developed his 'Existence-Related-Growth (ERG) Theory'.

Alderfer (1972) suggested that Maslow's needs categories may be reduced in number to three general categories of: existence, relatedness and growth needs. Existence needs, which mirror Maslow's physiological needs and partly his safety needs. Relatedness needs, which represent the interpersonal relationships in the work setting, with parallels being drawn with Maslow's love and belongingness needs and some of the safety and esteem needs. Growth needs represent professional and personal growth and are comparable to Maslow's self actualisation and esteem needs. Although despite a lack of empirical verification, this model does not appear to gain support due to lack of rigidity (Steers et al., 1996).

Aldefer's (1972) theory is hierarchical with regard to the possibility of proceeding through levels of needs. However, unlike Maslow it allows for the satisfaction to be sought in more than one category at once and introduces the notion of a frustration regression sequence. This will mean individuals regressing to low-level needs satisfaction which is a response to a frustration at achieving a higher level need. Despite this fact both Maslow (1954) and Alderfer (1972) agree on the concept that satisfaction of individuals' needs is an important facet of the motivations of people.

Maslow's seminal work on motivation, though controversial, is often referred to alongside that of Herzberg's (1968) two factors, or motivation hygiene theory. This identifies five intrinsic factors of a job: achievement, recognition, advancement, responsibility and the work itself, which influence job satisfaction and were identified as motivators. Herzberg's (1968:73) 'satisfier' factors were named the motivators, since other findings in the study suggest that they are effective in motivating the individual to superior performance and effort. Other work related factors which revolve around the environmental settings of the job such as supervision and salary are incapable of creating job satisfaction and are hence referred to as hygiene or maintenance factors and are extrinsic to the job. However, altered hygiene factors will never satisfy and hence motivate and may therefore create dissatisfaction.

Though Herzberg's (1969) work has been seen as a catalyst for subsequent research into motivation, it has also been the subject of much continued criticism (Steers et al., 1996). Authors such as Steers et al. (1996) suggest that it pays little attention to individual differences and that all employees benefit from job enrichment. Whilst Nias (1981) is critical of Herzberg's (1968) ideas with regard to it being unable to clearly identify between the task itself and the contextual factors relating to this job when examining teaching. She states that since a teacher's work in school is related to the social systems this includes interactions with colleagues and pupils. As she states (Nias, 1981:236) 'aspects of work (e.g. policy and administration, relationships with colleagues) which in business are seen as contextual are intrinsic to the job of school-teaching'.

More latterly theorists such as Dinham and Scott (1998, 2000) have developed this motivational avenue of investigation by proposing a third dimension or outer domain derived in situational factors such as performance and personal satisfaction.

As with the section on job satisfaction it is important that this study seeks to engage in the role that this outer domain of change linked to this building policy and implementation plays on teachers' professional lives. Thus it may help educators and policy makers fully understand the influence of such change on teachers and if possible help shape the future of such an initiative so that it may have the desired positive influence.

2.7.3 Process Theories

Process theories also referred to as goal theories (Locke, 1991) attempt to explain the initiation, continuation and cessation of behaviours in terms of human cognitive actions. These behaviours are seen to be purposeful, objective-driven and founded on conscious aims, with the main drivers for these actions being found in the two key variables of 'expectancies' and 'valencies' (Steers et al., 1996:21). With 'expectancies' being beliefs that certain outcomes would be arrived at through specific actions and 'valencies' being whether an individual placed a negative or positive value on the predicted outcomes.

Vroom's (1964) cited in Steers et al. (1996) Expectancy Theory suggests that workers are motivated in their jobs when they feel they can perform and that their achievements will lead to a valued outcome. For Vroom (1964), employees rationally evaluate their work based behaviours in order to achieve the reward they

most value and to avoid negative incentives such as boredom or demotion. Vroom suggested that outcomes for workers may vary in their attractiveness or valence, with for example pay generally having a high valence.

Though Vroom's theory has been credited in generating a large body of research it has failed to secure an agreement on the definition of effort and most importantly seemingly ignores 'habitual behaviour and subconscious motivation' (Steers et al., 1996:23).

The work of Porter and Lawler (1968) sort to develop and refine Vroom's (1964) Expectancy Theory by suggesting that the link between valences and expectancies, motivation and effort is much more complex than outlined by Vroom (1964). Further to this Porter and Lawler (1968) propose that effort may not always result in performance and that performance and satisfaction may not be necessarily linked. In this theory employees rate rewards subjectively, with individual satisfaction being the result of the performance being rewarded and the person's perception of this reward. As Steers et al. (1996) suggest, though this theory has been open to generalisation, more importantly it has spawned much research linked to the impact that pay has upon employee motivation.

Looking at the research linked both to the process and content theories of motivation, it is as Evans (1998) recognises that within these models there is an underlying common element. As Evans (1998:39) notes:

> *Underpinning all of them, at the lowest level of reduction, is the premise that motivation involves needs fulfilment ... motivation ultimately hinges on the pursuit of needs satisfaction.*

As Evans (1998) notes, individuals are motivated to take part in activities which will ultimately lead to job satisfaction in the work setting. Therefore it is important that we understand the personal and professional elements of teachers' lives and the broader social contexts and conditions in which they work and live so that we can fully understand how this impacts upon teachers' sense of identity and professional self.

Recent studies such as Nias (1981, 1989), Galloway et al. (1982), Evans (1998), Scott et al. (1999) and Woodward (2003) would suggest in relation to the teaching professional there are both internal and external factors that may cause them satisfaction and dissatisfaction in their jobs. For Scott et al. (1999) external factors that were cited leading to demotivation included the workload that constant change brings and the press's criticism of the education system, whilst internal motivational factors included actually working with children and being able to see them achieve. However, it is important to note as Rhodes et al. (2004) conclude that sometimes the complex group of intrinsic and extrinsic factors are outside a school's control.

Evans (1998) suggests it is the what rather than the why with regard to motivation of teachers that should prove a focus for study. For researchers such as Scott et al. (1999) motivation of teachers is linked to their altruism, affiliation and personal growth. However, what seems most heartening is that core business of teaching, the intrinsic satisfiers (i.e. the promotion of pupils' learning and achievement, growing professionally and working with other staff) which can cause most satisfaction amongst teachers (Dinham and Scott, 2000).

Other motivational elements, for example pay, have received much attention (for example, Tomlinson, 1990). But it is as Evans (1998) notes: pay is often seen in terms of demotivator rather than that of a motivator (Herzberg, 1968 suggests that it is a hygiene factor and hence not capable of motivation). It is important to note that items that demotivate are not always factors that lead to motivation.

Despite the many claims and counter claims regarding what actually motivates and demotivates teachers, there has been little focus on the influence new school buildings has upon this aspect of their professional lives. It is therefore important again that the influence that these new working environments has is examined in order that their professional impacts may be assessed and future policy informed.

This research acknowledges studies such as Day et al. (2006) who suggest, that motivation must also be seen as part of a professional life phases and that it may also be seen to ebb and flow during the course of a career. This is linked not only to an individual teacher's progression and duration in their career but also to different motivational or demotivational factors which might be found at those differing points across their professional life phase. It also acknowledges that motivation may also be linked to a teacher's sense of professional identity (Sammons et al., 2007; Day and Gu, 2007; Day and Kington, 2008) which may in turn affect their sense of professional resilience and commitment.

However, questions still remain unanswered! Do new teachers in their initial professional life phase with their high levels of commitment (Day and Gu, 2007) feel more motivated to join or work in a new school building? Do teachers in their final professional life phase or veteran phase (Day and Gu, 2009) who are highly

motivated, committed and have a desire to fulfil their feeling of vocation (Day and Gu, 2007), wish to stay on in the turbulent times of change that a new build brings or leave their profession? Or is the challenge of maintaining energy throughout challenging and changing professional, situational and personal pressure time too much to endure? As Day and Gu (2009:452) rightly point out:

> teachers with 24-30 years of experience represent a large proportion of these ageing veterans who, together, form a significant proportion of the total teaching force. They may face another decade in the profession. Understanding the factors which help or hinder them in their management of their work and lives is important for schools and policy makers if they are to sustain educational standards.

Are new schools so professionally challenging that it is the one last straw that in turn makes a teacher wish to leave the profession earlier than they might have desired to do so, or do they provide a time for change or disenchantment (Earley and Weindling, 2007; Day and Bakioglu, 1996)? Though researchers such as Morrell et al. (2001) clearly suggest the reasons for teachers leaving the profession are due to many complex issues, it is important to note as Muller et al. (2009) suggest that job characteristics that involve continual change may diminish teacher motivation over time, and in other public sector areas such as nursing attrition rates can be related to unexpected shocks either due to work related items or issues within their personal life (Morrell, 2005). There is as yet no research to investigate the influence new schools have on teachers' professional life phase, therefore surely it is time to address this issue if we are truly to understand and seek to retain what is one of our most valuable assets, i.e. that of experienced teachers.

Finally, though there is continued debate on the precise meaning of talent management (Lewis and Heckman, 2006; Collings and Mellahi, 2009) what does seem significant is Collings and Mellahi's (2009) suggestion that if individuals are not happy in their setting or its talent pool that they will not remain or stay committed. Though often it would appear that talent management in schools is focused on the identification of talent within such settings, what is also important to such organisations is the ability to foster the commitment, motivation and retention of those capable, high performers (from the pool of talent) especially given that talent is seen as being those individuals who contribute to the performance of an organisation in terms of either their direct contribution or by the potential they may show in the future (CIPD, 2007):

Given that the ability to increase an individual's self-efficacy (this notion being linked to self belief since it is the belief a person has of being capable of performing their duties, c.f. Abu-Tineh et al., 2011) is also a significant element of talent management and self-efficacy is also thought to shape the start, determination and exertion of actions given adversity (Bandura, 1977) this begs the question are the contextual influences within these new schools an aid to talent management and do they sustain the pool of talent pool within such settings.

2.8   Summary

It is evident from the review of literature that there is a considerable body of government literature that exists to extol the rationale behind the UK Labour government's large scale capital investment programme in creating new schools

through initiatives such as BSF (DFES, 2002a, 2002b, 2005a, 2006a). Linked to improving the quality of building stocks and raising standards, BSF through government guidance and statutory requirements, have seemingly driven forward change by the creation of these new schools (DFEE, 1997, 1999, 2001; DFES, 1997, 2005c; Children Act, 2004). However, despite limited studies to evaluate their success (PWC, 2003, 2008, 2010) there is little research evidence available that may be found to investigate the influence between this capital investment in creating new schools and their effect upon stakeholders, in particular teaching professionals.

The literature review has also served to highlight the current research relating to change management and in particular that linked to educational settings (Fullan, 1991, 2001a, 2007; Evans 2001; Hargreaves et al., 2001; Day et al., 2007). Though no substantive research may be found to follow the process of change given such settings and how it may influence teaching professionals' lives, however literature may be found to examine school settings (Woolner, 2010). Through the literature it has become apparent how influential the role of change can be upon the individual, the investment they must make (Kelchtermans, 1996) given their careers (Kelchtermans, 1993) and how the context in which such changes take place are important (Evans, 1998). Given this it would seem important that this study seeks to unpick how new schools influence teachers' professional lives.

If as Evans (2000) and Dinham and Scott (2000) suggest, educational change is difficult to put into practice due to the resentment and resistance it causes, alongside the dissatisfaction and the lowering of morale and motivation, given

such assertions it has been necessary to review the literature linked to morale, motivation and job satisfaction in order to firstly seek to understand the theoretical base that underpins these notions and secondly to see if any studies may be found to examine the causal link between the wider setting of education and new school buildings with regard to these concepts. For morale this has involved examining literature such as Evans (1998, 2000, 2001). For motivation, Maslow (1954), Vroom (1964 cited in Steers et al., 1996), Herzberg (1968), Steers et al. (1996), Scott et al. (1999) and Evans (1998, 2001) and for job satisfaction, Herzberg (1968), Evans (1997, 1998, 2001) and Dinham and Scott (1998, 2000). It is by utilising the research of Dinham and Scott (1998, 2000) that this study will seek to unpick how societal measures linked to shaping education in the form of BSF (seen in what Dinham and Scott (2000) refer to as the third outer domain) may truly influence teachers' professional lives and that of their morale, motivation and job satisfaction.

By utilising the work of Bronfenbrenner (after Knoff, 1984 in Frederick and Cline, 2003), a framework and means to develop an understanding of the many factors that interlink and relate to teachers' professional lives with regard to these new school environments it is the intention of this study to start to unpick the influence this phenomenon has upon the teachers who work within them. For as Rhodes et al. (2004) note, efforts to raise standards and to provide a world class education will falter without committed and experienced teachers. Therefore, the management of talent within the profession would seem vital if schools are to expect individuals to stay committed and perform well (Collings and Mellahi, 2009). Therefore, it is timely that this research will seek to examine and illuminate

what influence these schools have in terms of teaching professionals' lives and upon their identity, resilience, commitment and retention. By utilising the research of Day et al. (2006), Day et al. (2007), Day and Gu, 2007, Day and Kington (2008) and Day and Gu (2009) as a theoretical base for this study, it is anticipated that future teaching professionals may be informed about the influences such changes may have upon their lives, and as such be prepared for future educational change whether linked to a move into a new school or the change that refurbishments may bring.

CHAPTER THREE

METHODOLOGY AND RESEARCH METHODS

3.1   General Introduction

To gain an insight into how the research questions were arrived at, it is important to look at what was initially proposed influenced by a review of literature and how this is placed within the context of large scale local and national capital investment programmes to create new schools.

The impetus for this research arose from a professional piece of research centred on a case study investigating 'The Impact of a New School Building upon Teaching and Learning' (Howard, 2005). This was professionally important to the researcher since it recorded the influence that a new school building was to have upon the professional lives of its staff. Following this, the researcher embarked upon a pilot study in the chosen target authority to start the investigative process to see whether these recorded changes to professional lives in this initial case study were indeed just an isolated phenomenon, or whether in fact they were experienced by other teachers in similarly new schools.

This pilot study (Appendix 1) allowed the researcher to ascertain whether there was important information to yield, allowed for a setting of boundaries to the research, as well as refining the research questions. Once the pilot was underway it allowed the researcher valuable time to reflect upon the appropriateness of the future research methods as well as the strategies for collecting data. This phase of research helped refine the focus of questioning and allowed for an insight into the

type of responses relating to the creation of these new schools. It highlighted the participants who would be most suitable to interview and most importantly allowed for identification of any missing vein of questioning that might inform the future research study. What emerged clearly from this early pilot phase of the study was the fundamental role that these buildings now played with regard to the teaching staff and their morale, motivation and job satisfaction; something which was not clearly identified in the original research questions. The focus for the full study therefore shifted towards a very human perception of change and how the professional lives of individuals are truly affected in terms of their morale, motivation and job satisfaction.

This pilot study confirmed a qualitative approach to the final full research project as being most appropriate. The research therefore focuses around teaching staff's perception and experiences with regard to moving into a new school building and how this change of professional environment affects their own professional lives.

Through a process of engaging with the literature, a theoretical grounding has been linked to these research aims. The literature review has in turn also helped in defining the parameters of this study.

Therefore this study seeks to answer the following:

1. To what extent do the responses to the creation of new school buildings in the target authority reflect general national aspirations?

2. To what extent do new school buildings in the target authority have the required outcomes for teaching professionals?

3. How are teachers' professional lives in new school buildings in the target authority affected in terms of their motivation, morale and job satisfaction?

Alongside these three research questions this study also aims to explore the following: what elements of the new buildings have had the most significant professional influence upon teaching staff, have these new schools influenced teachers' feelings towards carrying out their professional duties, i.e. their professional feelings of self, their professional identity and whether new schools enhance teaching staff's feelings with regard to working in these new schools, especially their feelings of likely retention in the profession.

The underlying purpose of this study, along with that of other bodies of research, is to seek to extend our knowledge (Briggs and Coleman, 2007) with the type of knowledge sought in this study being inextricably linked to the purpose of the research. Gunter (2005:166) allows us to examine our differing approaches to knowledge by outlining five approaches:

- Technical – field members record the actualities of practice.
- Illuminative – field members interpret the meaning of practice.
- Critical – field members ask questions about power relations within and external to activity and actions.
- Practical – field members devise strategies to secure improvements.
- Positional – field members align their research to knowledge claims.

This study is located in the illuminative knowledge domain since the researcher seeks to interpret the meaning of practice with regard to how and why activities

and actions take place. This study wishes to 'develop knowledge for understanding' (Wallace 2003:16) which serves to develop as Wallace (2003:16) notes:

> *theoretical and research knowledge with practical applications from a positive standpoint towards current practice and policy.*

The research therefore seeks to utilise the 'knowledge for understanding' (Wallace, 2003:18) in order to develop 'knowledge for action' (Wallace, 2003:18). This investigation wishes to gain an insight into how teaching professionals' lives, morale, motivation, and job satisfaction are affected by a move into a new school building and whether the effects of a change of school environment marries up to the desire and rhetoric behind Labour's large scale capital investment (DFES, 2002a, 2002b, 2005a).

3.2   Philosophical Approach

Philosophical issues are integrally and inexplicably linked to the research process. As Grogan and Simmons (2007:37) point out:

> *researchers carry certain philosophical assumptions about the world into their research even if such assumptions are not acknowledged or made explicit.*

It is therefore important to identify the close relationship that philosophical issues have to play between educational research and practice. This allows researchers to clearly consider and think about the philosophical assumptions and issues in which 'the doing is entangled' (Scott and Usher, 1999a: 9).

How we 'silently think' (Scott and Usher, 1999a:10) when undertaking research is not simply answered when research is undertaken, it is not just reliant on choosing an appropriate method as if research is a mechanistic pursuit.

The thinking of a researcher may be described in terms of Kuhn's (1970) major concept, i.e. that of a paradigm. It provides for the researching community a framework of shared beliefs, values and techniques to act as a map or guide (Scott and Usher, 1999b) for the scientific community at large. Research paradigms in social sciences are placed along a continuum from that of a positivist stance to that of a critical realist position. Grogan and Simmons (2007) highlight three elements to a research paradigm, i.e. an ontological perspective, an epistemological perspective and a methodological approach. Therefore to allow the researcher to have a firm methodological basis in order that they may carry out a research study it is important that their philosophical position is clearly defined. It is now proposed to outline the philosophical position linked to this study and inherent within this the ontological and epistemological position will in turn be outlined.

Ontology is founded on the belief that the found reality in life may either be external to the person or is it conceived by the individual consciousness (Cohen et al., 2000). These two opposing views regarding the nature or reality form what is often referred to as the nominalist – realist debate with the realist considering reality to be external and imposed upon the individual and the nominalist seeing reality being constructed by the individual (Cohen et al., 2000). With regard to this study it is possible to see that for individuals that reality is being imposed upon them since professionals will act, for example, as the result of professional

guidelines and government legislation. Reality is also being constructed and interpreted by the individual since they form part of a professional body that has evolved as the result of gender, historical, social, professional, cultural and educational interactions. Since this study involves professionals describing, explaining and reflecting upon their own thoughts and feelings about the effect that new schools are having on their professional lives, my research will fall into a subjectivist approach and my ontology therefore being nominalist in its nature.

Further to ontology, epistemology addresses the very nature of knowledge and how it is communicated and seeks to draw out the relationship between 'the knower and what is known' (Grogan and Simmons, 2007:38). Epistemology has historically been concerned with identifying criteria or boundaries which allow researchers to distinguish between opinion and valid knowledge. Its very intention is to answer the question 'how do we know what we think we know' (Scott and Usher 1999a: 11). Epistemology therefore will be moulded by our ontological viewpoint, i.e. is it something that is acquired and inculcated, or is it something that can only be gained by personal experiences? As Schechter (2007:4) suggests:

> *it is imperative to understand the vicious epistemological entrapment*
> *existed in our daily enquiries. Traditionally, researchers can be placed on*
> *an axis, or a cycle, or meaning.*

This common axis of meaning can be characterized on the continuum from humans as creators to the nature as the instructor.

For some researchers the epistemology underpinning their work is not made obvious or is 'either unrecognised or taken for granted' (Scott and Usher, 1999a:

11). Researchers such as Scott and Usher (1999a) claim that epistemological issues are often grounded in empiricism since the use of scientific procedures assures validity and therefore removes doubt. The epistemological position of positivism allows for the use of scientific methods in order that society may be studied. By means of an inductive method positivism seeks to collect data and then analyse it in order to develop a hypothesis and this is either confirmed or refuted once further data analysis is carried out. If successful replication of findings can be sort then a theory may be derived. Such a positivist model seeks to link cause and effect to produce a universal causal law. Further to this it allows researchers to theorize about 'social reality' (Scott and Usher, 1999a:12). I, along with researchers such as Habermas (1972), Wellington (2000) and Cohen et al. (2000) critique this approach on the grounds that researchers are not always often able to clearly identify and control the variable in their research and are rarely objective and without inherent values. Since we are all socially located the knowledge that is produced must partially be the result of a social interest (Scott and Usher, 1999b). Positivism is seen by Cohen et al. (2000) as being far from successful when studying human behaviour due to the complexity of living humans themselves. It fails to take account of our abilities to interpret our experiences, internalise them and then act on these internalised thoughts. It suggests that as humans we are passive therefore controlled. Positivism fails to take account of the effects, intentions, freedom and individualism have upon our behaviour (Cohen et al., 2000).

Given that this study seeks to examine the influence of new schools on teaching professionals, this study subscribes to an interpretive view or paradigm. This

research is concerned with the individual and developing an understanding of the subjective world of human being. The study seeks to 'get inside the person and understand from within' (Cohen et al., 2000:22). Given the choice of following interpretative research, the notion of positivism is rejected and this research seeks to align with that of an anti-positivism stance. Similarly, the focus on objectivity is denied and the wish to utilise the beliefs found in subjectivity accepted. Since the research seeks to follow an interpretive approach, the researcher will focus on action or 'behaviour-within-meaning' (Cohen et al., 2000:23). As with interpretivism the researcher will focus on the everyday experiences of teaching staff within their new school settings. It will allow for an investigation of how meaning is developed and social interaction arrived at in social practices (Scott and Usher, 1999a).

As an interpretive researcher it is recognised that this study will form part of the research topic under investigation. The researcher will have an influence upon what is observed and also upon its participants. It is also important to recognise that the participants will have an influence upon the investigator (Morrison, 2007). However, following an interpretive paradigm it is the researcher's wish using subjective and individualistic methods of data gathering to develop meaning from what has been observed.

As a researcher using an interpretative methodology there is a need to avoid misinterpretation in the final report of what the participants have written or said (Morrison, 2007). Therefore the descriptions of reality the researcher produced are inevitably tainted by the process of research itself. Given this realisation the best this study can aspire to is a re-description or a re-evaluation of the data gathered.

3.3   Research Strategy

It is intended in this section of the thesis to discuss the justification behind the choice of research methodology and this will be based around the researcher's ontological and epistemological stance. Since the research will centre around the overarching view that it is through a subjective viewpoint that all human life is constructed and experienced, the data that was collected and analysed will have qualitative rather than quantitative importance (Morrison, 2007). The aim of the research will be to comprehend the way in which the participants have created, modified and interpreted their world, i.e. the new buildings they have moved into and to understand individual behaviour using an idiographic approach. The research intends through semi-structured interviews to explore how teaching staff perceive their own professional lives as a result of moving into new school buildings. Therefore the research generally falls into the phenomenological research tradition whose roots are founded in the work of Wittgenstein (1953) and Schutz (1964, 1972). Unlike a positivist approach which seeks to find explanations to fit a singular universal reality, a phenomenological approach allows for the possibility of multiple realities. It is important that this research allow for a recognition that items may be seen in alternative ways by different people at differing times in different situations and that all such versions are equally valid.

This approach will allow the research through the process of analysis to have an opportunity to 'give priority to people's accounts of intentionality and subjective meaning' (Scott and Usher, 1999a:66). This phenomenological approach will as Denscombe (2007) suggests, seek to emphasize subjectivity, description, interpretation and agency and reconcile people's perception or meanings,

attitudes, beliefs, emotion and feelings. Given that this research focuses on how individuals are influenced by their change of school environment there can be no place for a positivist epistemology which approaches research through determinacy, rationality, impersonality (Scott and Usher, 1999a).

This research wishes to move away from a quantitative approach whose limited purpose is to isolate cause and effect (Flick, 1998). Where intention, individualism and freedom of an individual are ignored since the individual's behaviour is seen as passive, controlled and determined (Cohen et al., 2000) and where research relies on 'remote, inferential empirical methods and materials' (Denzin and Lincoln, 2000:10).

Therefore, this study aligns itself to the general principles of a social science which is subjective and seeks to deal with the experiences of individuals in particular contexts, where people's actions are shaped by their own view of reality. As May (1997:28) notes:

> *Given this study is linked to the principles of social science it will require the exploration and application of 'social theory'.*

Social theory seeks to inform our thinking which, in turn, assists us in making research decisions and sense of the world around us. Our experience of doing research and its findings, in its turn, influences our theorizing; there is a constant relationship that exists between social research and social theory.

As a researcher developing a positive link between research and theory this will allow for a reflexive project and an opportunity to consider the application of the

techniques for data gathering but also the character and presuppositions of the research process (May, 1997).

It is the researcher's wish to attempt to make a secure connection between theory and data, as Glaser and Strauss (1967) would suggest, to ground the social theory in interpretation of everyday life. In order to observe the social relationships that exist in this study it will be necessary to view social relations, gather data on them, and then go on to generate a theoretical proposition, a process seen as induction (May, 1997). It is important that this research reflects the rich interactions that go on between individuals in this particular social setting as suggested in the theoretical perspective of symbolic interactionism as developed through the work of researchers such as Mead (1934) and later Blumer (1969). These researchers maintain that behaviour of individuals to a particular environment is constructed through meaningful interpretations where this social world, made up of symbols and interactions, involves attributing relevant meanings to actions, words and gestures (May, 1996). Therefore meanings are interpreted by the practice of interactions. Research by Goffman (1971, 1978, 1981 and 1984) has sought to further this idea by showing how an individual presents oneself has an impact upon their perception by others.

Interactionism sees a social world as being actively created out of the fluid interactions with others. It must however recognise that there are social constraints on behaviour in terms of structural and cultural elements and must take into account how their behaviour is likely to be seen by others. Critics of interactionist and interpretive methodologies often feel that a major flaw of such an approach is due to the lack of a location of these 'social actors' within an 'enabling

and constraining context of life' (Scott and Usher,1999a:48). They suggest at the micro level of study of social interaction that phenomenologists and integrationists fail to give sufficient recognition to the role of structural constraints. However, the work of Giddens (1979, 1984) on structuration theory has sought to redress this issue by developing a methodology which allows for the creativity of human interactions to be recognised whilst also allowing for an awareness of the constraining forces of social structures.

The interactionist position, as with social science, rejects the usage of methods linked to that of the natural sciences and prescribes the use of qualitative methods of data collection due to their drive to understand the view of social behaviour and reality from the actor's viewpoint. Such qualitative data collection techniques may include surveys, questionnaires, interviews and participant observation. However, it should be noted that the collection of any data must be seen as an intrusive act by the researcher. As a researcher with an education background that has had experiences of leading change from an old to a new school environment it is important to recognise the inevitable part this will ultimately play in any analysis. Like many researchers the derived epistemological and ontological stance is a direct result of the experiences encountered in the social world the researcher has inhabited.

Further to this a researchers own biography will:

> *impose an order on how the social actor understands their life. When this is inscribed in a text of some sort, a further process of intrusion will take place* (Scott and Usher, 1999a:49).

The use of qualitative methods is not without its critics who see such forms of research as anecdotal or even illustrative and its methodology as unsystematic and causal (Mason, 2002). However, in terms of this research it allows for methodologies that promote a richness, complexity and depth of understanding which may be retained within the research and developed within its analyses and explanations. It will allow the researcher to investigate how items work in this particular context and therefore mean the production of:

> *very well founded cross-contextual generalities, rather than aspiring to more flimsy de-contextual versions* (Mason, 2002:1).

However, it is important as Wellington (2000) suggests that the splitting between quantitative and qualitative approaches is a 'caricature of reality' and a 'false polarisation' of these two differing research stances (Wellington, 2000:17). He argues that the two approaches may indeed complement each other with educational research often both yielding both sets of data and being used to set the scene for more detailed qualitative research. Further to this, researchers such as Eilers and Camacho (2007) in their investigation of school culture change suggest the use of both qualitative and quantitative methods allow for what McLaughlin and Talbert (2001) call embedded context conditions and such 'mixed methods allow evidence of change processes and outcomes to be portrayed and verified' (Eilers and Camacho, 2007:617).

Given the above researcher's examination of both epistemological and ontological perspectives and the differing methodological approaches, for this research, it is acknowledged and accepted that social reality has been constructed through the

processes of interaction. Therefore this study will utilise qualitative research methods allowing for an understanding of how the concepts of social reality are constructed. This in turn is also a methodology that the researcher feels comfortable with given the experiences of research at Masters level. This theoretical stance has informed the research design, its methodology, along with the analysis and production of research findings.

3.4　Research Methodology

Prior to the commencement of this research it was important to undertake a pilot study in order to investigate whether the initial area of research interest could yield important and valuable information. This was undertaken on two sites in the target authority and involved 38 participants (see Appendix 1). Given that there is only a very small group of target locations in the specified county it was important that the researcher maximised the possibilities that each site could render therefore avoiding any unnecessary use of resource and time. This pilot also became invaluable in refining the research questions and ascertaining the boundaries for this study.

Authors such as Cohen et al. (2000) promote the value of piloting when undertaking research since it allows for:

- Checking, removing of any ambiguities or difficulties with wording and to ensure the sequencing is correct. It allows for validating the flow and physical usefulness of the form of protocol and indicates whether the arrangements for recording responses are adequate.
- Highlighting redundant questions.

- Gaining feedback upon the type of question and their format.

- Checking the time taken to be interviewed.

- Identify non-completed or normally misunderstood questions.

The pilot interview questions were derived as a result of my literature review and sought to refine what were initially wider research questions looking at the influence of new schools on teaching and learning with regard to its stakeholders. The interviews were semi-structured so as to enable comparisons between scripts and to focus the direction of the interview but they were not so rigid that respondents were not allowed to offer their own personal insights or to discuss further topics. The main focus of the pilot interviews probed responses with regard to the change process, the learning environment and the development of a positive learning culture. Piloting allowed an opportunity to ask questions and reflect upon the responses given in terms of whether the question accurately elicited the type and style of response that had been anticipated. This then enabled a detailed analysis of questions asked, therefore leading to a reformulation of the types and style of future questions. Such an approach is supported by Cohen et al. (2000) who recommends piloting since it allows the researcher to test the procedures and techniques used and wherever possible increase their reliability, validity and practicality in order to produce worthwhile results. Piloting had a further benefit for the researcher in so much as it allowed for a more confident delivery of questions and this in turn placed the interviewee more at ease when answering questions. Kvale (1996) suggests that learning to interview only takes place by interviewing and that practice is the only means by

which to master the craft. He recommends that self-confidence is acquired through practice and that by conducting pilot interviews before the actual interviews it will increase the ability of the interviewer to create a safe and stimulating interaction.

As a head teacher employed in the focus authority linked to this study, I was mindful of the concerns that respondents must have had when they consented to answer questions as part of the interview process. Such concerns must inevitably be linked to the level of confidentiality built into this process given the professional links I have had with other head teacher colleagues in the authority and the respondents' schools. To eliminate such concerns and therefore to secure truthfulness, remove bias and to allow for unrestrained insights from respondents I stressed that all responses would be kept strictly confidential. I assured them that because I was undertaking this study as a researcher and not in any other professional capacity that I was bound by very strict ethical codes as part of the process of this research. I also emphasised that I was only interested in their opinions and views for the benefits that they brought to inform this study and that they would be anonymised and kept confidential as required by the ethical codes that govern this research. Further to this, I stressed that all data would be kept securely and never discussed beyond the interview situation so as to remove any aspect of traceability to any particular respondents.

The pilot interview responses (see Appendix 2) allowed the researcher to come to several important conclusions regarding the methodology and respondent group to be used in the subsequent longitudinal study. These were:

- Given the desired depth of this research the researcher would have to focus on just one group of stakeholders in new school buildings.

- Given that the teaching staff responses had yielded comments linked to morale, motivation and job satisfaction and this was repeatedly emphasised I decided that this should be my target cohort.

- Pupils would no longer be a respondent group since the answers obtained in the pilot showed a lack of depth of understanding beyond that of self as anticipated.

- Parents only had limited knowledge and access to the change process with regard to new schools and hence found commenting difficult as anticipated.

- The initially wide scope nature of the research questions was quickly identified and given the respondents' responses it was apparent the major focus of their concerns when moving into a new school would be linked to their perceived change of motivation, morale, job satisfaction and their professional self worth that a new building would engender. Therefore a more specific focus was needed to encompass these clearly defined elements.

Given the views expressed in the pilot study it was possible to refine the research questions to be asked in order to yield the most useful form of data from the most important group of respondents, i.e. teaching staff. Piloting also confirmed a qualitative approach for this research project since it facilitated the search for understanding, interpretations, and for values (Watling and James, 2007).

Given the lessons learned from the pilot study outlined above it is now possible in the next section of this chapter to explore the methodology that was used in the full research study.

3.5   Methods

Since this study wishes to ascertain to what extent the national aspiration for the creation of new schools are being reflected at local authority level, seven semi-structured interviews were carried out once in Summer 2011 in order to inform the findings for Research Question 1. This involved: one member of staff related to the national building school creation body, three LA inspectors, one serving head teacher in the target authority and two representatives of an architectural practice linked to the design and construction of new school buildings.

This research is also concerned with to what extent these new schools are having the desired effect upon teaching professionals as well as their influence upon their morale, motivation and job satisfaction (Research Questions 2, 3); it is important that this phenomenon is studied over an extended period of time. This will allow staff time to move from the old school, settle into the new school and come to terms with the new school and their professional feelings regarding this change. It will also allow the opportunity for staff to reflect on the changes they have experienced once the possible euphoria of the move is over and a chance to examine if over time any feelings diminish, remain or grow in strength. For these reasons this research will take the form of a longitudinal study utilising semi-structured interviews with teaching professionals in two newly created schools.

Table 3.1 serves to outline the schedule of research and the school type and size.

Year	Interview Schedule
	School A = rural primary 66 on roll School B = larger primary 362 on roll
Autumn 2008	Pilot Study carried out over a 12 week period.
Summer 2010 Year One of the Study	Interviews with teaching professionals in School A and B. Fieldwork carried out over a twelve week period to answer Research Questions 2 and 3.
Summer 2011 Year Two of the Study	Repeat interviews with teaching professionals in School A and B. Fieldwork carried out over a twelve week period to answer Research Questions 2 and 3. Interviews were also carried out over two months at local authority level to answer Research Question 1.

Table 3.1: Schedule of Research

Longitudinal studies are synonymous with studies conducted over a period of time and are often linked to the word 'developmental' since they are concerned primarily with elements of human growth (Cohen et al., 2000:174). This form of research allows for data to be collected at differing points in time. If the same respondents or cohorts are used then this then can become known as a 'cohort study' (Cohen et al., 2000:174). This research intends, over the study period, to track a specifically chosen cohort of teachers/teaching assistants in order to examine their views about the change of schools and its influence and effect upon their professional lives. The researcher did acknowledge that respondents may not stay constant in their current posts for the duration of the research but felt due to the historic limited movement of staff in this target authority due to retirement, promotion or other such employment based factors that such change would be limited. However, during Year Two of the study unfortunately three teachers from School B were no longer available to be interviewed but fortunately two teachers who had been present during this school change agreed to be interviewed to replace this respondent loss taking this respondent group now to fifteen. The sample targeted individuals of both sexes (though this is not a gendered study), who would appear to be likely to stay in the setting over the research period. Given that the study took place in primary schools more women worked in these settings than men (as is the norm) and hence they make up the larger group of respondents. The interviewees were chosen to represent a wide perspective of teaching experience, i.e. with the following teaching experience: 0 – 3 years, 4 – 15 years, 16 -23 years, 24+ years. This may be seen to be representative of teaching professionals across a spectrum of their careers or what Day and Gu

(2007) would refer to as their life phases. Table 3.2 seeks to summarise the characteristics of the cohorts who were chosen in order to provide a variety of perspectives regarding these new schools.

School	Characteristics of the Cohorts
School A Year One	Number (n) = 3 3 female teaching professionals in total 1 = 0 - 3 years' experience, 1 = 4 – 15 years' experience, I = 16 – 23 years' experience
School B Year One	Number (n) = 16 12 female and 4 male in total 4 = 0 – 3 years' experience, 6 = 4 – 15 years' experience, 1 = 16 – 23 years, 5 = 24+ years' experience
School A Year Two	Number (n) = 3 3 female teaching professionals in total 1 = 0 - 3 years' experience, 1 = 4 – 15 years' experience, I = 16 – 23 years' experience
School B Year Two	Number (n) = 15 11 female and 4 male in total 4 = 0 – 3 years' experience, 6 = 4 – 15 years' experience, 1 = 16 – 23 years, 4 = 24+ years' experience

Table 3.2: Characteristics of the Cohort

An advantage of using a longitudinal study to analyse a cohort is that it allows the researcher an opportunity to examine personal differences in characteristics over time and to develop an 'individual growth curve' (Cohen et al., 2000:176). It also

allows for examination of real change compared to that of chance happenings (Bailey, 1978). It will allow the researcher to focus upon any change that has taken place during this study period and the effects of these events on such items of change (Davie, 1972).

Given the sociological purpose of this study in focusing on individuals and how they interact in order to construct social reality this form of study proves especially useful. As Cohen et al. (2000:176) notes it can:

> *show how changing properties of individuals fit together into changing properties of social systems as a whole.*

It allows for the dynamic nature of this particular development. Further to this, one of the strengths of a longitudinal cohort study is that it provides long term records, which therefore avoids the fallible nature of a single test or assessment.

