Full-time class teachers' emotional wellbeing in an Ofsted outstanding primary school.
A grounded theory study.

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ABSTRACT

This research was undertaken to explore and explain the contexts and mechanisms influencing full-time class teachers' emotional wellbeing (EWB) in a primary school rated 'outstanding' by the Office for Standards in Education, Children's Services and Skills (Ofsted). Despite being associated with issues high on the national agenda including pupil wellbeing, pupil performance, teacher retention and teacher recruitment, the wellbeing of school staff is a cause for concern calling for supportive and positive measures.

Previous findings often describe wellbeing in deficit terms: the impacts of stress and burnout; however, research on what promotes teachers' EWB is relatively scarce or, in Ofsted outstanding primary schools, non-existent. The current qualitative study aims to address this gap by applying grounded theory (GT) methodology to data collection and analysis on what enhances and hinders teachers' EWB in their professional role and what interventions could be implemented to produce desirable outcomes. Semi-structured interviews were employed to elicit the views of 5 full-time class teachers at a mainstream primary school in an outer London borough.

Adopting a critical realist ontological and epistemological stance, a general, abstract theory grounded in the views of the participants was drawn and discussed in relation to existing literature on psychological theory and research. Findings provide evidence to inform professionals linked to the chosen setting on what teachers think 'works' for them and how this could be applied in practice. It is hoped that outcomes will also facilitate further research in similar settings.

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TABLE OF CONTENTS

LIST OF FIGURES AND TABLES

1 INTRODUCTION

1.1 Chapter Overview

This chapter offers an overview of the researcher's rationale in studying the phenomenon of teachers' emotional wellbeing (TEWB) in a primary school rated outstanding by the Office for Standards in Education, Children's Services and Skills (Ofsted). It provides a tentative definition of emotional wellbeing (EWB) and an outline of the national and local context driving the study before introducing the research aims.

1.2 Central Phenomenon

Teachers' EWB is critically relevant to create a stabilising environment for schools as well as the wider society (Roffey, 2012). The wellbeing (WB) of school staff is a cause for concern calling for supportive and positive interventions in schools (Gibbs & Miller, 2013). While there have been a range of national initiatives to implement interventions in schools for pupils' benefit (e.g. DfEE, 1999; DfES, 2005, 2007; DCSF, 2009; DfE, 2010, 2012), there has been relatively little research into the EWB of school staff who work with them. Existing findings often describe WB in deficit terms: the impacts of stress and burnout as well as difficulties with retention; however, research on what promotes TEWB is relatively scarce or, in the context of high-achieving primary schools, non-existent. Therefore, this study will aim to explain the contexts and mechanisms influencing full-time class teachers' EWB in their role in a primary school that has been rated 'outstanding' by the Ofsted.

1.3 Terminology of Wellbeing

Given its lack of theoretical formulations, any discussion of WB is fraught with difficulties of definition (Ryff & Keyes, 1995), leading to confusion and uncertainty. For example, the term can refer to a cultural construct around what makes a 'good life' (Eraut & Whiting, 2008, p.1), a state of feeling healthy and happy (Day, Stobart, Sammons, Kington, Gu, Smees & Mujtaba, 2006) or specific dimensions of wellness such as autonomy, mastery, personal growth, positive relations, purpose and self-acceptance (Ryff & Keyes, 1995).

In the context of occupational health, WB has been linked to employees' work-life balance (Day et al., 2006), job satisfaction, stress or burnout; however, these terms fail to reveal the whole picture (Dunlop & Macdonald, 2004; Bricheno, Brown & Lubansky, 2009). Constructions of WB specific to teachers have been described to be dynamic, ever-changing and shaped by the social context of culture, the educational institution or wider community (Kuhn, 1970). Like other areas of occupational WB, teacher wellbeing (TWB) has been conceptualised primarily through a deficit-based lens (e.g. Galand, Lecocq & Philippot, 2007; Taris, Van Horn, Schaufeli & Schreurs, 2004); however, there have been some initiatives to steer the focus of studies towards strength-based approaches (e.g. Roffey, 2012). Foreman-Peck (2013) state, for example, that TWB involves enjoyment, agency, fulfilment and competence.

An aspect of WB, EWB, seems equally complex and is mostly referred to without a definition. The only statement of meaning identified by the researcher as relevant to the teaching context was "a positive emotional state that is the result of a harmony

between the sum of specific context factors on the one hand and the personal needs and expectations towards the school on the other hand" (Engels, Aelterman, Van Petegem, & Schepens, 2004, as cited in Van Petegem, Creemers, Rossel and Aelterman, 2005, p.35.) although interpretations of this definition may vary. To better understand the rationale and relevance of this research, the next sections offer an overview of the national and local landscape within which this project was positioned. A more comprehensive and specific list of definitions of wellbeing and related concepts is included in Appendix A.

1.4 National Context

1.4.1 Research rationale

Discussion about TEWB frequently includes its relationship with pupil wellbeing, pupil performance, teacher retention and teacher recruitment. An outline of these respective areas will provide a rationale for the current research.

1.4.1.1 Pupil wellbeing

Alongside Government expectations of robust discipline and high academic outcomes, there has been increased emphasis on the agenda of pupil WB in schools. This has become particularly relevant since UNICEF (2007) identified the UK as one of the most deprived nations with regards to young people's WB, positioned at the bottom third of the rankings for five of the six dimensions of WB reviewed in 21 countries. A study estimating the prevalence of mental health problems in children

and adolescents found that 9.6% of nearly 850,000 children and young people aged between 5 and 16 have a diagnosable mental health disorder (Green, McGinnity, Meltzer, Ford & Goodman, 2005). Previously targeted by initiatives such as the Healthy Schools Standard (DfES, 1999), the Personal, Social, Health Education (PSHE) curriculum (DfEE, 1999), the Social and Emotional Aspects of Learning (SEAL) framework (DfES, 2005, 2007) and the Targeted Mental Health in Schools (TaMHS) programme (DCSF, 2009), mental health and wellbeing is now at the core of recent legislation, too. The new Special Educational Needs and Disability (SEND) code of practice (DfE & DH, 2015) requires schools to offer clear procedures in supporting young people's social, emotional and mental health. Similarly, the government's mental health strategy for England (DH, 2011) advocates prioritising mental WB across all ages, in which The Schools White Paper: The Importance of Teaching (DfE, 2010) and Green Paper on SEND (DfE, 2012) expect schools to play a vital role. They emphasise that closing the gap between policy visions and actual changes must also involve ensuring that front-line staff are knowledgeable, motivated and supported. Supportive evidence was offered by international research (Van Petegem, Aelterman, Rossel & Creemers, 2007) suggesting that TWB can have a paramount effect on the relationships forged with students, which indirectly mediates positive student WB. Furthermore, a survey by Wellbeing Australia (2011) found that of 466 teacher, counsellor or school psychologist respondents, 96.4% strongly agreed or agreed that TWB is critical to both student WB and learning outcomes. Other authors (Van Petegem et al., 2007; Baxter & Frederickson, 2005, as cited in Annan & Moore, 2012, p.90.) also revealed a positive correlation where teacher and student WB are two sides of the same coin as TWB facilitates positive relationships with students. The current research may offer a unique contribution to this field: by

explaining what facilitates an aspect of TWB, EWB, in an Oftsed outstanding school, we can be better placed to design systemic interventions fostering student WB in these contexts.

1.4.1.2 Pupil performance

In an education system driven by pupil attainment and progress, there appears to be a timely need to think about a link between TWB and pupil outcomes. In their Teacher Support Network (TSN) study involving the interviewing of 31 stakeholders, Bricheno, Brown and Lubansky (2009) found that all participants assumed a relationship between TWB and student outcomes; however, very few were able to provide evidence for their assumption. A major study (Briner & Dewberry, 2007) involving 24,100 staff in 246 primary and 182 secondary schools explored the relationship between pupil performance and three dimensions of TWB: feeling valued and cared for, feeling overloaded, and job stimulation and enjoyment. The data indicated that, after controlling relevant variables, Statutory Assessment Tests (SATs) scores in all subjects were positively associated with TWB scores of job stimulation and enjoyment; however, in a two-way virtuous cycle, improved pupil performance was also likely to increase teachers' feelings of efficacy and WB. Although initial findings in this field were promising, due to methodological limitations, a causal relationship and the transferability or generalisability of these results could not be established. Ostroff's (1992) comprehensive study involving more than 13,000 American teachers from 298 schools reported a significant relationship between staff job satisfaction and student outcomes. However, their findings were limited to secondary schools and acknowledged that more research was necessary involving a

broader sample, other input variables, possibly more specific measures and a longitudinal approach (Ostroff, 1992). They debated the reliability of their findings on the individual level and also hypothesised a reciprocal relationship, rather than causality, between satisfaction and effectiveness (Ostroff, 1992). Further critique of the relevance of these results may acknowledge the fact that, although related, job satisfaction is not synonymous with WB or, more specifically, EWB. It is a common assumption but there is limited research and evidence supporting the notion that higher TWB increases student attainment; therefore, further research is called for in this field. If we surmise that a relationship between staff EWB and pupil attainment can exist, the current study may not only contribute to the fostering of social capital but may also lead to positive changes in league tables.

1.4.1.3 Teacher retention

Due to its implications on society and the public purse, teacher retention has been a much-debated issue. Over a decade ago, UK and international data mirrored each other indicating that 20% of teachers were leaving education in their first 3 years and up to 50% within 5 years of commencing practice (House of Commons Education and Skills Committee, 2004). More recently, the results of a survey published by the National Union of Teachers (NUT) (2015) suggested that more than half of teachers in England were thinking of leaving the profession in the next 2 years and 61% of those wanting to leave blamed workload. Furthermore, 57% desired a better work-life balance and many felt their pay had been eroded (NUT, 2015). A June 2015 poll commissioned by the TSN revealed more moderate findings. In the 794 sample of teachers polled online by YouGov, 34% said they expected to leave teaching in the

next 1-5 years and a further 22% said they expected to leave in 6-20 years (TSN, 2015). The Network warned that schools were set to suffer an exodus of experience by 2020 and beyond. Given that pupil numbers in state-funded primary schools have been forecast to rise by 8% between 2015 and 2024 (Foster, 2016), more than 190,000 teachers would need to be recruited in England alone by 2020 to keep teacher numbers and teacher-pupil ratio at the same level unless efforts are made to successfully retain these staff (TSN, 2015).

Ofsted's most recent annual report (2016c) acknowledged both the increasing numbers of teachers returning to the sector and the fact that the proportion of those leaving was at its highest, particularly in secondary schools, with the number of vacancies and temporary positions doubling since 2011.

The National Foundation for Education Research (NFER) (Worth, Bamford & Dublin, 2015) also concluded that with greater numbers joining, the absolute numbers had been on the rise; however, growing pupil numbers mean more teachers will need to be recruited in future. Conversely, the NFER clarified that although surveys report a great number of teachers thinking of giving up their career, those committing to exit tended to remain around 10% most years (Worth et al., 2015) and half of teachers were 'engaged' with the profession, according to the NFER staff engagement measure involving questions relating to various aspects of school life (Lynch, Worth, Bamford & Wespieser, 2016). In a one-off oral evidence session (House of Commons Education Committee, 2015) with a number of witnesses including Nick Gibb, Minister of State for School Standards, and representatives of teaching unions, attempts were made to determine whether the teaching profession was indeed

experiencing a crisis. Gibb confirmed that there were challenges that were being sufficiently addressed by the Government but record numbers of teachers were staying in or returning to the profession and training targets and standards were rising (House of Commons Education Committee, 2015). A possible integration of these publications may be that the weighting of the complex data on teacher retention seems to vary from one publication to the next but all researchers and policy-makers have identified a degree of pressure on retention.

1.4.1.4 Teacher recruitment

The Initial Teacher Training census for the 2016-17 academic year (DfE, 2016a) showed that although the number of entrants to primary school level had met the recruitment target, there was an overall shortfall of teachers across primary and secondary levels, making overall recruitment below target. In the year leading up to November 2014, the number of staff leaving teaching was higher than the number entering for the first time since 2011 (Foster, 2016) whereas more recent data by the School Workforce (DfE, 2016b) stated that between 2011 and 2015 the rate of those entering teaching had remained higher than those leaving. In their 2016 report, the National Audit Office (NAO) published that, overall, teacher recruitment had kept up with changing student numbers and there had been stability in the retention of newly qualified teachers (NQTs). However, the report also highlighted missed teacher training targets, a decrease in some qualification levels, an increase in teaching vacancies and the DfE's limited understanding of regional and local challenges in teacher supply (NAO, 2016). As a result, recruitment for schools in isolated and deprived areas with lower educational standards may have suffered (Ofsted, 2016c).

The General Secretary of the National Association of Head Teachers neatly summarised that the November vacancy census underestimates the issue of recruitment, given that, by this point, vacancies have to be filled and temporary solutions might mask difficulties. This may lead to a lack of shared view of the problem (House of Commons Education Committee, 2015), which might partially explain the seemingly discrepant nature of these findings.