Wellington (2000) sees that sampling involves a compromise, since we can never be wholly sure that it is fully representative of the whole. Given the limited, unique nature of the phenomenon of new schools in any county, the sample of sites and respondents are limited to a relatively small proportion of teaching professionals and their schools.

A form of non-probability sampling known as 'purposive sampling' was selected (Cohen et al., 2000) for this study, i.e. teaching professionals in the form of teachers and teaching assistants in these new schools. Since this group of individuals were handpicked for their experience, insights and their feelings regarding working in these new schools the intention is not to generalise findings

to that of the wider teaching population but to see how this may be related to others.

In this study the researcher is cognisant of the need to be able to easily access professionals from the limited number of respondents available in a county with new school builds. However, given that I have worked in the target authority and I have good personal contacts with schools there, this has allowed me to gain access to new schools which may not have been easily accessible to other researchers. This full study, as with the pilot investigation, has involved writing to the Head Teacher of target schools to seek permission for this research to be carried out (see Appendix 3). Following a discussion with the Head Teacher regarding the study and the respondent types needed, a respondent group was set up who were eager to take part in this research. Each individual was then contacted in order to arrange an interview at a date and time convenient to them. Each person was spoken to in more detail about the purpose of the research and to outline the research to be undertaken. Since the cohort had information about the research focus prior to formal interviews it had dual benefit. It allowed the interviewee an opportunity to reflect on the issues discussed and it reduced the anxiety about the range of type of question that interviewees were asked.

3.6   Ethics

When involved in any areas of research and their design the ethical implications of such study should always be of paramount importance. As Wellington (2000: 54) notes:

My own view is that the main criterion for educational research is that it should be ethical … ethical considerations override all others.

Since this study is qualitative in its nature it allows for the exploration, description and examination of individuals in a specific environment and embedded within this are the concepts of power and relationship involving both the participants and the researcher (Orb et al., 2000). The research involved the collection of information in terms of teaching staff's personal views and experiences. Coupled with the issue that this information will form a valuable and important part in a published thesis, ethical considerations were of paramount importance.

Given that this study involved teaching and non-teaching colleagues and individuals and schools known to the researcher it was vitally importance that all data was handled confidentially and sensitively. As the British Educational Research Association (BERA, 2004) suggests, individuals have the right to confidentiality, privacy and anonymity unless they do not wish this right. To protect respondents' identities my data has been anonymised via the use of numerical-alphabetical aliases in order to protect the confidentiality of all the participants and sites used in both the pilot and final research study. Though the phase of education, i.e. a primary school setting will be mentioned it will be done without reference to its location or specific school size. Given the limited number of participants in this study the researcher is aware that it is much harder to secure confidentiality of response compared to that of a large scale qualitative study. However to further protect anonymity all respondents will be treated as gender neutral and random initials used to identify respondents.

Authors such as Golby (1994), Stake (1995), Kvale (1996), Cohen et al. (2000), Wellington (2000) and BERA (2004) all issue valuable advice on ethical codes and considerations to follow when undertaking research. A vital component to all professional codes of ethics is that informed consent is obtained from all those involved in the research. As Kvale (1996) notes informed consent avoids the pitfalls of coercion and undue influence. By involving participants at an early stage of this study the aims, purpose of the study, methods used and the form the final report will take has been explained to all those involved. It has been important that all participants were made aware of their right to withdraw from the study at any given moment and that they could elect not to respond to certain questions. This was covered by an initial contact letter and again reiterated during the course of working with these respondents. Since the majority of participants are used to the concept of confidentiality through their professional standing it is anticipated that the many ethical issues that are met when carrying out research with minors or less advantaged adults may to a large extent be less of an issue in this study. However, full written consent was obtained from all participants to make certain there were no ambiguities (see Appendix 4).

Since the purpose of this research is to understand from the participant's point of view the effect that a new school building has had on them it was the intention of the researcher to listen to the 'voice' of individuals in their new school accepting the tenet that the respondents are autonomous and are willing to contribute information freely.

3.7   Data Collection

The main method of data gathering was semi-structured interviews (see Appendix 5). Authors such as Charmaz (2002) conclude that semi-structured interviews ally well with an ethnographic approach since they allow for a certain level of flexibility when questioning. Wellington (2000) further notes they provide a guide to questions to be asked but still have considerable flexibility over the order and range of questions. Drever (2003) similarly supports this idea that they allow the researcher to explore individual perspective as well as affording opportunities to clarify misconception thus adding the ultimate validity of the study.

As Bell (1993) indicates no method is excluded for data collection, however, the method chosen for collecting data should be appropriate for the task. This research will use semi-structured interviews to gather data because as Wellington (2000) suggests, interviews are designed to gain views and perspectives, a means of probing interviewees' values, thoughts, feelings and prejudices:

> *Interviews can reach the parts other methods cannot reach* (Wellington, 2000:71).

Further to this, Stake (1995:64) notes about interviews:

> *much of what we cannot observe for ourselves has been or is being observed by others.*

He sees the interview as the main vehicle for discovering multiple realities.

Since those interviewed will have a variety of individual perspectives and values placed on their own interpretation of events it will allow the researcher to compare each person's views and will allow for an identification of similarities and differences between each person' s perspective.

Cohen et al. (2000:270) determines the type of interview format chosen, as 'fitness of purpose'. Interviews were recorded via a tape recorder since this provided a valuable source for the researcher when reflecting on, checking and quoting the statements of respondents. Further to this, Fowler and Mangione (1990) suggest such methods are desirable since they enable the researcher to focus on the delivery and flow of the interview given the limited time available to record responses. This method will be invaluable to the researcher when it comes to the analysis of data since it will allow for listening again to what had been said, to check meaning and to verify that quotes are accurate, a view I would agree with given the experiences during this study. In order to allow the researcher to focus on what was actually being said a small Dictaphone was used to tape the interviews. Since memory on its own can be unreliable and prone to partial recall, bias and error (Denscombe, 2003) tape recordings were used to avoid these issues. Though the tape recorder proved an invaluable permanent reference point for the researcher, contextual information and non-verbal cues emanating from the respondents will not be captured via this means and hence to mitigate against this field notes proved invaluable. The tape recordings were then transcribed to make thematic analysis possible thus allowing for the identification of emergent themes. From earlier respondents' feedback most individuals felt that the interview process was smooth and professionally interesting. It also provided a means for staff to reflect of their own professional feelings towards how the new school buildings had influenced them.

Researchers such as Berry (1999), for example, provide much valuable guidance on items such as questioning techniques to be used during interviews, such as asking clear questions, open-ended questioning, probe and follow up questions. This in turn informed the type and variety of questions asked and allowed for the accurate questioning of individuals. As Berry (1999) writes, it is important that researchers familiarise themselves with questioning techniques before they move on to hands-on experience of these techniques. This advice allowed me to consider the responses that were elicited from a variety of questions and allowed me to consider the valuable links and follow on questions necessary in order to maximise the responses given.

Kvale (1996) indicates that a large part of any interview should take place before the tape recorder is started and the first actual interview begun. This is in order that the researcher can be afforded time to develop a conceptual and theoretical understanding of the item to be investigated. In this case it allowed for an opportunity to decide upon what would be the purpose of the research and to determine the phenomena that would be investigated.

Semi-structured interviews used were as far as possible non-directive. This limited as much as is possible the influence on the openness of responses given. Similarly, it is important to acknowledge that in this study interview times were not pre-set but rather self-determined by the interviewee either wanting to explore an answer more fully or not as was the case. It was, however, worthwhile for the researcher to be mindful of other authors' experiences with regard to such matters. Robson (1993) for example seeing interviews less than half an hour in

length as being unlikely to provide adequate data, however anything being over an hour in length demanding much of the interviewee with regard to their ability to concentrate. With regard to this study interviews generally lasted up to an hour.

With interviews it is vital for the researcher to be aware of the possibility of bias. Bell (1993) suggests however it is much easier to note that bias can creep in rather than trying to eliminate it all together. Since a single researcher will conduct this research, the bias, as Bell (1993) notes, may be consistent and may therefore go unnoticed. Kvale (1996) suggests that a recognised bias may come to highlight specific aspects of the particular item studied. It may even bring new dimensions forward, which contributes to a multiperspectival construction of knowledge. Each interview took place on a one-to-one basis at the respondent's place of work. It was important to use their own place of work since it provided a familiar and safe environment to explore the respondent's professional working environment.

It is important that the researcher acknowledges that the responses given by individuals varied due to how they perceived the interviewer with regard to powerful factors such as my gender, age and ethnic origin. Further to this both the interviewees' and interviewer's preferences and prejudices affect the developing likelihood of both trust and relationship in an interview situation (Denscombe, 2007). However, given that this piece of research involved face to face interviews little may be done to the givens that were brought to the interviews. However, in order to minimise this affect the researcher adopted a neutral and passive stance in order to:

get the interviewee to open up, not to provoke hostility or put the interviewee on the defensive (Denscombe, 2007:185).

This study also recognised the researcher interviewer relationship. Given that the researcher has a professional educational interest in this research due to his historical and professional experiences it is important that it is recognised that personal feeling, knowledge and experiences will be inadvertently shared with the interviewees and that this too must be taken into account by the both the researcher and reader when analysing and deriving conclusions from the gathered data.

3.8   Validity and Trustworthiness

As with any data gathering technique there must always be consideration and thought given over to the validity and reliability of the data obtained. Though the concept of validity and reliability initially were linked to a positivist philosophy where quantitative standards were needed to be upheld these concepts have now been transferred to qualitative research in order to strengthen the contribution that they too can make to scientific learning. Numerous terms have been put forward to redefine the criteria for validity including credibility (Lincoln and Guba, 1985), trustworthiness (Eisner, 1991) and authenticity (Maxwell, 1992 in Cohen et al., 2000), all in an attempt to improve the quality of qualitative research. Authors such as Cohen et al. (2000) suggest that that understanding is a more fitting term than validity in qualitative research. Though, as yet, no consensual view has been reached over this issue. Authors such as Whitemore et al. (2001) have tried to further illuminate this debate by suggesting that when one refers to reliability it is in relation to the stability of findings, however validity should be seen in terms of the

truthfulness of findings. However, it is important to note that with regard to both these concepts that they must be seen as multifaceted and any attempts to completely erase this issue are unlikely to be found (Cohen et al., 2000).

Given that this research involved the collection of qualitative data from respondents, it is important to note that the data will be subjective and therefore interpretative in its nature. This study will seek to develop a depth of understanding and to illuminate the subtle nuances of the individual's life experiences with regard to a change of school environment. It is important in any piece of qualitative research, including this study, that the researcher recognises that other individual's perspectives are equally as valid as the person undertaking the research and it will be the uncovering of these that will be important. As Cohen et al. (2000:106) note:

> *it is the meaning that subjects give to data and inferences drawn from the data that are important.*

Therefore written accounts can only be representations of individual's reality rather than an exact replication of reality itself. There will be no absolute facts but instead opinions, attitudes and differing perspectives. This existence of multiple representations of realities will mean there were no 'benchmarks' allowing the quality of the family of answers to be judged against (Lincoln and Guba, 1985:295), however it is vital to acknowledge that this in turn will contribute to bias. Therefore given this, this study will strive to achieve the maximum validity possible given the research methods used. It is important to recognise that no one method of data collection can assure validity as Maxwell (1992:284) states:

Validity is not an inherent property of a particular method, but pertains to the data, accounts, or conclusions reached using that method in a particular context for a particular purpose.

For this study to achieve maximum validity in order that the findings may be seen as 'credible and defensible' (Johnson, 1997: 283) and may therefore contribute to the ongoing research agenda, the study will involve the use of triangulation. As Denzin and Lincoln (2000) note triangulation has been generally considered a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation. By triangulating the data subsequent researchers may be able to follow the reasoning that led to a conclusion being derived from the data. Given the likelihood that there will be no absolute repetition of an observation or interpretation, triangulation will allow for clarification of meaning given by identifying the various ways that any phenomena may be seen (Denzin and Lincoln, 2000).

Denzin (1978) cited in Denzin and Lincoln (2000:391) identifies four basic types of triangulation that can be found:

1. Data triangulation.

2. Investigator triangulation.

3. Methodological triangulation.

4. Triangulation in time and location.

In this study data triangulation will be achieved by the utilisation of several data sources. By identifying teaching professionals that may be interviewed, i.e. senior teachers, those new to the profession and teaching assistants and then analysing

the responses given from their varying perspectives it is anticipated that respondent triangulation will be achieved.

Investigator triangulation was achieved by undertaking a pilot study to investigate the area to be researched, the type and style of questions to be used and then liaising with professionals regarding the research questions and means of data categorisation and analysis.

Respondent triangulation has been incorporated in the research design along with that of triangulation in time and location. By collecting data over a period of time, using interviews, in this longitudinal study relating to several geographically similar primary schools, the replication of collected data will allow for the identification of reoccurring themes and perspectives and will also lead to the highlighting of any anomalies that may arise from such a study.

This research cannot claim to present interview data that will be representative of all teaching staff in all new school settings. It cannot also claim that it may be replicated in similar organisations. But what is important is that the issues identified as a result of this research will be noteworthy and informative not only to staff and school leaders in similar situations but also to the wider agenda linked to the establishment of new schools and educational change. The researcher is aware of the uniqueness of the data due to its context and the participants involved and the inevitable effect this will have on its reliability (Denscombe, 2003). Therefore in order to address this issue the research used a standardised method for written field notes and for the transcription of interview conversations. The same document templates for all text files will be used. This will facilitate an

ease of storage of materials but will also aid the process of searching for information. Audio tapes were made of conversations in order that a complete record of conversations could be preserved.

Once data was collected by the use of semi-structured interviews, responses were transcribed in order to better facilitate the analysis of data. Since qualitative data is irreplaceable, duplicates of the computer data, recordings, field notes and transcripts were made.

Typed transcripts created for this study were for the sole use of the researcher. Given that respondents have been assured of confidentiality and have been provided with an opportunity to question the researcher about the study prior to interview it was deemed unnecessary to provide each interviewee with a copy of transcripts prior to and during data analysis.

3.9   Analysis of the Data

The analysis of data is based on four guiding principles as outlined by Denscombe (2007).

1. The data was grounded in reality so that the description and resultant theories were rooted in social existence. The researcher however was mindful that unlike quantitative research that such a qualitative technique limits the ability for findings to be generalized and hence be representative.

2. There was a richness of detail and description in the data allowing for in depth analysis regarding the study's particular social setting. However, such interpretation must be seen in terms of being bound up in the identity

as 'self' as a researcher which in turn may lead to a tentative and cautious approach to these findings.

3. Due to social reality being investigated this study is tolerant of ambiguities and contradictions. However, in the process of coding and categorizing the data this meant taking items out of context which could have resulted in a loss of meaning.

4. Since this research is interpretive in its nature it is open to the likelihood that there may be more than one single explanation resulting from the data. Indeed a different researcher may reach differing conclusions despite using a similar approach. In addition to this, in an attempt to highlight themes from the data, the researcher may in turn have simplified matters or even disregarded data that does not 'fit in' neatly with generalisations.

Analysis of the derived data also allowed for the development of meaning from what was said and the meaning this has had for the research topic. Through a logical approach to data analysis, questions were analysed systematically thus allowing for each response to be treated fairly.

The data analysis was developed by using a systematic approach which planned to produce a grounded theory (Glaser and Strauss, 1967). Therefore through systematic gathering and analysis of data the researcher has let meaning and themes emerge from the data with the researcher always being aware of the need for objectivity. Data analysis involved the immersion of the researcher in a prolonged, repeated process of data reduction, data display and verification (Miles and Huberman, 1994) involving the data collected in the form of interviews and

field notes. As part of the reflexive act, notes were added by the researcher to transcripts and the developing stages of mind mapping (this was used to visualize the emerging patterns and relationships between developing categories). This process not only provided the researcher with a developing record of the interactions between the data and the researcher's thought processes but also allowed the researcher to build upon and gain insights from previous efforts (Birks and Mills, 2011). By the researcher's use of 'constant comparative analysis' (Birks and Mills, 2011:94) and that of both abductive and inductive thought processes, conceptual leaps were made during the analysis, and this in turn has helped move the researcher towards the generation of an 'abstract conceptual framework' (Birks and Mills, 2011:94) from what may be initially seen as only raw qualitative data.

Both formal and informal methods of data analysis were used during the process of data analysis. Informal methods seemingly correspond with that of the ethnographic work of Garfinkel (1967) which would follow a 'documentary method of interpretation' (Garfinkel, 1967:78), where the continuous process of learning leads to a constant restructuring and reassessment of understanding as a result of this process. This has allowed the researcher to comprehend the phenomena at a macro level when undertaking the literature review and when preparing for interviewing, thus informing and developing the understanding that has been achieved.

With regard to more formal methods, given the limited timescale of this research project it has been decided to use a technique outlined by Kvale (1996:192), that of 'meaning condensation' which allowed me to condense the interview

statements into brief statements thus allowing for an opportunity to focus on the themes that emerged from what was a rich source of data.

Interviews were then coded by single summarizing notation (Miles and Huberman, 1994) for their occurrence of each meaning. These codes were also added to the data in order that a systematic means was found of linking data to ideas found during the analysis. This coding allowed the data to be aggregated into groups or categories which added to the classification of data into themes. The themes were then categorised against the research foci such as motivation, morale and job satisfaction with regard to whether they had either a positive or negative influence on the respondents. In turn these major categories were then sub-divided into sub-categories such as 'environmental conditions', 'retention' and 'own professional feelings'. This process of data categorisation is often referred to as axial coding (Strauss and Corbin, 1998) and used to highlight relationships within categories, therefore aiding the identification and the relationship between structure and process.

It is fundamentally important to the researcher that this study sought wherever possible to relate to what has been experienced by the most accurate means possible. However, as with other pieces of research, it is recognised that this study is part of a creative act whose conception is:

> the outcome of interpretation, editing and skilful writing techniques as well as a reflection of reality of the situation they set out to study (Denscombe, 2007:68).

3.10 Reflections on the Research Methodology

Through the use of the pilot study this research has been able to refine the research questions, ascertain boundaries to the study and develop a clear methodology and research design for fieldwork.

This study, due to its very nature, has only been able to capture the views of a small number of school sites within a limited geographical location. This has implications for its ability to be representative in its nature with regard to the national BSF programme. Since the numbers of new school sites were few this limited the number of settings available to the researcher, thus by its very nature it has limited the sample size. Though the data in its own right has significance it cannot be claimed to be representative of other school settings in other geographical locations.

The relatively small number of participant interviewees and in this limited geographical setting has meant that inevitably the respondents came from primary school settings that varied in size, catchment population, gender and professional makeup. Also given the primary setting, male respondents were limited in their availability. However, every effort has been made to give the widest of perspectives on the research topic at each site given these limitations.

The research timetable was tailored to the professional lives of the individuals and was limited to particular times of day, duration and locations for interview. The timing of the interview schedule as a result of this is not able to fully represent an entire school year since respondents will no doubt wish to avoid certain parts of the school year, e.g. the run up to holidays such as Christmas and Easter. This

combined with moving-in dates into the new buildings has meant that some respondents have been in the new setting longer than others which in turn may have an effect on the responses given by the interviewees.

CHAPTER FOUR

DATA PRESENTATION

4.1   Introduction

This chapter will now seek to outline the main findings linked to the three research questions. The findings linked to Research Question 1 will be dealt with initially. This will then be followed by Research Questions 2 and 3. The findings relating to both Research Questions 2 and 3 will be dealt with chronologically, i.e. Year One findings and then Year Two findings.

4.2   Presentation of Research Findings

For the purpose of indicating how strongly respondents felt about any issues in the analysis the following terminology will be used (Table 4.1).

Terminology	% of Respondents
Majority to represent	(75%+ of respondents)
Most to represent	(60-75% of respondents)
Some to represent	(40-59% of respondents)
A few to represent	(less than 39% or respondents)

Table 4.1: Respondent Terminology

In order to summarise and inform the reader of the schedule of interviews and cohorts that were used to inform these findings Table 4.2 has been created

Year	Interview Schedule
	School A = rural primary approx 66 on roll
	School B = larger primary approx 362 on roll
Summer 2010 Year One of the Study	**School A** Number (n) = 3 (teaching professionals) **School B** Number (n) = 16 (teaching professionals) School A, B linked to Research Question 2, 3
Summer 2011 Year Two of the Study	**School A** Number (n) = 3 (teaching professionals) **School B** Number (n) = 15 (teaching professionals) School A, B linked to Research Question 2, 3 **Interviews** Number (n) = 7 (1 person related to national building school creation body, 3 Local Authority Inspectors, 1 Head Teacher, 2 representative of an architectural practice). These interviews are linked to Research Question 1.

Table 4.2: Summary Schedule for the Main Study

4.3   Research Question One

To what extent do the responses to the creation of new school buildings in the target authority reflect general national aspirations?

4.3.1   Findings Research Question One

Though desired outcomes for new schools are clearly articulated by the literature outlined in Chapter Two it is only when you seek the views of individuals who have experience of these projects at grassroots level that one may truly become aware of whether rhetoric is reflected by practice. By examining and outlining the views of seven individuals below who have varying experiences of what this policy has actually achieved on the ground we may truly gain an insight as to whether this policy is achieving its aims.

All respondents (n=7/7) felt that new schools, either a small or larger degree, incorporated flexibility in their design and construction. This has allowed schools to accommodate the now broad and flexible curriculum.

For one respondent they felt that that the majority (60%) of new school designs score reasonably well on the ninth principle of good design outlined in CABE (2011) which includes long life, loose fit. For such designs this involves promoting day to day flexibility for different types of teaching and learning, producing adaptable buildings to accommodate differing organisational structures or pedagogies and producing a design that can achieve a good layout of proposed furniture. However, it was felt that when they do not score well on these principles and hence were less successful in achieving these goals it was sometimes down to the school leadership team themselves who had strong views on what they wanted from a design and therefore the brief and final construction reflected this.

For another interviewee however it was the architects themselves who lacked vision to achieve flexibility. As was noted:

> I think there is a danger we stereotype ourselves and because things have worked in the past we keep trying to use the same models and therefore not necessarily thinking ahead of what education might look like in the next 10 years (LA1 1.1).

For some interviewees (n=3/7) it was felt however that much discussion had ensued to try and address the issues of what was needed to be a 21st Century school before any school progressed beyond the design stage. As one interviewee suggested:

> there certainly was discussion around education in the 21st Century, what a school building should be like for that sort of education. Um particularly around discussions around space, open verses classroom type of environments and um, but it was tempered with a certain degree of pragmatism (LA3 1.1).

For the majority of other interviewees (n=6/7) they felt that flexibility in schools was certainly being achieved by creating traditional classroom spaces, group rooms or multi-functional hub spaces for teaching and learning as well as other school activities. One interviewee summed up this flexible view by saying:

> there are some pupils that are in mainstream school who do need an alternative curriculum, so their needs can be met in these areas because usually they are quite spacious and they have different areas, different groupings, they have outdoor provision even in secondary schools, they have that outdoor provision … if you think again about the outdoor provision, the outdoor provision should be the same as the indoor provision throughout the year, what is provided outdoors should be provided indoors um, in some of our Victorian School that is virtually impossible (LA2 1.2).

All respondents (n=7/7) felt that new school promoted learning through active learning, individually or grouped. One individual noted personalised learning is very much in vogue with BSF and that the Primary Capital Programmes (PCP had spawned pilot projects, for example Space4pl) to support this venture. One interviewee typically commented regarding new schools and their successes in:

> *creating stimulating environments with a variety of spaces such as group rooms and breakout spaces to facilitate peer led or private study. Strong connections to outdoor spaces and outdoor classrooms are also encouraged where learning opportunities such as growing gardens and dipping ponds can support the development of skills* (LA6 1.2).

For one person in particular not only did new schools provide for individual/group learning spaces but this they felt improved children's self-esteem with special needs since they were not seen as being different:

> *I also think children and that they are not so much seen as being withdrawn into a little corner but special needs, I am very much, children's self esteem, so they can actually go into what is another classroom* (LA2 3.1).

All individuals (n=7/7) felt that new schools allowed for access to high quality hardware in order to open up new learning opportunities. This included items such as Interactive Whiteboards, Wireless Technology, access to laptops, presentational facilities and video conferencing. Even the designs of ICT spaces were considered to provide less bright areas to be conducive to screen projection. However, for some the level of funding of these items was sometimes considered to be an issue if budgets were tight (n=4/7). It was commented on by one individual that with such a focus on the provision of ICT in the design of the new

school, that it meant that continual access for stakeholders was the norm and with good access the use of ICT was more likely.

One other interviewee felt that over successive years the fast moving provision of ICT had meant dramatic changes in hard/software and this in turn posed problems of knowing what provision/facilities to provide in the future and that this could lead to little change and reverting to the tried and tested. That there were moves away from ICT suites and as noted:

> *trying to predict what skills and knowledge, um, a current 9-10 year old will need um, very difficult, um, when they are leaving education and looking for employment what will they need, so that is very difficult and the easiest solution is to revert to what we have in the past, that works so why don't we have it again* (LA1 3.2).

All individuals (n=7/7) felt that new schools opened up to a range of users beyond the school day and allowed pupils to learn beyond the school day.

This was clearly evident in the designs of school having differing access points to it to be opened up for day/night access as required. One individual noted:

> *That was something that was very much a lot talked about in this particular build was community use and community access as well, how the building was going to be made manageable for community access in terms of not keeping the whole building open at night, at weekend* (LA3 3.1).

The development of the provision of a range of users for schools it was felt offered communal benefits (n=6/7) such as crèche, breakfast and after school clubs. It also provided other less tangible benefits as some respondents (n=3/7) noted,

they broke down barriers between the community and the school. One person suggested:

> *getting the local community to feel confident about using the school site will bring them into contact with the ethos of the school a little bit and what the school is about but also in that particular area which is an area of a bit of deprivation really, access to school site helps to break down those barriers around attendance and parents supporting their children and all that kind of things, so those kind of spin offs are hard to quantify but they are there* (LA3).

Given the semi rural nature of the target authority it was noted by some respondents (n=3/7) however that if community facilities were integrated into these schools then once it was setup it was necessary to be aware of the financial impact for the local village hall if extended facilities took away revenues from these groups. For one individual access to facilities that the village hall did have benefits for the community however as they suggested:

> *Flicks in the Sticks they can't do in the village hall but it is a balance because in a small community it is a really careful balance because you have to be careful, village hall tight for money you can't open it to certain things because you wouldn't want to take away from the village hall* (LA4 3.2).

All interviewed (n=7/7) felt that new schools allowed for inclusion of all SEN pupils into the mainstream curriculum/school and accessibility to the school premises. Adjustments included items such as disabled lifts, hearing loops, use of colour to benefit the visually impaired and disabled toilets. As one individual noted, schools must now comply with the Equality Act (2010) which clearly places a duty on schools to allow pupils access to all parts of the curriculum, this includes hearing and visual impairment.

One interviewee felt that this new high level of accessibility had benefits in terms of self-esteem for disabled pupils as they suggested:

> *you know for the pupil's sake for being pushed along by a friend, they might not actually mind but they can just do it and they haven't got to go 3 miles around the building on a wet day to go and get up onto the lift (LA2 5.2).*

All questioned (n=7/7) felt that new schools tend to have a low impact upon the environment in terms of energy/water use, materials used, transport, site ecology, health and safety and internal conditions. As a few individuals (n=2/7) suggested due to their professional knowledge that it is a requirement for new schools above a certain threshold (£500,000 for primary, £2million for secondary schools) to achieve at least a very good on a BREEAM rating (Building Research Establishment Environmental Assessment Method). All interviewed (n=7/7) could suggest ways that new schools could achieve this low impact, i.e. grey water systems, solar/wind power and biomass boilers.

One person suggested however that though such measures helped pupils to develop a knowledge about sustainability that it tended to remove the opportunity to educate pupils in the need to be responsible with energy and water:

> *small school like ours where we say you have to make certain the lights are switched off, you have to make certain the taps are turned off, then you mustn't use more than one paper towel you know it all the high tech counteracts that sometimes (LA4 5.1).*

However, for another individual they saw the opportunities that such eco-measures presented for teaching as a real positive:

> *I think it can be used as a teaching tool to show young people what can be done so where schools have successfully integrated that into their curriculum* (LA1 5.1).

Most people (n= 5/7) also saw these eco measures as a means to reduce costs on school budgets. As one person suggested:

> *and so on and with solar heating, so therefore there has to be an impact on the budget and similarly water bills* (LA2 6.2).

All respondents (n=7/7) felt that new schools are designed to avoid wasted investment through early and rapid obsolescence. CABE (2011) criteria – long life, loose fit for one interviewee was the cornerstone to achieving this goal. Whilst another individual felt that since schools are now designed to provide an extremely high quality and building efficient envelope to deliver reductions in energy usage this will provide schools with year on year operational cost savings thus justifying the investment.

Some interviewees also felt (n= 4/7) that if the school could truly become multi-functional for the community then this would validate the investments and through their extended use avoid obsolescence beyond that of school hours if:

> *they are used and not just seen as a 9-3.30 establishment if they can be used um, for the benefits of the whole community beyond the school hours then I think they will make a good investment* (LA1 5.2).

Two individuals did however note (n= 2/7) that ultimately though they supported the notion of a good investment and longevity that the jury is still out on this point with time only proving they were a good investment. As one individual suggested:

As with anything the life, shelf life of a school another 15 years down the line, how much building and maintenance costs, whether they increase because of some of the technology that is going into it. We will have to wait and see if they are value for money (LA1 5.3).

4.3.2 Summary of Findings Research Question One

To what extent do the responses to the creation of new school buildings in the target authority reflect general national aspirations?

All individuals (n=7/7) felt that new schools were currently attempting to offer a degree of flexibility in their design. This allowed for what may be seen as 'loose fit, long life' (CABE, 2011) which allowed schools to cater for a variety of teaching and learning styles and organization. It was evident that there were discussions at the early design stage, however two people noted ultimately the finished design could be less successful in achieving such goals if it reflected strong leadership steers or the designers lacked vision.

All respondents (n=7/7) felt that new schools promoted learning on either active, individual or group level and had been championed through the concept of personalised learning. This resulted in schools having a variety of teaching spaces, indoor and outdoor, and as one individual noted this had benefits for the self-esteem of special needs pupils. All individuals (n=7/7) felt that new school had ICT designed into them so that hardware was up to date and this opened up new learning opportunities. However, one interviewee did feel that it was hard to predict and therefore design for the future of ICT technology since it was so fast moving and we must avoid reverting to solutions that have been used in the past.

All interviewees (n=7/7) felt that new schools opened up to a range of users beyond the school day and that benefitted the breaking down of barriers between

schools and the community. However, it was suggested that schools need to be mindful of not taking revenues from village halls but that school facilities could benefit the community.

All individuals felt that new schools allowed access for inclusion of all SEN pupils in their design though this was also enshrined in recent legislation.

All questioned (n=7/7) felt that schools now tend to have low impact on the environment as outlined by BREEAM. This resulted in items such as grey water systems, solar/wind power, biomass boilers. It was felt such technologies could provide the educational benefits by teaching about sustainability and could reduce school outgoings on energy costs/other such costs.

All respondents felt that new schools were designed to avoid wasted investment and some interviewees (n=4/7) felt that if new schools could become truly multi-functional then this would avoid the charge of obsolescence beyond that of the school day. However, for one person the only real test of a school shelf life was waiting to see.

4.4   Research Question Two: Year One

To what extent do new school buildings in the target authority have the required outcomes for teaching professionals?

4.4.1 Findings Research Question Two

In response to Research Question 2, the researcher will now outline their findings as a result of year 1's fieldwork.

4.4.2 Findings School A: Year One

School A was initially housed in an old Victorian school which had been extended and adapted for use. The school had outgrown its physical capacity and pupils were partly housed in two portakabins. The new school building was a green belt development and has an adjoining community hall facility.

All teachers appeared to be very pleased and excited with the new teaching and learning spaces. Unlike in the previous old school all teachers felt that given the new facilities they were able to do a 'better job' since they now had the equipment, space and technology needed to meet the needs of the curriculum.   As was typically noted:

> *I feel if I can do my job better in this school because we have got the facilities that provide you with the space, the equipment. For example we didn't have a hall we couldn't do any decent PE in. But now we have got a huge hall with bars in and lots of more PE equipment. Um, we have also got indoor PE equipment store and an outdoor one* (SS1 2.1).

One member of staff (n=1/3) felt the school had opened up possibilities in teaching and learning since the move had allowed learning to move from what had previously been very cramped and antiquated conditions into brand new state of the art facilities, where space and resourcing were no longer an issue. They felt that pupils may now more easily relate to their learning since the facilities now were in line with what they were used to. As they suggest:

> *If you are really cramped space, or if you are in a space that hasn't got facilities for software, for ICT, for all those sorts of those things, you struggle to deliver a dynamic curriculum, in a way the children can relate to, cause they do, you know, society has changed, doesn't it, you know they see all these wonderful things at home and if they come to school and the building isn't up to that* (SS2 5.3).

All teachers felt inspired to achieve their utmost (n= 3/3). For most teachers it allowed them to an opportunity to reflect on how they had previously delivered teaching and learning but also pupils' organisation within the school. As one teacher explained:

> *everybody were so keen and excited to have a new building, you know, what can we, in a way they reviewed their learning or their teaching ideas. They reviewed everything, the way they conducted break times, the way they conducted lunch times, you know everything changed really and I think it made staff look at every little aspect of what they delivered* (SS2 5.1).

However unlike other staff one teacher (1/3) did comment that they preferred the old school since it felt less clinical and the classrooms were bigger.

For most teachers (n= 2/3) the school provided much needed flexibility often required when delivering teaching and learning. One teacher noted:

> *certainly from an EYFS point of view we have got a lot more space and the outdoor area and the fields that make a huge difference to all the activities we can do outside. A lot more practical base. Um and it also means we can run the classroom in a slightly different way in that we can separate the reception and the Year 1's into mini classes but run them alongside each other* (SS1 1.2).

Most teachers felt (n=2/3) that the school had changed their aspirations for the delivery of education to pupils. One teacher said:

> *It is much more up to date, um because within an area you are delivering a professional career, you want professional standards* (SS 2.1).

Most teachers (n=2/3) felt that the new surroundings had now given the professional space needed to function at a much higher level. They were no

longer surrounded by 'tattiness' and worked could be displayed to its best. This was reflected in teachers' feelings of pride towards doing their job and aspirations for themselves and their pupils. One typical teacher noted:

> *it is nice to have a new building from a point of view you have that sort of pride and wanting to do your best. By having a nice environment you're not coming thinking I'm in a cold draughty, make do and mend. I think it does actually lift you to feel, oh yeh I have to do a good job because the surroundings warrant it* (SS 1.2).

They also added:

> *Yeh I think you would want to take pride in what you do, you wouldn't want to put any old thing up and you are careful about wanting quality from the children to match your surroundings* (SS3 1.3).

This was supported by the comment:

> *Yes, definitely, and you'd want to a quality to match your surroundings and how you actually did the display wouldn't be slapdash* (SS3 2.2).

Unlike others one member of staff (n=1/3) felt the newness did hamper their feelings towards displays of pupils' work:

> *At the beginning the people were very reluctant to put up work of any particular standard because it was a new building.... We mustn't go outside because of the new building I think it restricted it a lot, at the beginning but I think now people are starting to go outside, which is quite nice really* (SS2 2.3).

Though no teacher directly mentioned improvement in their abilities to deliver ICT in a flexible and innovative fashion, teachers were now very pleased with the standards of ICT resources provided. They felt that they could now deliver the ICT

curriculum more effectively since in the old school it barely worked due to its age and also due to its limited availability. The purchasing of ICT equipment and hardware was seen as being on hold whilst the new school was built and this had led to the subject stalling whilst they waited to move.

Due to the old school site having no disabled facilities and access this proved problematic for those with disabilities, accessibility therefore was an important issue at the old school site. However, the new school site was designed with accessibility in mind and was colour coded to aid pupils' movements around the school and included disabled toilets and hearing loops.

The new school was built as part of a school/community centre and therefore had shared community facilities adjoining the school and the use of a large main hall. The Village Hall facilities are now used for an increasing variety of activities including items such as Parish Council/Parochial Church Council meetings, Children's Parties, Weddings, Wheelers Cycling Club for static training and yoga. Thus this school promotes community access outside that of normal school hours something the limited old school site was never able to deliver except for School/PTFA events.

Inside School A, the latest technology has been incorporated into the building with an automatic lighting system to adjust natural light when the room/area is occupied. It also comprised a rainwater system for non-drinking water systems and under floor heating. It also provided extensive hard and soft play areas for pupils.

A few teachers commented on environmental factors in the new school. One teacher (n=1/3) commented on the noise levels since it was quite loud compared to the old school and this meant pupils had to raise their voices to be heard. Other comments mainly related to the space and the sterility of the environment.

Perhaps this reflected the newness and the lack of displays and soft furnishings/furniture accumulated with time, however, a large majority of staff and parents felt that something is lost with the creation of a new school in terms of its homely feel and familiarity. One teacher suggested:

> *I know a lot of parents, and a lot of children did find it a very sterile working environment. They need you to make it look like a school, like a traditional feel to a school and they (parents) actively voiced that, quite a few times I heard parents saying, you know, it's not as welcoming, it's not as homely.* (SS2 4.3).

Though teachers commented on the benefits of now having so much space in the new school one teacher noted that the large footprint of the new school had brought its own issues:

> *Um, it's harder to meet up with everybody now because we have got so much space. Um, at the other school we were very much on top of each other and you couldn't walk anywhere without bumping into another member of staff...Um so it more of making an effort really to make sure you are in contact with the staff* (SS1.3).