A possible summary may be that teacher recruitment has begun to reveal challenges, particularly in some secondary school subjects, certain geographical areas and in some aspects of teacher training; therefore, supportive measures are necessary if the number and quality of teachers were to be maintained. Considering the financial implications, it has been estimated that in Scotland alone an annual £750,000 – £1.5 million might be saved through the introduction of comprehensive teacher support systems (Goss, 2001). If we accept that staff EWB is an aspect of WB that may play a role in whether teachers choose to enter or remain in the profession, the current research may be well-placed to contribute to the understanding of the issues raised by explaining a group of teachers' perceptions of what facilitates their EWB in their Ofsted outstanding school.

1.4.1.5 Government initiatives

Government publications reveal a number of initiatives that have been put in place in response to the challenges described. In September, 2015, the Government announced the launch of the Supporting Returning Teachers pilot to provide grant funding to those returning to teaching (National College for Teaching and Leadership, 2015, as

cited in Foster, 2016). A month later, in her letter to the Chair of Education Committee (House of Commons Education Committee, 2015), the then Education Secretary, Nicky Morgan, outlined Government plans to provide funding for the expansion of the Teach First training programme in all areas of England as well as for the planned recruitment of 17, 500 maths and physics teacher trainees. Morgan wrote about subject-knowledge enhancement courses in selected subjects, marketing and financial incentives to increase recruitment and the School Experience Programme, offering prospective trainees the opportunity to acquire school experience (House of Commons Education Committee, 2015). The Education Secretary also set out plans for a National Teaching Service to pilot the deployment of 1,500 outstanding teachers and middle leaders in lower-performing schools from September, 2016. In the oral evidence session, Nick Gibb admitted that there was an issue about the pace of education reforms but stressed this was a deliberate attempt to raise standards before a period of stability (House of Commons Education Committee, 2015). The Minister raised awareness of the use of language, concerned about the consequences of the negative portrayal of teaching. While the unions acknowledged the role of some Government initiatives, they conveyed their perception that these were unlikely to be significant enough without addressing fundamental push factors around workload, accountability, pay, working conditions and the way teaching was portrayed (House of Commons Education Committee, 2015).

1.4.1.6 Emotional wellbeing of teachers

A recent Education Sector Health Survey (TSN, 2015) investigating TWB revealed that 84% of the 2077 participants working from primary to higher education reported

having suffered from mental health problems in the 2 years preceding the survey. Amongst push factors impacting on WB and leading teachers to abandon their job, workload was blamed in 81%, rapid changes in 44% and unreasonable demands from managers in 44% of the cases, as depicted by Figure 1.1. According to the survey, only a quarter of staff affected shared their concerns with line managers even though over three quarters were considering leaving education.
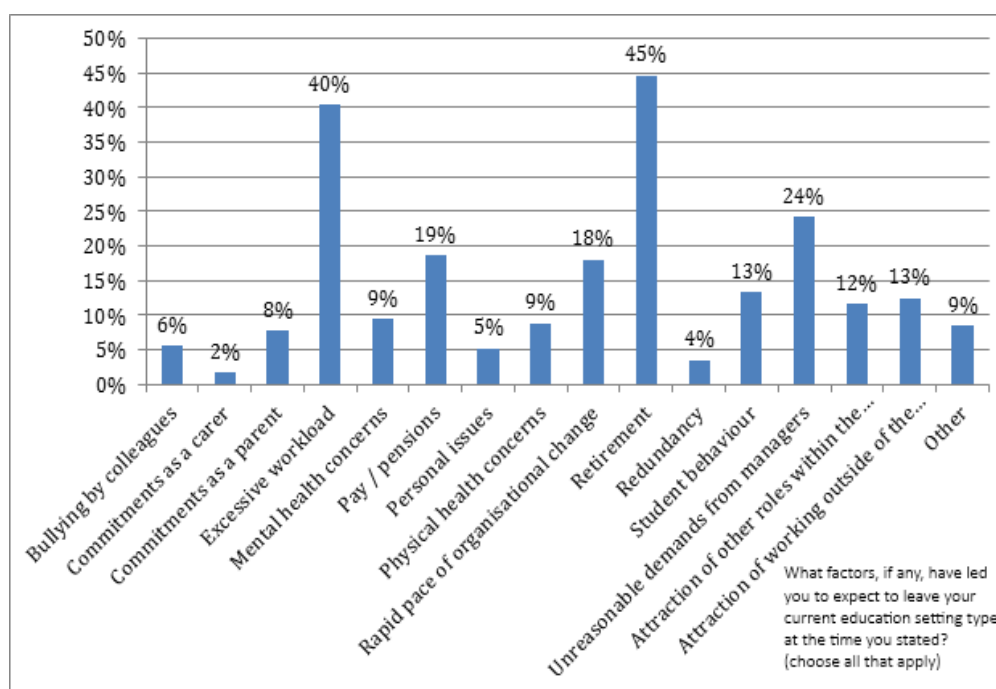
Figure 1.1: The Teacher Support Network's (2015) findings on factors leading teachers to leave their current education setting.

An attempt by the Coalition Government to target one of the key factors was to launch the Workload Challenge (DfE, 2015), an online survey asking teachers for examples of unnecessary tasks and ideas about how to reduce these. With regards to the drivers of workload, respondents mentioned accountability and the perceived pressures of Ofsted, tasks set by senior and middle leaders, working to policies and policy changes. Specific tasks mentioned involved data analysis, marking and planning. Unsurprisingly, the most popular suggestions were to change accountability, the support offered, arrangements around marking, planning and data

analysis, to trust teachers as professionals, reduce curriculum changes and review Ofsted processes (DfE, 2015).

In its response to the Challenge, the Government set out a number of practical actions that they and Ofsted would take to help reduce teacher workload, some of which were welcomed by the teaching unions' letter to the Education Secretary in February, 2015. Ministers had committed to considering the impact of policy changes and discussing with leaders the impact of these on workload (Foster, 2016). The Government promised that they and Ofsted would not be making any changes to their frameworks during the school year and more support would be offered to headteachers (Foster, 2016). They proposed conducting a teacher workload survey in spring 2016, simplifying Ofsted's inspection handbook and updating their document on myths and facts. The Education Secretary announced the formation of the Marking Policy Review Group, the Planning and Resources Review Group and the Data Management Review Group to make recommendations regarding teacher workload. However, the unions' letter also stated that the Government's proposals would not tackle the root causes: system accountability and Ofsted (NUT, 2014). In the next few paragraphs, the potential links between teachers' EWB and Ofsted's inspection practices are explored.

1.4.1.7 Ofsted

In the Education Committee's (2015) oral evidence session, discussing whether bad press about Ofsted inspections had contributed to teachers' experiences of not feeling valued and difficulties with retention, the representative of the National Association

of Schoolmasters Union of Women Teachers (NASUWT) expressed that teachers felt politicians' narrative focused too much on school failure and blame. To debunk myths about extra workload in planning, self-evaluation, grading, pupils' work and evidence for inspections, Ofsted published a clarifying document about their involvement in maintained schools (2016a).

Paradoxically, although their most recent inspection framework (2016b) includes a new judgement on pupils' personal development, behaviour and welfare, it does not seem to address the personal and emotional development of school staff. In addition, criteria on children's WB have gained priority only in recent years - since 2009 - which raises questions about the general discourse around 'good' and 'outstanding' schools. Current descriptors with a possible link to staff EWB include those of effective management and leadership: requiring them to ensure their workforce are motivated and respected and to promote understanding and equality within the school community. Conversely, guidelines on workplace health by the National Institute for Health and Care Excellence (NICE, 2016b) require employers and those with a remit for health in the organisation to make health and WB a core priority. NICE guidelines on mental WB at work (2016a) also recommend the establishment of a supportive environment that enhances employees' health, WB and work-life balance.

A literature review carried out as part of this study revealed a gap in research on TEWB in Oftsed outstanding schools but there was data available on the perceived impact of inspections on EWB. Research involving 804 school staff carried out for the Education Support Partnership by the VoicED education market research panel revealed that although inspections are designed to facilitate improvement, participants

reported adverse effects on TWB, teacher performance and little effect on student outcomes (TSN, 2014). For example, significant proportions of respondents (79%) said inspections had a negative impact on their WB, contributed to their stress (93%), anxiety (88%) and depression (34%) whereas a minority (7%) reported positive effects. The majority (74%) said inspections had decreased their motivation to continue in their career and only small numbers (2%) reported increased motivation. To improve WB, participants (72%) suggested a greater emphasis and assessment of TWB, more feedback on how to improve and inspections to be carried out by peers or mentors (TSN, 2014). The NUT's School Inspection Survey Report (2014), which explored over 300 teachers' views about Ofsted and their framework in a range of representative schools experiencing an inspection during 2012-13, published similar findings. The vast majority of participants (90%) reported that Ofsted inspections generated stress and created additional workload (84%) and two-thirds disagreed or disagreed strongly that it was a supportive and motivating process (NUT, 2014). Given the primarily negative views about Ofsted inspections outlined here, this research is relevant in exploring the perceptions of teachers in an 'outstanding' school recently inspected by Ofsted. It is important to acknowledge that whilst the information described here links TWB to the inspection process only, the current research looks at TWB in an outstanding school in general, rather than during the inspection in particular, and that it is only EWB rather than WB in a broader sense that takes centre stage. Details of the inspection framework that was used to inform this research and the criteria that the school had to work to in order to be judged 'outstanding' are included in Appendix B.

1.5 Local Context

Ofsted's Annual Report (2016c) outlined that 90% of all Local Authority (LA) maintained primary schools and academies in England were judged good or outstanding for overall effectiveness, based on their most recent inspections, carried out by 31 August, 2016, which represents a 21 percentage point rise in the past 5 years. There was a 9 percentage point difference between most deprived and least deprived areas: the former consisting of 86% and the latter 95% good or outstanding maintained primary providers, compared with 59% and 83% in 2012. In August, 2016, outstanding schools made up 19% of all primary schools and 17% of LA-maintained ones (Ofsted, 2016c). In contrast, 99% of pupils in the outer London borough where the research took place attended 'good' or 'outstanding' primary schools, ranking it joint 2nd in relation to all 150 LAs in England, based on data published in September, 2016. The high proportion of successful schools in the local context seems to offer a unique opportunity to research the relationship between EWB and teaching in an outstanding school.

1.6 Research Aims

This research seeks to explore the views of full-time class teachers in one of the borough's Oftsed outstanding primary schools, with the view of developing an explanatory theory about the contexts and mechanisms which enhance and hinder their EWB in their role as a teacher. Theory-development can serve the purpose of informing school staff and Educational Psychologists (EPs) when designing supportive interventions and addressing potential barriers in the chosen context. This

study is also hoped to facilitate further research and the promotion of TEWB in similar settings.

2 METHODOLOGY

2.1 Chapter Overview

This chapter offers an outline of the research purpose, questions and design. It describes the researcher's orientation, the participant recruitment process and the applied methodology of data collection and analysis. Lastly, ethical considerations and issues associated with validity are discussed.

2.2 Purpose Statement

The purpose of this grounded theory (GT) research is to develop a theory of the enhancing and hindering mechanisms influencing EWB for full-time class teachers in their role at an Ofsted outstanding primary school and of the contexts in which these mechanisms occur. The researcher was guided into the data by two research questions, as introduced below.

2.3 Research Questions

Glaser and Strauss (1967) originally discouraged approaching GT research with predefined questions. Later versions of the method (Strauss & Corbin, 1998), however, acknowledged their value in setting the parameters and the direction of the project as well as its success criteria even if the questions further evolve throughout the process (Robson, 2011).

This study focused on the following two research questions:

- What are the contexts and mechanisms that influence full-time class teachers' emotional wellbeing in an Ofsted outstanding primary school?

- What practices should be implemented to enhance full-time class teachers' emotional wellbeing in an Ofsted outstanding primary school?

During the initial literature review, no papers were identified that focused on TEWB in the Ofsted outstanding context, which has enabled the current research to address a gap and offer a unique contribution to this area. The questions above determined the design of the research, which is described in the following section.

2.4 Research Design

Research design means planning a project to be able to answer the research questions (Robson, 2011). Figure 2.1 summarises the design of the current research.
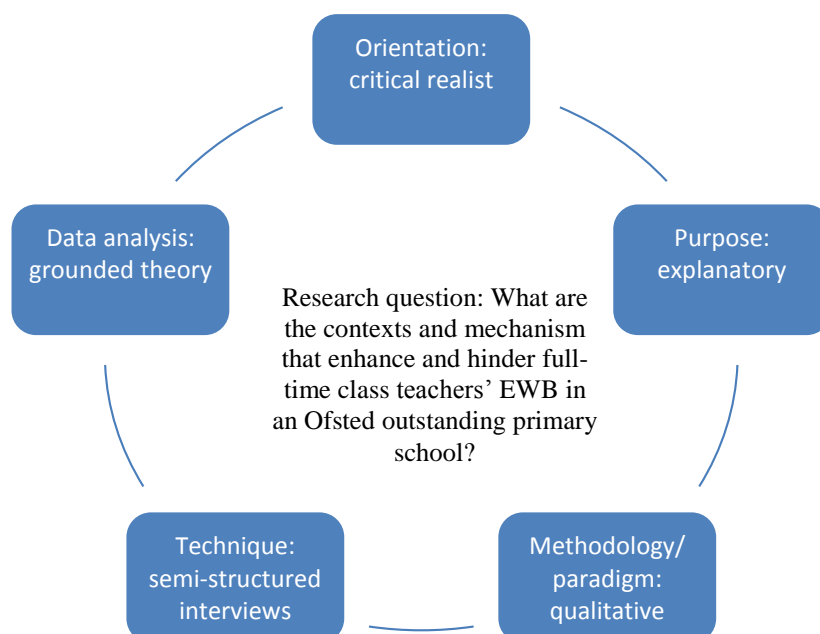
Figure 2.1: Research design.

Below each component of the research design is addressed separately.

2.5 Purpose

The purpose of this research is exploratory and explanatory. The researcher believes that each participant may make sense of EWB in a different way and also have a different view on their own EWB. As well as wanting to explore these perceptions, the main intention of this study is explanatory: to explain what mechanisms are helpful and unhelpful in supporting TEWB in their role as full-time class teachers in an Ofsted outstanding primary school and what interventions could be implemented that would produce desirable outcomes in this context. The next paragraph provides a summary of the research orientation: the ontology and epistemology adopted by the researcher for the purpose of this study.

2.6 Orientation

2.6.1 Ontology and epistemology

Ontology is the study of being, ranging on a spectrum between realism and relativism whereas epistemology refers to how knowledge is acquired, ranging from positivism to social constructionism (Willig, 2008). Ontological and epistemological positions have implications for research design and methodology (Robson, 2011). According to a realist ontology, the task of science is to explain the indisputable truth, the facts of reality, and test hypotheses by rational criteria (Robson, 2011). Conversely, relativism accepts that people can have different perspectives and that reality is

interpreted through a subjective lens (Yardley, 2000). Positivists, traditionally aligned with a realist ontological stance and the quantitative paradigm (Lincoln & Guba, 1985), believe research is a search for universal causal laws, which are objective and can be acquired by direct experience or observation. In contrast, social constructionists, traditionally aligned with a relativist ontology and the qualitative paradigm, assume that the social world is socially constructed through interactions and language; therefore, the researcher's task is to acquire the equally valid multiple perspectives of meaning (Robson, 2011). The current research sits between the two ends of the spectrum, representing a critical realist ontological and epistemological stance.

2.6.2 Critical realism

Critical realism is a philosophical tradition most associated with Bhaskar, who voiced a critique of positivism and phenomenology (Ayers, 2011). Critical realism posits that the world and external events exist regardless of what we think about them; however, the rules and mechanisms behind reality are socially created and invented (Robson, 2011).

Oliver (2012) explained that we aim to discover this objective reality but we also filter and mediate it through our context, language and so on. This means that each person attributes a different meaning to external events based on their personal history and experiences and this will reflect in the action-interaction that follows (Corbin & Strauss, 2015). Therefore, our understanding reflects only one of the several ways of knowing and it is biased, partial and temporary (Oliver, 2012). As

neatly summarised by Oliver (2012), reality cannot be known for sure; however, it can be described with truer or less true accounts. The aim of research under a critical realist lens is not to prove that 'x' causes 'y' (Matthews, 2003) but to identify the mechanisms which underlie a particular phenomenon and the contexts within which the mechanisms lead to a pattern of outcomes (Robson, 2011). Oliver (2012) stated that experiences are linked to their underlying mechanisms by vertical explanations and that critical realist GT seeks these explanations through vertical analysis. An important tool in this is retroduction, the researcher asking the central phenomena the question: 'What must be true for this to be the case?' (Bhaskar, 1986). The concepts and final theory are constructed by the researcher out of stories constructed, rather than discovered, and shared by participants, which is consistent with Strauss's (1993) views, that analysis is an interactive process between the researcher and the data. The constructed theory also provides an answer to the question: 'What works for whom in what circumstances?' (Pawson & Tilley, 1997, p. 210). Critical realism rejects the notion of linear causality. Instead, it appreciates the complexity of the social world with its multiple opportunities for change of practice (Oliver, 2012).

Pawson and Tilley (1997) postulated that critical realist inquiries can support the understanding of social phenomena and, therefore, can enhance policies and practice. Consequently, the critical realist paradigm is appropriate in this study as it aims to explore and explain the mechanisms underlying TEWB in their context of an outstanding school. In addition, the researcher hopes that a theory about what facilitates and hinders TEWB can offer valuable contributions to the development of supportive interventions in future. Findings are to be interpreted as a plausible approximation of reality, rather than reality per se, and are hoped to be transferable,

rather than generalisable, to some other contexts to be refined by further research. Next, the methodology of this critical realist study is introduced.

2.7 Methodology

This is a flexible-design, qualitative inquiry. Qualitative research enables the exploration of participants' experiences and their transformations in a comprehensive manner through a fluid and dynamic process (Corbin & Strauss, 2015). The method was chosen because meeting the objective of the research required rich, detailed information and an inductive style that rendered the complexity of TWB with the view of concepts and theory emerging from the raw data. A qualitative process typically involves emerging questions and procedures, collaborative data collection in the participants' setting, data analysis building from participants' meanings as well as the researcher making interpretations of the data, creating an agenda for change (Creswell, 2009). The focus of this qualitative research was on how participants make sense of their lives and how things occur, which was reported in words, rather than numbers (Robson, 2011). Since in qualitative social research the world is seen as constructed by those involved (Robson, 2011), the researcher focused on meanings attributed to EWB in teachers' role and context, a phenomenon accepted to exist independent of researcher and participants. Qualitative research, including this project, is incompatible with statistical generalisation (Robson, 2011). Instead, data is interpreted with regards to the specifics of a case, where the researcher attempts to reconstruct participants' realities during data collection and analysis (Lincoln & Guba, 1985).

2.8 Pilot Study

Following Robson's (2011) suggestion, a pilot study was carried out to aid the development of a draft interview schedule (Appendix C). The researcher selected a former colleague to conduct the interview, which took place in the summer term of 2016. Following the pilot data collection, the researcher was reassured that the proposed questions and prompts seemed sufficient in collecting data to answer the research question: the pilot participant provided rich and detailed descriptions regarding their EWB, what they found helpful and unhelpful and how they would like their EWB to be facilitated further. The researcher decided to maintain the order of interview questions: first exploring the meaning of EWB and the general factors facilitating and hindering this, then explicitly examining the relationship between EWB and the Ofsted outstanding context. The researcher believed that the questions preceding those related to Ofsted would give participants sufficient space and time to explore the meaning and their experiences of EWB in general, providing valuable information about the conditions and mechanisms at play in their context. The audio tape of the pilot interview was shared with the pilot participant. The transcript of the interview and the participant's feedback were recorded in a research journal.

2.9 Recruitment

Appropriate recruitment of participants was essential to ensure the rigor of the research. Full-time class teachers from one of the outstanding primary schools in an outer London borough, where the researcher is completing her professional placement as a Trainee Educational Psychologist (TEP), were selected as it was believed that

they had relevant experience and knowledge of the studied phenomenon. Selection was determined by purposive sampling: the selection of people to obtain appropriate and sufficient information to generate conceptual categories and formulate theory (Glaser & Strauss, 1967). In order to accomplish this, a number of selection criteria were applied to support the selection of an appropriate school.

2.9.1 Selection criteria

- The primary school had to have been awarded an outstanding rating according to Ofsted's most recent inspection criteria.
- It had to be a mainstream primary school to serve the researcher's interest and based on the assumption that special schools may provide a different theory around EWB.
- Schools with a qualified EP linked with them were prioritised as this was likely to facilitate the recruitment of participants.
- Larger schools were prioritised as they were likely to have higher numbers of potential participants from a broader range of year groups.
- Teachers had to be full-time class teachers as it was assumed that they had a full appreciation of the potential rewards and challenges involved in the daily tasks of teaching, enabling an easier comparison between participants.

In the LA, 21 outstanding mainstream primary and infant schools were identified when the research commenced in 2015. Out of these 21 provisions, 15 had a qualified EP linked with them, narrowing down the number of potential schools to 15. These schools were ordered according to their year of inspection, ranging from 2007 to

2015, so that those that had recently been inspected could be approached first. There were 5 primary schools that had been inspected in 2015: 1 one-form of entry, 1 two-forms of entry and 2 further two-forms of entry schools (one including one year group with three classes and another including two year groups with three classes) as well as the selected school, a larger than average Catholic primary school, with three forms of entry from Reception to year 6 and two forms of entry in Nursery. It was important to approach the largest of the 5 available schools first to increase the likelihood of recruiting enough participants. If the chosen school had not agreed to take part, the rest of the 5 schools would have been approached next, one by one, starting from second largest, until recruitment was successful.

2.9.2 The selected school

Pupils in the selected school come from a range of ethnic groups: the majority of children are White British but the proportion of pupils from minority ethnic backgrounds is above average. The school had an inspection by Ofsted in January, 2015 and received the evaluation summarised in Table 2.1. Details of the inspection framework that was used to inform this research and the criteria that the school had to work to in order to be judged 'outstanding' are included in Appendix B.

Table 2.1
Ofsted ratings in the Selected Primary School (Ofsted, 2015)

Category	Rating
Overall effectiveness	Outstanding
Leadership and management	Outstanding
Behaviour and safety of pupils	Outstanding
Quality of teaching	Outstanding
Achievement of pupils	Outstanding
Early years provision	Good

2.9.3 Recruitment of participants

The researcher contacted the EP linked with the school, who facilitated contact between the researcher and the Special Educational Needs Coordinator (SENCo). Following an initial phone conversation and email correspondence (Appendix D), information sheets (Appendix E) were shared with the SENCo via email and later distributed to the teachers by her at a staff meeting. At this stage, six teachers expressed an interest in taking part. Following a face-to-face meeting with the SENCo and the EP, an additional three staff members expressed interest. The researcher contacted each teacher via email (Appendix F) and received responses from six people. One person did not meet the criteria as they were not a full-time class teacher. Interviews were carried out with four participants before data analysis began. All four participants were female, two teachers in year 6 and two in year 3. The interview with the fifth participant, a male teacher in Reception, took place after the analysis of data from the first four interviews, for the purpose of theoretical sampling. Simultaneously with the first four interviews, the researcher was attempting to recruit further participants but, at this stage, only teaching assistants

expressed interest. As a result, following the fifth interview, the researcher returned to the existing data for further theoretical sampling. Table 2.2 below summarises relevant participant details.

Table 2.2
Participant Details

Participant number	Gender	Year group taught	Years of experience (including current year)	Further responsibilities	Present at the latest Ofsted inspection
1	Female	Year 6	24	Assistant Headteacher	Yes
2	Female	Year 3	3	Joint Phase Leader	Yes
3	Female	Year 3	3	Joint Phase Leader Middle School Maths Coordinator Safe Playground Leader	Yes
4	Female	Year 6	6	Liturgy Coordinator	Yes
5	Male	Reception	2	Outdoor Learning Leader	Yes, as a student

2.10 Data Collection

Semi-structured interviews were employed to collect data. Semi-structured interviews are well-suited to a critical realist orientation and most types of GT (Willig, 2013). They demonstrate an element of structure as well as a degree of flexibility to explore unpredicted themes arising in the process while allowing participants to provide rich, detailed views (Creswell, 2009). An additional advantage of this technique is that, through open-ended, yet directed questions, it creates space for participants to think,

speak, be heard and co-construct meaning whilst developing rapport with the interviewer (Robson, 2011). A potential challenge of semi-structured interviews, beyond their time-consuming nature, may be that they require specific skills and a high level of reflexivity to minimise researcher bias (Robson, 2011). In this study, a draft interview schedule had been developed and tested in a pilot study prior to interviewing. Questions were also informed by the researcher's prior professional experiences in relation to the phenomena as well as a preliminary literature review. They were used flexibly as the researcher aimed to remain sensitive to the lead of participants during the process, which meant that additional questions were also asked if they were believed to elicit relevant information. The process explored TEWB at work and, maintaining some consistency between interviews, constructed what mechanisms they had found helpful and unhelpful; as well as what they might find helpful in future. The apparatus used included a voice recorder and the draft interview schedule. Interviews took place in participants' classrooms and took approximately an hour (40-73 minutes) to complete. Materials were audio-taped and transcribed verbatim by the researcher before analysis. Transcripts included words as well as vocalisations and, where possible, non-verbal signals. They were checked for accuracy between the transcription and analysis stage. Interview questions were modified after the analysis of the first four interviews as a result of new concepts emerging (Appendix C). Following the final interview and data analysis, the researcher concluded that the data was adequate, appropriate and varied (Robson, 2011).

2.11 Data Analysis

This section outlines the chosen method of data analysis: grounded theory methodology. First, its origins, the rationale behind its application in the current study and its characteristics are introduced. This is followed by the description of the process and the stages and strategies of data analysis.