The new school certainly promoted a safer and secure environment for pupils and staff. Previously in the old school there were multiple entrance points and though some doors were locked there was no secure entrance point to the school site. All staff felt security on the old site was less secure.

A secure perimeter fence was now in place in the new school alongside gated controlled access which left all staff feeling the new school was safer.

All staff recognised that the new staffroom facilities were an improvement in their location and condition, however, no members of staff commented upon an improvement in teachers' ability to socialise and relax. For most staff (n=2/3) it is the people who make a difference when working in a school rather than the school itself when deciding whether to stay in post. As one interviewee noted:

> *I think it is more the people that make the school than the building. The building is very nice and its great working here but I think it is the people who make it* (SS1 4.1).

No staff directly commented how they felt pupils had been affected in terms of their behaviour and self-esteem, however, they did all suggest like them the children had been very excited about being in the new school.

4.4.3 Summary of Findings from School A: Year One

On the whole all teachers were very pleased to be in the new school. It had instilled a sense of pride in what they did compared to the working conditions in the old school. The new building had allowed them to feel 'more professional' and able to do a 'better job' in terms of curricular delivery. They perceived that the move had allowed them to function at what was professionally a 'higher level'. The provision for staff to access up to date equipment had allowed the teachers an opportunity to review the means by which they delivered teaching and learning and the organisation of pupils within school. Importantly it was felt that pupils could now relate to learning more easily since the school's modern facilities mirrored their ability to access learning at home. The new learning spaces provided a flexible approach to learning which also positively affected the delivery of curricular areas such as the EYFS. It had also raised the standards of pupils'

work displayed around school since teachers felt the high standards of the new build must be reflected in the quality of what was displayed. However, it is interesting to note that this 'newness' of the school buildings had created what one teacher noted as a 'clinical feel' and that it had also inhibited extensive display since staff were reluctant to go beyond the spaces allocated and encroach on the newly created surfaces. This feeling however had diminished as the sense of the newness of the build had inevitably worn off. No staff mentioned their ability to deliver ICT in a more flexible or innovative way, however, it was clear that with improved access to ICT it was felt that this aspect of curricular delivery had improved. The improvements in accessibility were clearly evident across the whole new school site and reflected, unlike the old school site, the need for new school sites to comply with recent Equality/Disability Legislation. It now included disabled toilets, hearing loops and colour coding. Similarly the creation of this new school had allowed for the establishment of a joint school/community centre thus allowing the site to be accessed as part of a wider extended community facility.

Though the school had much improved environmental conditions compared to the old school hardly any teachers commented on these factors in either a positive or negative fashion. Teachers did comment on the space now available to them, however, one teacher suggested that this made contact between staff less frequent whilst another found the new teaching space 'loud' which made pupils noise levels rise compared to the old site. The school however had promoted a safer secure environment for pupils compared to the older site.

No teachers mentioned an improvement in staff's ability to relax and socialise in the new school. Teachers did however suggest for them that it is the people who

make a real difference when working in a school rather than a building. No staff mentioned how pupils were affected in terms of their behaviour or self-esteem but they did suggest all children were excited to be in the school.

4.4.4 Findings School B: Year One

Teachers, prior to their move into their new school, had previously found themselves working out of portakabins/old dilapidated buildings that were in need of refurbishment due to their conditions, physical capacity and outdated facilities. Following a recent amalgamation of a separate infant and junior school, the site was in desperate need of capital investment, however, the promise of an impending move was delayed due to funding issues and issues over contractors. This inevitably meant teachers had to work in a school with no educational future beyond that of accommodating them prior to their move.

The waiting for a move into the new school proved to have a very unsettling period for staff and parents. A few teaching professionals (n= 5/16) felt that initiatives had been put on hold whilst they awaited the facilities that a new building would inevitably bring. This in turn frustrated their attempt to develop aspects of the curriculum and led to a feeling of:

> *I think in the interim period it was very negative because a lot of things were on hold. When we waited to move in, the tech, the ICT* (RS12 5.4).

A few staff (n=5/16) also felt they were unable to plan ahead not knowing their future and were frustrated by what seemed broken promises.

The majority of staff (n = 13/16) felt that the new school had positively influenced their views towards the delivery of teaching and learning. Typical comments included:

> *Um it is just a nicer environment to work, um when we had to move across to the juniors which I did ... um, the upheaval of that and the cramped conditions in terrapins were difficult for pupils and staff and there is more space and easier to find things, the technology works and so from a teaching point of view it is a much happier and better place to work* (RS2 1.1).

One member of staff noted how used you get to the environment in which you work and the efforts made to make the best of your situation whatever its shortfalls. It is only when you move into a new school that you truly notice the poor conditions in which you had to work:

> *You didn't realise how dog eared things become. It is like being at home when a visitor comes, oh good grief I must tidy this and that, that was how it was over there you didn't realise how awful it was until you were coming over here and then you began to see the faults. You cover the faults up, you want to be proud of wherever you are, so you mask all the faults with the artwork. It is when you stripped bare you see* (RS10 1.1).

Given the new school, teachers relished the opportunity to have a 'blank canvas' on which they could make their own professional mark (n=5/16). For some teachers it allowed them to reflect on their own practice and allowed teachers to display high quality pupils' work to match their new surroundings. As one typical comment notes:

> *Oh. It was fantastic starting with a blank canvas in the classrooms. Um (pause) there, yes there were restrictions to begin with, you know notice boards weren't up straight away and coming up for plans of what to do in the corridors. Um we've taken a much professional approach to it as a school in terms of what we are doing in the corridors* (RS1 5.2).

The new school made one teacher feel that they were now able to do a better job since the resourcing was now of such a high quality and easily accessible:

> *I think because the resources are so good and so easy to use and they are all there and easily accessible. Um, it's lifted your game basically* (RS6 2.1).

Some staff (n=7/16) particularly mentioned the positive influence the new school had on their ability to deliver ICT. This was a subject that was no longer 'on hold' whilst staff awaited the move. The dilemma regarding whether to invest in this subject area, given the new resources that would be provided in the new school, had now been resolved. Teachers felt the new facilities had freed them from hardware and technical issues and this had allowed them to concentrate on the delivery of ICT. For a few older, experienced staff (n=3/16), it allowed them the opportunity to use technologies that they would never have used before if they had remained in the old school:

> *Personal achievements. Um, I am using the interactive whiteboard and I have never done so before* (RS12 2.1).

It had allowed teachers to be more flexible in their approach to this subject as well as promoting innovation. As members of staff mentioned:

> *video –conferencing, it's only between my class and we split them. But to do that, talk to them and the children's faces on screen, was very new and exciting, so it gives you opportunities to do things as a teacher you would possibly not be able to do anywhere else* (RS2 8.1).

Most teachers (n= 12/16) felt that the use of this new technology alongside the resourcing and newness of the building had made the school a much happier place to work in. As one teacher noted:

the use of technology has got a huge impact upon what we do. Um, you just feel a lot more positive about it you have got a nice bright classroom makes you feel happier. Um, and I think the children are more engaged (RS11 1.2).

However, the pristine condition of the new school teaching and learning space did appear to have one detrimental and negative effect upon staff with respect to their professional duties. This was in terms of staff not feeling able to freely display children's work wherever they wanted in the new school. This newness had also been viewed as something rather sterile, unwelcoming and clinical in its appearance and feel:

parents did comment that it looks a bit like a hospital in the corridors (RS2 5.1).

Some teachers (n= 7/16) felt there were a lack of display boards, that the management wished the school to be kept 'new' and that staff felt they must keep the wall clean and not encroach on this pristine feel generated by the new school. As one teacher characteristically noted:

Yes there have been some constraints over display ... some members of the staff felt the wall should be kept clean and tidy, no bluetak on the walls" (RS12 3.3).

And:

We were told we could only put white, blue, whitetak on the wall and in the beginning I was frightened to put anything up but as you can see I have now. You can see some bluetak over there. I just had to go, and I think once all the shinyness has worn off I think eventually he will put pin boards up (RS6 4.2).

Though no staff directly mentioned community access it was apparent on the researcher's visits that before and after school activities were operating as part of the school's wider extended out of hours provision; this included a breakfast club and after school dance club. It was also apparent through my tour with the Head Teacher that the school had been designed to comply with full accessibility.

Most staff (n=10/16) felt the new school environmental conditions had had a marked positive effect upon themselves and pupils. As one respondent noted:

> *Um I think just the aesthetics. The light when you come in the morning and it feels new, light, it feels positive, um I think it gees you up and I wouldn't have said I would have felt that, I didn't feel negative in the old building but I didn't realise how much more positive I, because I used to think a building is a building* (RS5 1.2).

One teacher aired the view that the new school had created a sense of equality of provision for all. As she suggested:

> *I just feel as if here there is an equality about what everybody has got. You know everybody has got the same classroom so that from the children's perspective, it is a nice light building* (RS14 4.1).

The improvements in natural light levels were mentioned by a few other members of staff (n=6/16) regarding the positive influence it was having towards their feelings towards the job.

Improvements in noise levels and acoustics were mentioned by a few (n=5/16) in relationship to improvements in the behaviour of pupils and the knock on effect this was having on staff feelings towards their jobs. As one respondent noted:

> *Um... if, there was an incident in a neighbouring classroom even 3-4 classrooms away, you could still hear it, you can see what was going on.*

Um... the sound proofing fantastic in here and you can't hear anyone till, when they are coming down the corridor or anything. It's just.. and I know it could be construed in the other way but now it has had a really positive effect (RS1 1.1).

Teachers now felt that they and their pupils did not have to compete with more or less noise in the school. When talking about the design of the roof tiles used one teacher noted:

They mute the sound and it has a very good effect because you feel you are the only people in the building. Because you feel nobody else is making noise, you don't make, you know (RS4 3.2).

This improvement in noise levels was also perceived to have had a positive influence upon the delivery of curricular areas and pupils' behaviour:

the noise was horrendous which had quite a negative impact upon their (children) learning and behaviour. It made it more difficult to do things like drama because you were aware that the noise carried through (RS11 1.3).

It is interesting to note how as one teacher suggests:

I think everyone is much more relaxed and I think behaviour has improved enormously. We haven't changed and our philosophy about how we thought children would behave and our efforts haven't changed. It works more efficiently because if someone is kicking off in that classroom you don't know anything about it. I think it might have something to do with the acoustics. That everything is quiet. You are in your class everything is very cocooned. Whereas in the other school everything was very noisy and very busy (RS6 2.2).

However, it was the space in the school that was most noted and appreciated by most staff (n= 10/16):

> *I don't know proportionally how much bigger it was but the space is wonderful and it has a calming effect on everything* (RS10 2.2).

The new school had physically given staff and pupils more area both internally and externally to operate within. The results of which were many advantages for teaching, learning and play. These included withdrawal rooms to teach/withdraw small learning groups to learn in, larger playgrounds where pupils could now all play together making for a more 'caring place', and purpose built spacious classrooms which could directly access outside areas for work and play as well as provide for flexible organisation of the learning area.

The combined effect of these improvements in the school environmental conditions were to create what most staff perceived (n=10/16) as a feeling of calmness within the building. This had a direct influence upon staff and the pupils alike and manifested itself in staff feeling less 'fraught' regarding their professional duties and an improvement in pupils' behaviour:

> *I think one of the main things I have noticed is that when we were in the old school when a child was disruptive because we were so close everybody could hear it, everybody could see it because you were opposite them and the other children would be unsettled, watch this behaviour and copy it. Here, it is very quiet, you get a sense of quietness as you go around (interviewer agreeing) you get a sense if you are showing visitors around it's great because it's a calm atmosphere* (RS2 3.2).

Alongside this feeling of calmness, staff reported that pupils respected the new school building more as a result its pristine nature. This manifested itself in feelings of pride and ownership towards the new school. When talking about this aspect of the new school and comparing it to the old school one teacher typically noted:

I think I am impressed how the children um have a lot of respect and feel ownership over the school and the classroom really. They, they like to keep it clean and tidy (RS3 4.4).

One member of staff even commented on how pupils viewed any changes to the newness of their school:

and the other side of it is children, their attitude has changed as well. After an art lesson a few weeks ago, I had a kid come back down the corridor, they'd gone down to the toilets to wash their hands and he was horrified because someone had put their hand against the wall as they'd opened the door (RS1 1.1).

For all staff the new school clearly offered improved levels of safety and security in marked contrast to the old school site. The new school site was more secure in terms of its security fencing and controlled access points. In the old school, though it was considered secure, this member of staff still had cause for concern:

It is great to have the security problems overcome because it was one of my biggest concerns. Because when I took over from XX something I was really aware of was the school wasn't safe. And there were all sorts of doors left open, people wandering around (RS14 3.2).

This member of staff felt that in the interim period before the new building was finished, security had again become more of a concern for her, however, as she noted regarding the new school:

the security and the children's security I think is brilliant (RS14 3.3).

The new school comprised of a large new staffroom which was used for the purposes of relaxation at break time, class preparation and for meetings. A few

staff (n=6/16) commented on this improvement in provision compared to the old school. One typically noted:

> *I think as a staff, yes we deserve it. It is nice and it is bright and the staffroom is big and it has changed because in the old staffroom it was definitely TA's on the one side and teachers on the other and very rarely a cross over and I don't know why but now we all sit round in one big circle. I think it has been a really good fresh start in many ways* (RS5 3.1).

Most teachers now felt the new school was a more sociable place to work in and that the new staffroom had allowed them more opportunities to be together and to socialise. Whilst the design of the new building itself allowed teachers to see more of each other and to be able to communicate with one another more easily one member of staff noted:

> *because of the geography of this build the teachers see more of each other. I think that is more a matter of design rather than to do with a new school. Staff do like it because they see more of each other* (RS15 3.1).

However, one member of staff did indicate that the large footprint of the new school did now mean less interaction with some members of staff, however, due to the improvement of communal staff facilities staff socialisation had improved overall. This allowed staff to feel more positive about their jobs:

> *Um, however the staff are now in a place people go into whereas possibly they didn't before because they it was just not very nice and because I think the morale, I think teachers are happier and are having a better time in the classroom it has meant they are in a more happy mood so I think relationships have improved* (RS2 3.1).

It is interesting to note that for a few members of staff (n=5/16) the working environment played no part in their feelings towards doing their jobs. For them it was the staff and pupils that made the job worthwhile. As one respondent noted:

> *I just feel very positive about these children and very positive about the people I work with and I love coming to work everyday and I am really sad (because she is retiring)* (RS14 5.1)

There would seem no doubt that the move into this new school heralded a marked feeling that pupil behaviour had now improved (n=11/16). This new environmental condition of the school instilled within its pupils a desire to take care of their surroundings, a sense of pride and respect for the school. This was visible in their actions towards keeping the fabric of the school in a pristine condition and the calm manner which now pervaded the school. This improvement in behaviour also had the effect of making relationships between staff and pupils much more positive whilst also serving to reduce their feeling of stress when carrying out their duties. One member of staff typically sums up the new mood amongst staff by saying:

> *I think teachers are happier and are having a better time in the classroom it has meant they are in a more happy mood so I think relationships have improved* (RS2 3.1).

A few members of staff (n=4/16) did note that alongside pupils' improved pride and respect for the new school they too felt a sense of reflected pride in being associated with such a lovely new school. As one respondent said:

> *people say where do you work? Where's that, oh XXX, oh haven't you had a new school and it is nice to say arr yes it is lovely, it really is nice* (RS5 3.1).

For one member of staff the new school had also served to influence the public perceptions regarding the school. As the respondent suggested:

> *I think from a public perception it is much more positive because people are influenced by, uh, by that first impression. If you walk up to here, there is, when people walk into the building there is a feeling of wow! Um, when people walked into our old building you could sort of see the grimace on their face* (RS15 3.2).

Alongside this feeling of positivity, for a few older experienced staff (n=5/16) the creation of the new school had directly influenced their feelings regarding their retention within the profession. Staff wanted to stay so they 'could see things through' rather than leave and 'bail out' not having had the opportunity to be part of this once in a lifetime professional opportunity and not seeing the change through. They wished to be part of this exciting phase in the school's history and to find out what it would be like to work in a new school compared to the old building.

Typical comments included:

> *I know people who have stayed so as to see the new school and now they are here for them it feels like the right time to leave, but I think they would have almost seen it as bailing out before the job was finished, it as if it almost became part of the job was to see us through the transition and to get us to the point where we were all in the new school* (RS1 9.2).
>
> *I was just full of excitement about, 4 years ago, 4 years ago would have been an ideal time for me to go but I so wanted to be in this new building and that was pretty much why I stayed* (RS9 4.3).

And:

> *I purposefully wanted, I toyed with retiring a little earlier and I purposefully delayed it. I purposefully left it because I wanted to know what it was like*

teaching in something new since I have never taught in a new building (RS10 4.1).

4.4.5 Summary of Findings from School B: Year One

The majority of staff felt that the new school building had positively influenced their views towards the delivery of teaching and learning. Unlike in the old school where staff had got used to dated facilities and resourcing, the new building allowed staff to start with a blank canvas, to reflect on practice and something that they could make their own professional mark on. Staff felt they were able to do a better job since the resourcing was of a high quality and easily accessible. They also felt they could do justice to pupils' displayed work by placing them in such high quality surroundings; however the pristine state of the new school did cause issues with displays, i.e. not wanting to destroy/encroach on this newness. For both staff and parents this newness of the building was seen as something 'sterile and unwelcoming'. Staff felt the new school and its improvements in resourcing had particularly had a positive influence on the delivery of ICT. Delayed investment relating to this curricular area given their move was now resolved and staff felt they could now concentrate on issues of teaching rather than difficulties with hardware. This improvement in ICT resourcing meant a more flexible and innovative approach to delivering ICT. Teachers felt the improvements in resourcing and the new state of the building did make the place a happier environment in which to work. Extended school provision was evident in the new school alongside good levels of accessibility, however no staff commented on this aspect of the new building.

Most staff felt the new school environment had a marked positive influence upon them and pupils. For one member of staff the school now presented an equality of provision for all. Improvements in light levels had a positive influence upon staff's feelings towards their jobs. Similarly improvements in noise levels were positively received and had in part influenced improved pupil behaviour and the delivery of the curriculum. However, it was the space that was most noted and appreciated. The school now allowed space to withdraw pupils to, allowed pupils to play together and provided a flexibility or organisation in learning areas. These improvements in the school environmental conditions created what was deemed a sense of 'calmness' about the school and this influenced both the staff and pupils. It affected staff by making them feel less 'fraught' regarding their professional duties and also influenced pupils' behaviour towards caring for the new school. Improvements in safety and security were commented on by staff which reduced concerns for staff and pupils' safety.

A few staff commented positively on improvements in staff facilities for relaxation and professional lesson preparation. Most staff felt the school was a more sociable place in which to work. This meant they could see more of each other and allowed them to feel more positive about their jobs. However, for a few staff it was not the building that was important it was the staff and pupils that made the job worthwhile. The new environment certainly impacted upon pupil behaviour and instilled within the children a real desire to take care of their new surroundings and a sense of pride. Improvement in behaviour had a positive influence on teacher/pupil relationships and this also was mirrored by a reduction in staff stress levels towards their professional duties. The new building also for staff created a

sense of reflected pride in being associated with such a lovely new school. The new school also had led to improved retention levels for a few staff ready to retire. They wished to stay to be part of this once in a lifetime event, to 'see things through', to secure a smooth transition and to have the opportunity to teach in this new school.

4.5   Research Question Three: Year One

How are teachers' professional lives in new school buildings in the target authority affected in terms of their motivation, morale and job satisfaction?

As a result of Year One's fieldwork, the researcher will outline their findings in relationship to this question.

4.5.1 Findings School A: Year One

Most staff (n=2/3) felt that the new school had led to improved professional motivation. They felt that the new school's improved facilities had raised their professional profiles and this in turn had influenced their feelings towards wanting to do their jobs. One teacher noted:

> *Ah, more motivated I think because, I don't know, it's hard to explain, when you are in an old building, you think we are bumbling along, no-one is going to take much notice of us anyway. Whereas you're in a new building and you are much more in the public eye somehow and you think you know you've really got to make sure everything is done to the best of your ability all the time* (SS1 3.2).

This, along with the positive ethos and real sense of an improvement that the school had provided, meant that teachers were motivated towards reviewing and improving their own professional approaches towards teaching and learning. One respondent noted:

yes, because if you are faced with that rather dingy outlook every day...um, oh no not that again, whereas here everything is, its looks smart it looks clean, it looks well cared for and I think that makes a big difference (SS1 4.6).

The one member of staff (n=1/3) who noted that their motivation had not changed did suggest that the old school had provided its own form of motivation given the challenges they had faced. So for them the new school just motivated them in a different way.

Most staff felt that the new school building had raise morale (n=2/3). This was for a variety of factors which included the physical state of the old school and the day to day issues that this raised. This had a demoralising effect upon the staff since they felt weighed down with issues which were always there and caused unnecessary anxieties; as one respondent suggested:

> *I think it raised morale ...I think it has raised morale coming to a new building, where there are not as many issues or problems with any maintenance or health and safety of the building, if you know what I mean... Less of them to be stressed or worried about* (SS2 3.3).

Another teacher noted that their investment in time to do a good job with items like display were lost in the 'tattiness' of the old school unlike that of the new school:

> *"I think they feel more positive about being here and wanting to do things to make this school improvement. I get the feeling that it was difficult in the old school in so much it, you know we are going to put a lot of time and effort but you'd try and do a major display and it just gets lost in the tattiness of everything* (SS3 3.2).

One teacher noted that the raising of morale went just beyond merely doing their professional duties. It affected their whole feelings towards doing their job from day to day:

> *yes it probably lifts you on those days when you are thinking oh crickey. At least you are coming into a decent warm building you are not in a draughty cabin outside sort of thing ...Yeh, it probably does. It's not, it probably has a more positive effect on the days you feel negative if that makes sense* (SS3 4.5).

One member of staff did feel however that morale had not changed from the old to the new school. This they put down to the change in staffing and the positive ethos of caring for one another and the team in which they work. Perhaps this response may be seen in terms of the small close knit community of a small village school. As they noted:

> *we tried to make sure it is a happy friendly staff, and that we get on together quite well as a team, we work as a team, we not very much, you know, into doing your own thing so if we have got things to discuss we make sure everybody is involved. We have always worked that way so I don't think it has had a huge impact* (SS1 3.1).

Most staff (n=2/3) felt that the new school had positively influenced their level of job satisfaction. This related to the feelings that the new school facilities could allow the teachers to be more professional in their duties. As typically noted:

> *it is more up to date, um because within an area you are delivering a professional career, you want professional standards in the building you are working in* (SS2 2.2).

The improvements in equipment and facilities in curricular areas such as PE, for example, a full size hall, wall bars and netball pitch allowed staff to really feel they

were able to be more professional and to do a 'better job'. One teacher noted that the Early Years Foundation Stage classroom had the addition of a covered outdoor area and this meant:

> *we can keep things outside all the time, so at wintertime we they (pupils) can go outside as well. Those have had a big impact upon me* (SS1 2.2)*.*

However, for one member of staff they felt that an old building that is cared for can be equally as satisfying to work in and also felt less clinical. Though they were uncertain whether this feeling was down to the school's design or not.

4.5.2 Summary of Findings from School A: Year One

Most staff felt the new school had improved their motivation as professionals. The new facilities had allowed the staff to feel more recognition as professionals and had afforded them the opportunity to review how they could deliver teaching and learning. However, for one member of staff the old school had provided its own form of motivation just as much as the new school motivated them.

For most staff the new school had raised morale. The old school had a demoralising effect on staff due to the poor physical state of the building. With the new school, morale was raised since the staff no longer had to consider items such as health and safety. The teachers felt that their efforts and pupils' work would not be lost in the 'tattiness' of the school. The new building had the effect of 'lifting' them on a daily basis and that improved morale. However, for one member of staff the new school build had no improving impact upon their morale. For them the staff still worked as a team and cared for each other whether they were in the old or new school.

The new school seemingly had positively influenced the level of job satisfaction for two thirds of the teaching staff. These feelings were due to improvements in levels of the new school equipment and facilities which meant staff felt they were able to do a 'better job' or operate on a more professional level when delivering curricular areas such as physical education. However, one member of staff felt that an old school that is cared for can serve teachers' needs adequately no matter what its age and could be less clinical in its feel.

4.5.3 Findings School B: Year One

Some staff (n=9/16) felt motivated by the new school and reported it had improved theirs' and others' feelings regarding wanting to carry out their professional duties. As one teacher typically noted when considering the new school:

> *oh, yes definitely more motivated, anything that makes you feel more positive about your job has got to have a motivating impact* (RS1 7.1).

For staff, the improvements in the physical condition of the school made them feel that the job was more worthwhile. Whereas the old school was:

> *um, kind of cluttered there were things in the corridor you couldn't see. There were sort of tired old things which is just depressing to work in* (RS13 6.1).

Teachers felt they were not having to 'battle' against the conditions in which they worked. Their profiles had been raised and they could now just focus on doing their professional duties. One respondent said:

> *it is just a bit more positive atmosphere and it is not as cramped so you just feel you have got all this lovely space that you can do a lot with* (RS7 4.1).

Improvements in the environmental conditions such as light and the feeling of space meant staff felt uplifted and this in turn had a positive effect upon their professional motivation. When talking about coming into the new school on a daily basis one respondent noted:

> *I suppose it gives you a little bit of a kick start because everything is clean, that's it and it is spacious. That over there, (referring to the old school), there were good times, there were lots and lots but the physical thing of the building lifts you* (RS10 3.1).

Teachers had felt demotivated by the condition of curricular equipment in the old school, for example, ICT since inevitably decisions had been put on hold whilst they awaited the new building and the equipment it would ultimately bring. Teachers on the other hand were appreciative of the new school and the facilities it brought. As one person noted:

> *I guess the motivation is better. Yes I think as well I' ve been motivated to use ICT in a way I did not have the opportunity before so now I have got the opportunity* (RS12 4.1).

This improvement in facilities was for one respondent not just a transitory item:

> *I think you have always got to be motivated because you couldn't do this job but yeh a bit more. I always felt motivated but it is nice that we are going to be in here and you know you are going to be here for a few years and you have got all the resources* (RS5 5.1).

Despite the new school, for a few staff (n=4/16) there was no real change in their real professional motivation. One felt their motivation was linked to a desire to do their job well, whilst another attributed it to the joy of teaching children. The other

final respondent felt that their motivation had not changed purely because, as they noted:

> *when I was interviewed for this job. I was absolutely clear it was about the people and not the building* (RS15 5.1).

The majority of staff (n=13/16) reported an improvement in their morale as a result of being in the new school. The uncertainties linked to the period of initial selection for capital investment allied with doubts linked to the completion dates for this project had been quite a demoralising time for these staff. Teachers wondered if they would ever get into the new school whilst investments in the old building and its facilities/resources were put on hold. As one teacher said:

> *and it is the case of having to make the best of what you have got because you can't plan to change them for the better because you have to wait for it* (RS12 6.0).

Teachers felt sorry not only for themselves but the pupils in this situation. This is summed up by one respondent who noted:

> *we kept promising these children they were going to have a new school and you know our year 6's that up in the temporary arrangement, poor things have gone to the XXX where they are going from this to that and at one point it didn't look as if there was any bright spark on the horizon for them you know. And I think that had an effect and actually it was quite dismal in many ways because I think people almost lost the will. Like there were things like reading books that were in boxes on the windowsills to encourage their independence. And at one time the books never got muddled up and people kept on top of that and you could almost lose the will ... It was, it did inevitably, you know affect everybody's morale* (RS14 7.3).

However, with the move a much more positive atmosphere was noted by staff and this in turn was reflected by a rise in morale levels. The condition of the old school

building truly had a negative effect upon teachers' morale. They felt tired of the shabbiness and the having to make do and mend and now they were relieved to be in the new school for all the resources and facilities this brought.

Morale levels had improved with better resources/facilities, a school which seemed calmer and where pupils' behaviour had seemingly improved. This improvement in the fabric and resourcing of the building meant there was a sense of pride about being in the new school both by pupils and staff alike. The move into the new school heralded a marked feeling by teachers that pupil behaviour had now improved (n=11/16). This new environmental condition of the school and space instilled within its pupils a desire to take care of their surroundings, a sense of pride and respect for the school. This was visible in their actions towards keeping the fabric of the school in a pristine condition and the calm manner which now pervaded the school. This improvement in behaviour affected relationships between staff and pupils making them more positive whilst also serving to reduce teachers' feelings of stress. As one individual noted regarding their morale:

> *because they are happier the teachers are, seem happier because it is new, everyone likes being in something new I think, it's the same when you move into a new house, it's a buzz, it's clean, everything is free and I think the TA's then, they are happier because the teachers are more content. Um, so I think people are more willing to go out, whereas in the old school I was too busy, I am too tired, because they were just being drained dealing with the children, the difficult problems that arose from lack of space was the main issue* (RS2 6.1).

And:

> *Um, it's surprisingly upbeat looking forward to the day ahead. Knowing my challenges are going to be slightly different, not having to go into a class and sort a child out or at playtime, and looking forward to playtime and*

talking to children because sometimes children who were a problem are not as much as a problem and it is quite nice to talk to them in a positive way rather than always having to tell them off (RS2 8.2).

For a few staff (n=4/16) the new school had improved their morale since they linked their relocation to the notion of a fresh start. Teachers were now able to look forward and given the school newness make their 'own mark' on this new build. As one teacher noted:

oh. It was fantastic starting with a blank canvas in the classrooms. Um (pause) there, yes there were restrictions to begin with, you know notice boards weren't up straight away and coming up for plans of what to do in the corridors (RS1 5.2).

Three member of staff (n=3/16) felt that the improvement in their morale was linked to the design of the building creating what they saw as a much more sociable place in which to work. As one of the interviewees noted:

with the layout of this building it is far more fluid so you come across more members of staff. Um, which makes it more of a sociable space (RS9 3.1).

It is interesting to note however that one teacher did feel that though the building was a much more sociable place, that this did not in itself lead to any improvement in morale, for that teacher both schools had a 'nice atmosphere'.

Most teachers (n=10/16) indicated that the new school had led to an improvement in their job satisfaction. This was for a variety of reasons which included: the new working conditions staff could operate within and the benefits this brought to their professional duties, improvements in pupil behaviour and the calmness within the school.

The new school had created a sense of 'looking forward', the period of waiting to move in was now over and teachers could start looking to the future. As one respondent noted about their improved feeling of job satisfaction:

> *um, I think it is the whole vision now. You have got that vision of looking forward. When I started in the old school it was not knowing when we were going to be moving, it was just a question of when, so everything was being run down and now everything is building up, looking to the future and how we are going to build the school in the future* (RS4 4.1).

The improvements in resources and facilities alongside the newness of the building now meant that teachers felt they could have ownership of these new spaces (n=5/16). As one teacher suggested:

> *It might be to me being new but I feel it is my classroom, it's not anybody else's* (RS3 3.2).

Improvement in resourcing now meant that items such as ICT could be attempted or more effectively taught. As one teacher noted:

> *Um, and therefore it gives them opportunities to widen themselves as a professional* (RS2 9.1).

Even the creation of physical spaces such as non-contact spaces and offices influenced teachers' levels of job satisfaction. As one teacher notes:

> *as an assistant head I seem to have more of a presence across here, um more of a position, particularly with KS1 cause, across there they didn't see me whereas now they do, so it's made my position with them a lot clearer. Um, and therefore with parents I have also got an office which does help psychologically so from a professional point of view* (RS2 4.1).

However, for a few staff (n=5/16) despite the newness of the school, job satisfaction for them was to be found in actualities of doing the job. For them it

was the working with children and seeing them learn and develop as individuals which satisfied them professionally. As two comments note:

> *I mean I get most of professional satisfaction from knowing the children I am working with and seeing their development* (RS1 5.1).

And:

> *I am going to say it is whether I feel I have done a good job with the children and they have learned* (RS11 2.2).

4.5.4 Summary of Findings from School B: Year One

Some staff indicated that the new school had led to an improvement in their levels of motivation as a result of the move into the new building. The physical condition of the new school had made the job now feel more worthwhile, whereas whilst at the old school staff felt that they had to 'battle' against the conditions encountered on a daily basis. Staff felt that the new school allowed them to focus on the professional job in hand rather than having to consider items related to the poor conditions in the old school. Improvements in the physiological conditions of the new school such as light and space made staff professionally feel more uplifted and this in turn improved their levels of motivation on a daily basis. Staff now appreciated the facilities that the new school offered, especially with regard to ICT, and this made staff feel more motivated in attempting and with the delivering of such curricular areas. However, for a few staff even with the improvements the new school inevitably brought, it was the desire to do their job and the joy of teaching which motivated them in their jobs.

The majority of staff reported an improvement in their levels of morale as a result of being in the new school. Prior to the move from the old school, the teachers described a demoralising period of time linked to conditions and uncertainties around the completion of the new school building. Major financial investments in resources such as ICT were put on hold whilst the new school was completed and this led to a period of much uncertainty amongst staff. However, the new school heralded a rise in the levels of morale with the improvements in resources/facilities that the new school brought. The new school created a sense of pride both in staff and pupils alike. Improved levels of behaviour linked to environmental conditions such as space and a wish to take care of the new school by pupils meant staff now felt less stressed in their professional duties, and this in turn led to improvements in staff/pupil relationships which had served to raise morale. Improvements in levels of morale were also ascribed to the new school having created for some staff a sense of a fresh start and a sense of being able to make their own mark on the new school. Whilst for others it had created a much more social place in which to work.

Most teachers felt that the school had led to an improvement in their levels of job satisfaction for a variety of reasons. Firstly the improved levels of resourcing and facilities that the new school could offer made teachers feel that they could be more effective in their professional duties. Teachers now felt a sense of ownership over the newly created spaces, the new areas such as offices have enhanced their professional status and the new school had instilled within them a sense of 'looking forward' to the future.

However, for a few members of staff despite the improvements the new school had brought them it was still the professional satisfaction of working with children which gave them their job satisfaction.

4.6   Research Question Two: Year Two

To what extent do new school buildings in the target authority have the required outcomes for teaching professionals?

In response to Research Question 2, the researcher will now outline their findings as a result of Year Two of fieldwork.

4.6.1   Findings School A: Year Two

The staff and pupils had now been in the new school for one year. All staff initially interviewed were still present in their post and able to offer up views on how their feelings towards the new school had developed. The school was now well established and pupils and staff had settled into their new primary.

All staff appeared relaxed, very settled and comfortable in the school. As one member typically noted:

> *very settled now, yeh, yeh, almost forgotten the old school really, so yeh, yeh completely moved on* (SS3 Yr2 1.1).

The feelings of newness for the building by staff had now diminished as they all had taken on the feelings of ownership of this new school:

> *it feels quite normal to be here now because to start off it did feel alien and strange whereas now in fact I came in the holidays and it didn't feel seem strange to be here* (SS2 Yr2 9.1).

They felt it belonged to them and their professional lives and the old school seemed a distant memory. The school organisation had now been clearly established and staff had started to put up more permanent, as well as temporary, displays. This contrasted with the feeling of sterility and a reluctance of staff to cover up or compete with this newness that initially had hampered displays. The feelings of pride were still evident when talking to all staff and as one member of staff commented:

> *yeh you feel a real pride in it (new school), no it is a nice environment to turn up and work in. It is losing its sterileness, where it was, for 12 months it was feeling it was too clinical* (SS2 Yr2 1.2).

All staff (n=3/3) felt that the space of the new school facilities had benefitted them with the teaching of curricular areas and now given them 'flexibility' with regard to its delivery.

The space in the new school had, as one teacher noted:

> *we partition lessons into groups, we have got space, children can be noisy in an area, we have got others that need to be quiet in an area, so it allows you to expand and just work with the building* (SS1 Yr2 7.1).

Most members of staff (n=2/3) mentioned that the building still continued to make them reflect on their own professional practice and classroom organisation. As one teacher suggests:

> *I think mainly because it allows you to re-evaluate how you use a building in providing your curriculum to the children* (SS1 Yr2 5.1).

The school's facilities such as large classrooms, interactive whiteboards and well equipped hall and practical area now meant staff could be flexible in their grouping of pupils. It also allowed them all to feel they could be creative with the curriculum as well as providing them with the best opportunities to function at a high level for promoting learning. This is typified by the comment:

> *I think how we are using the grounds and all of the environment really means that we are giving the children the best opportunities and you know we have got the veggie garden that has got going again, properly and you have got the different rooms in the areas where we can have small groups so you are giving the best to the children, giving them that variety rather than being stuck in one room* (SS2 Yr2 1.3).

All teachers were still pleased with the standards of ICT equipment. Wireless technology and multiple patch points meant teachers felt that this now gave them greater flexibility and accessibility with regard to the delivery of ICT. The introduction of video conferencing facilities had further enhanced the equipping of this new school. It now meant staff could innovate further with the delivery of ICT. One teacher noted:

> *we can only use the video conferencing in that room because that is where the ports are, it makes everything more flexible and can be rotated around the classrooms* (SS2 Yr2 6.1).

All teachers (n=3/3) felt that the school had been successful in allowing full accessibility to the new school site. The school had been clearly designed to meet equality of access and to meet disability equality requirements. As one teacher suggested:

> *yeh they thought about that when they were designing it and that is why the colours are quite contrasting between the doors and the walls and they put curved walls rather than sharp corners* (SS2 Yr 2 6.1).

All staff (n=3/3) agreed that the school clearly promoted community access out of school hours with the school running before/after school clubs, whilst the village community use the hall for public gatherings such as polling day for the local elections.