2.11.1 Grounded theory - origins

Critical realism can support a range of empirical methods (Scott, 2005), including GT, the methodology used to analyse data in this study. GT was originally developed by Glaser and Strauss (1967), who emphasised the importance of constructing theory from concepts integrated from raw data, especially in the actions, interactions and processes of participants, rather than prior to data collection. Glaser and Strauss (1967) aimed to elevate qualitative research to the level of rigor associated with quantitative studies (Bryant & Charmaz, 2012) while providing explanatory theories of the studied phenomena. 'Theory' in GT can be defined as 'a set of well-developed concepts related through statements of relationship, which together constitute an integrated framework that can be used to explain or predict phenomena' (Strauss & Corbin, 1998, p.15). This was an alternative to the sociological stance dominating the 1960s where the methodological consensus was that research had to have a firm theoretical foundation and positivist scientific methods carried out by a researcher who was assumed to be passive and objective (Charmaz, 2006). Beginning its popularity at the University of California through separate publications by Strauss and Glaser, by the 1970s and '80s, GT had spread to graduate schools and a range of

practice-based social disciplines (Strauss & Corbin, 1998). Bryant and Charmaz (2012) argued that, in their individual work, Glaser and Strauss both stressed the importance of grounding theory in data. Strauss, with his pragmatist Chicago school heritage, focused on social processes and the constructions of action; whereas Glaser, with his positivist background at Columbia University, advocated a systematic approach (Charmaz, 2006). However, the method gained its broad popularity following Glaser and Strauss's divergence and the involvement of Corbin, through the publication of the critical realist *Basics of Qualitative Research* in 1990 (Bryant & Charmaz, 2012). At the same time, psychological research was beginning to consider those involved through inclusive and person-centred practices, in contrast to previous quantitative traditions. By the 1990s, GT had gained status amongst research traditions both for its rigor and usefulness studying complex social situations (Bryant & Charmaz, 2012). Contrary to Glaser's initial realist, truth-seeking standpoint, human problems that did not fit a positivist design had now become possible to study without qualitative enquiries being a mere precursor of the development of quantitative methods (Charmaz, 2006). Meanwhile, increasing numbers of grounded theorists had further evolved the method, emphasising that theories are co-constructed by researcher and participants, rather than discovered (Charmaz, 2006), which led to a further diversification of methods. Since each version of GT sits within a different conceptual framework, there remain disputes about its many interpretations: its core features and the extent to which it can be used flexibly without jeopardising its integrity (Bryant & Charmaz, 2007). The next paragraphs aim to illuminate the characteristics of GT and the rationale behind choosing this methodology.

2.11.2 Characteristics of grounded theory

Grounded theory offers a comparative and inductive process to ensure that theory is grounded in the data of personal narratives whilst also recognising that it includes the researcher's conceptualisation of social contexts (Bryant & Charmaz, 2012). Successful GT creates an explanatory model encapsulating a range of perspectives into a plausible and coherent whole (Bryant & Charmaz, 2012). In this inquiry, the researcher aimed to derive a general, abstract theory of TEWB in an Ofsted outstanding primary school, grounded in the views of the participants about the empirical world (Creswell, 2009). This is useful given the applied area of research and the gaps in literature regarding the phenomenon in this context. GT requires persistent engagement with data and multiple stages of data collection and analysis. The latter involves the refinement of concepts through constant comparison and theoretical sampling of different groups (Charmaz, 2006), where concepts emerging from analysis determine the direction of subsequent data collection (Corbin & Strauss, 2015). The flexible, yet systematic steps involve generating categories of information (open coding), selecting one of these and positioning it in a theoretical model (axial coding) and explicating a story from the interconnection of categories (selective coding) until a complete conceptual grasp of data becomes possible and no further themes arise (Strauss & Corbin, 1998). Potential pitfalls of GT may include difficulties in deciding when categories are saturated or when theory is sufficiently developed and tensions between a flexible or systematic approach of GT (Robson, 2011). Further criticism of this methodology questions the degree to which the researcher can be free from pre-existing theories and assumptions (Strauss & Corbin, 1998).

2.11.3 Rationale for applying grounded theory

GT was chosen for this study as it allowed the researcher to construct a theory grounded in the data and to explore teachers' experiences of EWB whilst explaining the underlying mechanisms and contexts influencing this, as set out in the research questions. Initially, the use of other qualitative methodologies was also considered. For example, Interpretative Phenomenological Analysis (IPA) would have been able to capture individual teachers' lived experiences to illuminate those of a homogenous group (Smith, Flowers & Larkin, 2009) whereas Thematic Analysis (TA) (Joffe, 2012) would have enabled the researcher to analyse and describe meaning within a critical realist approach, similarly to GT. However, these methodologies would not have been conducive to generating explanatory theory on 'what works' and 'why' for teachers in their outstanding school context.

The GT approach selected for the purposes of this project was that of Corbin and Strauss (2015), who agreed with the critical realist worldview that there is a reality out there independent of the researcher's interpretations but their assumptions and background influence the data to some extent. The researcher in this study could not be separated from the data: they constructed from the participants' descriptions an explanation as to how different contexts and mechanisms can lead to particular outcomes, i.e. teachers' experiences of EWB.

2.11.4 Analytic process

Corbin and Strauss (2015) stated that analysis involves assigning possible meanings to data and recording the thought process of meaning-making in the form of memos. Meanings can be reassigned as a result of constant comparisons with data, making analysis a fluid and evolving process. The authors explained that the purpose of GT is to create a theory, to which descriptions and conceptual ordering can serve as a foundation. Figure 2.2 depicts this process, taking place through an interplay between researcher and data.
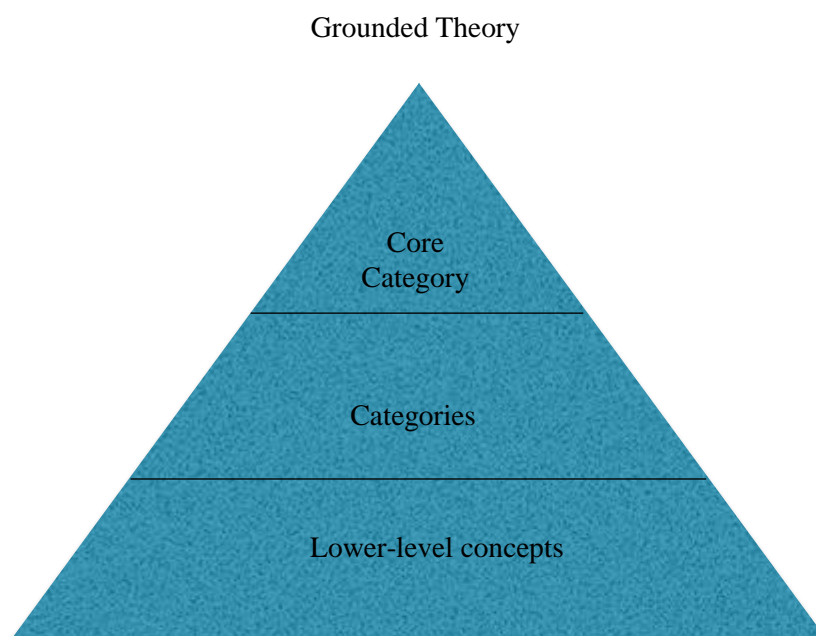
Grounded Theory

Figure 2.2: Constructing grounded theory (Corbin & Strauss, 2015, p.77).

From lower-level concepts, categories or themes are identified and developed based on their properties and dimensions, which leads to the designation of the more abstract core category. As succinctly summarised by Corbin and Strauss (2015), properties are qualities of concepts that define, specify or differentiate them from others whereas dimensions refer to the range over which properties can vary. The core category integrates and summarises all the other concepts, lifting the study onto

the level of theory (Corbin & Strauss, 2015). The higher the researcher moves up the pyramid, the greater the abstraction and explanatory quality of concepts, forming the structure of a plausible theory, which can be filled with the more specific details provided by lower-level concepts. Interpretations, the researcher's impressions of meaning, should be led by and validated against data or by participants - until this point, they should be considered provisional. (Glaser & Strauss, 1967).

Theory does not only highlight relationships between concepts, it also defines the phenomenon and explains the context: the conditions (events) and the meaning participants attribute to these; the action-interaction they take to deal with these conditions; and the consequences of the action-interaction linked to both conditions and a possible change (Corbin & Strauss, 2015). Theory has an overarching explanatory scheme; without this, we are working with mere descriptions or a set of categories (Corbin & Strauss, 2015). To arrive at theoretical integration, a method of theoretical sampling was adopted.

2.11.5 Theoretical sampling and integration

Theoretical sampling is a method of data collection that serves the purpose of developing theory by following the lead of the emerging concepts (Corbin & Strauss, 2015). As summed up by Glaser and Strauss (1967):

> *Theoretical sampling is the process of data collection for generating theory whereby the analyst jointly collects, codes and analyses his data and decides what data to collect next and where to find them, in order to develop his theory as it emerges. (Glaser & Strauss, 1967, p.45).*

Birks and Mills (2015) proposed that theoretical sampling is also an important factor of determining how to proceed with subsequent data gathering, e.g. by changing

interview schedules in order to expand categories. The cumulative cycle of data collection and analysis continues until theoretical saturation is achieved: where all categories are sufficiently developed and integrated for the purposes of the research and theory is dense and complete (Corbin & Strauss, 2015). A critical realist GT is arrived upon at the point when it has greater explanatory power than its alternatives as to why certain things happen and allows for actions to be taken to change situations (Oliver, 2012). Conclusions from this research can serve as empirical evidence informing professionals linked to the chosen setting of what teachers think 'works' for them and how this could be implemented in practice. As well as this, findings are hoped to provide a theory for researchers of TEWB in other outstanding schools in the borough and beyond, with the long-term goal of promoting positive institutions that nurture teachers and students.

2.11.6 Stages of analysis

The stages of analysis involve separating, organising, comparing and synthesising data through qualitative coding: allocating labels to sections of data (Charmaz, 2006). Corbin and Strauss (2015) encouraged an early and ongoing immersion into data, beginning with free brainstorming and trying out possible meanings without drawing premature conclusions. In the current research, early engagement with the data was achieved by the researcher transcribing all interviews verbatim and listening and re-listening to the tapes before embarking on open, axial and selective coding.

2.11.6.1 Open coding

During open coding, data were broken down into manageable segments of varying length, to which initial conceptual labels were assigned. These initial low-level codes were a result of the reflexive interplay between analyst and data and they helped navigate subsequent sampling and data collection. A form of open coding, microanalysis, was also applied to selected segments. Microanalysis is a detailed, exploratory analysis which serves the purpose of immersing the researcher into relevant pieces of data often at the early stages of analysis. Sub-codes that seemed particularly relevant were selected and scrutinised using small mind maps to gain a more accurate and deeper understanding of their meaning. For example, the sub-code 'feeling responsible for the results', which repeatedly occurred in relation to EWB, its key mechanisms and the Ofsted outstanding status, was broken down to detailed descriptors such as "pressure of the SATs", "final push being on the shoulders of the year 6 teacher", "having a recurring worry", "carrying the team", "not being able to predict outcomes" etc. This was a helpful exercise as it highlighted important relationships between this sub-code and the participant's emotional and possibly physical states (e.g. a 'push' on their shoulders), other parts of the system (e.g. the team) and similar challenges (e.g. not being able to have control over situations), which would not have been evident without this level of analysis. During open coding, approximately 260 codes were identified (Appendix G). Some were lifted directly from the interviews, using participants' language, which helped the emerging theory to remain grounded in the data.

2.11.6.2 Axial coding

Axial coding means coding around the axis of a category in order to develop its depth and connections to other categories (Robson, 2011). During this stage of analysis, data were looked at in new ways by elevating their conceptual level through sorting open codes into conceptual categories. For example, the open codes 'pupil wellbeing' and 'pupil progress', along with their sub-codes, constituted the axial code 'responding to the needs of children'; or the open codes 'support' and 'difficult experiences', along with their sub-codes, fell under the broader conceptual heading 'relationships with colleagues'.

To help conduct analysis during axial coding, the researcher used a paradigm, examples of which will be presented in the Findings chapter. A paradigm is an analytic tool involving conditions, actions-interactions and outcomes to link concepts together around more abstract categories, as put forward by Corbin & Strauss (2015). Conditions involve explanations to questions such as 'why', 'when' and 'how come'. Once given a meaning to these, persons respond through actions and interactions and face (actual or anticipated) consequences to self and others. This can generate further action or emotion through an interaction referred to as process (Corbin & Strauss, 2015). A helpful sentence reminding the researcher of the paradigm was, 'When this happens, I do this, with the anticipation of having this result' (Corbin & Strauss, 2015, p.157.) The outcome of axial coding was fewer and stronger conceptual categories, which seemed more refined according to their properties and dimensions as the researcher began to identify conditions influencing EWB and the consequences linked with this.

Another analytic tool, the consequential matrix, was also applied to focus on the relationships between action-interactions, conditions and consequences and their complex interactions (Corbin & Strauss, 2015), a simplified version of which will be presented in the Findings chapter.

2.11.6.3 Selective coding

For Strauss and Corbin (1998), selective coding means advanced analysis and theoretical integration. At this stage, the core category was the main focus of theory development through revisiting and processing memos and applying theoretical saturation of major categories (Birks & Mills, 2015). This led to the arrangement of categories around an explanatory statement: a grounded theory.

2.11.7 Analytic strategies

Analytic strategies are mental strategies applied to aid inductive analysis and the clarification of meaning (Corbin & Strauss, 2015). They help sensitise the researcher to relevant properties and dimensions whilst guiding them to move from specific to general (Strauss & Corbin 1998). Birks and Mills (2015) specified that analytic strategies help increase theoretical sensitivity: extracting from the data details relevant to the emerging theory. Below, a few helpful strategies are explored.