All staff (n=3/3) were still pleased in general with the environmental conditions provided by the new school. Most staff (n=2/3) particularly commented on the space that the new school has given them. This has meant the teachers could be much more flexible with its usage whilst allowing opportunities to show off pupils' work to its best advantage. As one teacher suggested:

> *for outdoor activities to use if for um.. hall big sort of productions, showing off their work to parents it gives you the opportunity to um, invite parents in to big sort of displays. Use the, it's the space, it's the size of the building that allows that* (SS1 Yr2 1.1).

For all staff (n=3/3) the environmental conditions clearly influenced their feelings towards the displaying of pupils' work. For them the building still meant that displays had to be of high quality in order to reflect the high quality of their new environment. One typical comment summed up the mood:

> *oh yes, it is much nicer to put a display up and you take a lot more care because it will look nice on a nice straight board, that is nice and even and painted evenly* (SS3 Yr2 4.2).

However, one member of staff (n=1/3) did feel that the newness of the school building created issues with regard to the acoustics of the space given the hard surfaces presented by the building. As they noted:

you want your display and your work to reflect again the niceness of the environment. Um, it is frustrating that, the down side is um, the acoustic side, you want to soften things (SS2 Yr2 5.1).

All staff (n=3/3) felt that the new school had certainly still promoted a safer/secure environment for pupils with typical comments including:

I have got a fenced off playground so once mine in the playground I can shut the gate I know they are not going to get anywhere (SS3 6.3).

And:

we have got the gates that are shut and locked. Perimeter fence is much more secure and the office is much more at the forefront, controlled access (SS1 Yr2 5.0).

One member of staff however felt the security improvements had taken away responsibility from pupils, something which in itself could provide a valuable lesson for life:

on the other hand you got the children to take more responsibility then, whereas that responsibility is taken away from them now so it is a good thing in one way but children you think maybe they should have that (SS3 Yr2 7.1).

Most staff (n=2/3) felt that the new school staffroom facilities were a pleasant place to work and socialise with other staff in. One teacher mentioned that it was now much easier to monitor children at break time:

monitoring you can sit in here and have your coffee break and still watch what is going on and you get the social aspect (SS1 Yr2 3.1).

Another member of staff felt that the location of the staffroom meant that they felt less isolated when working or inhabiting this space. For them it also provided a very versatile space which could double up as a space for meetings to be held. However, all staff recognised that the staffroom was not used as much as they would like to provide a social hub for the school. This was since people were so busy and were often occupied working in their classrooms at break times:

> *I know that break times have altered because we do not spend so nearly as much time in the staffroom at break times and lunchtimes which we always … (*SS3 Yr2 3.1).

One member suggested this was also due to changes in staffing and hence friendship patterns. To improve this issue one member of staff had set up the provision of tea and cakes on a Friday to entice people into this area; this had proved to be very successful.

All members of staff (n=3/3) now felt pupils behaved well and treated the new school building with respect which had resulted in no acts of damage to the fabric of the building that they could remember. One member of staff felt that this was a result of both initial and ongoing encouragement by staff to look after their lovely new school:

> *yes they certainly respected the building right particularly when they moved in because we made a big deal of looking after the building, you know we had to take care of it* (SS3 Yr2 7.2).

It was also felt that these premises belonged to both the staff and the pupils and pupils were motivated to look after it:

> *they see it, they report it, they are very good at coming to bring an issue to you, saying this isn't working, what can we do* (SS1 Yr2 5.1).

However, for most members of staff (n=2/3) they felt that although the condition of the buildings was important, that it wasn't the buildings that you got professionally attached to, it was their colleagues and the children which made working in a school pleasurable.

4.6.2 Summary of Findings from School A: Year Two

All staff were now settled in the new school. Staff felt ownership of the building and had started to cover up the newness of the school with displays. The feelings of pride were still evident. All staff felt the space and facilities benefitted the teaching of curricular areas and meant they could be flexible in the organisation of lessons and it allowed them to be creative in the curriculum. This they felt meant they could 'function at a higher level'. Most staff still felt the school made them reflect on their own personal practice and classroom organisation. All staff still felt pleased with the ICT in the school and it gave them a greater flexibility in its delivery and for pupils they felt it allowed them greater accessibility. Recent video conferencing had meant that they could be more flexible and innovative in ICT delivery. All staff agreed the accessibility for those with disabilities was improved and that the school met equality/disability requirements. All staff felt the school clearly promoted community access which allowed for out of hours care as well as community/joint community usage.

All staff were pleased with the school's environmental conditions. Most staff noticed the space and felt the new school was more flexible in terms of professional usage and that it meant teachers could show off pupils' work to best advantage. Displays had to match the high quality of the building. One member

however felt that the acoustics were not good due to the hard surfaces of the new building. All staff felt the school offered a much safer and secure environment, however for one member of staff this meant pupils had to take less responsibility for this aspect of their life.

Most staff felt that the new staffroom was both a place to work and socialise. The location of the new staffroom meant teachers could monitor children at break time and they felt less isolated. The new staffroom was versatile and could double up for meetings. However, all staff felt that the staffroom wasn't used very much since they were often busy in their rooms. All staff felt that pupils treated the building with respect and this was attributed to initial and ongoing encouragement to keep the building looking good as well as ownership of the new school felt by pupils.

4.6.3 Findings School B: Year Two

The staff and pupils had now been in the new school building for one year. All but two staff initially interviewed were still present and able to offer up views on how their feelings towards the new school had developed over the course of one year. Fortunately, I was able to secure one further teaching professional to the study who was present during the move into the new school who had initially not wished to be interviewed.

All staff appeared relaxed and settled in their new school. The school had been moulded from a bare, sterile new building into one that clearly had a recognisable identity as a primary school and where staff felt ownership and pride in it. As was noted:

more comfortable and relaxed and it feels more like our school now. Um, but it is still really positive, it is nice to have watched it from when we moved in to being very blank, it was quite stark to a building taking on a character of its own now really, all the classrooms are different. I think we still appreciate it but yes I suppose it feels like home now. Perhaps it didn't straight away (RS8 yr2 1.1).

All teachers had started putting up more permanent/temporary displays both in and around school, and the building had lost its initial feelings of sterility. For a few staff (n=3/15) there seemed to be less opportunity/space for displays but for some staff (n=8/15) the displays now looked 'fantastic' and less 'dog-eared'.

The majority of staff (n=13/15) felt that the new school provided facilities that were fit for purpose and benefitted teaching and learning. Most staff (n=10/15) felt the new school allowed them to think about their practice, they also spoke of the space the new school had now given them. As one person suggested:

> *no radiators things like that means that everywhere is usable for the wall space, you have also got quite a big space for children to sit so even with the bigger classes it seems like a nice working space. It is big* (RS6 yr2 2.2).

Now things were well organised this meant there were more working spaces in each of the classrooms. This extra space allowed the majority of staff to be more flexible in their delivery of curricular areas such as drama, science and maths, making it creative and accessible for pupils. As was typically noted:

> *we have got a number of spare classrooms, we have got a lot more outdoor space, we have taught maths lessons outside with chalk, they have drawn the number line and jumped to subtract, so yes there is lots of space* (RS8 yr2 2.1).

And:

I think we use space differently. We are able to use the courtyard for drama so when we're doing drama activities and things like that I either take them out into the courtyard or take them to the small hall (RS3 yr2 1.2).

This space allowed Teaching Assistants to target support for pupils learning in a variety of settings as well as allowing for the organisation of pupils to be varied. As one person noted:

there is more space and so because we have got TA's we can send children off in groups and we can split into groups more often so in the afternoon it is easier because you have got space so you can say you can do this in here and the others can do something else in the other room and so we can mix the 2 year groups together and split them into (RS3 yr2 1.3).

Despite initial issues the majority of staff (n=13/15) felt the ICT in the new school worked well and enhanced their teaching of ICT with regard to its quality, flexibility and innovative use. One typical respondent suggested:

we are doing a lot more with videos and children photographing and using it for photo story, it makes, you know technology children do like it, it does engage them, we are using video clips for literacy, maths, we are encouraging the children to video each other. In my street dancing I can video them and play it back um, so there is a lot more to engage them (RS4 yr2 4.1).

One member of staff felt that it was as they said:

it is moving with the times, children need that. It is what they expect from homes ... Yes and it makes the teaching easier and interactive (RS6 yr2 3.2).

Some staff (n=8/15) felt that the new school promoted broad community access with before and after school clubs and parenting classes. However, the other respondents (n=8/15) felt that the school had not been specifically designed with this in mind and that perhaps in the future this could be developed further.

All staff (n=15/15) agreed the new school promoted full accessibility. They felt that since this was the norm for any new building and was a statutory requirement that they expected it to be incorporated in at the design phase anyway.

The majority of staff (n=13/15) were pleased in general with the environmental conditions provided by the new school. Most staff (n=10/15) mentioned the space at the new school and the flexibility it gave them with the delivery of teaching and learning and facilitated display. Other particular environmental factors noted by teachers was the light, bright airy feel (n=6/15) and the improvement in the acoustics (n=5/15) which meant pupils could stay more focused on lessons and teachers and lessons were not interrupted. As one individual noted:

> *the sound proofing in this school is a huge thing. Everywhere there is carpets, you know so you never hear those feet going down the corridor. You never hear in another classroom so it is the calmness and for our children* (RS5 yr2 2.1).

All these improvements in environmental conditions provided an air of calm which made staff feel more positive regarding their professional duties:

> *it is really light, high ceilings means the heat, the classrooms don't tend to get quite so hot because of the type of glass used, all of those things have been considered more in a new building and so it does seem brighter and calmer within each of the classrooms* (RS4 yr2 5.1).

And:

> *we have got carpets round so children don't run in the corridor you don't hear them. It is not so harsh, the environment is much calmer which makes staff more positive (*RS12 yr2 4.1).

The new environmental conditions also continued to secure improvements in pupil behaviour. As one respondent noted:

um, behaviour is still good, we still have blips, one thing also is if a child does have a problem you don't hear it because before in the juniors you could hear it since it was opposite you, everything was magnified and it was loud, it seemed a lot louder than it was. Um across here I think the children seem to have more space so they are less likely to get irritable and when they do we have got so many small rooms, to withdraw them into, we have got a reflection room (RS4 yr2 5.1).

All staff felt that the new school provided a safer and secure environment for pupils and staff:

> *we have been saying to parents from the start this is where you drop your children off in this bit here you do not come past the door and it at first it was oh but now they are used to it* (RS4 yr2 4.4).

Though some staff (n=7/15) acknowledged that the new staffroom was of a positive benefit to the new school the rest of the staff felt less positive regarding this new facility. They suggested that in reality staff saw more of one another due to the layout of the building and when on duty. A few staff suggested (n=4/15) that they choose to work through their breaks due to the workload of their posts. As one person suggested:

> *we are so busy and when I started teaching 35 years ago we went into the staffroom all the time and it was a social thing, when you learned things from other teachers and I think that has gone. I mean you spend a lot of time in meetings, talking about curriculum development but not the social bit* (RS5 yr2 1.5).

And:

> *it is never full to capacity because different people come in at different times ... People tend to do their marking and have their lunches in their classrooms* (RS6 yr2 1.3).

To improve this situation one member of staff had initiated a Friday sandwich club which operated within the staffroom. This had proved very popular and was the only time that the majority of teachers felt they could count on their colleagues being all in the staffroom.

The majority of staff (n=12/15) felt that the new school still helped engender improvements in pupils' behaviour. This was attributed to a reduction in levels of noise in the new building (n=5/15) and the extra space (n=6/15) that the new school provided. These factors instilled a sense of a feeling of calm within the building. As one individual commented:

> *they are calmer and have been so since we moved in, I suppose it is they have got the space and they have got, like at break time they can run around and there are things they do so they come back in with a better attitude* (RS3 yr2 4.1).

Some staff (n=7/15) still felt that as well as improved levels of behaviour, the pupils still showed a pride and respect for the new conditions presented by the building. As one person noted:

> *when you are basically in a building crumbling around you and I think teachers and children start to get a little demoralised by it all, I think if you come into something new children are just more respectful* (RS12 yr2 1.2).

They wished to take a pride in it and look after it as was suggested by one member of staff:

> *I think it is like when you're given a new book. Oh we'll look after it and they do look after it because they think aren't I lucky to have something new. The behaviour has improved* (RS12 yr2 1.3).

The majority of staff (n=11/15) were also pleased to work in this new environment given the new environment and levels of resourcing and noted it would be hard not to look after such a lovely building.

4.6.4 Summary of Findings from School B: Year Two

All staff appeared relaxed, settled and comfortable in their new school. The school clearly had a recognisable identity as a primary school and where staff felt ownership of it and pride within it. The old school seemed a distant memory and all staff had started putting up more permanent as well as temporary displays both in the classroom, outside in the corridors and in the main entrance which meant the building had lost its initial feelings of sterility. Though a few staff suggested there was less opportunity/space for displays, for some staff the displays now looked 'fantastic' and less 'dog-eared'. The majority of staff felt that the new school provided facilities that were 'fit for purpose' and benefitted their delivery of teaching and learning. Most staff spoke of the space the new school had now given them and how it had influenced their teaching. Because everything in the new school was now well organised this meant there was more working spaces in each of the classrooms. All this extra space allowed staff to be more flexible in their delivery of the curriculum. This additional space allowed Teaching Assistants to be targeted to support pupils learning in a variety of settings as well as allowing for the organisation of pupils to be varied. The majority of staff felt that despite teething problems the ICT in the new school had enhanced their teaching of ICT with regard to its quality, flexibility and with their ability to innovate. Some staff felt that the new school promoted broad community access with before and after school clubs, parenting classes and clubs. However, some other respondents felt

that the school had not been specifically designed with this in mind and that perhaps in the future, given more time, that this was an element of school life that would be developed. All staff agreed the new school promoted full accessibility. They felt that since this was the norm for any new building and was a statutory requirement that they expected it to be incorporated in at the design phase anyway.

The majority of staff were pleased in general with the environmental conditions provided by the new school. Most staff spoke of the space at the new school and the flexibility it gave them with the delivery of teaching and learning and facilitated displays. Other particular environmental factors noted by staff was the light, bright airy feel that the new building provided and the improvement in the acoustics of the new building which meant pupils could stay more focused on lessons and teachers and lessons were not interrupted. All these improvements in environmental conditions provided an air of calm to the new school which made staff feel more positive regarding their professional duties. The new environmental conditions also continued to secure improvements in pupil behaviour. All staff felt that the new school provided a safer and secure environment for pupils and staff to operate within.

Though some staff acknowledged that the new staffroom was of a positive benefit to the new school in terms of a place where staff could meet one another and socialise, and this in turn helped them to focus on their jobs, the rest of the staff felt less positive regarding this new facility. They suggested that in reality staff saw more of one another due to the layout of the building and when on duty. A few

staff suggested that they choose to work through their breaks due to the workload of their posts. The majority of staff felt that the new school still helped engender improvements in pupils' behaviour. This was attributed in particular to a reduction in levels of noise in the new building and the extra space that the new school provided. These factors instilled a sense of a feeling of calm within the building. Some staff still felt that as well as improved levels of behaviour the pupils still showed a pride and respect for the new conditions presented by the building. For staff it would be hard to leave this new school given its working environment and levels of resourcing.

4.7   Research Question 3: Year Two

How are teachers' professional lives in new school buildings in the target authority affected in terms of their motivation, morale and job satisfaction?

As a result of the fieldwork in Year Two the researcher will outline their findings in relationship to this question.

4.7.1 Findings School A: Year Two

Only one member of staff (n=1/3) still felt motivated by the new school. The enthusiasm of being in the new school was still mentioned and the feelings of wanting to do a good job to reflect their surroundings were still in staff's thoughts. They noted:

> *we were all probably enthusiastic when we moved in and wanted to do a good job and I suppose that is continuing really, you may make little alterations, you can improve this you can add that and so on. Yeh I think in general still motivated* (SS3 yr2 8.2).

Though one member of staff suggested that their motivation was linked to the sense of pride of being associated with the school and their feelings that they didn't want it to go downhill from where they were, they felt their new professional role in the school was more motivating than the building for them.

Another member of staff felt that their motivation was from doing their job and the children, which was the real motivation for them and not any building. As they noted:

> *I think you are motivated by the children and that is forefront really* (SS1 yr2 6.1).

All staff (n=3/3) felt that the new school had improved morale. There was still a real sense of pride of being associated with what they felt was a lovely working environment. As one member of staff noted:

> *you still feel buoyed up with it (*SS3 yr2 8.1).

The space now given allowed for a feeling that the school could allow them to be more accessible and able to operate on a more professional level. Staff valued working at this site and felt they must continue to work hard to keep it looking pristine:

> *we value it and we want to keep it tidy, as soon as an aspect of the building becomes cluttered we think about it far more because it is more evident, more in the forefront of your mind* (SS1 yr2 5.2).

> *pride and self-esteem in the building I think, there is a certain pride in it and we appreciate it. Like last week when the sun was shining, we appreciated the space, we appreciate what we have got* (SS1 yr2 6.0).

All staff (n=3/3) felt that being in the new school now for 12 months had improved their levels of job satisfaction. Though one member of staff felt that the new school had yet to develop a real character due to its relative newness it was the quality of the built environment that provided job satisfaction for them. They strove to provide a quality learning environment in their classroom to reflect the quality learning environment of the wider school:

> *yes, you really take that much more care and pride in what you are doing and you don't want to be slapdash because you think, you have done a wonderful display and everything else is crumbling around you. You know you think everything is looking right when something isn't quite as good as it should be it actually stands out more* (SS2 yr2 4.2).

Similarly, another member of staff felt job satisfaction since they could better provide for the pupils' needs in specialist curricular areas such as the EYFS. This allowed them to feel professionally satisfied since they were truly offering the children a better educational deal given the new facilities:

> *because you feel you can do a better job in so much as, say for example the outdoor area I feel as if I am working within the EYFS much more satisfactorily than I was ever doing it over on the other site* (SS3 yr2 3.2).

For another member of staff it was ability to spread out and be flexible in what they could offer the children that provided job satisfaction. Again there was a feeling that the building provided opportunities for learning and to be creative with learning:

> *the aspect that you can spread yourself out with the children, the children can enjoy the space more. That gives you the enjoyment and the added um, ability to be more creative in your curriculum* (SS1 yr2 3.2).

Most staff (n=2/3) felt that even though the new school was a more satisfying place to work that this would not influence their feelings regarding their retention at this school site. They felt that working with the pupils and their colleagues were even more important than the new school. As one teacher noted:

> *I think if I was personally honest, that doesn't affect my personal opinion, I like working with the team and the children (*SS1 yr2 6.2).

However, for one member of staff the newness of the building was an important factor and it would make it hard to leave this working environment.

4.7.2 Summary of Findings from School A: Year Two

Only one member of staff out of the three felt motivated by the school after being there for 12 months. They felt they still wished to keep improving professionally and still wished to do a 'good job'. Motivation for the other two interviewees were to be found in one case in a new professional role they had taken on in the school, and for the other member of staff in doing the job and working with children that really motivated them.

All staff felt that the new school continued to raise morale. There was still a sense of pride about being associated with this new school. The feelings of space meant that staff felt more accessible and that they were more able to operate at a professional level. Staff felt that they must continue to work hard to keep the school looking pristine

All staff felt that being in the school for 12 months had still resulted in improved levels of job satisfaction. Staff felt that in the new school they had to strive to provide a quality learning experience in their classroom to match the quality of new learning environment of the school. The improved facilities and equipment meant staff felt they were able to do a better job in specialist curricular areas, for example EYFS and they were more able to be creative with learning. For most staff however though the new school was a more satisfying place to work that would not influence their feelings regarding their retention at this school site. They felt that working with the pupils and their colleagues were even more important than the new school building.

4.7.3 Findings School B: Year Two

Most staff (n=11/15) felt that the new school provided them with a continued source of motivation. They wished to do the best given the surroundings they were now presented with and this allowed them to feel positive regarding the completion of their professional duties. One member said:

> *I think it just heightens your motivation really, you know in this beautiful building you just want everything to be right* (RS5 yr2 1.2).

Most staff felt that the school's increased level of facilities allowed them to do a better job regarding to the delivery of teaching and learning. One member of staff suggested:

> *I think working in an area like this everybody feels motivated but it is nicer in the morning to come in. It is a nicer environment to work in and it is easier to teach in which must affect motivation (RS8 yr2 5.3).*

Other factors that individual staff cited as leading to an improved motivation included the new building being a calmer place to work due to the reduction in

surrounding noise, for example pupils walking down the corridor. This calmness manifested itself in improved pupil behaviour/willingness to engage in learning and led to improved teacher/pupil relationships.

However, for a few members of staff (n=5/15) the building seemingly had no perceived influence on their levels of motivation, for this group of teaching professionals it was the staff and pupils which as always provided them with their motivation. As one member of staff typically noted:

> *well it is the children basically and making sure they are, I am meeting their needs and they are reaching their potential really so I have always been driven by the children* (RS10 yr2 4.2).

Most staff (n=11/15) felt that the new school had led to continued levels of improved morale and that it now provided them with a sense of permanence. Gone were the days of having to 'make do and mend' and wait for items that had been put on hold until the new school had been completed. They felt 'lucky' to be able to work in such a lovely building. One person suggested:

> *I think the whole morale has changed, especially when you go to some other schools you realise how lucky we are, yeh the whole place seems a lot more positive now, with all of the changes that have happened, it feels permanent, it is probably a better team spirit* (RS8 yr2 5.2).

There was still a real sense of pride of being associated with what they noted as being a really beautiful school. As one person suggested:

> *I think it is good for morale. I just think it makes you feel a lot more positive. It makes you feel you are moving into a new house, aren't I lucky. I love teaching, I love being with children (*RS12 yr2 5.1).

This attitude of pride extended beyond staff to pupils' feelings towards the school. As one individual noted:

> *like the children we are very proud of it ourselves and we want to look after the school. We are very positive about everything that is going on in the school and you know having the opportunities to get together and discuss issues, it's had a good impact (*RS10 yr2 3.4).

There was now a feeling that the building was fit for purpose and that it provided them with an environment and facilities to promote teaching and learning. As one teacher noted:

> *I think if you are working in grotty classrooms, the children cannot go out they haven't got the space for them to play, all those things make it harder and it's just a bit of a drag and when you haven't got that and it has all gone you can actually concentrate on the pupils and I think everybody lightened by it* (RS3 yr2 4.3).

For a few staff (n=3/15) the new school had allowed them to feel that they now saw more of each other and that for them had engendered more of a 'team spirit'.

However, for one member of staff the initial positive boost to morale had not been sustained over the period of this study. As this individual noted they still felt lucky working in the new school but:

> *I think the realities of everyday teaching um, have taken over again and the boost is short lived. It is very easy not to appreciate just how nice the building is* (RS2 yr2 5.1).

The majority of staff (n=13/15) felt that being in the school continued to provide them with improved levels of job satisfaction. Most of these staff (n=9/15) attributed their feelings to the tangible improvements in their working environment.

This in turn made them feel they were able to 'do a better job' in terms of delivery of the aspects of the curriculum, for example PE, ICT, Drama and Science, where the extra space (internal/external) and the facilities of the new school could be utilised to provide enhanced subject delivery. As one individual suggested:

> *it is a nicer environment for them to be in basically, and because as I said you have got the extra space as well that's impacted, I am relating to smaller children really, so that is impacting on their development because it was quite a cramped space where we were in previously ... It is a safe positive environment for them really so enabling them to learn purposefully* (RS10 yr2 2.4).

For other individual staff their job satisfaction was provided through wishing to do their best in order to do justice to their new surroundings, the achievement they felt in the establishment of this new school, and for one person the sense of positivity that the school now provided. As one person commented:

> *I think psychologically, little things like it is brighter, lots of natural light, brighter, cheerier, it just has a generally more positive feel to it* (RS8 yr2 2.3).

Some staff (n=11/15) felt that given the school was a more satisfying place to work, due to its environment and facilities, that they would find it hard to leave in order to go and work in another school. For them it was hard to look past this environment. As one member of staff noted:

> *when I ever go to another school have a look around the first thing when you come back is you think, gosh aren't we lucky because it does make you feel better coming to a nice place (RS12 yr2 4.2).*

For another member of staff:

> *I go to other schools now and I think this looks dreadful, this looks terrible I would never send my children because of the building and now I have had*

the benefits of this building whereas I would never have thought about it, I would have said a building doesn't matter (RS5 yr 2 5.3).

This environment for one member of staff made them very aware of what other teachers still endure on a daily basis. As this individual commented:

when I go to meetings and other reception teachers and we take time inviting others to have the meeting in our school and I have been putting it off because I feel embarrassed about having, how do you justify having all this when they are working in, it is better not to see it (RS5 yr2 6.1)

However, for two members of staff it was not the building again that was important it was the people and the children that they were there to support which provided the real draw for working at this school.

4.7.4 Summary of Findings from School B: Year Two

Most staff felt that the new school provided them with a continued source of motivation. Most staff wished to do their best given the new surroundings they were now presented with, and for them the new school's increased level of facilities allowed them to 'do a better job' with regard to the delivery of teaching and learning. Other factors that individual staff cited as leading to an improved motivation included the new building being a calmer place to work (manifest in improved pupil behaviour/ their willingness to learn and resultant improvements in pupil/teacher relationships), and the continued motivation for them that the building provided with regard to the further enhancing and development of the new areas they had been provided with.

However, for a few members of staff the building seemingly had no perceived influence on their levels of motivation, for this group of teaching professionals it was the staff and pupils which as always provided them with the motivation for doing their jobs.

Most staff felt that the new school had led to continued levels of improved morale. Gone were the days of having to 'make do and mend' and they now felt 'lucky' to be able to work in such a lovely building. There was still a real sense of pride of being associated with this school and this attitude of pride extended beyond that of the staff to the pupils also. There was now a feeling that the building was fit for purpose and that it provided them with an environment and facilities to promote teaching and learning. For a few staff the new school had allowed them to feel that they now saw more of each other and that for them had engendered more of a 'team spirit'. However, for one member of staff the initial positive boost to morale had not been sustained over the period of this study.

The majority of staff felt that being in the school now for 12 months continued to provide them with improved levels of job satisfaction. Most of these attributed their feelings to the tangible improvements in their working environment. This in turn made them feel they were able to 'do a better job' in terms of delivery of the aspects of the curriculum. For other individual staff their job satisfaction was provided through wanting to do their best in order to do justice to their new surroundings, the achievement they felt in the establishment of this new school and for one person the sense of permanence that the school now provided.

Some staff felt that given the school was a more satisfying place to work that they would find it hard to leave this new school to go and work in another setting, given the newness of the school and the environment and facilities that this now provided. For them it was hard to look past this environment when thinking of other school buildings. However, for two members of staff it was not the building again that mattered, it was the people they worked with and the children they were there to support which provided the real draw for working at this school.

CHAPTER FIVE

ANALYSIS AND DISCUSSION

5.1   Introduction

Chapter Five will discuss the findings from this study outlined in Chapter Four. It seeks to interpret these findings as well as locating them within the larger body of literature analysed within the Literature Review. The discussion within this chapter will be presented under the major headings which reflect the three research questions that have guided this study. Under Research Questions 1 and 2 sub-headings will be used to reflect governmental aspirations for the creation of these new buildings, these sub-headings having themselves derived out of the review of such literature. During Research Question 3 the discussion will be divided into three sub-headings reflecting the major areas of focus in this question, i.e. that of motivation, morale and job satisfaction.

Initially the chapter will focus on the first research question, i.e. **To what extent do the responses to the creation of new school buildings in the target authority reflect general national aspirations?** and will interpret the findings from seven individuals (as outlined earlier) linked to the design and creation of new school buildings. The chapter will then move on to examine the findings from the final two research questions, i.e. **To what extent do new school buildings in the target authority have the required outcomes for teaching professionals?** and **How are teachers' professional lives in new school buildings in the target authority affected in terms of their motivation, morale and job satisfaction?**

These findings relate to School A and B (as outlined) and this chapter will examine and discuss how each group of professional teaching staff viewed their move into these new schools, and how this has influenced their professional lives. Given that there were few, or at times any, discernible differences in the findings across both schools, for the purpose of this chapter they have been grouped under each sub-heading as one to aid the discussion.

The theoretical models that will be considered during this chapter will include Bronfenbrenner (after Knoff, 1984 in Frederickson and Cline, 2003), Day and Kington (2008), Day and Gu (2007, 2009) and Dinham and Scott (2000).

Bronfenbrenner's model has been chosen since it provides a theoretical overview on which to locate and map the findings from all three research questions, therefore helping to explain the way in which all these differing inter-related factors mesh together to influence not only the teaching and learning environment but also the teaching professionals working in these schools. It is at the very heart of such a model, referred to as the microsystem, that these new schools have their greatest influence upon teachers' professional lives, and here the research of Day and Kington (2008) and Day and Gu (2007, 2009) has been used to form a base on which to build the findings from Research Question 2 relating professional identity, life phase, renewed commitment and retention. Finally, the work of Dinham and Scott (2000) is pertinent to this discussion since it serves to provide a focus around Research Question 3 thus allowing for a deeper consideration of how these new school buildings have influenced teaching professionals' levels of job satisfaction, motivation and morale not only at the macro-policy level but also in terms of the school based and intrinsic professional level.

5.2   Research Question One

To what extent do the responses to the creation of new school buildings in the target authority reflect general national aspirations?

5.2.1 Schools and the Changing Curriculum

The findings show that all respondents felt that to a small or larger degree flexibility had been incorporated into the design of new schools. This has enabled these schools to accommodate the new broad and flexible curriculum. This certainly resonates with suggestions from publications such as DFES (2002b, 2003b) that wish new schools to create spaces that provide for a greater flexibility in the curriculum and therefore help balance the needs of differing users. It would also appear that guidance offered with regard to the design of these new schools (CABE, 2011), in particular the ninth principle of 'long life, loose fit', is being achieved by the majority of new school designs as suggested by the interview data. However, it is important to note that the findings suggest from this sample that when schools did not score well on these principles and hence were less successful in achieving these goals, it may be related to the school leadership teams themselves who had strong views on what they wanted from a design, or the architects who themselves lacked vision to achieve flexibility in their designs. This resulted in the brief and final construction reflecting their wishes and desires rather than aspirations proposed at national level. As Begley (2010) notes it is important given the many social and professional expectations placed on schools that educational administrators carry out their roles clearly in reference to an educational purposes. For without such a focus they may find that they have not

only wasted their energy but have also been manipulated and exploited in the self-interest of others.

The role of effective school leadership is key (Fullan, 1991, 2007; Leithwood et al., 1999) to manage whole school change. As Fullan (2007) suggests, the principal is central to the relationship between teacher and that of external forces. It is essential to the role of leadership that they provide a strategic understanding of the agenda of change placed within their own personal contexts, allied to the needs of stakeholders rather than allying without consideration to that which has been prescribed for schools. It is through a clear, effective vision, that school leadership may provide a link between the present and the future, providing a set of organizational goals and also a means for achieving those (Kurland et al., 2010). For at a time when so much is being forced on a school, it is the leadership's role to consider how their school may benefit from change rather than perceiving it as a threat (Dinham, 2004). Leadership that is faced with the task of developing a new school site may not seemingly score well on a school's ability to have a long life, loose fit (CABE, 2011), but they do possess a long-term agenda and vision for change in their context and location. They know their territory and are familiar with the history of their school and what will have to be achieved and how best to achieve it. This in turn will provide a platform for further future school improvement and as Dinham (2004: 348) suggests, 'releasing latent organisational energy' in order to achieve what individuals aspire, i.e. to that of outstanding educational outcomes. School leadership at such turbulent times in their school histories must do what they know is right for their school and school context. They must avoid being sucked into the agenda of change therefore

avoiding following someone else's vision of what is truly right for their school. As Begley (2010: 33) notes, in order for school leaders to navigate through the plethora of educational innovations and the challenges that are presented, they must 'keep their professional goals and purpose at the forefront of their administrative practices'. In addition, as Hargreaves and Fink (2004) note, most leaders wish to achieve goals that matter to them and their situation and by motivating others they will leave a legacy for their successors.

The majority of professionals interviewed acknowledged that flexibility in schools was certainly being achieved in their design thus facilitating group rooms or multi-functional hub spaces. These could be used as a flexible use of space for teaching and learning as well as other usages linked to school activities. It is heartening to discover that in some cases not only was the design successful, but it had genuinely been the result of engaging stakeholders in a wider discussion of what was needed with regard to school buildings in the 21st Century, before any school progressed beyond the design stage. Researchers such as Woolner (2010) are clearly supportive of the notion of a collaborative design process in the creation of school buildings, since as she notes it is by listening to a range of viewpoints that designers and architects have an improved likelihood of satisfying a greater range of needs. By teachers participating in the design of schools they can not only influence the content and style of teaching but they may also affect the very culture of the school in the long term (Woolner, 2010). By involving stakeholders in the collaborative design process it can both influence school culture as well as leading to an embedded ownership of these new buildings in their stakeholders' lives. This can avoid claims such as Mitchell (2008) who

suggests that the new school building programme will produce either brighter, newer, shinier schools organised around an outdated learning (teaching) paradigm, or alternatively more innovative buildings which struggle to co-exist with an unchallenged teaching culture. By engaging and meeting the needs at either a local or even individual level, programmes such as BSF will thus avoid being subsumed by local and national political imperatives (Mitchell, 2008). Clearly such findings present a message not only to policy makers but also to future initiatives by suggesting that if schemes are to be successful, and therefore deliver an agenda for change, they must recognise personal contexts and relate to the needs of the stakeholders rather than sticking to what is prescribed as a national imperative.

5.2.2 New Ways of Learning and the Impact of ICT

The findings would seemingly support the notion that these new schools promote learning through active learning, whether at a group or individual level. This in part being attributable to the government drives to promote personalised learning through BSF and that of the PCP. The findings suggest that these new schools may be seen as a positive benefit to pupils both in their ability to learn and achieve but also in terms of their self-esteem. Pupils are now able to be withdrawn for specific support outside the normal classrooms thus allowing others not to be party to the differences in what was being taught and how.

It would seem to appear from the findings that these schools allowed access for all to high quality hardware in order to open up new learning opportunities and to allow for its flexible usage. Though this could be suggested of other currently

existing primary schools it is important to note that such capacities have been built up over a longer period of time, involving the staged requisition of hardware when funding streams have become available, unlike the one-off large scale injection of capital monies involved in these new school projects. These new schools with their fixed/portable hardware, Wireless Technology, laptop access, presentational facilities, video conferencing or even less bright areas to be conducive to screen projection, sits well with government rhetoric for new schools to exploit ICT and the advances in technology (for example, DFES 2005a). However, some interviewees did suggest that issues regarding the delivery of ICT arose out of the levels of funding of these items given tight budgets. Where should the financial priorities be placed given the current backdrop of a lack of government emphasis on ICT, exemplified by the abolition of Becta and the £100 million Harnessing Technology Grants? Given this fact it may indeed prove increasingly difficult to deliver the government rhetoric (DFES, 2005a) to exploit advances in ICT in the future. The findings, however, from a few respondents did raise concerns that given the fast moving provision of ICT and the dramatic changes in hard/software over recent years, how could schools predict what provision/facilities should be provided and that this dilemma could only lead in the future to little change or a reversion to the tried and tested. Surely what is needed, given such a scenario, is a clear vision of how ICT may be used to transform learning in school by leaders and an acceptance that inherent in the integrating of ICT is risks at certain levels (Passey, 2002). This echoes the thoughts of Greany (2005) who feels that there is a danger in using evidence from the past to inform the future and what is really

needed are new approaches and solutions to school designs if we truly are to cater for the shifting needs of learning in the 21st Century.

Given the increasing autonomy offered to academies from localised control, it would now seem that such schools will have the freedom to invest whatever monies they now have available into ICT infrastructures. However, particularly with the removal of Becta, it will be up to schools alone to drive up standards and seek best value for money in ICT procurement. I suspect that with the removal of the BSF programme and the injection of funding that this brought, that schools in the future may have to work together to fill this visionary and financial vacuum, by collaborative partnerships with one another to reduce procurement costs, and also to engage in structured ways in order to learn from one another and to share such lessons for the future. Educational partnerships may also offer up economies of scale but more importantly the development of higher levels of collective intelligence (Lindsay et al., 2007), and a real sense of where they may go in the future which can only positively impact upon children's levels of achievement.

5.2.3 That Blur the Boundaries

The data supports the view that all individuals felt that new schools through their design and creation opened up access to a range of users from the community beyond that of the school day. Such findings clearly support the government's agenda for all schools to offer up five core aims under an Extended Schools Agenda. This includes: high-quality affordable childcare, a varied menu of activities, support for parents, access to easy and swift referrals to specialist support agencies and wider community access to school facilities (Mortlock,

2007). Such provision has allowed pupils and adults to learn, as well as be able to access school/community facilities beyond the school day. It was evident from interviewees that the designs of new schools incorporated differing access points to allow the school to be opened up for day/night access. This allowed for the provision being offered to a range of users as well as community based activities such as parties and clubs. Architects, designers and the clients of new schools, through referencing government guidance, were clearly aiding the delivery of the government's agenda (DFES, 2004d, 2005c) of mainstream primary schools offering up their facilities to a range of users outside of the school day. Though this is similar to other older schools that too have been encouraged to offer up such a core offer under the Extended Schools Agenda, these new buildings can easily facilitate such provision due to their design, unlike older schools that sometimes find accommodating such provision difficult within their building without the need of refurbishment.

Such provision, as Woolner (2010) suggests, embeds new schools in their local community and achieves what may be seen as a more social aim. Such integrated school/community usage was seen by some interviewees as a means to break down barriers between the school and the community. It allowed the community to appreciate what the school may have to offer as well as making some adults feel welcomed and therefore more able to approach a school regarding their child's education. For Woolner (2010) anything in the design that draws in the community and appears to fulfil their needs will be viewed favourably by them. Woolner (2010: 100) too notes that the community use of the facilities may be seen as welcoming to parents, however, she terms such integration as 'passive surveillance' of what

is happening in the school by the community and parents. Though this aspect of school design has a positive benefit to the community, as noted above, it will be interesting to see over time if this is seen as intrusive to a school functioning or in turn beneficial. Given that the Extended Schools Agenda was borne out of an aim of supporting and helping families maximise their child/children's potential, especially if they are to be found in a disadvantaged background (Mortlock, 2007), more research is needed to see if new schools, alongside the Extended Schools Agenda, are indeed helping to serve to break down social class barriers therefore allowing the more needy to feel safe, engaged, supported and integrated into society.

Given the rural/urban nature of the focus authority it was noted through the findings of some interviewees that if community facilities were integrated into the school design, then once the schools were completed it was necessary to be aware of the financial impact upon local village halls. Though new school facilities can be beneficial to the community they can also take away valuable revenues from these groups if they compete with existing facilities. This could lead to local resentment between the village and the new school and given the worst case lead to halls being financially unviable. What cannot be in doubt, however, is there is a paucity of work relating to this subject (Woolner, 2010) and also the influence they truly have upon community relations.

What was not referred to by the interviewees when discussing the Extended Schools Agenda, was whether by the construction of new schools the governmental aspirations (DFES, 2005c) to offer children's services are being met. What does however seem in question, from this sample, is whether the

government's vision to house services such as adult education, parenting support programmes, community-based health and social care services (DFES, 2005c) is being met within new schools. Certainly in the target authority there would appear to be a drive toward the creation of children's centres as hubs for 'children's services' in separate buildings in deemed areas of need, and therefore offering up locality based services. In this sample schools do not appear at present to have these services incorporated within them. This may be the result of an expedience to set up such hubs given the pressure on authorities to achieve this type of integrated service rather than waiting for a new school to be built in an area of deemed need and services based there. Given a paucity of research this in itself could provide yet another valuable seam of research.

5.2.4 Inclusion

The findings from all those interviewed confirmed that new schools allowed for inclusion of SEN pupils into the mainstream curriculum/school and accessibility to the school premises, therefore clearly meeting the needs of Special Educational Needs and Disability Act (2001). These new schools allowed for access and inclusion for all pupils to the curriculum and the physical environment, this being tangibly achieved by non-contact areas, disabled lifts, hearing loops and disabled toilets. The duty placed upon providers by the government to promote the role of inclusion, alongside flexibility and adaptability would certainly seem to be placed at the heart of the design and construction of new schools. It was suggested that by incorporating individual/group learning spaces for SEN pupils into new school designs that this led to what was viewed as improved self-esteem for such pupils since they were not now perceived as being different. Through statutory legislation

such as the Special Educational Needs and Disability Act (2001) and other government literature (DFES, 1997; DFEE, 1999) the government aspirations to plan for and deliver increased accessibility to schools' premises, the full curriculum and involvement for all in social and community would seemingly be being met in these schools.

5.2.5 Design Quality and Sustainability

It is encouraging to note from this study that new schools tend to have a low impact upon the environment in terms of energy and water use, material, transport, site ecology, health and safety and internal conditions. Schools were achieving this low impact with the installation of grey water systems, solar/wind power and biomass boilers; this in part being due to the requirement for new schools above a certain threshold (£500,000 for primary, £2million for secondary schools) to achieve at least a 'very good' on a BREEAM rating. It is also due to the need for new school designs to meet the energy performance targets quoted in publications such as Building Bulletin 87 (DFES, 2000b) along with other environmental performance criteria, for example ventilation (DFES, 2006b). Many of these are now statutory and are vital to ensure comfortable, suitable teaching spaces.

The move towards a more eco-friendly school was seen by some respondents as a real positive for the school in terms of reducing expenditure from what is already seen as a tight budget. For example the reduction of electricity costs by the installation of solar panels. However, there was conflicting data about whether such eco-measures helped pupils to develop an improved knowledge regarding

the topic of sustainability. For the one Head Teacher respondent it tended to remove the opportunity to educate pupils in the need to be responsible with energy and water whilst for another it was seen as an opportunity for teaching about the positives of sustainability. This must be seen as ultimately coming down to an individual interpretation of how one may utilise such measures in terms of curricular delivery.

The findings suggest that new schools are seen to be designed to avoid wasted investment through early and rapid obsolescence. This would seem in part due to publications such as CABE (2011) which promotes the criteria of long life, loose fit for such buildings. However, for researchers such as Woolner et al. (2007) the real issue relating to investment in new buildings is whether the improvements are justified compared to the time, effort and money required to create them. Given the lack of research in this area they concluded that it is not possible to judge these improvements to the environment against alternative uses of the monies, e.g. improving the provision of teaching assistants by the promotion of professional development. The findings from this study would, however, seemingly suggest that factors such an extremely high quality and building efficient envelope would themselves deliver reductions in energy usage over time and thus provide schools with year on year operational cost savings thus justifying the investment. In addition to this for some respondents the multi-functional school/community usage would seem to validate such investments over time. However, as both Woolner (2010) and Mahony et al. (2011; 355) suggest 'more robust, rigorous and long-term research and evaluation will be essential' to answer the question whether £45 billion on BSF is prudently spent. Nevertheless we may learn from

the lessons of earlier school builds as to how they might be judged as time goes by. For as Woolner (2010) suggests, success may be judged in terms of three criteria:

- The value placed on it by the community.

- The importance of good design.

- It is continually being evaluated over time and therefore developing and evolving.

However, as yet, I would suggest as both Woolner (2010) and Mahony et al. (2011) that the jury is still out regarding this issue. It will no doubt be with a historical perspective that this question might be truly answered.

5.2.6 Summary Research Question One

The findings linked to an investigation relating to Research Question 1 would appear to largely support the notion that the national aspirations of government are being met with the creation of these new schools. Their successful drive to design schools that reflect the needs of a 'changing curriculum', 'new ways of learning and the impact of ICT', 'that blur the boundaries', 'allow for inclusion' and for a 'design quality and sustainability' are clearly reflected by the views of respondents. It is evident that unlike Dinham and Scott's (2000) model which contains a 'third outer domain of dissatisfaction' linked to measures taken by the government to control and shape education in the creation of these new schools, these new schools are being on the whole met with much positivity. As with Bronfenbrenner's model (after Knoff, 1984 in Frederick and Cline, 2003) the

'macrosystem' contains the attitudes and ideologies promoted by society and the government which when translated into legislation and government policies, in this case BSF, have far reaching influences not only for the individual teaching staff but all stakeholders. The factors highlighted earlier in this chapter may be seen to fall within what is termed as Bronfenbrenner's 'Exosystem', and as such may ultimately influence the developing individual's learning environment. However, it is with Research Questions 2 and 3 that we may focus in to see not only the influence that such new buildings are having on the learning environment, but also on teaching professionals who themselves are at the chalk face.

5.3   Research Question Two

To what extent do new school buildings in the target authority have the required outcomes for teaching professionals?

5.3.1 Teaching and Learning Space

Well proportioned, inclusive space, efficient at meeting the needs of the curriculum.   A place where enhanced educational performance may be achieved by offering a suitable, flexible, adaptable and inspiring learning environment.

In Year One of the study all staff at School A and B appeared to be very pleased and excited with the new teaching and learning spaces. The majority of teachers felt that given the new facilities they were able to do a 'better job' since they now had the equipment, technology and space needed to be flexible in the delivery of teaching and learning. Some teachers felt the move into the new school had now allowed them an opportunity to reflect upon their professional practice and that the

new surroundings had now given them the professional space needed to function at a much higher level. They were no longer surrounded by tattiness and work could be displayed to its best ability thus raising the standards of displayed work. Most staff now felt they wanted to display work to reflect the high quality of their surroundings, however, the newness of the school did create feelings of the school being very clinical and of limiting where staff felt they were able to display work.

During Year Two of the study at both schools, the school organisation had now been clearly established and staff had started to put up more permanent, as well as temporary, displays. For most teachers in School A and B the new schools still allowed them to think about teaching and still allowed them to reflect on their practice. This contrasted with the feelings of sterility and a reluctance of staff to cover up or compete with this newness that initially had hampered the putting up of displays outside defined wallboards. The feeling of pride with being associated with the new school was still evident and most staff felt that the space of the new school facilities had benefitted them with the teaching of curricular areas. The schools' excellent facilities such as large classrooms, interactive whiteboards and well equipped hall and practical area, along with generous amounts of internal and external space now meant the majority of staff could be flexible in their grouping of pupils. It also allowed them all to feel they could be creative with the curriculum as well as providing them with the feelings and opportunities to function at a high level for promoting teaching and learning.

It is evident from the findings that the government's rhetoric to create spaces that allow for greater flexibility in the curriculum and classrooms that facilitate the

teaching of various group sizes (DFES, 2003b) are being met by the creation of these new schools in this sample. Not only do staff feel that the new spaces allow them to be flexible in the grouping/organisation of pupils, but more importantly it provides teaching professionals with the necessary catalyst to reflect upon their old professional practice and classroom organisation, and given this review, adapt it to the new spaces provided. It clearly also alters their feelings regarding their professional identities (Sammons et al., 2007; Day and Gu, 2007; Day and Kington, 2008) since they now talked in terms of being able to function at a 'higher level'. As one respondent mentioned, the school allowed them to start with a 'blank canvas'.

Though obviously new schools cannot be created for every teacher, perhaps opportunities through the refurbishment of existing schools and classrooms may be used as a chance for teachers and managers to reflect upon classroom organisation and layout so that they too may be able to offer up more flexible approaches for teaching and learning.

Researchers such as Horne-Martin (2002) suggest that the learning environment can either be an unnoticed influence on the behaviours of teachers and pupils or it can be a powerful tool in the armoury of the teacher. For the very act of teaching itself creates a learning environment within a physical setting of a building. It is this teacher-designed environment that plays a positive, active role in the lives of pupils, teachers' teaching styles and the act of teaching and learning itself. But all too often the usual ways of perceiving and thinking about classroom spaces can be a barrier to seeing alternatives. The question must be asked: do staff in fact feel empowered or somewhat constrained by their normal settings? For most

teaching professionals in general a learning environment is inherited from a predecessor who has left the materials and equipment necessary to provide a setting for learning. In this way they become reflections and ghosts of former professional selves. Beyond moving soft furnishings and furniture around there is little substantial opportunity to reflect on classroom organisation and their identity as a professional.   In truth, since teachers rarely have the opportunity to be involved in planning their environment, this may in practice lead to teachers not knowing how best to deal with their environment or how to create the best out of the space given (Horne-Martin, 2002).

Further to this, the change of moving into a new school, as this study exemplifies, forces teachers to reflect upon, question and review their own professional practice and by doing this thus allowing them an opportunity to re-evaluate their own sense of professional identity. It is interesting that these substantive changes to the learning environment lead to staff feeling that they could do a better job and operate at a higher level, therefore having a positive effect on teachers' attitudes regarding their job, something Horne-Martin (2002) suggests must be good for pupils as well as improved academic achievement. Surely this is a good reason to continue with programmes such as BSF, for if staff are happy and feel valued and now able to do a better job, this must have a large positive influence on levels of teacher retention and pupils' academic achievement; something that can only be of value to education in the 21st Century given the poor backdrop of retention and recruitment (Rhodes et al., 2004; Dean, 2001).

As the findings appear to demonstrate, staff feelings towards improvements in their role is more than just the sum of a fit for purpose, designed new environment,

with for example the provision of space having now allowed for flexibility in the teaching areas, it has allowed staff greater flexibility in their teaching. The change also brings about improved facilities and new resources which aids the delivery of the curriculum, and for example, allowed teachers to reflect upon and re-evaluate their teaching of ICT given the new hardware and software provided. Perhaps these moves go way beyond the government rhetoric of flexibility, creating extended provision or increased use of information and communication technology extolled in government literature (DFES, 2003b).

Are not these moves important for teaching professionals because at their very root they serve to change staff perceptions of self, their professional identity (i.e. the composite of the personal, situated and professional as outlined by Day and Kington, 2008), bringing the 'ideal self' to which he/she aspires closer to the 'real self' based in reality (Evans, 1998:24)? As Day and Kington (2008) note, change affects how teachers feel about their work but also involves a significant investment in both their emotional and cognitive identities. The creation of these new schools by their very nature must create emotional stresses in the framework of the teacher's professional identity by causing instabilities in the personal, professional or situated nature of identity (Day and Kington, 2008). As Kelchtermans (1996) notes, it is hardly surprising given the emotional investment in the role of teaching that these new policies serve to challenge the long-held principles and practices held by teachers and that this in turn may lead to staff experiencing a sense of vulnerability. Given this, it would seem important to gain a further understanding of what it may mean to teachers' sense of professional identity given this policy of new buildings and the new contexts they create. It

would also seem vital to understand the teachers' emotional commitment to these changes and the extent to which they are received, adopted, adapted and sustained (or not) (Day and Kington, 2008), and how this links to teachers commitment, resilience and retention (Day and Gu, 2009). It would seem also important to consider how teachers could be emotionally supported so that positive identities may be built and sustained. Given that professional identity plays a crucial role in influencing teachers' capacity to sustain their resilience, commitment and effectiveness (Day and Gu, 2007), it would seem necessary to examine the influences that new schools are in fact having on teachers' professional identities in the management of talent within these settings.

Seminal researchers such as Kelchtermans (1993) and more latterly Sammons et al. (2007), Day and Gu (2007) and Day and Kington (2008), all suggest that the professional self, like the personal self evolves over time. Unlike Kelchtermans (1993), Sammons et al. (2007), Day and Gu (2007) and Day and Kington (2008) believe that teachers' professional identities are bound to their personal, professional aspirations, changes and values and fluctuations in their effectiveness. They are formed from the interaction between the professional, personal and situational dimensions of identity (Day and Gu, 2007).

For Day and Gu (2007) and Day and Kington (2008) these dimensions are not found to be static but change over time with the influence of personal and job related factors leading to relative stability/instability in identity. Since the creation of new schools leads to an inevitable change to both the context and conditions in which teachers must now work, these findings seemingly suggest that such changes influence the situated dimension of identity thus producing instabilities in

teachers' sense of professional identity. This in turn leads to a questioning of their teaching and learning abilities and strategies. For the staff involved in the creation of these new schools, it means both an investment in time and emotional energy which may ultimately affect their sense of commitment, well-being, agency, effectiveness and job satisfaction (Day and Kington, 2008). The creation of this instability rather than being seen as something negative for the teaching profession, allows them to re-examine their current thinking and practices, their very own view of their professional self. As was noted earlier in Chapter Four:

> *in a way they reviewed their learning or their teaching ideas. They reviewed everything, the way they conducted break times, the way they conducted lunch times, you know everything changed really and I think it made staff look at every little aspect of what they delivered* (SS2 5.1).

It is important, therefore, to recognise that the findings seemingly support the research of Day and Kington (2008), but also the analysis of the findings may add to their work regarding how the creation of new schools serve to interact with the composite sense of teachers' professional identity. This will be explored in more depth in the concluding chapter since surely it is important we can utilise this learning for the benefit of serving teachers, Head Teachers and those offering teaching professionals support and advice during this time of change and instability.

For as Horne-Martin (2002:154) notes, there is little training in this area for teachers and without it teachers will be 'professionally impoverished and pedagogically impaired'.

***A flexible design that will allow changes in policy and technology, where ICT
may be delivered in a flexible, yet innovative fashion***

In both School A and B the majority of teaching professionals were very satisfied
throughout the study with the improvements to the provision of ICT. The new
schools now had fixed/portable hardware such as Interactive Whiteboards,
Wireless Technology, laptops, presentational facilities and video conferencing.
Due to the introduction of wireless technology and multiple patch points, staff now
felt more able to deliver ICT in a more flexible way and suggested that it was more
accessible for pupils in/around school.   For School A and B the additional
introduction of video conferencing facilities in Year Two of the study had further
enhanced the equipping of these schools. It now meant staff could innovate
further and be flexible with the delivery of ICT. Teachers felt personally their
delivery of ICT had been influenced by the new buildings.   As one person
suggested:

> *Personal achievements. Um, I am using the interactive whiteboard and I
> have never done so before* (RS12 2.1).

But these new facilities also allowed teachers to reflect and review their
professional practice:

> *it gives you opportunities to do things as a teacher you would possibly not
> be able to do anywhere else* (RS2 8.1).

These changes in teachers' professional feelings are clearly embedded in the
changes that the context and resources of these new schools have brought. As
such these changes appear to be responsible for fluctuations in the situated

dimension of identity (Day and Gu, 2007; Day and Kington, 2008) where teachers are receiving feedback through this new working context, thus contributing to a change in professional identity, where teachers now feel able to deliver the ICT curriculum more effectively compared to when they were in the old school.

The findings suggest that new schools now enabled teaching professionals to have the opportunity to use new hardware. This in turn had opened up new learning opportunities across the curriculum for using ICT as well as promoting its flexible usage. Therefore the government rhetoric for new schools to allow for flexibility in ICT as well as exploiting and reflecting advances in technology (DFES, 2005a; Partnership for Schools, 2008) appear to have been met in this sample. Despite this success we must, as Woolner (2010) notes, avoid being blinded with enthusiasm about the potential ICT has for teaching and learning at the expense of overlooking cheaper low tech alternatives. For as Woolner et al. (2007) notes, caution must be sounded given the expense and aspiration to keep up with technological advances for them it is an inherently risky strategy designing a learning space centred on new technologies.

However, what is really apparent from the findings regarding ICT is the opportunities that a new school can provide. These new schools offer a blank canvas to design for the needs of ICT, this coupled with the large scale injection of capital monies in terms of hardware, means new schools have the power to transform teachers' and pupils' lives. This, despite injections of capital monies (through Harnessing Technology Grants, Becta, 2009), has left schools lacking in terms of the hardware and design for ICT in schools. Similarly, it must be acknowledged as with this sample, that whilst schools are awaiting for the move to

a new site, that the development of ICT may suffer given that it is put on hold, since schools are reluctant to invest monies in ICT in the old buildings for fear that this investment will be wasted given the move. Since this too may apply to other schools in similar circumstances, it is imperative therefore that the timeframes for the inception and completion of these new schools are kept to schedule in order to reduce delays in the development of ICT in such schools.

A design that promotes broad community access and use out of hours, if appropriate

The findings suggest that both School A and B promoted to a smaller or larger degree broad community access/out of hours usage, for example School A's large scale community usage; something the limited old school site was never able to deliver beyond items such as School/PTFA events. In contrast School B only offered before and after school activities. Some respondents felt that the school had not especially been designed with this extended agenda in mind and that perhaps in the future, given more time, that this was an element of school life that would be further developed. It must however be acknowledged that although the schools may have the facilities needed for such a venture, its usage is dependent upon parents' support and engagement with such an agenda. I would suggest that the differences in provision and design are inherently down to the school's location and not for any other specific reason. School A with its rural setting was designed to provide the locality with both a school/community hall, whilst B had a different design remit since adjacent was a large community centre hub offering medical, social and shopping facilities under this one roof. Given that this facility has been placed next to this new school, which in itself is to be found in an area of social

deprivation, it is no wonder that the design and the school has the limited usage it does.

Both schools have helped deliver the government agenda (DFES, 2004d; DFES, 2005c) of mainstream primary schools offering up their facilities to a range of community users outside of the school day and as Woolner (2010) suggests, are therefore helping embed these schools in their local community. Both schools welcomed this usage and saw it as a way of engaging their school in their community in activities beneficial to the community outside school hours. However, neither school has met the governmental aspirations (DFES, 2005c) of offering up community services, in the form of children's services. This, I would suggest, is a response to the target authority's creation of children's centres as hubs for children's services which themselves are placed in most cases outside of school settings, for example, School B is itself positioned adjacent to a community/health centre. There would seem a paucity of research relating to this issue, and this, I would suggest, may be linked to this being a relatively new political imperative, though studies such as Lewis et al. (2011) do seemingly suggest, that as with other children's centres, given that schools are only generally able to offer up small areas in school for such centres, this too results in most activities taking place on other sites. In addition to this, other factors such as management and accountability issues for heads and governors have meant that as Lewis et al. (2011) suggest, centres often are both rather detached from schools and somewhat subsidiary to their work. Given such tentative findings, if policies such as BSF should be resurrected then this must form an issue for

further debate both in terms of its policy and deliverance to ensure such bold social aspirations are met in future.

Good clear organisation, which includes full accessibility

Based on the findings regarding both new schools it was evident that these new buildings had been designed to allow for full accessibility/equality of access and included disabled toilets, hearing loops, wide doorways and no steps. This compared markedly with the old school sites which were clearly not designed with this in mind and would have needed remedial works to achieve such a goal.

The findings confirmed that these new schools allowed for access and inclusion for all pupils to the curriculum and the physical environment. This reflects the clear duty placed upon providers by the government to promote the role of inclusion and accessibility through statutory legislation such as the Special Educational Needs and Disability Act (2001), and guidance issued in the form government literature (such as, DFEE, 1999, 2001). It is no surprise given such legislation that both schools were seen to meet these requirements.

5.3.2 Schools' Environmental Conditions

A safe and secure environment for all

The findings showed that new schools in this study provided a safe and secure environment for all and this did not vary over the research period.

School A provided a safer securer environment for pupils and staff compared to the old school with its multiple entrance points. This compared markedly to the new school which had security measures including secure perimeter fences and

gated controlled access. Despite feeling that the security improvements were a great improvement, one member of staff did however note that they took away a certain level of responsibility regarding personal safety and therefore a means by which pupils could learn regarding this issue. Though this represents a unique personal view of such improvements, perhaps it may also be seen as a reflection of that of a wider societal concern of successive governments' attempts to control people's lives by what is commonly termed the nanny state.

Similarly it was felt that School B was also a much safer and securer site. Unlike the previous site which had multiple entrances which created issues relating to uncontrolled access to the school site by the public, the new school had been designed to eliminate this issue with controlled access to the site by a solid perimeter fence and controlled access points.

Though there can be little doubt that all staff raised concerns regarding the safety and access issues posed by the old school sites, perhaps this relates to government literature (DFEE, 1996) where there would appear to be a real lack of political will in the mid 90's to improve school security at that point in time. This is evident with statements that essentially note that some sites are difficult to secure (DFEE, 1996). However, with inception of the Children Act (2004), 'Every Child Matters' (DFES, 2004c) and the Safeguarding Vulnerable Groups Act (2006) there was a marked seed change in order to secure pupils' safety and security. This was in turn monitored by government agencies such as Ofsted in order to check the compliance with such statutory measures. It can be no surprise then that with the design and construction of new schools, publications such as Bulletin 99 (DFES,

2006a) reference measures to ensure the security and personal safety of these sites. The findings suggest from both schools that such measures are now in place and provide a safe and secure environment in which schools may operate. I have no doubt that given the current political climate that this will continue to be an important political imperative in the future.

Good environmental conditions in the design

The findings from School A and B indicate that the latest environmental technology has been incorporated into these building, for example automatic lighting, natural lighting and rainwater systems. This, along with the design of both schools, provided good environmental conditions compared to that of their old school sites. This seems linked to new schools aspiring to meet BREEAM ratings and performance targets (for example DFES, 2000b, 2006b).

Despite the obvious improvements to the environmental conditions in School A, hardly any teaching staff in Year One of the study commented specifically on environmental factors except in terms of a negative comment regarding its acoustics. They were however very pleased in general with their new built environment and noted how favourably it compared against their old school. However, in direct contrast to this, the staff at School B commented specifically on the new improved levels of natural light and acoustics in the school and how it made them feel more positive regarding working at school. A few staff felt that the improvements in noise levels and acoustics had led to improvements in the behaviour of pupils and that this had had a positive knock on effect regarding staffs' feelings towards doing their jobs. This again reflects earlier suggestions that

contextual changes as a result of these new school builds, in this case light and acoustics, may be seen to directly influence most teachers' professional identities in terms of their positive feelings regarding coming to work and teaching in such an environment. As one teacher noted:

> *I think psychologically, little things like it is brighter, lots of natural light, brighter, cheerier, it just has a generally more positive feel to it* (RS8 yr2 2.3).

Teachers now felt that they and their pupils did not have to compete with the noise in the school and this had improved levels of curricular delivery and children's attention to lessons. Surely this is a valuable lesson for future builds to heed and those that deliver refurbishment of existing schools.

For both schools, the space they now had both internally and externally to operate within was a source of pleasure in terms of aiding teaching and learning as well as allowing teaching staff to be flexible in their organisation.

It was the staff in School B who felt that the combined effect of all these environmental improvements in the school had led to a feeling of calmness within the building and that this had a direct influence upon staff and pupils alike. This manifested itself in staff feeling less fraught regarding their professional duties and an improvement in pupils' behaviour. There was a real feeling of pride and ownership towards the new school and pupils now respected and looked after it. Again such contextual changes may be seen to influence teachers' professional identities (Day and Gu, 2007; Day and Kington, 2008).

In Year Two of the study all staff in both schools were again pleased in general with the environmental conditions provided by the new school, though one respondent was still concerned regarding the acoustics in School A. Whilst at School B both the light airy feel and improved acoustics were still seen as being of positive influence on staff but also pupils and the way they behaved towards their new environment. Again it was both the indoors and outdoors space that was seen as being beneficial in terms of allowing for flexibility in the schools' usage. Once more for School B the improvements in environmental conditions provided continued improvements in pupil behaviour, this combined with the air of calm made staff feel more positive regarding their professional duties. This again may be linked to the change in their professional identities, with teachers feeling emotionally more positive about their professional duties. As one teacher noted:

> *we have got carpets round so children don't run in the corridor you don't hear them. It is not so harsh, the environment is much calmer which makes staff more positive* (RS12 yr2 4.1).

Though the reasons are unclear why School A failed to specify the improvements that the environmental design were having on their professional lives beyond the benefits of the space, there would seem little doubt at School B that throughout the study these new environmental improvements were having a direct influence both on how the pupils and staff felt about their new environment.

The findings indicate that the improved acoustics and soundproofing at School B were having a direct influence upon the teaching and learning of pupils, their behaviour and therefore the mood of staff. These findings would seemingly be supported by small-scale studies (Bronzaft and McCarthy, 1975; Lackney, 1999;

Schneider, 2002; Bowman and Enmarker, 2004) that cite the importance of noise in the learning environment. Further to this, the work of Bowman and Enmarker (2004) also suggests that unwanted sounds undermine the conditions necessary for learning. Similarly to School B, they found noises generated by humans in a school environment were seemingly the most disturbing of the noises to be found in these settings, both affecting behaviours and making it difficult to concentrate. These findings also would apparently support views of head teachers (PWC, 2008) who feel that poor acoustics and noise generate difficulties to both pupils and staff alike. Further to this, it would seem to go beyond the statement of Woolner (2010) that noise is an irritant rather than that of directly affecting teaching and learning. Simpler solutions may be found to this issue beyond the creation of new schools such as acoustic divisions, thicker walls and heavier glazing, but whether these solutions may be funded in a refurbishment programme compared to other school priorities would seem uncertain and perhaps the best means to secure such improvements may be found in organisational and timetabling solutions (Woolner, 2010). However, whatever the best solution may be, this research does indicate the important role acoustics has, not only on pupils but also teaching staff, and as such should be recognised in the future for prioritising capital spending in this aspect of school life.

As well as acoustics, staff at School B felt the environmental improvements had also created a light, airy feel within this school. Though researchers such as Plympton et al. (2000), Jensen (2003), Schneider (2002) and Loisis (1999) have concentrated on the influence of light upon academic achievement, there are limited studies that also suggest that as with School B, lighting may relate to both

mood and attitude (Knez, 1995). However, despite the findings in this research, more detailed analysis of this factor of environmental design must be sought before any direct conclusions may be drawn. As Clark (2002) adds, rather than seeking a concrete link between educational outcomes and the built environment, other variables such as the pedagogical, psychological and social in the physical setting must be examined to see how they interact and hence influence the learning context.

What is clear from this study is how, by increasing the indoor and outdoor space in these new schools, the positive influence it has had on the teaching professionals' feelings towards teaching and learning and the flexibility in classroom organisation. That is not to suggest that all teachers need bigger floor areas in school, for as researchers such as Horne-Martin (2006) would stress, classroom organisation cannot compensate for limited space but it can make a difference. Perhaps what this study does reveal is how teaching professionals feel that adequate space is needed for active learning to take place and the valuable place 'doing' has in the primary curriculum and classroom. It may also be a sign of the demands placed on teaching and learning with regards to the need for flexibility to cater for the wide range of needs within the school setting, and the requirement for outdoor learning spaces to successfully deliver the newer EYFS curriculum. Given these findings, along with the governmental suggestions that space should be used imaginatively within and beyond the school to create areas that 'stimulate and facilitate learning' (QCDA, 2010:27), it would seem important that both planners and designers relating to refurbishment and new buildings take account of the need for adequate, flexible spaces to be created in school settings.

5.3.3 Schools' Working Environment

Appropriate room for all staff to relax, socialise and work; something vital to recruitment and retention

The findings from Year One of the study suggest that all staff from School A recognised that the new staffroom facilities were an improvement in their location and conditions. However, no members of staff commented upon an improvement in the new school's ability to improve staff's ability to socialise and relax. Similarly at School B, the new school provided a new staffroom which was used for relaxation, class preparation and meetings, but in this case only a few staff commented on this improvement in provision for staff compared to that of the old school. However, in School B most staff did feel that the new staffroom had allowed them more opportunities to be together and to socialise, but it was the design of the new building itself that allowed most staff to see more of each other and to be able to communicate more easily. For them it was the staff and pupils that made the job worthwhile.

For a few members of staff at School B it was the new school that had directly influenced their feelings regarding their retention within the profession. These staff wanted to stay so they 'could see things through' rather than leave 'bail out' not having had the opportunity to be part of this once in a lifetime professional opportunity. They wished to secure the move from the old to the new school and to have had the opportunity to see what it was like to work in this new environment. This increased feeling of wishing to stay at School B was evident in interview responses from the study such as:

I know people who have stayed so as to see the new school and now they are here for them it feels like the right time to leave, but I think they would have almost seen it as bailing out before the job was finished, it as if it almost became part of the job was to see us through the transition and to get us to the point where we were all in the new school (RS1 9.2).

I was just full of excitement, about 4 years ago, 4 years ago would have been an ideal time for me to go but I so wanted to be in this new building and that was pretty much why I stayed (RS9 4.3).

In Year Two of the study some staff in both schools still felt that the new school staffroom facilities were a pleasant place to work and socialise in. The staffroom in School A provided a versatile space which could double up for meetings. However, now after twelve months, both sets of staff recognised that the staffroom was not used as a social hub for the school. This was since people were busily occupied working in their classrooms at break times and for School A perhaps due to changes in staffing and hence friendship patterns. Some staff at School B suggested they saw more of one another due to the school's layout and at break times rather than in the staffroom. To improve this situation both groups of staff unbeknown to one another set up the provision of tea/cakes/sandwiches on a Friday to entice people back into this area. This proved to be very successful.

For both sets of school staff it is interesting to note that for a few teachers the working environment played no part in their feelings towards doing their jobs. For as Dinham and Scott (2000) suggest that for some teachers the 'intrinsic satisfiers' of work found within the central domain of their conceptualisation of career satisfaction remain central to their professional levels of satisfaction. The findings indicate that for these study respondents the new building had no, or if any, influence upon their levels of job satisfaction or also their sense of professional

identity. For them the situated dimension of identity had little/if any influence upon their core professional calling. Perhaps for them this sense of professionalism outweighed the tensions caused by the situated dimension of change in these new builds, and therefore failed to lead to little if any change for them in their professional identity.

Though there can be little doubt the new staffrooms at both schools offered improved facilities compared to the old staffrooms, it does however fall short of the vision outlined for new schools in publications such as Building Bulletin 99 (DFES, 2006a) to provide a space for all staff to work, rest and socialise – vital for the recruitment and retention of the school's most important resource, in itself forming part of the governments drive of Workforce Remodelling (DFES, 2003c). Clearly these staffrooms have been planned to facilitate the social relationships between staff, something Woolner (2010) sees as important in the functioning of the school as a whole since they represent a social hub as well as a means for the centring of official communication. Teaching staff in both of these schools recognised the value of the social element of visiting the staffroom and its current dysfunctional nature resulting in the setting up of Friday Teas. They too recognised that if this area is not seen as one that is social, then it will become a formal meeting place which fails to communicate and individuals will rarely visit except to read notices. Perhaps it is a reflection of the greater workload on staff that they have to use their social time in order to complete tasks or just as some teachers noted that they find the people, the pupils and doing the job more worthwhile rather than the working environment, something seen by Dinham and Scott (2000) and other researchers as an intrinsic role of teaching.

The findings suggest that most of the teachers at School A felt throughout the study that it was the people, pupils and the job that made a difference when working at a new school rather than the school itself, the 'intrinsic satisfiers' (Dinham and Scott, 2000). For them the building had no real influence upon their decision whether to stay in post and hence their levels of retention. For a small number of staff at School B when moving into the new school it was the very creation of the new school that had directly influenced their feelings regarding their retention within the profession. This is surprising given Huberman's (1988) findings that teachers' commitment to change was most marked at the end of their professional career. Staff nearing retirement in this study wanted to stay on in the profession so they could see things through rather than leave/bail out not having had the opportunity to be part of this once in a lifetime professional opportunity and not seeing the change through. Such findings would therefore appear to support Hargreaves et al. (2001) assertion that teachers support others through periods of change and hence ensure that this change is sustained. They wished to be part of this exciting phase in the school's history and to find out what it would be like to work in a new school compared to the old building. Perhaps as Day and Gu (2007) feel, this is a desire to fulfil their feelings of vocation and not as Morrell (2005) suggests a desire to leave employment due to the unexpected shocks that such a move must inevitably bring.

These findings seemingly link to the work of Day et al. (2006) who recognise the importance of professional life phases and its importance in motivational influence. However, unlike the findings noted in this research, Day and Gu (2009) have found that it is the teachers in the latter life phases of 24-30 and 31+ years'

experience, referred to as veteran teachers (Sammons et al., 2007*;* Day and Gu, 2009) who normally face the challenge of maintaining energy, motivation, commitment and resilience against what they would have seen over their careers in terms of a raft of policy and social reforms. As other studies have shown, teachers and school leaders (Day and Bakioglu, 1996; Earley and Weindling, 2007) in latter life phases potentially enter a period of disenchantment and a time for change, retirement, rather than the wish to continue to see things through. This begs the question: is there a shelf life for teachers (Earley and Weindling, 2007) and what other options are there for teachers and leaders to remain motivated and remain enchanted, but stay in the profession or leave? For some, disenchantment may be seen to be ultimately rooted in the personal dimension of identity with concerns regarding ill health and life expectancy, and plans for an existence outside teaching providing the focus for these teachers in their later years. Surely it as Day and Gu (2009) suggest, that we should not only be concerned with the recruitment of and retention of new teachers and leaders (Rhodes and Brundrett, 2006, 2009) but policy makers should also remain focused on retaining the commitment and effectiveness of the majority of current experienced teachers if we are to effectively manage the pool of talent available. The findings of this study would suggest that the creation of new schools through initiatives such as BSF not only support the realisation of more positive professional identity, but also influences the feelings of staff in latter life phases and their desire to engage with such changes positively rather than leaving the profession disenchanted. This research therefore seeks to build upon that of Day and Gu (2009) by offering a revised model illustrating how such new schools may be seen to influence the

commitment, resilience and quality retention of teachers in latter life phases; the veteran teachers.

By Year Two of the study the majority of staff felt that given the new environmental conditions and facilities it would make it hard to leave such a building, something I would suggest is valuable in the drive for retention of staff. Though Lewis and Heckman (2006) assert that there is a need for a strategic overview that explicitly links strategy and talent, if talent management is to prove significant to any organisation, what would seem clear from this study is the role contextual factors such as the new school's environmental factors, facilities and resources themselves can play in the commitment and retention of individuals, a goal of talent management within an organisation (Lewis and Heckman; Collings and Mellahi, 2009).

Though as Huberman (1993) notes, it is hard to qualitatively or statistically forecast professional satisfaction given professional pathways, however, this study goes some way to show that through meeting the professional needs of teachers in their professional lives it may help mitigate against life phases which show a declining professional commitment and effectiveness (Day et al., 2006; Day and Gu, 2007). By presenting teachers with opportunities to develop positive professional identities by challenging values, beliefs and practices, and by building upon such positive opportunities and influences within their work contexts it may preserve their sense of vocation.

However, in contrast to this there were mixed views regarding whether the facilities of a new school would tempt other teachers to join such a school. Other factors such as moving for promotion were mentioned. That is not to say that the new school provided the only professional draw for teachers. For a few staff at School B and for most staff at School A the new schools played no real part in either the recruitment or retention of staff compared to the intrinsic role of teaching (Dinham and Scott, 2000).

The study would tend to tentatively support the statement that teachers are inclined to stay in new buildings longer (Richardson, 2010). The findings indicate that it is all new schools bring in terms of facilities, resources and environmental conditions that in fact tends to influence the retention levels of teachers. However, for a few staff it is the intrinsic satisfiers, factors such as their colleagues and children that provide the real point of them being in a school.

Pupil satisfaction, for example, schools that maintain good behaviour and self-esteem and a willingness to learn

Whilst all staff noted that pupils in Year One at School A were excited to be in their new school and due to the facilities eager to learn, it was the children at School B where most staff noted there was a marked improvement in levels of behaviour and willingness of the pupils to concentrate and learn in lessons. Pupils now seemed to take care of their surroundings and along with a sense of pride respected their surroundings more. This manifested itself in a positive attitude to keeping things pristine and not damaging items. Most staff felt that pupils at School B, due to environmental factors and the facilities, were able to concentrate

more in lessons and hence have enhanced opportunities for learning. In Year Two of the study similar improvements in pupils' behaviour were noted in School A with all members of staff now feeling that pupils behaved well, had a sense of ownership and treated the new school building with respect. They also felt that the new facilities had helped pupils' abilities to learn. Similarly to this, the majority of staff at School B felt that the new school still helped to engender improvements in pupils' behaviour and this was displayed in terms of pride in the building and a respect for it. Staff felt again that this was due to environmental factors and the facilities the school offered. Although no staff specifically mentioned pupils' self-esteem, their positive reactions to the new building clearly show they were very proud of their new school.