2.11.7.1 Questioning

Asking good questions is imperative in taking the role of the 'other' and facilitating the development of provisional answers, further questions (Corbin & Strauss, 2015) or new ways of looking at the data (Strauss & Corbin, 1998). Questions asked during analysis included, *'What does this mean?' 'What is this teacher trying to tell me about their EWB?' 'What if…was different?'*

2.11.7.2 Comparisons

Comparisons sensitise analysts and support them in attributing meaning, examining perspectives and managing the pace of theoretical saturation (Corbin & Strauss, 2015). The researcher applied constant comparison and theoretical comparison throughout the project. Constant comparison means comparing one piece of datum, i.e. incident or object with another, both within a set of data and between different sets to identify conceptual similarities and differences (Glaser & Strauss, 1967). Theoretical comparison focuses on properties and dimensions when these are not evident in the data in order to compare categories rather than individual cases (Corbin & Strauss, 2015). For example, although the need to talk was identified as a commonality between participants to enhance their EWB, different teachers had different ideas about where, when and with whom they wanted to talk, which offered valuable insights into their relationships. The flip-flop technique - turning a concept around to gain a different perspective (e.g. uncertainty to certainty) - and systematic comparisons - comparing a piece of datum to one recalled from the literature or from experience - were also helpful ways of comparing data (Strauss & Corbin, 1998).

Data that were similar were grouped together under the same conceptual heading and concepts that were similar were grouped into categories. Each category was developed based on its dimensions and properties and eventually these were drawn together around a core category, which, together with the other categories, formed the structure of the theory.

2.11.7.3 Memos, diagrams and a research journal

Memos and diagrams serve both a practical and abstract purpose: they create an audit trail and support communication with the data, self and others (Birks & Mills, 2015). In this research, memos and diagrams helped outline how concepts were arrived at and how they linked. They sensitised the analyst and forced them to ask questions, make comparisons and open up data-exploration, as described by Corbin and Strauss (2015). Corbin and Strauss (2015) argued that, although time-consuming, memos and diagrams are an essential part of analysis as they illuminate gaps in conceptualisation, integrate ideas and provide a complex audit trail of the analyst's changing thought processes and biases. Memoing is a free exploratory process that can challenge the developing analysis and prevent the researcher from committing to ideas prematurely whilst enabling the elevation of data onto a conceptual level (Birks & Mills, 2015). The researcher in this study also kept a research diary containing field notes and observations of the process, with the hope of creating a helpful distance from it.

2.11.7.4 MaxQDA computer software

Computer-assisted Qualitative Data Analysis (QDA) packages can offer a systematic storage system, providing quick and easy access to large quantities of versatile data (Corbin & Strauss, 2015). This inquiry was assisted by the MaxQDA12 software, supporting the researcher in an in-depth analysis by offering consistent and varied ways of retrieving and displaying codes and, therefore, ensuring that findings were more reliable. With the program, it was possible to retrace analytic steps and create a complete audit trail of category development and conceptualisation. While using MaxQDA, the researcher made every effort to maintain creativity and fluidity of the analytic process without letting the software limit these. Figure 2.3 shows a screenshot of the MaxQDA, with the list of interviews and conceptual codes on the left and the interview transcript with its coded text segments on the right.
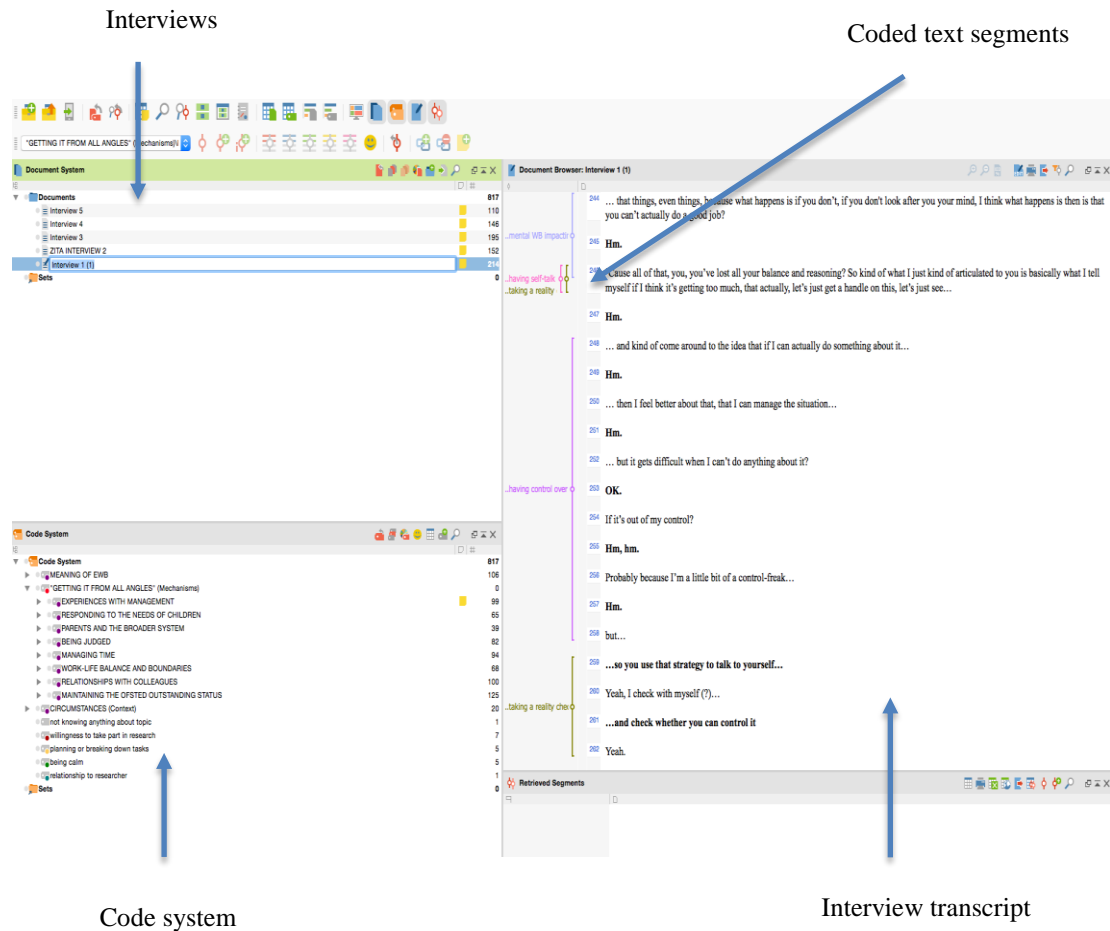
Figure 2.4: MaxQDA screenshot.

2.11.7.5 Other analytic tools

Strauss and Corbin (1998) highlighted the importance of thinking about various meanings e.g. by listing all the possible meanings and looking for evidence that would support particular ones. Strauss & Corbin (1998) also raised the importance of being aware of assumptions and biases interfering with analysis, especially when researchers detect polarised language and a face-value acceptance or rejection of what is being said. In their later edition, Corbin and Strauss (2015) maintained that the researcher drawing on their own life experience, looking out for expressions of

emotions and closely examining language - particularly time markers, metaphors or similes - can also be helpful. Furthermore, they recommended that researchers carried out a negative case analysis: actively searching for cases that did not fit into the existing theme in order to explore alternative explanations (Corbin & Strauss, 2015).

2.12 Reflexivity

Qualitative research aims for sensitivity: carefully listening to and respecting the people involved and the information offered (Corbin & Strauss, 2015). In qualitative studies, the researcher is not distanced from participants; instead, their involvement is acknowledged and honoured as an important component. Houtkoop-Steenstra (2000) described interview results to be the outcomes of the whole situation: they cannot be understood as pure expressions of the opinions of participants. Corbin & Strauss (2015) highlighted that, as we cannot separate the two, self-reflection between researcher and research is necessary. The more the researcher is aware that data interpretation is filtered through their own subjective lens, the more conscious they can be when taking steps to ensure sensitivity (Corbin & Strauss, 2015). The memos and research diary mentioned above served the purpose of helping to ensure researcher reflexivity through an evaluation of the process and the researcher's personal responses, assumptions and their impact.

2.12.1 Researcher's assumptions

The researcher identified as having the following assumptions in relation to this project:

- The phrase EWB corresponds with a phenomenon that exists irrespective of our knowledge about it.

- The phrase EWB may be interpreted differently depending on the person's background, language, culture and personal experiences. Therefore, it was important to explore what sense participants made of this before embarking on theory-construction.

- TEWB is prominent in the discourse portrayed by the media and by individuals known by the researcher in a professional and personal capacity; however, the researcher's experience suggested that there was insufficient knowledge available about TEWB in Ofsted outstanding schools.

- The researcher assumed that there are factors that facilitate / hinder TEWB in an Ofsted outstanding school and research was necessary to better explain these factors in order to develop practice.

- According to the researcher's experience, policy and guidance on promoting TEWB remain scarce. A more thorough understanding of 'what works' for the teachers interviewed can help tailor interventions to their needs and possibly those of others in similar circumstances.

2.13 Ethical Considerations

According to the British Psychological Society's (BPS) Code of Ethics and Conduct (2009), this research was undertaken with the "aim of avoiding potential risks to psychological well-being, mental health, personal values or dignity" (p.19). The proposed research design was agreed by the Principal Educational Psychologist in the Local Authority where the researcher is on professional placement and ethical

approval was acquired from the Tavistock Research and Ethics Committee (Appendix H). Once ethical approval was gained, permission to carry out the research was sought from the headteacher of the selected school. Teachers were provided with an information sheet (Appendix E), clearly outlining all aspects of the study, including a summary of the research purpose, an indication of the line of enquiry, the details of data protection and the seeking of informed consent. Participants signed a consent form (Appendix I) before commencing the interviews. They were explicitly informed that they had the right to say no without this impacting upon the quality or quantity of services they would receive from the Educational Psychology Service. As required by the BPS (2009), interviews did not violate their privacy or rights of self-determination and did not expose participants to physical or mental stress. Teachers were informed that there would be an opportunity for debriefing after the interview. The samples and data collected were de-identified by removing any direct and indirect identifiers and replacing them by a number to isolate the participant to whom the sample or data relates. The researcher endeavoured to remove or alter details that would identify the participant or the school by using pseudonyms, in line with the Data Protection Act (1998). Teachers were informed that since only a small number of participants were interviewed, it may not be possible to fully protect their identity. Similarly, teachers were informed that, since outstanding primary schools in the borough can be identified by the members the public, it may not be possible to fully prevent the school from being identified. Respondents were allowed to withdraw at any time before, during or after the interviews, up until the point of data analysis. Contact details of independent agencies were available upon request if participants were to require a pathway to access further support. Participants' rights were respected with no discrimination. The researcher was aware that the majority of participants were

female. Eichler (1988, as cited in Robson, 2011, p.229) warned against sexism in research; therefore, the researcher considered it important to apply careful theoretical sampling with the male participant in order to avoid over-generalisations, gender insensitivity, the use of double standards or sexual dichotomism (Eichler, 1988, as cited in Robson, 2011, p.229). Research was supervised by a university tutor who is a qualified EP. All data gathered were held securely on a password-protected computer and were destroyed after completion of the research.

2.14 Validity

The 'validity' or otherwise of findings in qualitative design is a much-debated topic. In this tradition, the researcher seeks believability and trustworthiness in a process of verification instead of applying traditional validity and reliability measures.

2.14.1 Trustworthiness

Lincoln & Guba (1985) argued that trustworthiness involves establishing four components: credibility, transferability, dependability and confirmability of findings, which are addressed in turn to highlight the strengths of the study. Limitations to trustworthiness will be elaborated on in the Discussion.

Firstly, credibility means confidence in the 'truth' of the research findings, which can be achieved by spending a sufficient amount of time in the field (Lincoln & Guba, 1985) and searching for negative cases and alternative explanations (Robson, 2011), both of which were relevant in the current project. The researcher took all

opportunities to spend time in the chosen context and recorded all relevant information and reflections in a research diary. The researcher was confident that all participants possessed the verbal and communication skills necessary to express their views clearly.

Secondly, transferability implies that findings have applicability in other contexts (Lincoln & Guba, 1985), which was sought by eliciting detailed, 'thick' accounts from the participants in the hope of increasing their comprehensiveness and potentially relevance to other populations.

Dependability was aimed for by ensuring that findings were consistent and could be repeated (Lincoln & Guba, 1985). To challenge assumptions and support accuracy, the researcher used a research diary, memos, field notes, supervision and peer supervision. For example, at the data analysis stage, the emerging theory was audited by and discussed with an independent peer researcher, which enriched the analysis and increased the dependability of the emerging findings.

Lastly, the researcher aimed to fulfil confirmability: a degree of neutrality (Lincoln & Guba, 1985). At the initial stage of this study, researcher bias – personal or professional experiences relating to the topic - were articulated in a reflexive manner in discussion with the research supervisor as well as researching peers.

To help rule out other threats to validity, such as incompleteness and inaccuracy of data (Maxwell, 1996), interviews were audio-recorded and a record of activities were

added to the research diary. These provided a thorough audit trail of decisions and interpretations, increasing the transparency of findings.

2.15 Chapter Summary

This chapter offered an outline of the research questions, purpose and design. It described the researcher's critical realist orientation, the recruitment process and the applied methodology: GT. Finally, ethical considerations and issues of trustworthiness were elaborated on. The next chapter provides a detailed description of findings, which is followed by the review of the relevant literature. This is consistent with GT methodology, whereby the majority of the literature review is undertaken after the data collection and analysis are complete.

3 FINDINGS

3.1 Chapter Overview

This chapter introduces the findings emerging from the data. The researcher attempted to identify the mechanisms which underlie the phenomenon of teachers' emotional wellbeing in an Ofsted outstanding primary school and the contexts within which the mechanisms lead to outcomes. First, participants' interpretation of EWB is explored through a critical realist lens. After this, the complete grounded theory is outlined and, finally, an overview provided.

The emergent theory suggests that participant teachers' EWB in the chosen outstanding school can be summarised in the core category or selective code "getting it from all angles": an in vivo code, which links together the 8 conceptual categories or axial codes numbered below. The theory proposes that teachers see their role as part of a system in which they are encountering 'experiences with management', 'responding to the needs of children' and interacting with 'parents and the broader system'. 'Getting it from all angles' partially serves the purpose of 'maintaining the Ofsted outstanding status' of the school and results in teachers feeling pressured or even 'being judged'. It has implications on how they are 'managing time', establishing a 'work-life balance and boundaries' as well as 'relationships with colleagues'. The interplay of these mechanisms will contribute to a level of EWB for teachers, as outlined in the next section of this chapter.

3.2 The Meaning of 'Emotional Wellbeing'

It was established in the Methodology chapter that, from the critical realist standpoint, in a complex social world each person attributes a different meaning to external events, based on their personal experiences (Corbin & Strauss, 2015). Therefore, according to critical realism, phenomena - in this case, 'emotional wellbeing' - exist regardless of what we think about them; however, the rules and mechanisms behind them are socially invented (Robson, 2011). This section explores the meanings of the phrase EWB, as constructed by the researcher from participants' interviews. This is depicted in Figure 3.1 and supported by direct codes from the teachers in Table 3.1. Several codes were lifted directly from participants' descriptions in order to ensure that the meaning of EWB was grounded in the data. 'Line of interview' indicates the line number as shown by the MaxQDA software.
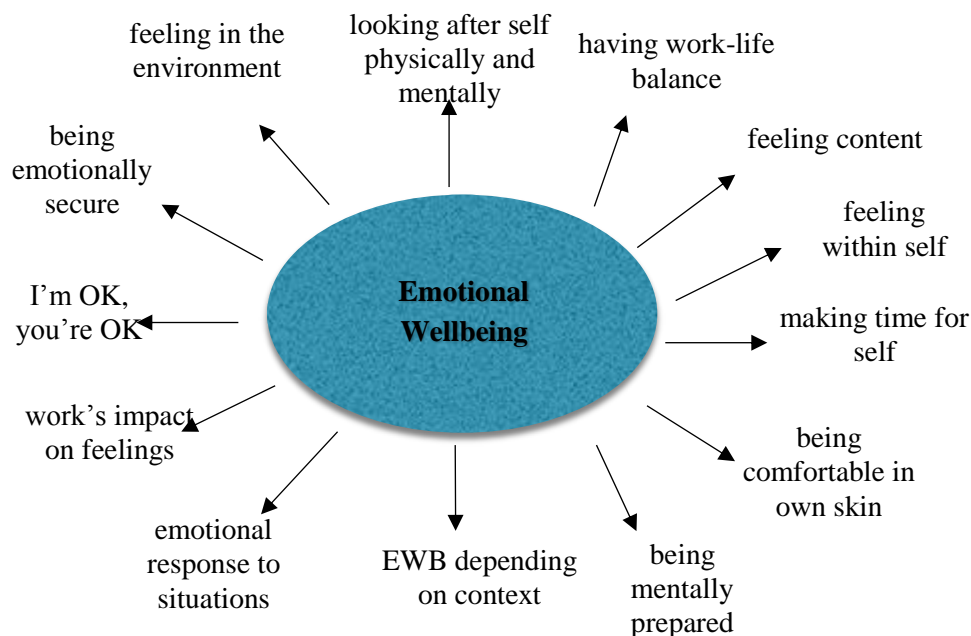
Figure 3.1: The meaning of EWB constructed from participant responses.

Table 3.1
The Meaning of EWB Constructed from Participant Responses

THE MEANING OF EMOTIONAL WELLBEING			
Open codes/concepts	**Example sub-codes**	**Text segment examples**	**Participant (P) and line of interview**
Definition	looking after self physically and mentally	"…looking after yourself physically and mentally…"	P1 - 194
	having work-life balance	"…in relation to the *workplace*, I think it's talking about a balance between work and life."	P4 - 65
	feeling content	"I don't mean wildly happy or euphoric but just content."	P4 - 85
	feeling within self	"…for me, emotional wellbeing is how you're feeling in yourself really, erm, and how you manage it…"	P3 - 92
	making time for self	"…making sure that you've actually got some time for yourself…"	P1 - 198
	being comfortable in own skin	"…being comfortable in your own skin, comfortable with what you're doing…"	P4 - 59
	being mentally prepared	"…how you are mentally, you know, whether you're mentally prepared…"	P1 - 192
	emotional response to situations	"…how well you are managing emotionally with what's being put on you, which is an awful lot. So I think that is probably the definition for me is how you emotionally you react to different situations."	P2 - 18
	work's impact on feelings	"…how work can affect that, whether it has positives and negatives on it."	P3 - 94
	I'm OK, you're OK	"…in transactional analysis terms, "I'm OK, you're OK," you know, everything being reasonably well-balanced. On an even keel. Hopefully (giggles). Home, work, colleagues, relationships."	P4 - 91
	being emotionally secure	"…generally being quite secure emotionally."	P4 - 61
	feeling in the environment	"…also the space you're in when you come in to work whether it's a nice space to be in, kind of thing. And how that has an impact on you, on what you're doing."	P5 - 40

THE MEANING OF EMOTIONAL WELLBEING			
Open codes/concepts	**Example sub-codes**	**Text segment examples**	**Participant (P) and line of interview**
	EWB depending on context	"…I think it has different meanings depending on the context."	P4 - 51
Further descriptions	physical and mental wellbeing being interlinked	"…basically your wellbeing, how you are, how you are physically and mentally, erm, because I think they, they're interlinked."	P1 - 162
	tiredness	"…it's pretty good apart from being tired…"	P5 - 52
	wanting a change to facilitate EWB	"…I just think something has to, something has to give…"	P2 - 74
	having control over the situation	"…if I can actually do something about it, then I feel better about that, that I can manage the situation but it gets difficult when I can't do anything about it? If it's out of my control?"	P1 - 248
	feeling anxiety / stress	"…probably high levels of anxiety…"	P2 - 34
	sleep being affected	"…I feel tense the minute I wake up. Erm, until I go to sleep if I go to sleep." (laughs)	P2 - 566
	having sufficient sleep impacting on EWB	"If I can get a good night's sleep, then I'm a different person." (laughs)	P2 - 330
	mental wellbeing impacting on job performance	"…if you don't look after you your mind, I think what happens is then is that you can't actually do a good job? 'Cause all of that, you, you've lost all your balance and reasoning?"	P1 - 244
	EWB being own responsibility	"…because it's not everybody else's responsibility to make sure, for example it's not everybody else's job to make sure that I'm OK, it's my job as well."	P4 - 75
	feeling OK	"…I'm feeling OK at the moment, I mean, on my mind, it's already beginning to build about, you know, the the things I've got to do, erm, but I seem to have a handle on it, I seem to be on top of it, erm, I'm not feeling too, particularly stressed about it…"	P1 - 278
	eating healthy	"…you're eating healthy…"	P5 - 586

THE MEANING OF EMOTIONAL WELLBEING			
Open codes/concepts	**Example sub-codes**	**Text segment examples**	**Participant (P) and line of interview**
	EWB varying from one day to next	"…if you were to come back in 6 months, you might get a whole different set of answers. Because obviously it's all subjective and as much as my answers depend on how I'm feeling *now*…"	P4 - 946
	EWB not changing	"…I think overall I'd say in terms of like sleep, sleep, exercise, being able to socialise wi… have probably stayed the same. They haven't got worse and they haven't got, I haven't got better at them either."	P2 - 150

Despite their slight divergences, the commonality of these descriptions was that they acknowledged EWB to be a feeling-state interacting with the mechanisms and contexts introduced below.

3.3 Complete Grounded Theory

The conceptual categories contributing to the GT of this research are summarised by Figure 3.2. From the lower-level concepts at the bottom of the pyramid emerge the conceptual categories or axial codes in the middle, followed by the core category or selective code at the top.
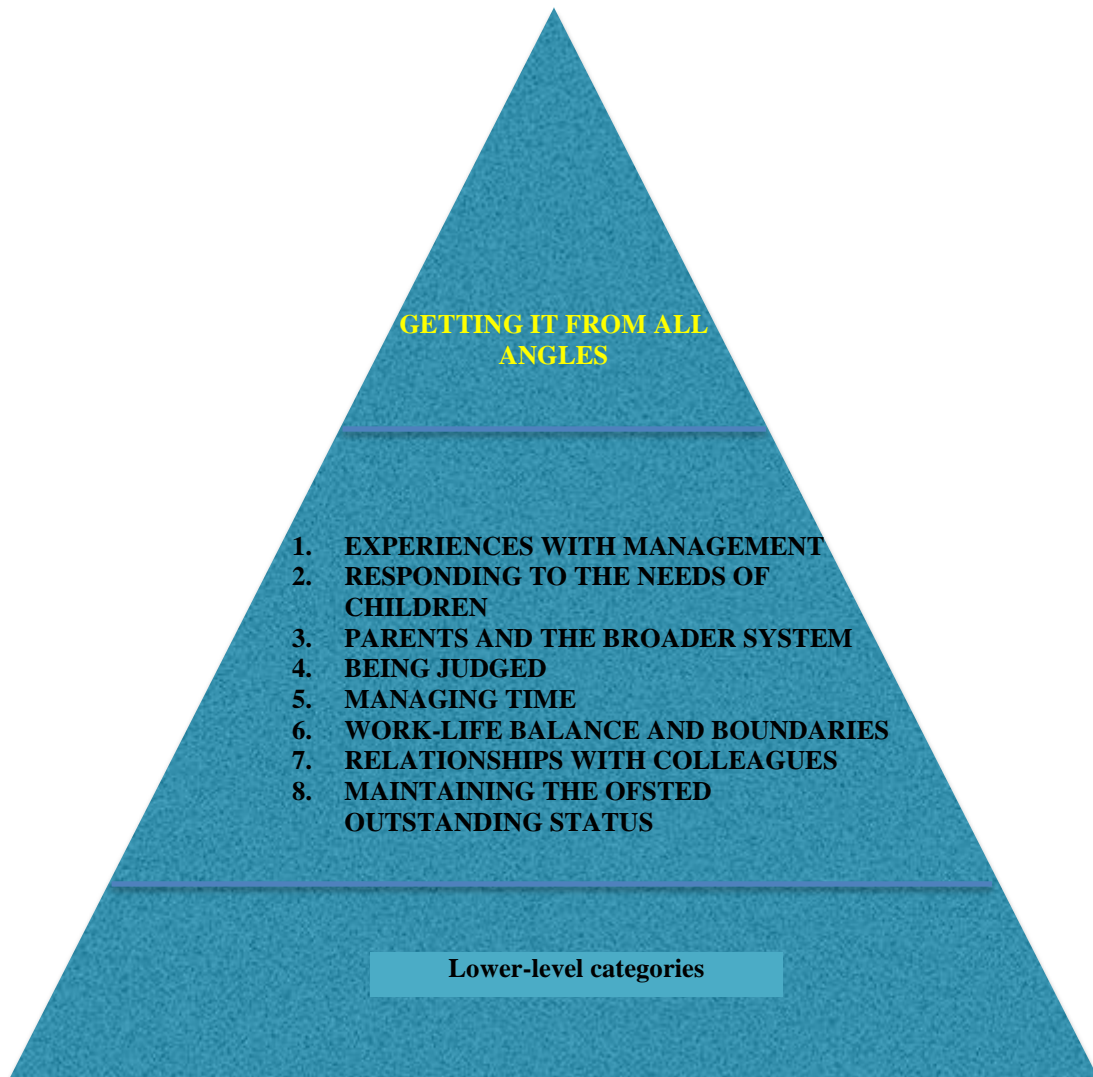
Figure 3.2: The core category and related categories, adapted from Corbin & Strauss (2015).

Tables 3.2-3.9 provide details of each axial code with their associated open codes and selected example sub-codes. Direct codes from the interview transcripts are presented followed by an explanation for each conceptual category in turn. For a complete itemisation of the final coding system, please refer to Appendix J and for interview transcripts, please refer to Appendix K.