These findings would seem to support the views held by Green and Turrell (2005), NFER (2008) and PWC (2003, 2010) who suggested that new buildings lead to improved pupil attitudes and behaviour. This study, alongside other research such as NFER (2008) and PWC (2010), gives a valuable insight into the role these new schools play in directly influencing pupils' actions and how pupils are now more willing to learn and to feel a sense of pride in their school. The new physical environment had influenced the social climate (Maxwell, 2000) of the school and this new social climate had in turn affected students' feelings towards their new learning environment. This now manifested itself in a sense of pride, an improvement in pupils' ability to learn and the looking after the thing they were proud of. As Follows (2003) concludes, it is where children are educated that can provide them with a feeling of whether they are valued or not. Therefore designers, educationalists and policy makers must make certain they continue to

deliver the standards that our young people deserve (DFES, 2003a). Further to this as Addison and Brundrett (2008) note, teachers are motivated by interested, well-behaved and motivated pupils, therefore any improvements brought by these new schools are not only positive for pupils but also are important in raising the levels of motivation and job satisfaction of the staff who work within them.

5.3.4 Summary Research Question Two

The findings from this investigation linked to Research Question 2 would appear to suggest that new schools go a long way to meet the desired outcomes for teaching professionals as outlined by the rhetoric examined within the Literature Review. However, it has become clear during the course of this study that these new buildings have also lead to many outcomes not discussed and planned for by this policy, in terms of the influence they have had, for example, on teachers' professional identities and retention of teachers in latter life phases.

These new schools have allowed for greater flexibility within classroom organisation and the curriculum but they have also allowed teachers to reflect on their own professional practice which has in turn influenced their professional identities. Teachers felt they could do a better job and operate at a higher level in these new schools. Improvements in ICT allowed staff to innovate further in the delivery of this curricular area which also impinged upon teachers' professional identities. This change in teachers' professional identities has therefore become a major theme from this study and allowed the research to re-evaluate and revise

the model proposed by Day and Kington (2008) to reflect the influences new schools have on this aspect of a teacher's professional life.

Both schools had seen improvements in the quality and quantity of community involvement, safety and security, and levels of accessibility on both sites which had reflected the government's policy and legislation linked to this area of policy. Improvements in the environmental conditions of both schools had been recognised as important benefits to being in the new schools, especially the improvements to the acoustics, light levels and amount of space, supporting the work of other studies such as Maxwell (2000), Lackney (1999) and Bowman and Enmarker (2004). For one school improvement in acoustics had influenced pupil behaviour and hence pupil/teacher relationships. But for both schools, pupils and staff now felt a sense of pride and ownership towards their building and for staff also of being valued. All such contextual changes may also be seen again to influence professional identities. The new schools offered improved facilities to relax and to socialise though often due to pressures of work teachers failed to use these facilities on a regular basis unless incentivised to do so.

For some teachers the new schools made no difference to their feelings of retention; intrinsic motivators (Dinham and Scott, 2000) provided the real incentive to work in a school. These new schools directly influenced the positive feelings of retention for teachers across all life phases, something which could be seen as valuable in maintaining the pool of talent and managing it. In addition to this for a few more experienced/veteran staff a new school did lead to improved retention levels. This was linked to supporting the transition for colleagues to a new school

whilst also stirring within them a professional curiosity of what it might be like to work in such settings. This not only influenced their professional identity but served to question the notion that all teachers and head teachers in latter life phases (Day et al., 2006; Sammon et al., 2007; Day and Gu, 2009) will leave the profession disenchanted (Day and Gu, 2009; Day and Bakioglu, 1996; Earley and Weindling, 2007), however, for some, significant factors as with these new buildings, may serve to positively change the destiny of their life phase. This issue for the researcher has become a major theme from this study since it is vital to recognise this positive aspect of retention given these new buildings and the potential to keep teachers wishing to stay in post rather than retire or leave the profession early. It has also allowed the researcher to a re-examine the work of Day et al. (2006), Sammon et al. (2007) and Day and Gu (2009) on life phases. It has also allowed for a revised model of retention linked to the work of Day and Gu (2009) relating to retention rates of more experienced/veteran teachers. It is vital since we need to acknowledge the role these new schools play in the retention of teachers and the pool of talent available.

The factors examined during this study in relation to Research Question 2 may be seen to fall within what Bronfenbrenner (after Knoff, 1984 in Frederickson and Cline, 2003) would deem the Exosystem. Though not directly involving the developing person they do influence the person's behaviour and development thus ultimately affecting both the teaching professional and learning environment created. Though at the Mesosystem level the influence was less direct, it is at the very centre of such a model, i.e. the Microsystem that these factors such as

classroom space and the ICT provision directly influenced the individual in a personal and direct fashion in their professional duties.

5.4   Research Question Three

How are teachers' professional lives in new school buildings in the target authority affected in terms of their motivation, morale and job satisfaction?

The discussion relating to this research question will be divided into three sub-headings reflecting the major areas of focus in this question, i.e. that of motivation, morale and job satisfaction, therefore allowing the researcher an opportunity to study such issues in greater depth.

5.4.1 Motivation

During Year One of the study most staff felt in both schools that the new schools had improved their levels of motivation as professionals. Most teachers felt the new improved facilities had raised their profiles as professionals and this in turn had influenced their feelings towards wanting to do their jobs and that they could now concentrate on the task in hand. The positive improvements to the school facilities had now motivated them towards reviewing and improving their own professional approaches to teaching and learning, in turn this being linked to their professional identity as discussed earlier in this chapter (Day and Kington, 2008). This compares with staff that were de-motivated by the conditions/facilities in the old school and because, as is inevitable, decisions had to be put on hold whilst teachers and leaders awaited the new building and its new facilities. The new environmental conditions, such as the space, also meant staff now felt uplifted when coming into school and this in turn had a positive effect upon their

professional motivation. However, for a small number of staff at both schools their motivation had not changed as a result of their move since the motivation could be found in the desire to do their job well, working with colleagues and the joy of teaching children, something that may be seen as 'intrinsic satisfiers' of teaching (Dinham and Scott, 2000).

In Year Two of the study it is interesting to note at School A that only one member of staff commented directly on feeling motivated by the new school. However, the feeling of enthusiasm of still being in the new school was mentioned, also the feelings of wanting to do a good job to reflect their surroundings. For School B most staff still felt that the new school provided them with a continued source of motivation. They wished to do their best given the surroundings they were now presented with and this allowed them to feel positive regarding the completion of their professional duties. Most staff felt the schools' increased level of facilities allowed them to do a better job with regard to the delivery of teaching and learning. Other factors that individual staff cited as leading to improved motivation included the new building being a calmer place to work, the resultant improvements in pupil/staff relationships and the continued motivation for them that the building provided with regard to further enhancing and developing of the curricular areas. However, as with year one of the study, a few members of staff in both schools still felt it was the staff and pupils who as always provided them with motivation and not a building. For such staff surely their commitment lies in such intrinsic satisfiers and therefore it must be recognised that the creation of a new school will have very little influence upon their feelings toward retention.

The findings appear to suggest that the physical conditions of the new schools in this sample improved motivation for staff and this can only be a positive outcome given the assertions made by researchers such as Addison and Brundrett (2008) and Warr and Wall (1975) that well-motivated staff perform well and are able to raise standards and achievements of pupils in school. It must also be recognised with this research and as other researchers have noted (Scott et al., 1999; Dinham and Scott, 2000), that despite educational improvements teachers' motivation will always be found in the core business of teaching, items which may be seen as intrinsic to the job, i.e. growing professionally, promoting pupils' learning and working with staff and pupils. Despite whatever improvements are promised by government rhetoric, for some teachers it is the core of their business that truly matters and provides some staff with their motivation to work.

This study shows that the new improved facilities of these new schools, linked to teaching and learning, were a major factor in promoting increased levels of motivation. This meeting of needs may be found to relate to the seminal works of Maslow (1954), Herzberg (1968) and Alderfer (1972, cited in Steers et al., 1972) who recognise a satisfaction of needs leading to professional growth and the chances it presents to feel a sense of achievement in teachers' professional duties. The findings also may be seen in terms of Vroom's (1964, cited in Steers et al., 1996) research who notes that workers are motivated in their jobs if their achievements may lead to a valued outcome. This is in stark contrast to some staffs' feelings of being demotivated by the poor conditions and facilities in the old school, where what may be seen as dissatisfying hygiene factors of work conditions as noted by Herzberg (1968). As Evans (1998) states, motivation

involves needs fulfillment, and it is evident that by creating a well resourced and designed learning environment for teachers it helps staff to feel professionally more fulfilled. It influences how they feel about doing their job which in turn serves to affect their professional sense of identity (Day and Kington, 2008). The findings from this study show what a vital role the physical environment can play in the motivational lives of teaching professionals and linked to this is their level of professional commitment. Given that talent management and high performing organisations are said to be mediated by work motivation and organisational commitment (Collings and Mellahi, 2009), it would seem important that research starts to acknowledge the role of contextual factors upon talent management and the pool of talent within a school.

The improvements to the work context in this study produced a calmer place to work, which was manifest in improved pupil behaviour and staff/pupil relationships. Given that the emotional context of teaching, teacher/pupil relationships facilitate a major source of motivation for teachers in their professional lives (Day and Gu, 2009), such changes are significant. For teachers and school leaders (Day and Bakioglu, 1996 and Earley and Weindling, 2007) in latter life phases this can represent a time of disenchantment rooted in the personal dimension of identity (Day and Bakioglu, 1996), a time for change or retirement, rather than the wish to continue within the profession. This study recognises the pivotal role that these new schools can play in the retention of staff and hence the talent pool of older more experienced staff still available.

Though unlike centrally imposed changes such as the National Curriculum which were met by claims of de-motivation amongst teaching staff (Evans, 1998), the

Labour government's drive to create school buildings (for example, DCSF, 2008) may be seen to improve motivation since they are context specific (Evans, 1998). However, when dealing with the notion of context it is also important to recognise that as Maclure (1993) suggests, the influence of context upon teachers is not only to be found in the situation in which they may work for 'each teacher partially constructs that context as a result of his/her biographical project' (Maclure, 1993:314). However, the real point must be as Evans (1998) suggests, that this change has become real and therefore matters to teachers since it has now become professionally relevant to them (Evans, 1998). Though this policy of school creation may have emanated from government rhetoric it is as Evans (1998:142) rightly points out:

> *It is at school level rather than at Whitehall that teachers' working lives are affected.*

Unlike Dinham and Scott (2000) who in their model suggest that the outer domain of career satisfaction promotes extrinsic dissatisfiers, the creation of a school building must be seen as creating improved levels of motivation and job satisfaction. Unlike other government reforms it may be contextualized by teachers and rather than presenting a professional challenge or burden it is seen as relevant and beneficial to their professional needs.

It is disappointing therefore to realise that the once heralded flagship of government rhetoric to transform education and teaching and learning (DFES, 2003a), which has succeeded in raising the motivational level of teachers has been consigned to the annals of history (Guardian, 2010). Surely given the result

of this study, alongside the views that money invested in school buildings should be viewed as an investment in teachers (Independent, 2010) it is time to review the cessation of such programmes if we truly wish to invest in our children's future, and the views that we wish to create world class schools where teachers and pupils may learn (DCSF, 2008). However, in the meantime this research does have significance in informing current refurbishment projects as to the value this investment has, not only in the buildings themselves but the teaching professionals who work in them. Whether for new schools or refurbishment it is important that capital funding continues to be made available to all schools so that not only can they improve schools' facilities and resources, but also help teachers feel professionally more fulfilled as outlined in this study. It is also important that such schemes are seen for the influence they provide in the wider context of the management of talent of the more experienced teacher and their retention within the teaching profession.

5.4.2 Morale

Though for School B the delays in the completion of the new build had been both a demoralising time, a time of great uncertainty when investment in the old school was put on hold, the completion of the new school had raised the morale of a large majority of the staff. For School A prior to the move into their new school it was seen as a demoralising time but for them this was due to the physical state of the old school and the day to day issues that this in turn raised. However, the new building had the effect of improving morale. As with motivation, morale levels were higher in School B due to the improved resources/facilities and due to the school now feeling a calmer place where pupils' behaviour had seemingly improved. For

most staff at School B this meant the relationship between staff/pupils was much more positive and whilst serving to reduce teachers' feelings of stress when carrying out their duties, this surely must have some influence upon their sense of professional identity. It also meant for a few staff a chance to make their own mark and enjoy a more sociable site.

For both schools, the improvement in the fabric and resourcing meant there was a sense of pride about being in the new school both for pupils and staff alike. In Year Two of the study all staff at School A still felt that morale had improved and that there was still a real sense of pride of being associated with what they felt was a lovely working environment. Factors included the school's space allowed for a feeling that they could operate on a more professional level (c.f the earlier discussion with professional identity, Day and Gu, 2007; Day and Kington, 2008). All staff valued working at this site and felt they must continue to strive hard to keep it looking pristine. At School B again most staff felt that the new school had led to continued levels of improved morale. It now provided them with a sense of permanence and being lucky to work in such a lovely building. Again there was a real sense of pride of being associated with what they noted as being a really beautiful school. There was now a feeling that the building was fit for purpose and that it provided them with an environment and facilities to promote teaching and learning. For a few staff the new school had allowed them to feel that they now saw more of each other and that for them had engendered a team spirit, a sense of trust, collaboration and community. However, for one member of staff the initial positive boost to morale had not been sustained over the period of this study. Though it must be recognised that feelings of teachers may fluctuate over time

due to a variety of personal and professional factors, for that individual the routines and realities of everyday teaching had now taken over their feelings, leaving them with a feeling that the boost was short lived. It would be interesting to see if this became true for others over a longer study period, whether in fact the boost to morale had truly embedded itself in the professional self or it was just a short lived phenomenon. It is however heartening to think as Day and Gu (2009) explain that positive emotions can be stored as a future reserve to be used in times of challenge. Given the boost that such buildings have generated for teachers there is much fuel to sustain them in the future in their sense of professional commitment and resilience.

This study goes some way to start unpicking for teaching professionals the subjective meaning of change (Fullan, 1991). These findings would seemingly support Evans' (1998) suggestion that morale is situation specific in nature since it is at the very school level that teachers perform their professional duties. Given the two school settings in this study, morale may be shown to range from the feelings of being demoralised in the old school settings to that of improved perceptions of morale in the new school settings. For staff the total job or work situation (Baehr and Renck, 1959) meant that staff in the old school settings found dissatisfying factors such as the poor physical state of the school and delays in construction had outweighed satisfying factors, therefore leading to the lowering of morale. This would seem to support the work of Earthman and Lemasters (2009) who conclude that negative attitudes and perception of school facilities borne over years do cause a lowering of morale amongst teachers. Though it is not possible to add conclusively to such findings, this sample does indicate that teachers who

may be found to be currently working in schools which have in their views poor standards of facilities and resourcing can feel demoralised. Whilst for teachers in this study, the move into new buildings and associated improvements in the conditions/facilities of the schools, working conditions, relationships between staff and pupils provided satisfying elements which now outweighed the dissatisfying factors. As Evans (1998) notes morale is primarily about individuals, their attitudes to individual goals and their reactions to situations. It is integrally linked to the 'ideal self', i.e. self conception (something the individual aspires to) and 'real self', i.e. self image (the perception of self in reality).

For teachers, developed job-related needs establish job-related goals and it is by achieving such goals that needs fulfilment and job satisfaction arise (Evans, 1998). It is the continued, anticipated, sustained or repeated job satisfaction that influences morale. As noted in this study under the section relating to job satisfaction, the improvements to both the facilities and working conditions of these new schools allowed staff to feel positively towards job satisfaction, a factor that relates to the middle domain of teacher satisfaction as outlined by Dinham and Scott (2000). Since staff now felt they could be more professional, it meant they now could successfully deliver improvements in the delivery of teaching and learning, whilst allowing them to strive to achieve a quality learning environment to match the quality of their surroundings. It also allowed them to feel a sense of being valued and pride. All these feelings must also be seen to positively influence the sense of professional identity as discussed earlier in this chapter. This conclusion may also be seen to be linked to the notion of talent management since surely improvements to morale, job satisfaction, identity, self-efficacy (and

the development of performance) are goals of talent management (Lewis and Heckman; Collings and Mellahi, 2009). If as Day et al. (2007) suggest a teacher's sense of well-being is deeply rooted in how they define themselves professionally, then reformers must attend to the well-being of its staff if they truly wish to improve schools. The findings of this study suggest that the changes in teachers' morale go much deeper that just a feel good factor. By affecting the professional dimension of identity, teachers were able to feel they were much closer to their 'ideal self' in their words able to work at a 'higher professional level' which can only be good for raising standards within the pupils in their care.

These new school sites facilitated high quality working environments and improvements in staff and pupil relationships. Both of these positively influenced their professional feelings and their sense of job satisfaction in these new working conditions. It would appear these new schools enabled staff, to a larger extent, to meet their job-related goals towards their professional duties, for example being able to deliver quality teaching and learning (relating to the ideal self) enhanced by the new facilities (relating to the self-image), and it is because these new schools provide a continued and sustained level of job satisfaction over time, a congruence between selves, that morale is seen to have improved over the study period. Given the individualistic, subconscious nature of morale it is no surprise that this study cannot claim to have discovered improvements in morale for everyone. However, it is important since it may give an insight into factors in schools that may positively influence morale given that each professional will have their own individual needs/goal hierarchy and hence sources of needs fulfilment.

What this study does clearly demonstrate is how, by creating new schools, that for a large number of teaching professionals it does apparently raise their morale and it would appear that new schools allow opportunities for teachers to feel a sense of achievement through the contexts provided for them. Surely, this must in turn be good in aiding the recruitment and retention of teachers but especially those teachers and school leaders who are found to be in the latter life phases of their teaching careers who are facing the potential of disenchantment and divestiture (Day and Bakioglu, 1996; Earley and Weindling, 2007).

5.4.3 Job Satisfaction

In Year One of the study most staff at both school sites felt that the new school had positively influenced their level of job satisfaction. This related to the feelings that the new school facilities and its resourcing could allow the teachers to be much more professional in their duties linked to the delivery of teaching and learning. Whilst also for School B improvements in pupil behaviour and the calmness in the school meant the staff could operate in improved working conditions. It was a time to look forward and the improvements in resources and facilities alongside the newness of the building now meant that teachers felt they could have ownership of these new spaces. However, for a few staff in both School A and B despite the newness of the school, job satisfaction for them was to be found in actualities of doing the job, working with children, seeing them learn and develop as individuals which satisfied them professionally; the intrinsic satisfiers (Dinham and Scott, 2000).

In Year Two of the study all staff in School A felt that being in the new school had improved their levels of job satisfaction and that they could do a better job. As one teacher noted:

> *you feel you can do a better job in so much as, say for example the outdoor area I feel as if I am working within the EYFS much more satisfactorily than I was ever doing it over on the other site* (SS3 yr2 3.2).

Though teachers felt that the new school had yet to develop a real character due to its relative newness it was the quality and flexibility of the built environment and facilities that provided job satisfaction for them. They strove to provide a quality learning environment to reflect the quality learning environment of the wider school. Similarly in School B the majority of teaching staff still reported continued levels of improved levels of job satisfaction (this could be seen as a reduction in their job dissatisfaction). Most of these staff attributed their feelings to the tangible improvements in their working environment. This in turn made them feel they were able to do a 'better job' in terms of delivery in aspects of the curriculum. For other individual staff their job satisfaction was provided through wanting to do their best in order to do justice to their new surroundings, the achievement they felt in the establishment of this new school and for one person the sense of permanence that the school now provided. However, for a few it was not the building again that mattered it was the people they worked with and the children they were there to support which provided the real draw for working at this school.

As with the findings pertaining to motivation, again it was improved facilities and teaching and learning climate/conditions generated by the new schools that clearly resulted in an improvement to teachers' levels of job satisfaction. However, for a

small number of teachers, intrinsic factors (Dinham and Scott, 2000) lay at the root of their job satisfaction, the promoting of pupils' learning and working with staff and pupils provided the foundation stone to their professional identity. Again, it must be noted that whatever is suggested by successive governments in order to seek an improvement in teachers' professional lives, such intrinsic factors will for some form the core duties of the job and may be found at the centre of what Dinham and Scott (2000) see as the inner most domain of career satisfaction regardless of the levels of governmental financial inputs and policy initiatives.

The improvements to both the facilities and conditions that these new schools brought allowed staff to gain job satisfaction since felt they could be more professional successful, that they could seek improvements in the delivery of teaching and learning and that it allowed them to achieve a quality learning environment to match their surroundings. Since these new school sites delivered a high quality working environment and hence improved conditions of work teachers felt a sense of satisfaction in their new working conditions. Though these findings relate to what Herzberg (1968) would reference as 'hygiene factors' providing for the source of job satisfaction, they may also be seen in terms of what Evans (1998) likens to Herzberg's (1968) job satisfaction, i.e. that of job fulfilment. Evans (1998:12) suggests that job fulfilment is about an 'individual's perception of achievement' in a given situation. These findings clearly show that the teaching professionals interviewed felt a sense of professional achievement from the working environment provided by their new schools. Therefore it may be concluded it was the new conditions themselves created in these new schools that contributed to teachers' high levels of job fulfilment. If this is proved correct then it

would seem vital to replicate such high quality conditions in other schools, whether through refurbishment or new buildings. Further to this, as Maslow's (1954) theory of human motivation suggests, motivation is crucial for human growth and success. If Evans (1998) is correct in assuming that that job fulfilment relates to the 'higher-order, job-related needs fulfilment' (therefore linked to Maslow's higher order of needs) it would also seem clear that by creating these new school environments we are in fact giving teaching professionals back a sense of pride. Surely any opportunity to feel valued, as well as a chance to reach their full potential as teachers, is something which is truly worth aspiring to.

Given delegated financial powers to schools, the levels of inequalities in school funding (Maddern, 2010) and the strains that this often places on school budgets, it would seem likely that such contextual factors such as the condition of school buildings may fall beyond the financial power of schools to remedy. For as Dinham and Scott (2000) suggest, as with their third outer domain, teachers cannot be expected to solve problems they have little or no control over. If successive governments and society as a whole truly value and wish to improve the quality of teaching and learning and education provided they must strive to do all they can to improve poorly maintained and ill-equipped schools. By providing capital monies or creating initiatives to refurbish or rebuild schools, government will not only support improved pupils' learning by the facilities provided but they will also go a long way to securing improvements in levels of teachers' job satisfaction. Not only will this be good for the profession as a whole but can only serve to enhance the recruitment and retention of teachers. As Evans (1998), Huberman (1993) and Woods et al. (1997) assert, the main reasons for reduced levels of retention and

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recruitment amongst the teaching profession is that of low levels of job satisfaction. If we can provide the right contexts, i.e. schools that provide quality teaching and learning environments, not only will the most experienced teachers be willing to give their best to both the classroom and school, something seen by Day et al. (2007) and Day and Gu (2007) as quality retention, it will go some way to manage and retain our talent pool of older, more experienced staff, but will also lead to enchantment rather than disenchantment amongst the profession; a theme which will be developed further in the final chapter. Further to this, by providing the right contexts for teachers to work in, that lead to retention, commitment and enhanced performance, this can only be positive for the management of talent within a school (Lewis and Heckman, 2006; Collings and Mellahi, 2009).

As this particular study shows, government rhetoric linked to initiatives such as BSF should be heralded for the great success it has been not only in delivering new schools but also for the positive influence it has had on the levels of job satisfaction of teachers working within these sample schools. It would be misleading to think that all government initiatives lead to a state of disempowerment for teaching professionals as suggest by Dinham and Scott (2000) in their conceptualisation of career satisfaction. Contrary to Dinham and Scott's (2000) argument, i.e. that the outer domain of extrinsic factors driven by successive governments have led to concerning levels of dissatisfaction and the erosion of teachers' intrinsic satisfaction, such statements may be seen as being rather too general in their nature and therefore in need of revision given the findings of this research. Therefore this research will seek to reinterpret the work of Dinham and Scott (2000) to show how the very context specific (Evans, 1998)

nature of BSF flows out of their outer domain of societal based dissatisfiers into the inner domains in order not only to provide job satisfaction but also improved levels of morale and motivation amongst teaching professionals.

Given these findings teachers should be made aware of the true influence that these schools will have on teaching professionals' lives. This may be in terms of professional and research literature but also in terms of future government publications. This would ensure that any future changes likely to affect improvements in the building stock would not be heralded by 'barricades going up' but by 'the mobilisation of those reservoirs of goodwill both in teachers and schools' (Dinham and Scott, 2000: 394).

5.4.4 Summary Research Question Three

The findings from this study appear to show strong links between teaching professionals' lives being affected in a positive manner with regard to their levels of motivation, morale and job satisfaction. It is evident from the discussion that the physical conditions of the new schools had a considerable influence upon teachers' feelings towards their professional lives and their abilities to carry out their duties, clearly valuable in managing the pool of talent within a school. The findings record a marked contrast between what was seen as a demoralising time in their old school buildings prior to the creation of these new schools and the positive feelings these created.

As with Research Question 2 motivation, morale and job satisfaction may be seen to fall within what Bronfenbrenner (after Knoff, 1984 in Frederickson and Cline,

2003) would deem the 'Exosystem'. Though not directly involving the developing individual they do influence the person's behaviour and development thus ultimately affecting both the teaching professional and learning environment created. Again it is at the very centre of such a model, i.e. the 'microsystem' that these factors influenced the individual in a personal and direct fashion.

With regard to motivation and job satisfaction, improved facilities linked to teaching and learning clearly raised teacher motivational/job satisfaction levels and allowed staff to feel professionally fulfilled, thus facilitating re-evaluation of their professional identity, an item which has become a major theme from this study alongside that of retention, and these will be revisited in the next chapter. The improvements in the workplace made it a calmer place to work with improved teacher/pupil relationships and this in turn provided a further source of motivation and of retention for teachers. Unlike Dinham and Scott's three domain model (2000) which suggest the outer domain is filled with extrinsic dissatisfiers, the new schools improved levels both of motivation and job satisfaction since they proved context specific (Evans, 1998). Such findings have allowed the researcher an opportunity to revisit Dinham and Scott's (2000) model to reflect the learning derived from this research, and these findings will be outlined in the next chapter. It is important to note however that for a few teaching members their motivation lay in the intrinsic rewards (Dinham and Scott, 2000) of the core business of teaching. Very much like motivation and job satisfaction, morale may be seen to be linked to improved facilities and may be seen to positively influence the middle domain of career satisfaction (Dinham and Scott, 2000). The improvement in

morale allowed staff to feel they could operate at a higher level, challenging the sense of their professional identities. It is also clear the new schools allowed for a greater sense of achievement through the creation of these new contexts. This must not only be good for the management of talent within the profession but also the retention of teachers, especially for those in the latter life phases who might face disenchantment (Day and Bakioglu, 1996; Earley and Weindling, 2007).

CHAPTER SIX

CONCLUSION

6.1 Introduction

The final chapter of this study will allow the researcher an opportunity to reflect upon the findings and analysis of this study, itself placed within the context of the general literature and theoretical models outlined in the earlier literature review.

The three research questions originally asked were:

1. To what extent do the responses to the creation of new school buildings in the target authority reflect general national aspirations?

2. To what extent do new school buildings in the target authority have the required outcomes for teaching professionals?

3. How are teachers' professional lives in new school buildings in the target authority affected in terms of their motivation, morale and job satisfaction?

In response to the first research question, the findings from this study would seem to largely support the notion that the national aspirations of government are being met with the creation of new school buildings. Government's drive to design schools that reflect the needs of a changing curriculum, new ways of learning and the impact of ICT, that blur the boundaries, allow for inclusion and for a design quality and sustainability are clearly reflected by the views of respondents and in the constructions themselves. It is evident that unlike Dinham and Scott's (2000) model which contains a third outer domain of dissatisfaction linked to measures

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taken by the government to control and shape education, the creation of these new schools is not being met with dissatisfaction but indeed with great positivity on the whole and therefore such a model is in need of amendment.

With regard to Research Questions 2 and 3 it would appear from these findings that new schools do largely reflect the desired outcomes stated both in terms of government legislation, policies and guidance. However, further to this, the improvements brought by these new schools in terms of their facilities, resources, physical environment and conditions have had several major additional effects on their teachers' professional lives which will be used as themes throughout this chapter. These are:

- Improvement to teachers' motivation, morale and job satisfaction.
- Change to teachers' professional identities.
- Improvements to retention levels of teachers.

As a result of these findings and analysis in relation to both Research Questions 2 and 3 and the emergent themes, the researcher is not only able to develop further Dinham and Scott's three domain model (2000) of career satisfaction but also Day and Kington's (2008) work relating to professional identity and Day and Gu's (2009) work on professional life phases.

This chapter will now consider in further depth the outlined themes relating to the research questions. It will use Bronfenbrenner's model as a framework and means to develop an understanding of how the many factors relate when implementing the policy of creating new schools, whilst seeking to illustrate the complex interplay of these elements in relation to teachers' professional lives and the

creation of these new learning environments. This chapter will also seek to identify the learning that has taken place from this study and to make proposals for future research in this field.
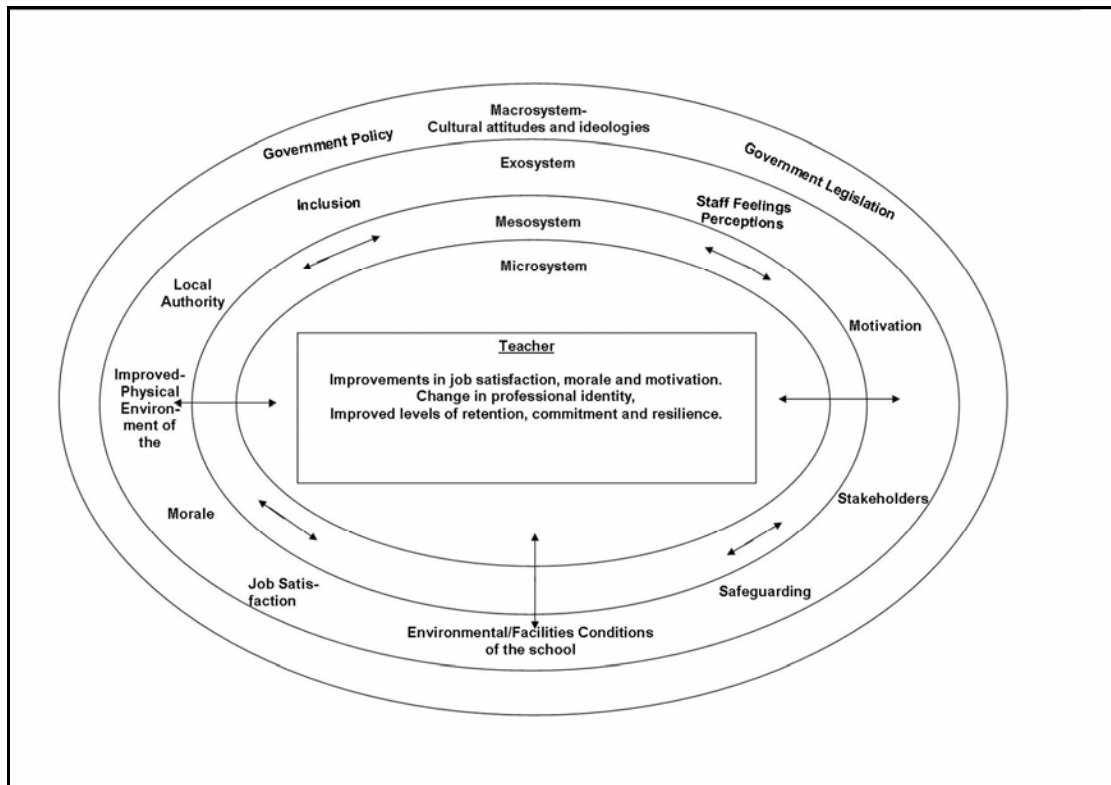
Figure 6.1: The Policy of Creating New Schools
(as applied to Bronfenbrenner's model after Knoff, 1984
in Frederickson and Cline, 2003)

As with Bronfenbrenner's model (after Knoff, 1984 in Frederick and Cline, 2003) this amended model (shown in Figure 6.1) contains a 'macrosystem' of attitudes and ideologies promoted by society and government which are then translated into legislation and government policies and initiatives such as BSF. Such initiatives have far reaching influences, not only for stakeholders but as this study has shown, the teaching professionals within these new schools. This model's

'macrosystem' clearly has resonances with Dinham and Scott's (2000) third outer domain of teacher satisfaction which also acknowledges government's attempt to control and shape education. However, unlike Dinham and Scott's (2000) model the researcher would like to suggest that rather than this outer domain causing dissatisfaction, in fact it causes satisfaction for teaching professionals. Given that reduced levels of retention amongst teachers are associated with low levels of job satisfaction (Evans, 1998; Huberman, 1993; Woods et al., 1997) improved levels of satisfaction can only be beneficial to the retention levels amongst teaching professionals. Further to this, changes to teachers' levels of satisfaction may in turn influence teachers' identities (situational, professional and personal) which will not only influence their sense of commitment and retention but also their levels of effectiveness.

Factors found in the exosystem were deemed by respondents as being very important in the conception and development of these new schools. They clearly reflected legislative and policy initiatives as found in the outer domain or macrosystem, however, their influence on the meso and microsystem as such were largely at school level and beyond the teachers' control. This includes statutory requirements for new schools and areas championed by government publications and literature such as accessibility (Special Educational Needs and Disability Act, 2001), safety, security, good environmental conditions and the extended schools agenda (Children Act 2004; Every Child Matters, 2004c; Safeguarding Vulnerable Groups Act, 2006; Building Futures, 2004; DFEE, 1999; DFES, 1997, 2000b, 2002b, 2006a, 2006b); these would all seemingly have been met and were having a positive influence upon stakeholders' lives.

The evidence from this study clearly shows that beyond policy deliverance, several factors were prized above other such elements, not only for the influence they had on the daily lives of teaching staff but also with regard to their feeling of improved retention. These factors helped teachers operate at a 'higher level' in an improved learning environment whilst also influencing their sense of professional identity. They included:

- The amount of space and flexibility to deliver teaching and learning.

- The improved new facilities/resources.

- Environmental factors especially improvements in acoustics.

- Improved levels of motivation, morale and job satisfaction.

It was at the more microsystem level that these elements encountered on a daily basis influenced the development of the teachers' identity and their feelings towards retention. Given all the rhetoric this must be seen to represent an unexpected outcome of these new schools, something unplanned and as yet unrecognised. The rest of this chapter will now explore these factors and themes to provide a clearer insight for those who plan and conceive new schools, and to help inform practitioners and researcher who too might have an interest in the creation or refurbishment of school buildings.

6.2   Motivation, Morale and Job Satisfaction

Though the idea of centrally imposed initiatives fill researchers such as Evans (1998) and Dinham and Scott (2000) with concern given their influences on the teaching profession in terms of lowering morale, motivation and job satisfaction, it

would seem clear from these findings that this particular initiative (i.e. BSF) has indeed borne positive fruit in regard to teachers' professional lives. Unlike other centrally imposed initiatives, Labour's drive to create new schools (chronicled in, DCSF, 2008) would seemingly in part derive its success from its context specific nature. Since these schools are site specific, they are felt to be real and relevant to staff and therefore matter to teachers. The policy of BSF has helped teachers feel empowered to solve problems over which they have previously had little or no control, for example, outdated ICT equipment, schools with poor security, space to be flexible and improvements to facilities.

In the model proposed by Dinham and Scott (2000) their third outer domain which is rooted in societal measures to shape education provides strongly dissatisfying levels of satisfaction for teaching professionals. Implicit within their models is the suggestion that such societal measure will constantly seek to hinder and lead to a disempowered mentality which ultimately promotes a negative influence on school based change. This research suggests that such a model may be seen as being too generic in its nature and would therefore seek to challenge such assertions. This research acknowledges centrally imposed initiatives, such as BSF, do in fact have a positive influence on teachers' levels of job satisfaction, motivation and morale. These will also influence teachers' sense of professional identity but also their levels of professional commitment, resilience and effectiveness.

In response to these findings the researcher has modified Dinham and Scott's (2000) three domain model (Figure 6.2) to incorporate the findings relating to the policy of BSF.

Dinham and Scott (2000)

Building Schools

Extrinsic teachers dissatisfiers. Out of control of teachers cannot solve these education system, pace of change, disempowering and lack of power leading to stress and dissatisfaction.

School based factors neither highly satisfying or dissatisfying.

Increased expectation and responsibility, poor opinion of teachers, negative image of teachers.

Grounded in conditions of work. Can vary with leadership.

Intrinsic Satisfier of Teaching. Motivators/Satisfiers grounded in work e.g teaching. Student achievement, helping students, modifying attitudes, collegial, supportive environment.

Intrinsic Satisfiers grounded in work e.g; Working with colleague, the pupils

School based factors such as improvement to facilities and the learning environment provide for improved levels of satisfaction in professional duties, motivation and morale. This influences teachers' professional identity but also their commitment, resilience and effectiveness

Building Schools for the Future. Due its 'context specific' nature provides a source of extrinsic satisfaction

Elimination of poor working environment does not result in increased levels of motivation of satisfaction of workers.

Figure 2 amended 'three domain model of teacher satisfaction.