3.3.1 Experiences with management

Table 3.2
Description of Axial Codes, Open Codes and Sub-Codes: 'Experiences with Management'

Axial code 1: **EXPERIENCES WITH MANAGEMENT** Total number of codes: 96			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
Relationship with management	pressure from management	"…the most unhelpful thing for my EWB is just the pressures from above. And, erm, the additional admin. Erm, not necessarily planning but it's the additional meetings and, erm, scrutinies, we have a lot of scrutinies…"	P3 - 250
	superiors' experience relayed onto teachers	"…basically the pressure on her [on former head], which then obviously got relayed onto us, to make sure that when Ofsted came, this was still outstanding, she she actually admitted herself she would have been broken if we haven't had got outstanding. It meant that much to her. And we would have been disappointed because she would have been disappointed. She would have felt that she'd failed. When she hadn't. It would have been just the system that's, maybe on that occasion, there could have been a blip in the data or something, I don't know. We felt quite under pressure."	P1 - 863
	receiving positive feedback or acknowledgement	"…whoever it was, they left these treats out, and, erm, put this note saying, erm, 'I know the atmosphere isn't great at the moment but please enjoy these treats on on international teachers' day,' (tears in participant's eyes) … sorry, (laughs but voice breaks) and you just think, 'God, that's nice!'"	P4 - 578
	trust	"…because there's so many changes that we like, we we aren't trusted, well, I feel that but I just don't have that fire in me any more."	P3 - 442
Changes	having a new headteacher	"…obviously, one of the issues we've got at the moment is that we have a new head and with *that* comes change and change is always threatening."	P4 - 157

Axial code 1: **EXPERIENCES WITH MANAGEMENT** Total number of codes: 96			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
	headteacher's changes increasing workload	"…and you know, at the moment the effect it's having it's impacting on time, which I have very little of as it is. Erm, because I'm being asked to do extra things which I don't mind being asked to do and I I can see the value, I can see the importance but erm, when you're time-poor as it is being asked to carry out additional tasks *can* be concerning…"	P4 - 159
	change being negative	"I don't think it's factored in how much extra work that we're required to do at the moment to you know, I just thought the changes might be a little bit more gradual."	P3 - 164
	change being positive	"…as I said, change is a positive thing even though it's a threat, it's still a positive thing or should be viewed as such until proved otherwise anyway."	P4 - 506
	adapting to change	"I think everyone gets quite comfortable in in what they're doing and then something comes and then changes it again. I mean, no one likes changes, erm, but you learn to adapt to them. But…"	P2 - 578
	not agreeing with the headteacher's changes	"…recently there has been a l*ot* of new changes that some of us don't necessarily agree with or we're unsure why changes have happened, it just seems that some of the changes that were made it's like doubled, tripled the work that we need to do…"	P3 - 158
	having consultation with staff	"…what I would definitely say like a top-down approach that the management and governors and whoever would actually kind of go, 'Look, we need to consult our staff on how many hours they're working and what the a…impact is and what the workload is like,…'"	P5 - 566
	wanting to have interaction with headteacher	"…having a little bit more interaction with (pause) … your headteacher or deputy headteacher on a one to one basis maybe … maybe so you can develop a relationship…"	P3 - 484

'Experiences with management' was a category embraced by all participants and the experiences mostly involved 'top-down' interactions as well as changes in these interactions.

3.3.1.1 Relationship with management

Teachers experience a degree of pressure from school leaders, which is related to the school's aspiration to achieve a desired standard, including the maintenance of an Ofsted outstanding status. While striving to achieve this, headteachers themselves may feel accountable and pressured by the broader system, which gets relayed onto teachers when additional demands are expressed. Additional tasks increase teachers' workload and decrease the time available to complete these, sometimes at short notice. This results in long working days and difficulties prioritising tasks. Teachers feel responsible to produce the expected results and become tired. At times, it is not only an increase in workload but also explicit expressions of emotions by those with a higher status that have an impact on staff, for example through the way they respond to challenging experiences, such as an Ofsted inspection. A much-talked about mechanism to facilitate TEWB is receiving positive feedback and encouragement from managers. Whilst one interviewee felt that this was more evident compared to previous times, others conveyed that it was lacking and everyone felt it was not enough. Teachers would like their efforts and achievements to be recognised, for instance with regards to long working hours. Supportive feedback and gratitude from middle leaders were identified to be helpful and teachers would like this to be further generalised to others, particularly higher-level leaders. Positive feedback may be related to teachers' motivation as one participant emphasised its importance in the

light of low pay and another raised the possibility of highlighting teachers' strengths to replace what can be perceived as "criticism". Asking for help from the headteacher has been identified by one participant as a helpful mechanism but this is not typically relied on.

3.3.1.2 Changes

Some of the pressures evident in the school system derive from recent changes introduced by the new headteacher. Although participants acknowledged that change can be a positive thing (for example, changes to the marking policy or to the boundaries in communicating with parents), their experiences of changes have been mostly viewed as a challenge. This is largely due to the relationship between change and increased workload as well as changes being felt to be sudden or fast-paced. Some teachers do not understand or agree with the new initiatives, which also take getting used to through a period of adaptation. Change can instil feelings of uncertainty in some staff members as to what is expected or what is good enough and this can lead to increased efforts to prove their skills, further extending workload. For some, another difficulty inherent in changes is the experience of feeling judged, for example during unannounced learning walks. Having to prove professional value seems similar to the experience of being evaluated by Ofsted but it also takes away from the reassurance of being 'outstanding'. Similarly to government initiatives, changes within school are perceived to have been imposed. An alternative to this could be consultation with staff before introducing reforms and also using consultation to protect teachers from unnecessary workload. Changes have an impact on teachers' relationships with colleagues, which will be elaborated on later in the

chapter.

3.3.2 Responding to the needs of children

Table 3.3
Description of Axial Codes, Open Codes and Sub-Codes: 'Responding to the Needs of Children'

Axial code 2: **RESPONDING TO THE NEEDS OF CHILDREN** Total number of codes: 63			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
Pupil wellbeing	caring about the children	"I think I want to give my all to the children, but they take your soul. (laughs) Not the children, the school, you know, it just y-you, it just co…completely consumes you…"	P2 - 104
	responding to concerns about children's wellbeing	"…if you're worried about, you know, a child, a *child's* wellbeing that's, they're saying things to you and you're thinking, 'That's not right,' and then you look for help and of course the way things are at the moment, you know, you you might have a child, which I find really difficult, who might be a little bit, might be sort of mentally ill, might be mental health issues and you refer them and then you follow it up and they're saying, 'Well, it will be 6 months,' because there's no money and thing…"	P1 - 725
	wanting to protect children from negative experiences	"…because I really wouldn't want to pass that kind of stress onto them, it's not fair, it's not their fault."	P1 - 98
	SATs not assessing the whole child	"…it's frustrating that, you know, last year I taught amazing children with amazing talent but at the end of the year somebody judged them to be not expected standard but they're only judging a tiny tiny part of that child, they haven't looked at the whole child and the whole what they've got to offer and it didn't rest easy for me…"	P1 - 805

Axial code 2: **RESPONDING TO THE NEEDS OF CHILDREN** Total number of codes: 63			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
	maintaining normality for children	"…that child is coming back to school for normal, because what happened happened to her, not the rest of us, so there's no point in us weeping and wailing and whatever, we have to just be normal f…for the child to feel that they can come here and get away from the misery that was inevitably at home."	P4 - 621
	prioritising individual need over group need	"…I had another 25 children (laughs) just there and then one child with a nose bleed so you gotta deal with the nose bleed, whatever, and you still got 25 other children who you're meant to be teaching…"	P5 - 130
	distancing self	"I just think it's no good getting enmeshed in in…(pause) emotional stuff, which isn't to say that I don't *feel* emotional about it but I think I have to, erm, put up some kind of resistance to it because I have to maintain some kind of professional distance in order to be able to do my role."	P4 - 645
Pupil progress	monitoring results	"… you could just enjoy them for them and not to constantly worry about their levels and getting, you know, assessing them and things like that."	P2 - 464
	feeling responsible for results	"…that *could* make you really stressed, can have, 'How on earth am I gonna get these children to the correct level, how am I gonna actually work hard enough to get them to this point if they're not gonna get there?'…"	P5 - 190
	children being needy	"…they're young, they're little so they're very needy and they are a lot less needy than they are at the beginning of the year because they do mature but they're still needy compared to like a further up the school…"	P5 - 108

Axial code 2: **RESPONDING TO THE NEEDS OF CHILDREN** Total number of codes: 63			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
	enjoying working with young people	"…the awe and wonder that was going on in the room was just fant…I felt like I was doing magic tricks up there, you know. (light laugh) 'Wow, that's so cool!' I said, 'It's so cool, it really is.' Those *are* the prime factors of 60, it doesn't matter what pair of factors you choose…"	P4 - 544

Another area influencing TEWB is the experience of responding to pupils' WB and learning needs.

3.3.2.1 Pupil wellbeing

Teachers care about the children and working with them is the most motivating aspect of the job. It is often contrasted with high workload, being scrutinised and systemic pressures from management, government or Ofsted. Teachers strive to put the children's best interest first, which can sometimes be hindered by other demands competing for their time. Another difficulty arises if teachers identify that a child would benefit from mental health support, which can leave some feel helpless and thinking that they have not got the right expertise to help. This can be exacerbated if teachers encounter barriers when requesting outside professional involvement. Children's WB is influenced by family events such as loss or trauma. Some teachers feel that when this happens, it is important to maintain normality for the child, follow their lead when responding to their needs and sometimes prioritise the individual's need over that of the group. For the adults, temporarily distancing themselves from

difficult situations is helpful at times in order to preserve their own WB, which, in turn, helps support children's WB. Teachers recognise that feedback on academic attainment also affects pupil WB, especially if it is not based on a holistic approach, for example in relation to the SATs. Teachers want to protect children from the difficult experience of being made to feel not good enough when their efforts are genuine, which is similar to the way they would like to be acknowledged for their hard work and protected from negative experiences and snap-shot judgements.

3.3.2.2 Pupil progress

Children's progress and having an impact on that is rewarding for teachers, who feel responsible for attainment outcomes. They start to think of the expected results early on in the year and consider whether they have the right interventions in place to achieve them. During the year, results are monitored and work is planned for, especially in preparation for the SATs. Parents view tests to serve the interest of the school whilst also expecting the outstanding status to be retained. The school has been producing good results even following the new curriculum, which the children have only covered for a short amount of time. Pressure about results can decrease near the end of the year but it can be exacerbated by pressures from the management team who want to sustain the outstanding rating, believed to be mostly determined by results. Supporting learning in younger year groups or in classes with pupils with special educational needs (SEN) can be experienced as especially demanding, contributing to teachers' tiredness.

3.3.3 Parents and the broader system

Table 3.4
Description of Axial Codes, Open Codes and Sub-Codes: 'Parents and the Broader System'

Axial code 3: **PARENTS AND THE BROADER SYSTEM** Total number of codes: 29			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
Interactions with parents	parents having a different opinion	"…the parents who, rightly or wrongly, say, 'Oh, we're not bothered about the SATs because that's just for the school, erm, and so that's you'll really feel like you're on your own trying to make sure that these children can on the day just do the best they can do 'cause it's reflecting your work."	P1 - 805
	parents having high expectations	"…it was almost like from the parents it was expected that you'd get outstanding 'cause we've always been an outstanding school…"	P3 - 406
	having supportive parents	"I've had positive relationships with the parents that I've dealt with so far."	P5 - 266
The impact of the broader system	getting it from all angles	"…you're getting it from all angles, you know, you get it from, obviously you care about the children otherwise you wouldn't be here but sometimes you're getting it from your coll…your colleagues, sometimes you feel like you're being pulled every way and you don't know, you you don't know where to go next 'cause everybody wants a bit of you…"	P1 - 509
	pressure from government	"I think we're under pressure from government and DfE…"	P4 - 133
	pressure from the community	"I think we're under pressure from the public in a sense that they don't really have the perception of what being a teacher involves."	P4 - 139
	teachers wanting to leave	"I know so many teachers that are just so stressed, so stressed and they leave, they leave the profession. I don't want to leave the profession, I don't want to leave the profession, you know, I don't want to leave it, erm, but it's not worth it, it's not worth that feeling of pressure…"	P2 - 682

Axial code 3: **PARENTS AND THE BROADER SYSTEM** Total number of codes: 29			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
	media influence	"…some areas of the media love to pump out what a lovely, easy life teachers have with their long holidays…"	P4 - 139

Teachers interact with parents and the broader system, which can influence their EWB.

3.3.3.1 Parents

Parents and teachers having different opinions can have a negative impact on TEWB. Differences can involve perceptions of responding to needs of children, the importance of SATs and Ofsted. Sometimes parents communicate high expectations, expecting teachers to maintain the outstanding rating or to identify and respond to all issues impacting the children, which can make staff feel as if they were not doing a good enough job. There may be differences in interpretations of incidents, with parents having a stronger reaction to events involving their child whereas teachers viewing these as normal or manageable. Overall, interactions with parents do not always feel like they and staff are on the same side, particularly if teachers perceive parents to repeatedly and explicitly express dissatisfaction. Some interventions with a potential to facilitate TEWB are also assumed to be unwelcome by parents, e.g. finishing earlier on Fridays. On the other hand, some teachers have not had any challenging experiences with parents. They have consistently perceived them as warm, supportive and helpful, with no impact on their EWB. For others, interactions

with families have involved wanting to support them but feeling uncertain as to how to go about this, particularly with regards to maintaining appropriate boundaries.

3.3.3.2 The broader system

Apart from responding to management's expectations, children's needs and parents' views, teachers also interact with a broader system. This involves supporting other colleagues, communicating with the community, which does not always share teachers' views of the challenges of the job, and reacting to what is experienced as interference from the government and the DfE. As well as external influences, teachers can also put pressure on themselves; consequently, applying self-talk and taking a reality-check to determine whether the conditions merit a stress-response can be helpful facilitators of EWB for some.