Figure 6.2: A Revised Three Domain Model
(adapted from Dinham and Scott, 2000)

This revised model now shows how the policy of BSF interacts with Dinham and Scott's (2000) model, leading to improved levels of teacher satisfaction which in turn influences teachers' levels of commitment, resilience and effectiveness. As Figure 6.2 clearly shows BSF may be seen to flow across all three domains although it originates in the outer domain of what is seen as societal based dissatisfiers.

For Dinham and Scott (2000), BSF would fall into the third outer domain being seen as an extrinsic teacher dissatisfier over which the teaching profession has little or no control. However, given the context specific nature of BSF it may in fact be seen as a source of satisfaction for the teaching profession and something

teachers may feel to be relevant and beneficial to their professional needs and lives rather than presenting as a challenge or burden on the profession. Such a new conceptualisation of Dinham and Scott's (2000) model allows for a differing insight into the influence of government policy and perhaps the realisation that not all policies lead to a 'disempowered mentality' which seeks to 'hinder school based change' (Dinham and Scott, 2000:394).

BSF may also be seen to provide beneficial levels of job satisfaction, motivation and morale within Dinham and Scott's (2000) middle domain due to the improvements it brings to the conditions and facilities offered to staff and pupils within these new settings. This would be in addition to that of school leadership identified by Dinham and Scott (2000) as a key factor in teacher and executive satisfaction. By the creation of these new schools teachers feel professionally empowered to work at a 'higher level' which influences their own 'professional identities'(Day and Kington, 2008). These findings show that teaching professionals feel a sense of professional achievement given the working environment offered by their new schools, therefore leading to teachers' high levels of job fulfilment (Evans, 1998) and surely self-efficacy. Such positive changes to teachers' professional identities provide fertile grounds on which improved levels of commitment and effectiveness may flourish. As Day et al. (2007) suggests there is a clear link between teachers' abilities to successfully deal with identity scenarios and their ability to increase and to sustain commitment and effectiveness.

As Evans (1998), Huberman (1993) and Woods et al. (1997) all suggest, one of the reasons for low levels/reduced levels of retention and recruitment amongst the

teaching profession is that of low levels of job satisfaction. Given these schools do lead to improved levels of job satisfaction this must be seen as beneficial to the retention of professionals. If we can provide the right contexts, i.e. schools that provide quality teaching and learning environments, experienced teachers may be willing and committed to give their best to both the classroom and school, something seen by Day et al. (2007) and Day and Gu (2007) as 'quality retention'. Further to this these improved levels of morale, motivation and job satisfaction, and changes to professional identity, retention, improved levels of job fulfilment (and surely their self-efficacy) must certainly relate to the goals of the management of talent within such settings (Lewis and Heckman, 2006; Collings and Mellahi, 2009), and arguably therefore have a significant influence upon the pool of talent a school possesses.

However, as with the central domain of Dinham and Scott's (2000) model, this research and revised model acknowledges what Dinham and Scott (2000) describe as the 'intrinsic satisfiers' of teaching; motivators that are grounded in the conditions of work, and these factors having resonances with the research of Day et al. (2007). These findings suggest that despite the large scale capital investments in the creation of new schools, such intrinsic factors for a few teachers are still the most important providers of professional satisfaction. Their entry into the profession was initially to work with children and to see them improve (Day et al., 2007) and this still remains true for them. This is something that must be seen as central to their professional identity and beyond the changes in influence to the situated dimension of identity. This is something the DFES and government should be mindful of if they truly want to seek improvements in the

levels of all teachers' job satisfaction, morale and motivation. Given the current levels of limited capital investment in schools it is important that school leaders whenever and wherever possible invest monies into improving school facilities and resources, since they provide not only an investment in improving the building stock but also the commitment and development of positive professional identities, which is not only good for teacher effectiveness but also quality retention.

6.3   Teachers' Professional Identities

As the findings show, by teachers moving to new schools thus providing them with new improved facilities, resources and teaching and learning spaces, teachers were forced to reflect upon their own professional practice. The schools' improved facilities such as large classrooms, interactive whiteboards, equipped halls, practical areas and internal/external space provided new opportunities for teachers to be flexible in their classroom organisation and grouping of pupils and influenced their approach to teaching and classroom organisation. The new schools presented opportunities for them to reflect upon the new classroom spaces, its organisation and therefore their styles of teaching. The new schools in this sample provided teachers with the feelings and opportunities to function at a 'higher level' professionally. It allowed an opportunity to consider the alternatives to how teachers used to operate and thus by doing so challenged their own sense of professional identity. This as Day and Kington (2008) note, involved a significant investment in both their emotional and cognitive identities. It also created emotional stresses in the very framework of the teachers' professional

identities causing instabilities in the 'personal, professional and situated dimension of identity' (Day and Kington, 2008).

Expanding on the work of Day and Kington (2008), the researcher has sought to reinterpret their scenarios which challenge identity in order to reflect the influences and outcomes of these new buildings on teachers' professional identity. Figure 6.3 seeks to illustrate how the BSF serves to interact with the composite identity of a teacher's professional identity.
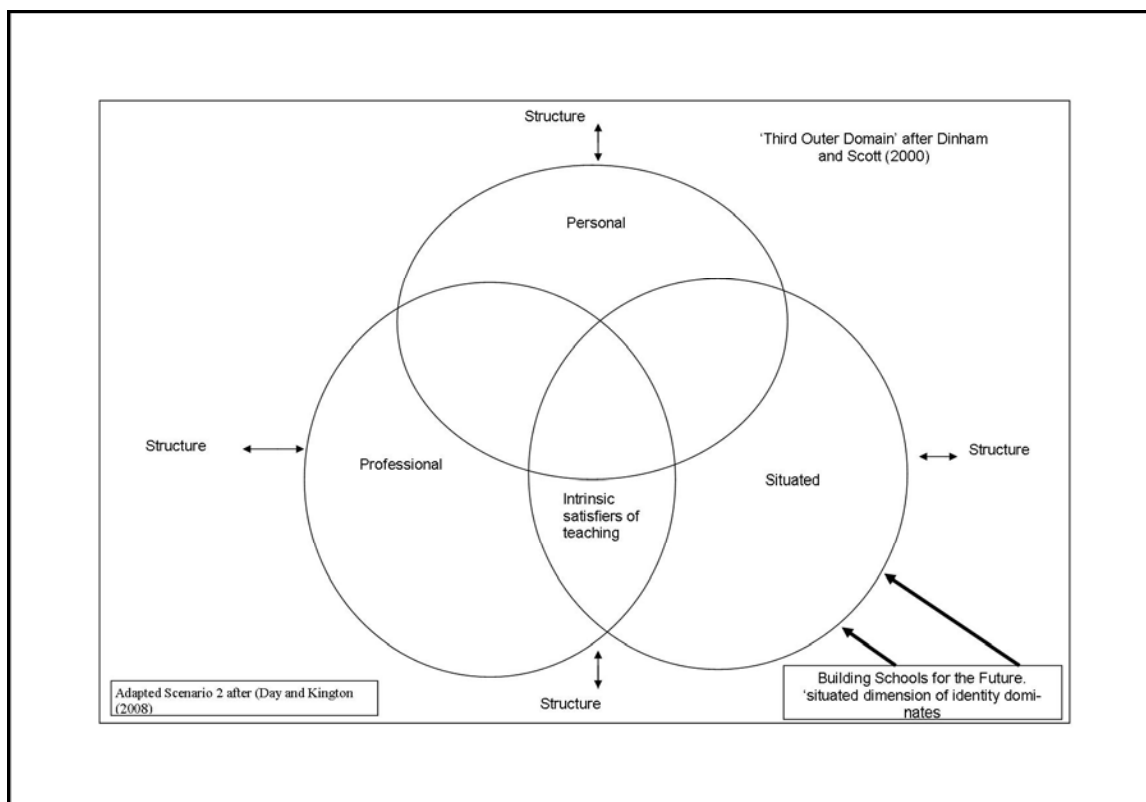

Figure 6.3: Adapted Scenario 2
(after Day and Kington, 2008)

This scenario shows the situated dimension of identity now dominant due to the influence of these new schools, themselves a direct result of centrally imposed

and societal measures to shape education represented by Dinham and Scott (2000) as the third outer domain of 'extrinsic teacher dissatisfiers'. As Day and Kington (2008) suggest, such fluctuations in the dimension of identity can be managed by teachers since they normally provide for a relatively short term event in their careers. I would also suggest in this scenario that teachers successfully manage this fluctuation in their stable identity due to its anticipated and planned for nature. Teachers had time to adjust and prepare for the move into a new school since they were involved in the schedules of work from their very inception. It is interesting to note that teachers in this study did exhibit difficulties in managing delays in the timeframes for the construction and completion of these new schools, as with School B when delays were incurred in the schedule of works. This resulted in uncertainty for staff, therefore making an anticipated move hard to plan for, the result for staff being a demoralising time, a time of great instability in professional identity. As Day et al. (2007) point out, the conditions in which teachers work play a vital role in their levels of commitment. Surely all teachers, especially in their latter professional life phases, face the challenge of maintaining energy, motivation and commitment, however given such an uncertain scenario this would prove even more difficult, and for some may even lead to disenchantment, rather than the wish to continue to see things through. This new conceptualisation of Day and Kington's (2008) model has clear implications for leaders. It seeks to acknowledge the important role that they may play in supporting teachers through periods of turbulence and change by maintaining supportive, clear and strong leadership in order to help sustain teachers' levels of

commitment and energy so that they are able to deal with the increased levels of emotional demands placed upon them in such uncertain scenarios.

The dominant situated dimension provided by the new schools led to improvements in teacher/pupil relationships, pupils' behaviour, a new sense of teamwork, improved facilities/resourcing which in turn provided staff with feelings of pride and ownership and a sense of being valued. All of these factors have served to lead to improved levels of staff morale, motivation and job satisfaction. Though from this limited study it is difficult to ascertain the period for which such benefits may last, however whilst they do last, they provide professional cost benefits beyond that of an improved environment and facilities. It may even be the case that such investments in schools are well worth financing since they do provide long term professional benefits which add value on top of what may have initially been thought of as mere infrastructural benefits. Though the fluctuations in the situated dimension created by the new schools have generated for teachers extra time commitments and an increased workload, the result has been a professional identity which has re-evaluated and thus acted upon given the new opportunities provided by the facilities/resourcing for teaching and learning. This has resulted in a change in teachers' feelings and identities, this being evident by the responses expressed, of being able to work at a higher professional level, having a sense of pride and ownership and of being valued.

I have sought to summarise these key findings in Table 6.1 outlined below which represents the scenario in relation to how these new schools influenced not only the situated dimension of a teachers' professional identity but also the influences it had on the personal and professional dimensions of identity.

	Positive	Negative
Professional	- A feeling of being able to work at a higher level, where teaching and learning must match the professional new surrounding - Re-evaluation of teaching and learning/organisation - Professional development opportunities linked to new facilities - Pride, value and ownership which links to an enhanced sense of commitment	- Increased workload - Time commitment
Situated	- Improved pupil/staff relationships and pupil behaviour - Sense of teamwork - Improvement in facilities and resourcing provided feedback to teachers - Improvements in levels of motivation, morale and job satisfaction	- Delay in school buildings programme resulting in teacher demoralisation - Delay to innovation by reluctance to invest e.g. ICT
Personal	Life events such as relationships and health	- Emotional energy - Life events such as relationships and health

Table 6.1: Summary of Changes to Professional Identity

This table demonstrates how the creation of new schools has influenced the professional identities of staff who work within them. Though the personal dimension of identity will always be influential to the situated and professional

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sense of identity since it brings teachers home/life events into the work context, the creation of professional identities influenced by these new schools are rooted in the situated dimension of identity. These create mainly positive influences on the situated identity, for example, by improving pupil/staff relationships, teachers' morale, motivation and job satisfaction thus allowing staff to re-evaluate their professional selves, their professional identity. They now feel able to work at a 'higher level', feel a sense of pride, value and ownership in these new schools, therefore developing a sense of well-being and commitment to the new school in which they now work, and I would suggest valuable in the management of talent within a school (Lewis and Heckman, 2006; Collings and Mellahi, 2009).

However, it is important to recognise that for a few staff the inner domain of 'intrinsic satisfiers' (Dinham and Scott, 2000) seems to outweigh the tensions caused by the 'situated dimension' and therefore a new school fails to directly influence their feelings towards their professional identity in terms of what truly is important to them as teachers, i.e. the pupils and colleagues. Their initial call to teaching to work with children and to see them improve still remains true for them (Day et al., 2007) and their commitment may be found in such drivers rather than that of a new school. This has clear implications for future policy in so much that change in the form of new initiatives will for some teachers have no meaning since their original calling to teach overrides such external policy changes.

As with Day and Kington's (2008) model, the researcher also acknowledges that the relationship between identity and teachers' ability to seek the goals that are valued is a dynamic one. It is important to recognise the instabilities caused by

placing pressure on the situated dimension of identity producing tensions within teachers to still remain effective in their new workplace. This implies that teachers in a new school situation will need to maintain both their commitment and resilience to their professional duties by both managing and reshaping the interaction between the professional, personal and situational dimensions of identity whilst also living with any conflict within the various dimensions this situation creates.

It would seem from this study that teachers use a variety of strategies to manage the instability in their identity due to the creation of new buildings, and it is important that these are recognised. These include:

1. Accepting the imbalance positively since they could see the personal advantages that these new buildings could bring in comparison to what they currently had.

2. Engaging with the 'situated' with commitment.

3. Adapting to the new situation positively.

4. Re-evaluating the nature of their current composite identity.

This supports the work of Day and Kington (2008) who too felt that such strategies were helpful to manage the differences in identity given various scenarios they encountered. By developing these strategies teachers were able to adapt to the inevitable changes these new schools brought to their professional selves, and successfully allowed for an alignment in their new identities to reflect their professional identities adopted as a result of such changes.

This research's new reconceptualisation of professional identity (Figure 6.3) clearly points to a need for policy makers linked to the creation of new schools or capital investment in schools through for example refurbishment, to be made aware of the broader implications such building programmes have upon teaching professionals and their 'professional identity'. It must be recognised that these programmes cause instabilities in the professional identity by the very upheaval they cause to teachers' daily lives. They must be managed carefully if they are not to have greater influence upon teachers' levels of resilience, commitment and personal well-being. This must involve sympathetic and supportive management by school leaders involved in such programmes in order to help teachers manage other factors such as increased workload and delays in the completion of such projects. The school must offer support by being gate keepers to other unsolicited and undesired external policies during this period of turbulence if teachers are to engage with and manage such instabilities in identity. In addition to this a message must go to those who influence the creation of these new school programmes, recognising that if leaders are to manage such changes effectively, training must be provided to help them recognise the influences and the personal effects such changes will have upon their staff. The government must also recognise the true value of these building programmes not only in terms of the facilities they may provide but also the influence they have on teachers' professional identities; something vital if we truly wish to effect school improvement in the future.

6.4   Life Phases and the Retention of Teachers

As this study shows, the majority of staff whatever their career length/life phase (Day et al., 2006), felt that given the new school environment, facilities/resourcing it would be hard to leave such a school, something valuable in the drive for retention of teaching professionals. Though as Huberman (1993) notes, it is hard to qualitatively or statistically predict professional satisfaction given staff professional pathways, this study goes some way to show that by meeting the professional needs of teachers it may help mitigate against a change in life phases and a decline in professional commitment and effectiveness (Day et al., 2006, Day and Gu, 2007). New schools, as shown in this study, due to improvements in facilities, resourcing, motivation, morale, and job satisfaction provide teachers with an opportunity to re-evaluate and reformulate their own new sense of professional identity whatever their life phase. Such findings would seemingly support the assertions of Day et al. (2007) that situated factors linked to the context provided key influences in shaping teachers' professional lives.

Such positive experiences can only be good for the preservation of vocation and management of talent within schools given the professional boost they provide to professional identity. This must in turn have positive influences upon commitment to the profession aiding levels of resilience within professional life phases which in turn must aid the management of the pool of talent within a school.

The research also indicated that a few staff nearing retirement wished to remain in the profession rather than retire so they could see things through rather than leave or 'bail out' instead of securing the move to the new school. They wished to have

the opportunity to see what it was like to work in this new environment. This would seemingly challenge the research carried out by Day and Gu (2009) who suggest that teachers in the latter life phases of 24-30 and 31+years, 'veteran teachers', (Sammons et al., 2007; Day and Gu, 2009) rather than wishing to stay in post normally face the challenge of maintaining energy, motivation, commitment and resilience against what they would have seen over their careers in terms of a raft of policy and social reforms. It would also seem to challenge the work of Day and Bakioglu (1996) and Earley and Weindling (2007) who suggest latter life phases represent a time of disenchantment rooted in the personal dimension of identity, a time for change/retirement, rather than the wish to continue within the profession.

This study suggests that by creating new schools they not only serve to challenge professional identity but also influence staff in latter life phases and their desire to engage with such changes positively, thus forming a sense of professional enchantment and commitment. This study seeks to build upon the research of Day and Gu (2009) by offering a revised model illustrating how such new schools may be seen to influence the commitment, resilience and quality retention of teachers in latter life phases as seen in Figure 6.4 below.
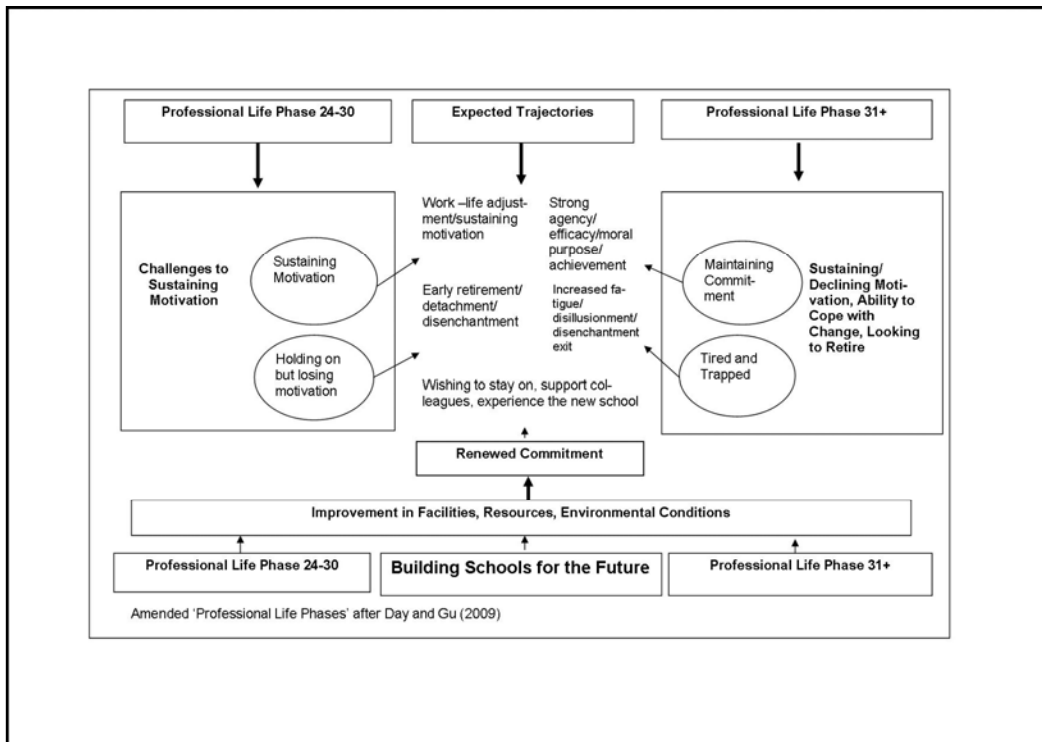
Figure 6.4: Commitment, Resilience and Quality Retention of Teachers
(revised after Day and Gu, 2009)

The new schools in this study have allowed teachers near retirement new, improved facilities, resources and environmental conditions. This has stirred a sense of professional curiosity within them, a commitment to see things through and an opportunity to see what it would be like to teach in a brand new school and a chance to see how this new context might interact with their sense of professionalism. These teachers are committed not only to the process that would ultimately lead to a new school but have a sense of psychological attachment to their colleagues thus stirring a need to want to stay on in post so as to see the changes through successfully.

This research would therefore seemingly support Hargreaves et al. (2001) assertion that teachers support others through periods of change and hence ensure that this change is sustained. These teachers had developed an 'inner' urge (Hansen, 1995: 9), a feeling that they could make a difference and this sense of vocation had influenced their view of their role in the school and their determination to follow their own goals, i.e. their sense of agency (Day and Kington, 2008).

This study shows the positive influence new schools can have on teachers in their latter life phases. How given the right contexts, i.e. schools with good facilities, resources and environmental conditions, teachers are willing to give their best to both the classroom and school, something seen as quality retention (Day et al., 2007; Day and Gu, 2007) and for the management of talent within schools (Lewis and Heckman, 2006; Collings and Mellahi, 2009). It must also be noted that such contextual influences are just as potentially important for attracting new teachers into the profession as well as retaining the more experienced individuals.

This new conceptualisation (shown in Figure 6.4) helps indicate to policy makers the yet unrecognised and significant role new schools play in mitigating against negative influences both in and outside the workplace, and a significant role in sustaining teachers' commitment towards their professional lives. As Day and Gu (2009) rightly point out, teachers with 24-30 years' teaching form a significant proportion of the teaching population and since they face at least a further ten years in the job, it is important to understand those elements of the job that help or hinder them in their professional duties. This is important not only for schools but

also policy makers whose current drive is to sustain and improve standards in education.

6.5 Summary

Figure 6.5 seeks to summarise the findings from this study in order to portray the influences and effects that these new schools have had upon the teaching professionals who work within them. It seek to synthesise the researcher's desire to build upon the theoretical work of Dinham and Scott (2000); Bronfenbrenner (after Knoff, 1984 in Frederick and Cline, 2003), Day and Kington (2008) and Day and Gu (2009), and the reconceptualisations offered in this study to offer up a model to interpret the influence that these new schools are having upon teaching professionals. This model has clear implications for further research since this model allows for further investigation of how contextual factors may interact with teachers in a school setting and the influence they have upon their professional lives.

Resilience | Effectiveness | Quality Retention

Commitment

Positive Professional Identity

Intrinsic Satisfiers Of Teaching

'Microsystem'

Professional dimension of Identity

Situated dimension of identity

Personal dimension of identity

Improvements in motivation, morale and job satisfaction

'Exosystem'

New school based facilities, resources and environmental conditions

Building Schools for the Future

'Macrosystem'

Summary model reinterpreting the work of Bronfenbrenner (after Knoff, 1984 in Frederickson and Cline, 2003; Dinham and Scott, 2000 and Day and Gu, 2009 as a result of the findings linked to Building School for the Future.

Figure 6.5: Theoretical Model Linked to New Schools

This study has also started to unpick the influence of contextual factors, i.e. new schools on the management of talent. Given that these improved new schools lead to improved motivation, morale, job satisfaction, retention, commitment and changes in professional identity, often seen as the goals of talent management, this has implications for future research in this field. Figure 6.6 seeks to summarise these findings.
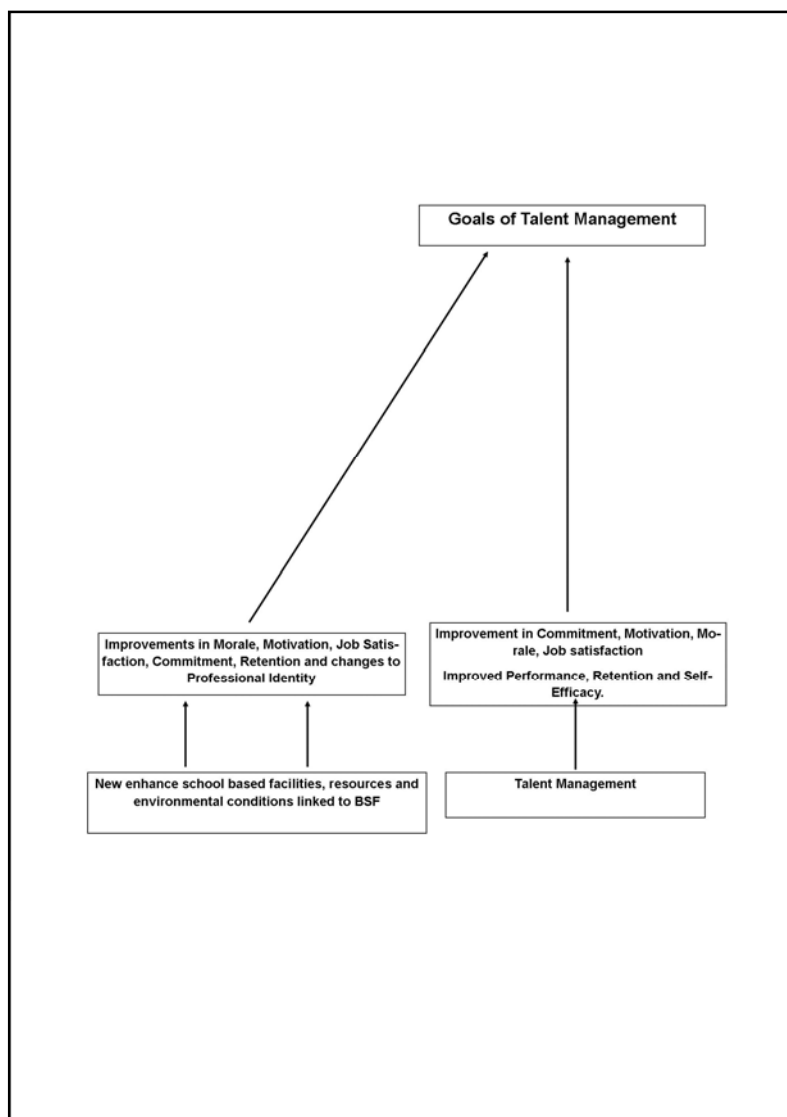
Figure 6.6: Contextual Factors and Talent Management

As Collings and Mellahi (2009:311) note:

> *the current body of literature suggests that from a theoretical point of view, the area of talent management is in its infancy and a significant degree of theoretical advancement is required.*

If this is truly the case then this study through highlighting the influence of these contextual factors on teaching professionals, has provided an extra dimension for understanding talent management but also has signalled a way forward regarding the future research agenda linked to this field.

6.6   Summary Conclusion

This study has generated informative results which have been shown to link to and build upon the research of Dinham and Scott (2000), Bronfenbrenner (after Knoff, 1984 in Frederick and Cline, 2003), Day and Kington (2008) and Day and Gu (2009). There are five key findings to emerge from this research.

Firstly, governmental policies such as BSF which emanate from the macrosystem of societal attitudes and ideologies (Bronfenbrenner's model, after Knoff, 1984 in Frederick and Cline, 2003) or what Dinham and Scott (2000) see as the outer domain are translated into reality by the creation of these new schools. These may be placed, within what Bronfenbrenner would see as being the exosystem, not only providing much needed and valued statutory improvements but also improved levels of resourcing/facilities, space, flexibility, environmental improvements, as well as improvements in teachers' levels of motivation, morale and job satisfaction (as shown in Figure 6.1). However, it is at the microsystem level that these

elements encountered on a daily basis influence the development of the teachers' professional identity

Secondly, unlike Dinham and Scott's (2000) model with a third outer domain providing strongly dissatisfying levels of satisfaction for teaching professionals, this research acknowledges that particular, centrally imposed initiatives, such as BSF, do in fact have a positive influence on teachers' levels of job satisfaction, motivation and morale which positively influence teachers' sense of professional identity but also their levels of professional commitment, resilience and effectiveness. However, the finding also acknowledges that for some teachers it is the intrinsic satisfiers of teaching (Dinham and Scott, 2000) that outweigh professionally the benefits provided by a new school.

Thirdly, by creating new schools, it provides for a dominant situated dimension of identity, where improvements in the facilities/resources and physical environment extend to influence teacher/pupil relationships, pupils' behaviour, sense of teamwork and within teachers a feeling of pride and ownership and a sense of being valued alongside improved teachers' morale, motivation and job satisfaction (Figure 6.3). This positively influences teachers' professional identities leading to feelings of well-being and commitment to these schools. It is important again to recognise that for some teachers the intrinsic satisfiers of teaching (Dinham and Scott, 2000) still remain of professional importance to them and will outweigh external policies.

Fourthly, is that the new schools with the improvements they bring in terms of facilities, resourcing, motivation, morale and job satisfaction may aid the retention of teachers in their latter life phases. This provides for a period of re-enchantment

for teachers and a desire to stay committed to the profession, which in turn aids resilience and thus provides for quality retention.

These new conceptualisations of work by Dinham and Scott (2000) Figure 6.2, Day and Kington (2008) Figure 6.3 and Day and Gu (2009) Figure 6.4, allow for a differing insight into the influence of government policy and illustrates that not all policies lead to a 'disempowered mentality' which seeks to 'hinder school based change' (Dinham and Scott, 2000:394).

This new conceptualisation of Day and Kington's (2008) Figure 6.3 model has clear implications for leaders suggesting the support they may offer teachers through periods of turbulence during change by maintaining supportive, clear and strong leadership in order to help sustain teachers' levels of commitment and energy. It also serves to make policy makers linked to the creation of new schools or capital investment in schools, aware of the broader implications such building programmes have upon teaching professionals and their 'professional identity, and how they must be managed carefully if they are not to have greater influence upon teachers' levels of resilience, commitment and personal well-being. Further to this, policy makers must recognise that if leaders are to manage such changes effectively, training must be provided to help them recognise the influences and the personal effects such changes will have upon their staff. The government must also recognise the true value of these building programmes, not only in terms of the facilities they may provide, but the significant role that new schools play in mitigating against negative influences both in and outside the workplace, and a significant role in sustaining, re-enchanting and the aiding of commitment towards teachers' professional lives during latter life phases.

Finally, this study has also started to unpick the influence of contextual factors, i.e. new schools on the management of talent. Given that these improved new schools lead to improved motivation, morale, job satisfaction, retention, commitment and changes in professional identity, often seen as the goals of talent management, this has implications for future research in this field.

6.7   The Contribution to Knowledge

As Briggs and Coleman (2007:7) suggest, educational research's one purpose is to 'encourage small changes in practice'. This study in a rural/urban target authority in the West Midlands of England has allowed teaching professionals and associated officials to reflect upon and explore their feelings with regard to moving from older school buildings into newly constructed primary schools linked to the recent government initiatives of creating new schools. By reflecting on such a move, teachers and officials have revealed their innermost feelings regarding whether these buildings meet national aspirations, whether they meet the stated outcomes for teaching professionals and if they have influenced their feelings of their morale, motivation and job satisfaction.

Firstly, the researcher has been able to ascertain that through statutory legislation and government policy linked to BSF, that national aspirations are being translated into practice both in terms of the design and construction of new schools. This can only be good for current stakeholders but also in the future since it assures an equality of access to such new school sites, enables pupils/teachers to work in buildings that provide a safe/secure environment, as well as meeting the

current and required environmental conditions for comfortable and efficient working conditions for them.

Secondly, this research indicates that unlike models proposed by Dinham and Scott (2000) not all centrally imposed initiatives create strongly dissatisfying levels of satisfaction amongst teaching professionals. As with these new schools, if government initiatives can be made context specific this will allow teaching professionals to feel a sense of empowerment over such policies and more able to solve problems over which they have hitherto too little, if any control over. If governmental initiatives are felt to matter to teaching professionals they will be deemed relevant and therefore viewed in a much more positive and accepting way. Given this, there are clear lessons to learn for future initiatives on how best to engage and harness teaching professionals to accept and embrace change. Such positive acceptance of change and a feeling that reforms really do matter to teaching professionals, can lead to improved levels of morale, motivation and job satisfaction, which in turn can positively influence teachers' professional identities, their levels of professional commitment, resilience and effectiveness.

Thirdly, by providing teaching professionals with new improved facilities/resources and teaching and learning spaces, teachers are driven to reflect upon their own professional practice, classroom organisation and styles of teaching. Though such initiatives challenge and cause emotional stresses in the very framework of teachers' sense of professional identity, this study shows that this ultimately leads to a re-evaluation of teacher identity where teaching professionals feel they are able to work at a 'higher level', feel a sense of pride, of being valued, ownership of their new schools and improved levels of motivation, morale and job satisfaction;

all valuable goals of talent management. Though given such a limited study it is difficult to ascertain the period over which such benefits may last it may be noted that the very policy of creating new schools provides professional cost benefits beyond that of improved buildings and facilities and this should be borne in mind by policy makers when considering whether such a policy is worth financing. It is important for policy makers to recognise and acknowledge that alongside the improvements to the learning environment the true benefits to initiatives such as BSF lie in the positive influence they have in enhancing teachers' professional identities. This positive influence upon teachers' sense of professionalism serves to help bolster their reservoirs of emotional energies, which are necessary if they are to remain effective given the all too often depleting effects of negative policy experiences and personal and work place scenarios. Given that teachers' well-being is rooted in how they define themselves, their professional identity, if policy makers truly wish to secure the improvements they require within the educational system then they must consider the well-being of the teaching professionals who work within this system.

Though given a weak financial climate it will not always be possible to inject larger amounts of capital into improving the building stock of schools, lessons may be learned for school leaders of the value that improvements to their school can have not only in terms of improved facilities but also in terms of issues highlighted earlier. It would seem therefore significant that we do all we can to enhance school buildings in the future if we truly wish to develop the role of teachers in delivering a quality education.

Given the importance of teachers' professional identities in terms of their effectiveness and well-being, it is also crucial that if policies are ultimately to be successful, then teachers must be given sufficient time in order to successfully prepare and adjust professionally for the creation of new initiatives given the inevitable instabilities they will cause in professional identity. It is interesting to note that teachers in this study did exhibit difficulties in managing delays in the timeframes for the construction and completion of these new schools. This resulted in uncertainty for teachers; therefore making an anticipated move hard to plan for, the result for staff was a demoralising time, a time of great instability in professional identity. Since all teachers, especially in their latter professional life phases, face the challenge of maintaining energy, motivation and commitment, given constant uncertainties, not only in this scenario, but also other nationally created policies, it is easy to see why managing such changes prove difficult for many but for some may even lead to disenchantment rather than the wish to continue to see things through. At times such as this it is important to acknowledge the important role that school leaders may play in supporting teachers by maintaining supportive, clear and strong leadership in order to help sustain teachers' levels of commitment and energy so that they are able to deal with the increased levels of emotional demands placed upon them in such situations.

And finally fourthly, these new schools with improved resources/facilities, working environments and improved levels of motivation, morale and job satisfaction positively influenced teachers' feelings regarding their retention within the profession during life phases. This study showed for a few teachers in their latter

life phases that these new schools created a sense of re-enchantment towards remaining in the profession, this being linked to feelings of improved motivation, morale and job satisfaction. Such findings allowed the researcher to revisit the work of Day and Gu (2009) and reconceptualise their model to take account of these findings. This model (Figure 6.4) shows how the creation of new schools influences the commitment, resilience and quality retention of teachers in latter life phases. Given the need to retain the pool of talent and of more experienced teachers in latter life phases, something seen by Day et al. (2007) and Day and Gu (2007) as quality retention, it is vital to recognise the role that these improvements and working context can play, not only in professional lives but also their life phases, retention and the management of the talent pool. Surely policy makers must acknowledge such findings and do all that they can to retain the most experienced teachers to manage this talent pool, whose wealth of experience is not only important for the delivery of teaching and learning, but also in their abilities to coach colleagues through their developing life phases in order that they too may deliver the best for our children in successive years.

It is the researcher's wish, given such findings, to disseminate this knowledge to further inform the limited, available literature and research regarding the creation of new schools, leadership in school and the professional lives of teachers, in order that such learning may inform future practice and may contribute if only in a small way to further improvements in the lives of teaching professionals.

6.8 Reflecting on the Study

The decision to undertake this qualitative, longitudinal study investigating the influence of the creation of new schools upon teaching professionals has been fruitful in generating informative results, which has allowed the researcher to create a theoretical model (Figure 6.5) to illustrate the influences that these new schools are having on the professional lives of teaching professionals who work within them. This has meant reinterpreting the research of Dinham and Scott (2000), Bronfenbrenner (after Knoff, 1984 in Frederick and Cline, 2003), Day and Kington (2008) and Day and Gu (2009) in order to form a conceptual basis on which to create such a model. The process of interviewing and transcription of interviews has allowed many opportunities to consider and reflect upon what had been said and heard. This has allowed the researcher to 'get inside the person and understand from within' (Cohen et al., 2000:22). In creating Research Questions 1 and 2 it has allowed the researcher to gain a good overview both at local and regional level of the development and delivery of this national school building policy. However, it would have been a valuable extension to this study to have been able to interview governmental officials, in order to fully explore their views regarding the delivery of this programme at national, regional and local authority level, alongside how they felt the cessation of this programme may influence the teaching profession in terms of Research Questions 2 and 3. Though an attempt was made on several occasions to try to contact officials at the DCSF to comment on these issues, I was never successful in penetrating the shell of this government organisation. This may have been due to a change in government and/or the turbulence caused by the cessation of the BSF policy.

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Further to this, though I decided not to involve children in this research due to the limited perceptions they could give about their new schools (c.f. Pilot in Appendix 1) beyond that of self. Given the responses from teachers regarding how children's behaviour was positively influenced in these new schools, it would have been interesting to listen to pupils' feelings regarding this issue to further expand on the thoughts and feelings offered by teachers.

Given the findings of this study and the link that has been found in relationship to retention and life phases, further work involving purposive sampling using defined life phases (Day et al., 2007; Day and Gu, 2007) could potentially yield yet even more valuable insights into this area of research.

Though this study had the advantage of focusing on an examination of personal differences in characteristics over time using a longitudinal study, thus developing an 'individual growth curve' (Cohen et al., 2000:176) whilst also allowing for the examination of real change compared to that of chance happenings (Bailey, 1978), this study acknowledges the role 'sample mortality' (Cohen et al., 2000) may play in any individual's research including this study when three teachers, who for a variety of reasons were no longer available to be interviewed.

The interpretative view of this study influenced by the theoretical perspective of symbolic interactionism developed through work such as that of Mead (1934) and Blumer (1969), and has allowed for an understanding of human interactions to be recognised in these new school settings. In using a qualitative approach, I have been able to capture responses to how these new schools have met the needs of and influenced teachers' professional lives. By contextualising these very personal

experiences I have been able to record and interpret what is for most teachers a unique phenomenon in their professional lives. As this study has progressed, not only have I become aware of the wider body of literature on the professional life identity/life phase, motivation, job satisfaction and motivation (for example, Day and Gu, 2007, 2009; Day et al., 2007; Day and Kington, 2008; Evans, 1992, 1997a, 1998, 2001; Dinham and Scott, 2000) which serves to underpin much of this study, but also other bodies of literature not only pertinent to this study but also relevant to my working professional development (for example, Day et al., 2006). The course of this study has opened up many avenues of learning that as a practising Head Teacher I was totally oblivious to. Therefore, the power in this study has not only been to serve to illuminate an educationally relevant subject area in which I have a professional interest, but also to allow me to grow intellectually, to explore educational literature and to encourage me in the future to continue to ask questions relating to my profession and also as a researcher.

6.9   Suggestions for Further Research

For the purpose of this research the methodological approach of a longitudinal study over a two year period, in two new school settings in a rural/urban target authority was utilised. Though the schools were identified in order to characterize both a small rural and larger urban school setting, they were also chosen to characterise the social, demographic and geographically diverse nature of this target authority. It must therefore be recognised that this does in turn place limitations on the extent to which the knowledge from this research may be seen as representative of other settings outside this target area. Therefore, there is a

need for further examination of new school settings located over a wider range of authorities and school types, in order to extend the findings from this study to ascertain if these new schools are providing the desired outcomes for teaching professionals at both a national and regional level. It would also have been beneficial for a further study to extend the longitudinal nature of this investigation to see if over prolonged exposure to such new settings there is indeed a continuation or diminishing of feelings regarding these schools. Further to this, do the changes identified for teaching professionals filter down to the quality of pupils learning, i.e. do such changes translate into improved levels of pupil achievement? Such a study would be important could a definitive causal link be established. In addition, I feel that the whole agenda of change linked to the creation of new schools could open up a rich vein of research avenues in terms of other stakeholders' views on the influences such schools have on their educational settings. For example, further research is needed to explore the idea of whether the creation of extended school facilities linked to new buildings influences how parents feel they are now able to relate and interact with such educational settings.

This research has clearly illuminated the contextual influences that this national school buildings programme has had upon teaching professionals, their identity, life phases and retention. This has led to a new conceptualisation of theoretical models proposed by Dinham and Scott (2000), Kington and Day (2008) and Day and Gu (2009). However, further work is needed to understand the implications for such models to the research agenda linked to these new conceptualisations but also to the wider research agenda of talent management.

Finally, I feel that one of the most unanticipated and worthwhile aspects of this study that deserves yet further investigation, is the notion that school buildings may in turn influence teaching professional life phases. It would seem vital to the development of future education policy and standards that time is spent further unpicking what these new buildings, or in fact any type of refurbishment might mean to the different life phases of professionals who are found to work in them. For example, are the influences on teaching professionals as strong throughout each life phase and are the influences the same? If we could truly understand this influence upon teaching professionals then we may go some way to manage the talent pool, aid retention and help mitigate the vagaries of life phases and disenchantment.

6.10   Final Summary

The previous sections of this chapter have sought to revisit the original research questions along with both the methods and methodological stance utilised. As a consequence of this, concluding remarks were drawn in relation to them. It is clear through teachers' responses that the creation of new schools are mainly meeting government rhetoric, statutory legislation and policy, but in addition to such anticipated and desired outcomes they are having a positive influence upon teachers' professional identity, teacher retention, morale, motivation and job satisfaction which in turn influences teaching professionals' commitment, effectiveness and quality retention.

The findings of this study confirm that government literature/legislation related to the creation of these new schools are transforming teachers' lives, not only in

terms of the resources but also facilities and environmental conditions offered. This study has also allowed the researcher to show the value of such changes within teachers' professional context and how it can influence their professional lives. This has allowed for a revisiting and expansion on the models offered by Dinham and Scott (2000) in relation to teacher satisfaction, Day and Kington (2008) relating to professional identity and Day and Gu (2009) relating to retention of veteran teachers and their commitment, resilience and quality retention.

This study allows not only researchers but also policy makers to realise that not all new initiatives cause mainly dissatisfaction amongst teaching staff. If they are seen by teaching professionals to matter and have a positive influence on levels of motivation, morale and job satisfaction this may in turn positively influence teachers' professional identities, and this may serve not only to influence teachers' levels of commitment, resilience and effectiveness but also serve to enhance the management of talent within such organisations. If initiatives can positively influence teachers in their latter life phases then rather than staff leaving disenchanted we may help preserve the talent pool of older, more professional teachers. The research also clearly illustrates that for some teachers, no matter how relevant they may find an initiative, the intrinsic satisfiers of teaching are paramount to them and as such serve to guide their sense of professional identity.

Since current government policy is currently linked to a cessation of new school building programmes (Guardian, 2010) and a current reduction in capital monies (TES, 2011) available to schools, given the findings of this study such financially stringent measures will not only have an influence on schools' ability to respond to future aspirations and legislation of government to deliver education in the 21st

Century, but will also leave a legacy of teachers who are denied an opportunity of improved morale, motivation and job satisfaction, quality retention and alongside that improved levels of commitment, resilience and personal well-being. This seems a missed opportunity not only for the teaching profession but also for education of the future.

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Appendix 1

Pilot Study and Questions

In autumn 2008 I carried out a pilot study with two primary schools located in the target authority of the rural/urban West Midlands of England, which had been selected for capital investment in the form of new school buildings to replace their old outdated buildings which were in a poor state of repair. The school sites were chosen to reflect both the rural/urban nature of this authority as well offering contrasting locations that could reflect the viewpoints from a newly constructed larger urban primary and a small village school. The pilot study involved contacting the schools' head teachers to explain the research, to seek their agreement for their school to participate and to discuss the respondents needed for this study. Once this agreement was achieved the pilot study involved interviewing thirty eight participants over a twelve week period. They were composed of fourteen teachers, four teaching assistants, ten parents and ten pupils. Interviews were semi-structured, lasting up to one hour in duration and probed the initial research questions which were intended to provide an insight into the influence new schools may have on the stakeholders in terms of the change process, teaching and learning environments and the development of a positive learning culture, i.e. the pilot research questions were:

1. How do stakeholders cope with the changes that the creation of new school buildings may bring?

2. How does the creation of a new school building influence teaching and learning for its stakeholders?

3. To what extent either positive and/or negative do these new school buildings have upon a positive learning culture in stakeholder lives?

Interviews were organised when the stakeholders were still present in their old schools but they had visited their new school on several occasions to see it in its nearly finished state. This allowed respondents to have a limited insight of what the change to such a building might play in their future professional lives.

This pilot study allowed the researcher an important opportunity to ascertain whether there was important information to yield regarding the creation of these new schools, it also allowed for a setting of boundaries to the research, as well as refining the research questions. Once the pilot was underway it allowed the researcher valuable time to reflect upon the appropriateness of the future research methods as well as the strategies for collecting data. This phase of research also provided the researcher with an opportunity to refine the focus of questioning to be achieved in the main study as well as highlighting the participants who would be most suited for interview.

What emerged clearly from this early pilot phase of the study was the fundamental role that these new buildings could play with regard to teaching professionals' lives as well as with regard to their morale, motivation and job-satisfaction; something which was not clearly identified in the original research questions. The focus for the full study, following what had been learned from the pilot study, therefore shifted towards a very human perception of change and how the

professional lives of individuals are truly affected but also in terms of their morale, motivation and job satisfaction.

This early pilot study also confirmed a qualitative approach to the final full research project as being most appropriate, since such a means allowed for a valuable insight into the thoughts and feelings of the stakeholders with regard to this professional change linked to the creation of new schools.

As well as providing valuable insights into the thoughts and feelings of interviewees regarding both the old and new schools, these interviews provide a set of common themes linking to what the old school did not provide for stakeholders compared to what the new school was likely to bring. These themes included more space, improved ICT usage/access, improved physical conditions, improvements to classroom/curriculum organisation and delivery due to improved facilities and improved safety of pupils. A typical staff comment made with regards to the old school was:

> *There is a lack of space here, and it is difficult to use the ICT in this building, supervision of the playground is an issue. The size of the hall is not appropriate for the curriculum and since the hall is used for so many things it is difficult to use. It disturbs the children!* (SS1 Pilot 1.1).

Compared to a respondent's view of what the new school would bring:

> *A lot more pride in the building, more space, for KS1 more outdoor work, it will be so much easier to use the outdoor play areas. We will be able to be more creative with the curriculum with the new gym, kitchen facilities, ICT* (SS1 Pilot 1.4).

Since broad themes such as ICT facilities/usage, improved safety for pupils and improved resourcing and facilities were mentioned by respondents in the pilot, as

well as national government literature linked to the creation of these new school buildings (DFES, 2002a, 2002b, 2005a, 2006a, as reviewed in the literature review), the researcher decided to modify the pilot questions 1 and 2 to become the full research questions number 1 and 2 to reflect this focus better.

With regard to Research Question 1 the focus became whether these national aspirations for new schools do in fact filter down to regional level. This led to the creation of Research Question 1 in the full study:

To what extent do the responses to the creation of new school buildings in the target authority reflect general national aspirations?

Given that there are clear general aspirations for new school buildings in government literature (for example, DFES, 2002a, 2002b, 2005a, 2006a) the researcher decided to use them to structure Research Question 1. These were:

Schools and the Changing Curriculum

- Reflect the need to be flexible in their character to accommodate the now broad and flexible curriculum and the continuity of year groups in a school, e.g. early years and primary.

New Ways of Learning and the Impact of ICT

- Promote learning through active learning, individually or as a group.

- Allow access for all to high quality hardware in order to open up new learning opportunities.

That Blur the Boundaries

- Open up to a range of users beyond the school day and allows pupils to learn outside school and beyond the school day.

Inclusion

- Allows for inclusion of all SEN pupils into the mainstream curriculum and school and accessibility to the school premises.

Design Quality and Sustainability

- Have a low impact upon the environment in terms of energy and water use, material, transport, site ecology, health and safety and internal conditions.

- Are designed to avoid wasted investment through early and rapid obsolescence, i.e. a long functional life and good value for money.

Research Question 2 for the full study became:

To what extent do new school buildings in the target authority have the required outcomes for teaching professionals?

Research Question 2 in the main study was also structured to reflect more specific aspirations for these new schools linked to government literature. These were:

Teaching and Learning Space

- Well proportioned, inclusive space, efficient at meeting the needs of the curriculum. A place where enhanced educational performance may be achieved by offering a suitable, flexible, adaptable and inspiring learning environment.

- A flexible design that will allow changes in policy and technology. Where ICT may be delivered in a flexible, yet innovative fashion.

- A design that promotes broad community access and use out of hours, if appropriate.

- Good clear organisation, which includes full accessibility.

School's Environmental Conditions

- Good environmental conditions in the design.

- A safe and secure environment for all.

School's Working Environment

- Appropriate room for all staff to relax, socialise and work. Something vital to recruitment and retention.

- Pupil satisfaction, for example, schools that maintain good behaviour and self-esteem and a willingness to learn.

As well as the themes linked to the design and facilities provided by these new schools there was also a tangible sense for the pilot interviewees that the new school buildings would make teaching professionals feel better able to do their jobs due to the new facilities, more professionally satisfied and inspired to want to come to work unlike in the old school. A typical response regarding the old school included:

> *You get so demoralised here, the building has such an impact upon your work. You feel as if you can't do anything, the building is crumbling; it's hard to feel motivated about anything* (RS1 Pilot 2.1).

And:

> *Definitely yes, you get demoralised by the building and the impact it has on your work and learning. You feel constrained by the building and you can't develop lessons, for example PE* (SS1 Pilot 3.1).

Unlike comments regarding the new build:

> *It will be so wonderful, things will work, I feel the new building will give us a real boost and make us feel so much better about wanting to do our jobs* (SS2 Pilot 3.5).

Since such responses became a reoccurring theme in interviews unlike a 'positive learning culture' as probed by Pilot Question Three, it was therefore deemed of intrinsic value to this study and hence worthy of further investigation. This therefore led to a replacement of Pilot Question Three to provide the full Research Question 3: **How are teachers' professional lives in new school buildings in the target authority affected in terms of their motivation, morale and job satisfaction?**

As well as refining the research questions, this phase of pilot interviews also helped define the target group for the final full research interviews to that of teaching professionals, i.e. both teachers and teaching assistants. Each stakeholder group, i.e. pupils, teaching staff and parents, provided a partly informed but limited perspective on what it was like to have new school buildings and could in their own right provide a rich vein of research to inform future practice when establishing a new school. Each group of respondents, i.e. teachers, pupils and parents, each also provided a unique perspective on what it had meant for them to be part of this momentous change. However, the only truly informed view of what influence these school buildings could play upon education and teachers and their teaching lives were from the teaching professionals themselves. In both

school settings, by the responses given, it was apparent that parents and pupils had only a limited insight into the role the school buildings played in the provision of education. This was mainly due to the fact that they were end users and only truly interfaced with the school as recipients of education rather than those constructing and delivering education on a daily basis constrained by the physical structure of the school. Pupils' responses were linked to the physical restriction of the old school, for example, the conditions of their toilets and the size of the ICT suite:

> *We have wires everywhere, we are always tripping up and the toilets aren't very nice* (SS3 Pilot 3.3).

And for the new school:

> *We will have bigger playgrounds, it will be better to work in; it will be more fun* (SS3 Pilot 4.1).

The majority of responses were short in length and rarely extended views which moved beyond the impact to them. The majority of parents aired the view that they really could only comment with their involvement of the school life, i.e. as someone who hears readers/helps out in school or who comes to collect their child at the end of the day. Again responses that were elicited were in terms of physical spaces and the conditions that the school provides, i.e. size of the playgrounds, ICT suite, toilets, classrooms and the hall. All parents were pleased to know their child would be taught in new facilities, however, they felt unable, with any confidence, to comment on the place that a new school would have upon teaching and learning, its influence upon the curriculum and the staff themselves and the

day to day running of these establishments. Parents could, however, see that the new facilities were better for delivering curricular areas such as PE and ICT. The majority of parents were interested in the happiness of the child and of wanting the best for them. One parent commented:

> *I am not really in a position to answer some of these questions. All I want is my child to have the best and to be happy at school* (SS3 Pilot 4.3).

In stark contrast to pupils and parents it was teaching professionals (both teachers/teaching assistants) who could provide the most meaningful, similar and articulate insights into the role that new buildings might play in their daily professional lives and of education. They commented about the day to day logistics of being part of a school setting and the place the building played in education/delivery of the curriculum. A typical quote included:

> *I feel the boards hamper the look of finished displays, in the old school the PE equipment disintegrated due to its outside storage, it was a real issue taking a pride in the environment, it was not conducive to learning* (SS2 Pilot 2.3).

Through carrying out interviews it became obvious by teachers animated responses that not only were they looking forward to the new school building but also the influence it would have on them and the pupils both personally and educationally. As one response notes about being in the old school:

> *There is a lack of space, difficulties with ICT, the supervision of the playground and the size of the hall makes the hall limited in its usage ... the building add on's makes it look scruffy and it is hard to get pupils to take a pride in the buildings* (RS1 Pilot 1.1).

Given such meaningful and insightful comments   provided by the teaching professionals regarding the influence these new school could provide educationally for them and their professional lives compared to the other stakeholder groups in the pilot study, the researcher decided to make the teaching professionals the only respondent groups to be taken forward to the full research study.

<u>Pilot Questions</u>

<u>Teaching Staff</u>

<u>Introductory questions</u>

Could you start by telling me how long you have been working at this current school and in what capacity?

<u>The change process</u>

What are the greatest challenges of working on this current site?

Do you feel the current school site has had any impact upon the financial planning with regard to your responsibilities?

How involved have you been in the design of the new building?

How consulted do you feel yourselves, parents and pupils have been about the plans for the new school?

What do you see as the greatest challenges with regard to relocating into the new school?

What do you feel the new school site will provide that the current site does not?

Do you feel the current school site has affected parents' choice of whether to send their child to this school?

<u>The learning environment/teaching and learning</u>

Do you feel the current school site has affected your ability to display pupils' work?

Have the current rooms and school site itself affected your ability to deliver any aspect of the curriculum?

Have the resources in the current school had any impact upon your ability to deliver learning?

Is the teaching and learning affected by any physical factors of the current building?

Is ICT and its delivery affected by any aspect of the current building?

Do parents ever comment on the school site and its ability to deliver teaching and learning?

Does the current site limit any collaborative styles of teaching and learning?

The development of a positive culture for learning

Do you feel the current school buildings affect the feelings of pupils?

Does the current school site affect pupils' relationships and their ability to socially mix?

Does the school site have any impact upon your feelings about the job?

Does the current school site affect staff relationships and your abilities to work together as a team?

Does the current school site affect parents' relationships and their attitudes to you?

Does the current school site impact upon any aspect of the culture of learning?

Pupils

Introductory questions

Could you start by telling me how long you have been at this school?

The change process

With regard to the school buildings only what are the problems, if any, of being a pupil on this school site?

How involved have you been in the design of the new building?

How have the pupils been consulted about the plans for the new school?

What do you see as the most exciting aspects with regard to moving into the new school?

Do you think you will find any problems with moving into the new building?

What do you feel the new school site will provide that the current site does not?

The learning environment/teaching and learning

Do you feel the current school site has affected teachers' ability to display your work?

Have the current rooms and school site itself affected teachers' ability to teach any aspect of the curriculum to you?

Have the classrooms or any areas you use in the current school had any effect upon your ability to learn?

Is the way teachers teach affected by any physical parts of the current building?

Is ICT and the way it is taught affected by any aspect of the current building?

Do you ever comment on the school site and how the teacher might be able to teach you or you may be able to learn?

Does the current site limit any working together with other pupils?

The development of a positive culture for learning

Do you feel the current school buildings affect the way you feel?

Does the current school site affect your relationships and your ability to play with other children?

Do you think the school site has any impact upon the way staff feel?

Does the current school site affect the way staff work together?

Does the current school site affect the way your parents can come into school?

Does the current school site affect any aspect of your ability to learn?

Parents

Introductory questions

Could you start by telling me how long you have been a parent at this school?

The change process

What are the greatest challenges of having a school on this current site?

Has the current school had any impact upon the way money appears to have been spent?

How involved have you been in the design of the new building?

How have you been consulted about the plans for the new school?

What do you see as the greatest challenges with regard to relocating?

What do you feel the new school site will provide that the current site does not?

Do you feel the current school site has affected your choice of whether to send your child to this school?

The learning environment/teaching and learning

Do you feel the current school site has affected the staff's ability to display pupils' work?

Have the current rooms and school site itself affected teachers' ability to deliver any aspect of the curriculum?

Have the resources in the current school had any impact upon teachers' ability to deliver learning?

Is the teaching and learning affected by any physical factors of the current building?

Is ICT and its delivery affected by any aspect of the current building?

Do you ever comment on the school site and its ability to deliver teaching and learning?

The development of a positive culture for learning

Do you feel the current school buildings affect the feelings of pupils?

Does the current school site affect pupils' relationships and their ability to socially mix?

Does the school site have any impact upon staff feelings?

Does the current school site affect staff relationships and their abilities to work together as a team?

Does the current school site affect your relationships and attitudes to staff?

Does the current school site impact upon any aspect of the culture of learning?

Appendix 2

Pilot Interview Responses

Introductory questions

CH

Could you start by telling me how long you have been working at this current school and in what capacity?

SS

I have been at XXX for 5 years as a classroom teacher, it is lovely working here.

The change process

CH

What are the greatest challenges of working on this current site?

SS

There is a lack of space, difficulties with ICT, the supervision of the playground and the size of the hall makes the hall limited in its usage ... the building add on's makes it look scruffy and it is hard to get pupils to take a pride in the building. There is very little room for pupils to work if I put them in groups so it is hard.

CH

Do you feel the current school site has had any impact upon the financial planning with regard to your responsibilities?

SS

It is hard to know whether to spend the money on this site or not. We would really like to improve the ICT but is it really worth it if we are going to move we would be better off waiting till we get into the new school.

CH

Yes I can see that it is difficult.

SS

I just can't wait till we get in so we can get on with things and not feel like we are always waiting. It can be very demoralising just waiting.

CH

How involved have you been in the design of the new building?

SS

Not in the structure really but we have been asked what flooring we would like, I know the school council have been involved.

CH

How?

SS

I think they were asked about the design of the playgrounds and things they would like to make it good for them.

CH

How consulted do you feel yourselves, parents and pupils have been about the plans for the new school?

SS

Well I think as much as we could have been. I know the parents were asked to look at the plans and make their comments to anyone of us.

CH

What do you see as the greatest challenges with regard to relocating into the new school?

SS

I think it will be the physical moving which will be difficult even though we don't have to pack we have to label things as to where we want them to go. It is hard when you have been here a while you seem to have so much stuff! I think it will be hard at the beginning since no one will know the routines and for example where to get the children to line up. Yes it will be difficult.

CH

What do you feel the new school site will provide that the current site does not?

SS

More space, we will be able to spread out when we do lessons. We will have a proper hall to do gym in with all the equipment, a wonderful kitchen for the children. It will be great for science and making things with the children. I know reception is looking forward to an outdoor area so they can more easily access their curriculum.

CH

Do you feel the current school site has affected parents' choice of whether to send their child to this school?

SS

Yes, but I do not have any real evident to back that up. It is that the first impressions would put anyone off, with all the clutter. With time you don't see it but there is nowhere to meet the parents, no privacy.

The learning environment/teaching and learning

CH

Do you feel the current school site has affected your ability to display pupils' work?

SS

Definitely. You find you can't mount items, the boards all seem the wrong shape and they really hamper the look of a finished display. The surroundings seem to detract from any display I put up. It's hard at times to stay motivated given the conditions. It is hard to feel satisfied at times.

CH

Have the current rooms and school site itself affected your ability to deliver any aspect of the curriculum?

SS

Yes, PE and Early Years. It is a real problem using the ICT, it doesn't work very well and we are waiting for the move. I also find that resources are often spoilt since we cannot store them properly.

CH

Have the resources in the current school had any impact upon your ability to deliver learning?

SS

I think I have said so earlier but the PE equipment is not in a good state since we do not have anywhere to store it properly. It is really hard to take a pride and to be satisfied in anything given what we have to work in.

CH

Is the teaching and learning affected by any physical factors of the current building?

SS

I think I have answered that.

CH

Is ICT and its delivery affected by any aspect of the current building?

SS

Space is a real issue, where do I put an interactive whiteboard in here (pointing to her class)?

CH

Do parents ever comment on the school site and its ability to deliver teaching and learning?

SS

We went through a period of a lot of complaints about the old school but now they can see we are moving they have dried up.

CH

What about?

SS

Just about the state of the building and the facilities really.

CH

Does the current site limit any collaborative styles of teaching and learning?

SS

We work well as a team so that is sort of difficult to answer.

The development of a positive culture for learning

CH

Do you feel the current school buildings affect the feelings of pupils?

SS

Yes, the pupils get affected by the limitations of the building, e.g. playing football on certain days. There are really no cloakrooms and I do think it is demoralising for them. I think it is bound to have an effect on their morale too. It is hard for them to take a pride in the building.

CH

Does the current school site affect pupils' relationships and their ability to socially mix?

SS

I don't really know, the children mix well in this school anyway so it is hard to say.

CH

Does the school site have any impact upon your feelings about the job?

SS

Definitively, yes. They can be very demoralised by the buildings and this influences their feelings about doing their jobs. For example doing PE is very hard given this building. It can be very hard to stay motivated at times knowing you have to come into this day after day.

CH

Does the current school site affect staff relationships and your abilities to work together as a team?

SS

It is hard to say but I think there is so little space that it is bound to have an effect and the children can't get together unless we move things. Organisation is a big issue.

CH

Does the current school site affect parents' relationships and their attitudes to you?

SS

I don't think so.

CH

Does the current school site impact upon any aspect of the culture of learning?

SS

I don't really understand we all seem very happy working with each other.

Pupils
Introductory questions

CH

Could you start by telling me how long you have been at this school?

Yr6

Seven years

The change process

CH

With regard to the school buildings only what are the problems if any of being a pupils on this school site?

Yr6

It is too small in the classrooms, and it gets too hot here. It makes us feel angry sometimes but it is cold in the classrooms here.

CH

How involved have you been in the design of the new building?

Yr6

Yes a bit. We have been asked about the playgrounds and the colours we would like our classrooms.

CH

How have the pupils been consulted about the plans for the new school?

Yr6

I have said I would like a bigger football pitch.

CH

What do you see as the most exciting aspects with regard to moving into the new school?

Yr6

A bigger playground and better classrooms to work in and having a locker which is fun and a new library.

CH

Do you think you will find any problems with moving into the new building?

Yr6

I will get lost!

CH

What do you feel the new school site will provide that the current site does not?

Yr6

Bigger classrooms and football pitches.

The learning environment/teaching and learning

CH

Do you feel the current school site has affected teachers' ability to display your work?

Yr6

Yes, since there is not enough space for our work.

CH

Have the current rooms and school site itself affected teachers' ability to teach any aspect of the curriculum to you?

Yr6

Probably not.

CH

Have the classrooms or any areas you use in the current school had any effect upon your ability to learn?

Yr6

It is too small and sometimes it gets noisy here.

CH

Is the way teachers teach affected by any physical parts of the current building?

Yr6

I don't know.

CH

Is ICT and the way it is taught affected by any aspect of the current building?

Yr6

There are wires everywhere, it is hard to not trip on them. I would like more laptops.

CH

Do you ever comment on the school site and how the teacher might be able to teach you or you may be able to learn?

Yr6

No not really.

CH

Does the current site limit any working together with other pupils?

Yr6

It is hard to get away from each other sometimes.

The development of a positive culture for learning

CH

Do you feel the current school buildings affect the way you feel?

Yr6

Yes the toilets are not very nice.

CH

Does the current school site affect your relationships and your ability to play with other children?

Yr6

We haven't got enough space to run around, we end up running into the classroom.

CH

Do you think the school site has any impact upon the way staff feel?

Yr6

It is hard for them to move around. They have to go upstairs to the staffroom.

CH

Does the current school site affect the way staff work together?

Yr6

Not really.

CH

Does the current school site affect the way your parents can come into school?

Yr6

We need more parking.

CH

Does the current school site affect any aspect of your ability to learn?

Yr6

No, we are OK here but it will be better in the new school.

Parents
Introductory questions

CH

Could you start by telling me how long you have been a parent at this school?

LL

Yes, for four years.

The change process

CH

What are the greatest challenges of having a school on this current site?

LL

I think it is the restrictions to the outdoor play areas and the health and safety really. The restrictions of the portakabins, the toilets are pretty grim, the lack of space really.

CH

Has the current school had any impact upon the way money appears to have been spent?

LL

I don't really know there don't appear to be any.

CH

How involved have you been in the design of the new building?

LL

We have been kept up to date and asked what we want.

CH

Have you been consulted about the plans for the new school?

LL

Yes.

CH

What do you see as the greatest challenges with regard to relocating?

LL

It is hard to say. But we are excited and it can only be good.

CH

What do you feel the new school site will provide that the current site does not?

LL

Definitely space, individual toilets and a better library, the list is endless.

CH

Do you feel the current school site has affected your choice of whether to send your child to this school?

LL

No.

The learning environment/teaching and learning

CH

Do you feel the current school site has affected the staff's ability to display pupils' work?

LL

It doesn't appear to.

CH

Have the current rooms and school site itself affected teachers' ability to deliver any aspect of the curriculum?

LL

Perhaps PE and cookery but it is hard to say.

CH

Have the resources in the current school had any impact upon teachers' ability to deliver learning?

LL

It is hard to say. I hope not.

CH

Is the teaching and learning affected by any physical factors of the current building?

LL

(Silence)

CH

Is ICT and its delivery affected by any aspect of the current building?

LL

We don't have a dedicated suite at the moment.

CH

Do you ever comment on the school site and its ability to deliver teaching and learning?

LL

Yes, PE really.

The development of a positive culture for learning

CH

Do you feel the current school buildings affect the feelings of pupils?

LL

I don't think so.

CH

Does the current school site affect pupils' relationships and their ability to socially mix?

LL

They seem to play nicely apart from the odd fallout.

CH

Does the school site have any impact upon staff feelings?

LL

They seem happy enough to me and seem to get on well.

CH

Does the current school site affect staff relationships and their abilities to work together as a team?

LL

I think being so small that is good.

CH

Does the current school site affect your relationships and attitudes to staff?

LL

No.

CH

Does the current school site impact upon any aspect of the culture of learning?

LL

No not really.

Appendix 3

Head Teacher Permission Letter

Dear XXX,

I write to ask if both you and your school would be so kind as to consider being involved in what I know will be a very important and ground breaking piece of research.

As you will know I am currently head teacher of XX Primary School. I have recently completed an MEd qualification in Educational Leadership where I looked at the impact of a new build at XX Primary School had upon teaching and learning. This began to yield some very interesting results.

I am now deepening this research through a PhD study with Birmingham University. The intention is to focus my research on the influence that new schools have on teaching professionals.

The study I wish to undertake would involve several new primary builds in XXX. It would take place after you have moved into the new school and for one year after. It would take the form of what the researcher would call a 'longitudinal study' (i.e. over an extended period of time). It would focus around what influence the school is having on teaching professionals' lives and do these schools affect the motivation, morale and job satisfaction of teachers? If you agree to this study I will obviously go into more depth regarding the rationale behind this work and the research questions I wish to answer in this study.

The research would entail me visiting your school on several occasions in order to interview teachers and teaching assistants to gather their views in order to answer the above focus. I would obviously be careful to organise this with you in advance so as not to disrupt the normal working of your school.

If you agree, when we meet, we could discuss the type of person I would wish to interview and ask that you negotiate with your staff about them taking part. May I state that at all times items discussed will remain confidential and the highest ethical standards will be maintained.

I am aware as a teacher and head teacher that my request for your involvement may cause concerns with regard to placing extra workload and demands upon yourselves and your school, but may I reassure you that everything will be done in my power to make my involvement in your school as unobtrusive and undemanding as is possible.

I hope you will consider being involved in this research and I look forward to hearing from you in due course so that we may discuss this matter further.

Appendix 4

Acknowledgement to Participate in Study

Agreement for Study Participants

Before research may commence I must explain that I am bound by the Ethics Protocol and agreements of the University of Birmingham. This means:

- That all participation in this study is purely voluntary and that you have the right to withdraw at any point.
- All materials will be treated as confidential.
- All participants' anonymity will be maintained.
- All recordings will be kept securely and destroyed after the study is completed.
- No identification of individuals will appear in the final report.
- Transcripts will be available for individuals to check for accuracy.
- All participants will have access to the final report.

I have read and acknowledge my understanding of the points above.

Signed: ....

Date: ....

Appendix 5

Sample of Semi-Structured Interview

<u>**RS3 Yr2**</u>

<u>**Introductory questions**</u>

<u>**The change process**</u>

CH

Can you tell me how long you have been teaching and how long you have worked for this school?

HW

(pause) I've been teaching about 8 years. I have worked in the school now for about 3 years. A bit on and off for a while but I would say about 3 years. It's great working here, I have made so many good friends and we all work together well.

CH

Thank you.

CH

And what do you do in the school?

HW

I am a class teacher for Year X. They are a lovely class and I like working here.

CH

Tell me about your feelings since you've now been in the new school for 12 months?

HW

(long pause) I think it is wonderful. It is the whole atmosphere, the facilities, what we have got here is amazing and the children I think still appreciate it.

CH

I will come back to the children in a moment.

CH

Is there anything about being in the new school that you feel a sense of personal achievement about with regard to your teaching performance and the school, that the buildings bring to you do you think?

HW

Let me think … I think we use space differently. We are able to use the courtyard for drama so when we are doing drama activities and things like that I either take them out into the courtyard or take them to the small hall since we did not have that option before. So now it is a lot more, last week we were doing drama with children in the classroom and then you think let's go in the small hall and they think more of an atmosphere in the hall and that brings a bit more to it.

CH

So do you think it has given you more flexibility?

HW

Definitely yes.

CH

Not just presumably with groupings and that?

HW

Um …There is more space and so because we have got TA's we can send children off in groups and we can split into groups more often so in the afternoon it is easier because you have got so space so you can say you can do this in here and the others can do something else in the other room and so we can mix the 2 year groups together and split them into 3 if you see what I mean!

CH

Lovely, do you think that the move into the new school has affected staff relationships, do they talk more or use it more, the use of the staffroom?

HW

I think that it did to start with but I think that has tailed off.

CH

And what do you think, to use a horrible saying, reverted to type, working through their lunchtimes rather than socialising or are they doing other things?

HW

I think it is not so much moving into the new building that has done it, I think we only get together on a Friday and that's because of sandwiches, and I think if I hadn't organised that we wouldn't get together, and when the people we were

using got too expensive, some said lets nail that on the head, but people did say let's try and find somebody else because we like getting together on a Friday.

CH

What do you like about your job at the moment?

HW

(pause) My class and coming into this lovely building, it feels so fresh still.

CH

Are there any aspects to the job that you could happily do without?

HW

(pause while answer is considered) Sometimes the parents are hard and they seem to worry over such trivial things nowadays.

CH

What gives you the most satisfaction?

HW

Well the pupils of course but also making my classroom look nice and stimulating and an interesting place to come to.

CH

Not referring to the conditions of either the old or new school, which school again makes you feel professionally more satisfied?

HW

(laughs) this one.

CH

Why?

HW

Just because you have got the facilities, the whiteboards, the space in the classroom, it is light, it is bright and the children feel more settled. You know ...

CH

Do you think the technology has encouraged you to be a bit more daring or not?

HW

When it works, but we still have got problems with it.

CH

So there is potential.

HW

Definitely I don't think we would have attempted to do the Oscar's we did at the end of last term in the old school

CH

Do you think the new school has affected display in any way?

HW

(pause while thinking) Oh there is so much more scope for display. You have got the fantastic Yr6 artwork from last year all around in the corridor, I mean you couldn't put things up like that in the old school because you couldn't put them on the wall that way.

CH

I get the feeling you are beginning to move outward on the building like the reception area.

HW

I mean the whole, this corridor down here is going to be fantastic, and the children come in and look to see everyday what has been added. It is just lovely.

CH

Do you think the design promotes the community access out of hours?

HW

We have got the clubs and things um, I mean we do run a parents group in school, I think things like that definitely.

CH

And what about accessibility, do you now think it is much more accessible to parents, children, SEN, do you think they are up to scratch?

HW

Oh, they have to be nowadays.

CH

And what about the safety and security of the site, do you think it is a safer, securer environment?

HW

Oh definitely, because you can't get in without knowing codes, the gates are locked and you know you have got security and if you have a child who has a tendency to scarper you know he is safe and he can't get out of the site either.

CH

And going back to the pupil behaviour you mentioned, you said it was much more positive, in what ways?

HW

I don't know why but they are calmer and have been so since we moved in, I suppose it is they have got the space and they have got, like at break time they can run around and there are things they do so they come back in with a better attitude.

CH

Do you think it is positive to the actual fabric itself?

HW

(pause) Yes, I do, I mean the things outside have only been there a few weeks, two weeks and it has only been last week they started to use them, the things outside, I think most definitely, I don't think they think of it in those terms, but I think they do appreciate having the space, the light, the bright.

CH

Can you give an example of a time in your career that raised your morale?

HW

Yes, recently the head came and saw me about a pupil and said how well I was doing with them.

CH

How did that make you feel?

HW

Really good. It made me feel I was appreciated and that it had not gone unnoticed.

CH

Can you describe you own morale at the moment?

HW

I am feeling really good at the moment it all seems a lot easier now we have got the new school.

CH

On a scale of one to ten, ten being the highest how would you currently mark your morale?

HW

Nine.

CH

And what about morale, do you think it has affected the morale of the staff, the building?

HW

Yeh, I think we are much more positive.

CH

Any reasons?

HW

Um … I think if you are working in grotty classrooms, the children cannot go out they haven't got the space for them to play, all those things make it harder and it's just a bit if a drag and when you haven't got that and it has all gone you can actually concentrate on the pupils and I think everybody's lightened by it so they have got more time too ...

CH

What do you think motivates you at the moment?

HW

My boys and wanting to help them to do well.

CH

On a scale of one to ten, ten being the highest how would you rate this motivation?

HW

Ten

CH

And how would you rate your motivation of working here?

HW

(thinks) That's hard. I think about eight.

CH

And what about motivation here? Do you feel more or less motivated?

HW

(pause) I think people feel motivated because if you have got good surroundings whereas you feel motivated to keep it that way, you do feel motivated to put things up on the walls and to make your room look wonderful.

CH

Do you think it will be harder to leave this school given its newness and facilities?

HW

It is difficult when you look anywhere else.

CH

Do you think it is the state of the place?

HW

I suppose it is light, it is bright you have got the space, you have got extra rooms, you have got big whiteboards, computer facilities and things, I don't think that stops you but it does make you think how lucky you are.

CH

And finally do you think all teaching professionals should have the opportunity to work in a new school?

HW

It is not likely to happen is it? I suppose. In some ways it is hard to start with, you have got bare walls, we didn't have notice boards or display boards or anything, so it was hard work to start with but 12 months on I have started to reap the benefits.

CH

No that is lovely, that's great.