3.3.4 Being judged

Table 3.5
Description of Axial Codes, Open Codes and Sub-Codes: 'Being Judged'

Axial code 4: **BEING JUDGED** Total number of codes: 80			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
Being judged	being judged	"…that impression is given from the headteacher when she's walking around the school a lot 'cause she's just walking and she's just staring and not say anything and walk out of rooms and stuff, *very* frequently."	P5 - 391

Axial code 4: **BEING JUDGED** Total number of codes: 80			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
	scrutinty	"I'm not here to have 4 adults come in and watch me and scrutinise me and you know, if I had Ofsted, I'd genuinely, I'd cry. I'd cry (laughs). Hm." (long pause) (I think the participant had tears in their eyes)	P3 - 446
	feeling confident in self	"I've been observed by x amount of people least year and nobody flagged up major concerns about this, this and this, obviously people give you tips and ideas and suggestions of how to improve and get better but nobody was hugely concerned (laughs) about my practice, they said it was good…"	P5 - 398
Feeling like a failure / not good enough		"Which just makes you feel like, 'Oh, OK,' always makes you feel that you're not doing a good enough job."	P5 - 234
Wanting to prove self	feeling uncertain	"…the SLT who are, like, above us, they are all really lovely people, I get on with them so well, but there's still pressure of 'Am I doing the right thing, are you doing the right thing?' You know, 'Are we all doing the right thing?' 'Okay, good, yep, we're fine', and then breathe."	P2 - 552
	wanting to prove what one can do	"…so there follows an absolutely frantic day of planning and making sure that everything is the way it should be, that every i is dotted and every t is crossed…"	P4 - 682
		"…if somebody gives me a job, maybe like senior leadership or someone, I'll worry so I'll make sure it's done to perfection as well as I *can* do it because I don't want them to think that I'm not good at something."	P2 - 116

3.3.4.1 Being judged

The experience of being or feeling judged happens on various levels. Headteachers can be concerned about judgement, especially when assessed by Ofsted or

"interrogated" by the governors. On the next level, the experience of leaders is "relayed" onto teaching staff, who also feel judged both by school leaders and Ofsted. Some teachers would like to develop more trust with managers to replace a relationship characterised by scrutiny. The difficulties stemming from feeling judged and monitored have made some teachers reflect on what they appreciate about their jobs: being with the children and making a difference to them, rather than aiming to meet the expectations of those judging. At times, there is an element of unpredictability or lack of control associated with evaluations both by Ofsted and the headteacher. On a small scale, participants were also concerned about the researcher's perception of them at times, wondering if they were talking too much, appearing hostile, antisocial or not good at EWB. Some teachers would value opportunities to talk to somebody from outside the staff group as a means to enhance their EWB in a non-judgemental space.

3.3.4.2 Feeling like a failure

Similarly to the act of being judged, the outcome of not feeling good enough is also observed on several levels within the system. Heads may feel inadequate when anticipating to be evaluated by Ofsted, governors or parents whereas teachers experience it in relation to the government, management - through experiences of change and not feeling valued - as well as pupil attainment if the results are below expected standard. At the same time, efforts are being made to ensure that children's positive experiences of exams and the integrity of data are prioritised. When not feeling good enough, teachers can feel stressed and anxious and may self-blame,

doubt their abilities, seek positive feedback or make additional efforts to prove their professional value.

3.3.4.3 Wanting to prove self

Headteachers are determined to prove their ability to maintain the school's outstanding level, particularly when they are new in their post, as they perceive Ofsted's judgement as a reflection on them. Below leadership level, some teachers have experienced a level of uncertainty as to what is expected of them, particularly as changes introduced within the school have replaced practices previously assessed as outstanding by Ofsted. Even if uncertainty is coupled with a level of self-confidence about one's abilities as a teacher, there is an increased motivation of individuals to want to prove themselves when responding to changes, which can result in long working hours. Teachers who have leading responsibilities experience additional pressures and difficulties prioritising; however, some find that demonstrating multiple skills can be advantageous for future professional development. Teachers would like others to notice their efforts and providing positive feedback is one way to reassure them that they have done a good job.

3.3.5 Managing time

Table 3.6
Description of Axial Codes, Open Codes and Sub-codes: 'Managing Time'

Axial code 5: **MANAGING TIME** Total number of codes: 80			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
Not having enough time	not having enough time to complete tasks	"…time restraints would probably be another, another factor, not getting what you want done anyway in the time that you're given."	P2 - 404
	not having time for EWB	"…quite frankly, for teachers in an outstanding primary school, which is what you're looking at, I think that there are times when teachers' EWB is very much on a back burner and not enough or there is a risk that not enough attention is paid to that…"	P4 - 67
	getting a break / head space	"… because what would I have been doing instead? Running around like a mad thing trying to squeeze too much into 15 minutes. Actually, I was better off being forced to *sit* and breathe and just take some time…"	P4 - 119
	doing things at short notice	"…she [headteacher] said, 'Can I have the 12th child in your register's Maths book, erm, on my desk first thing this morning?' so, *thankfully*, I had them marked, if I didn't, I would literally be powering through before…"	P3 - 254
Difficulty prioritising	prioritising	"…the focus is mainly and has always to be on the children so you're just focusing on what the impact is on the children that you, what's the best, so prioritising, 'What is the most important?' which is the children, then prioritising all the things we've got to do, based on the children…"	P5 - 328

Axial code 5: **MANAGING TIME** Total number of codes: 80			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
	feeling guilty	"I always feel that, erm, there's not always enough hours in the day for you to think about yourself, to have some time and space for yourself and think about your own wellbeing, it kind of gets put to one side because you're so wrapped up in everything that has to be done and most teachers go around with this sort of guilt that the job is never finished."	P1 - 184
	exercise	"…my mum wants me to try and do yoga. She thinks yoga would be really good for me. Erm, but I don't have time. (laughs)"	P2 - 338
Long working days		"…most nights I'm here till 7, I bring work back with me, I work to 9, I'm up in the morning at 6 and I'm here at 7…" "…people going home at midnight, co… and so waiting for the school to open at 5 o'clock in the morning to be here…"	P3 - 204 P1 - 997

3.3.5.1 Not having enough time

Teachers feel that they have limited time to complete tasks. Recent changes to expectations and workload have been perceived to have limited time further. The experience of being time-poor can be magnified when having to complete tasks at short notice, if individuals feel that they have to fulfil multiple roles at once or when parents request to meet with teachers without an appointment. Teachers are conscious of needing to manage their time well and some have developed strategies to do this, e.g. marking some work in lessons or completing tasks as soon as they arise when possible. An additional helpful strategy would be to receive extra time for selected activities, such as time out of class to do marking; however, there is a perception that

this may not be realistic. Getting work done can reduce anxieties associated with time. The degree to which individuals accept not being able to finish all jobs varies: some feel guilty, some try to set boundaries and respect their limitations. Teachers have the intention to make time to facilitate their EWB with varying degrees of success, often by prearranging activities. They would like to have time to take a break, reflect on needs or have some head space, which is not always possible during the day as break and lunch times can also be taken up by duties. Teachers do not feel that there are regular and meaningful interventions in place to enhance their EWB at school.

3.3.5.2 Difficulty prioritising

When not having enough time, teachers often find it difficult to prioritise. There is a wish to spend time on facilitating their EWB although sometimes it feels like this is not available. This creates a dilemma between prioritising children's needs versus teachers' own needs to socialise, exercise or take up an additional job; however, prioritising one's own needs can be guilt-inducing. Within the school context, some interventions to support TEWB take place but have to be kept short (e.g. lunch with colleagues) or have to be put in the diary in advance, (e.g. having a drink with colleagues). There is an acknowledgement that while organising a social event at school can be helpful, it cannot be fully successful if followed by work or designed to boost morale short term. When the difficulty prioritising is narrowed down to tasks inherent in the job, challenges can arise from teachers having multiple roles, having to multitask or choose between responding to children's individual or group needs.

3.3.5.3 Long working days

Increased workloads, difficulty prioritising, wanting to demonstrate skills and being new to teaching are the main factors resulting in teachers working long days and not being able to switch off. This means staying at school until late, going in early and taking work home in the evenings. A time when staying late was even more apparent than usual was during the Ofsted inspection, which involved a stressful build-up and additional workload to maintain the outstanding grade. Some teachers make comparisons to other workplaces and express a wish to be able to finish earlier although sometimes this means having to complete tasks at a later date, creating a short-term positive but long-term negative impact. Pay does not reflect teachers' long hours. A helpful intervention to increase EWB in relation to staying at school until late would be for these efforts to be recognised by senior managers. Another way to defend against the impact of a long day is not to take work home for the weekend, which is believed to have a positive impact on job performance. Some people seek support from their families; however, relatives do not always understand why teachers have to work late. Teachers believe that working long hours is an important factor in some educators' considering leaving the profession.

3.3.6 Work-life balance and boundaries

Table 3.7
Description of Axial Codes, Open Codes and Sub-codes: 'Work-Life Balance and Boundaries'

Axial code 6: **WORK-LIFE BALANCE AND BOUNDARIES** Total number of codes: 66			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
Work-life balance	having a hobby / purpose outside teaching	"…hobbies are helpful as well. You know like, I do, I have a lot of interest in sport…" "Leaving school for a reason. Yeah, tutoring…"	P1 - 379 P3 - 284
	balancing work with family demands	"…*I* work full time and you're *still* leaving all the everything else, you know, the girls, making sure they've got their allowance, making sure that, you know, things go in the post…"	P4 - 516
Boundaries	protecting relaxation time at home	"…we have an understanding at home that we're not allowed to talk about school at home, he never does, I never do or if I try to, he nips it in the bud and says, well, he actually has a quote like, if I went home tonight and started talking about school, he would just say, 'I don't want to know when I'm on my holidays.' I think it's his way of saying it's our relaxation time now…"	P1 - 561
	keeping home and work separate	"…we've actually made a rule that as we leave school together, we don't talk about it."	P3 - 198
	keeping away from the staff room	"…if you're already feeling a bit stressed, let's say, about something, sometimes, it it's is helpful for someone to say, "Oh, yeah, you know, that's really bad," it kind of validates you but actually more often than not it's not helpful because all it does is make you feel more resentful…"	P4 - 271
	not wanting to gossip	"I don't go and spend time in the staff room. Schools are extremely gossipy places. And I don't really wanna get involved."	P4 - 231

Axial code 6: **WORK-LIFE BALANCE AND BOUNDARIES** Total number of codes: 66			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
	respecting personal limits	"…a general approach that basically kind of says, 'Well, it's OK, like you've worked x amount of hours, just accept that you can't get everything done and it doesn't matter if you don't get all his done, you can leave it for the next day and or we will have to negotiate how we're gonna get things done in a different way."	P5 - 562
Work-life balance and boundaries	finishing earlier	"…finishing at 12 o'clock on a Friday and getting out of here for the weekend, I would imagine that would have quite a significant impact on wellbeing of a lot of of every teacher."	P1 - 1102
	switching off from work	"…to be honest, I … I find it really hard to switch off from school." "But able to leave it behind in terms of like, 'OK, it's not like you can think of things what I'm able to, I'm not stressed about the idea that I need to do this, this and this…"	P3 - 194 P5 - 300
	taking work home for the evening	"…we brought marking home, we were marking until like 2 am, 1 o'clock, 2 am, we were up again at 5, in school for half 5, 6 o'clock…"	P3 - 352
	working at the weekend	"…even if that means I'm here for 12 hours, which I quite often am in the day, I do *not* take home work at the weekend and that's because I am I'm entitled and I *need* that space…" "I know a colleague even this week who basically literally while we were working around the table, text her husband and canceled an arrangement for a week on Saturday because she just felt that her workload was pre.. o…was brimming over and that she wouldn't be able to manage it."	P4 - 183 P1 - 322
	escaping	"…getting in the car every night and driving away from here and going on the motorway and then seeing the horses in the field and doing that sort of thing, I almost feel myself relaxing."	P1 - 304

Axial code 6: **WORK-LIFE BALANCE AND BOUNDARIES** Total number of codes: 66			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
Family support	having family support	"My mum's a teacher, so I often talk to her and I think she was quite worrie…, you know, she was saying, 'Well, you can't go on like this'. Or keep goin.., or going home and worrying about work."	P2 - 142

3.3.6.1 Work-life balance

Having a work-life balance was one of the key aspects of teachers' interpretation of EWB. Establishing a balance can be challenging if there are also family demands to meet; conversely, it can be helpful if teachers have a reason to leave school earlier, for example to pursue a hobby or another job. It is also important to create opportunities to recharge. Some teachers feel that the school should play an active role in supporting them to create a work-life balance, for example by having consultation with staff about the government's Workload Challenge (DfE, 2015).

3.3.6.2 Boundaries

Teachers notice the impact of boundaries in several different contexts: between their work and personal life, themselves and others such as parents, colleagues and children, but also the boundaries or limitations of their own resources. Boundaries between work and private life are mostly set by not taking work home or not talking about school at home but taking a distinct break. Boundaries between staff and parents have been strengthened by introducing a policy of having only face-to-face, rather than email communication with parents, which has freed up time and enabled

some teachers to disconnect from work-related concerns in the evening. On the other hand, parents' requests to see teachers without an appointment is seen as unhelpful. Some staff appreciate boundaries with colleagues, too. By not spending much time in the staff room, they can avoid becoming involved in politics, gossip or conflict. Distancing themselves from communal areas, some teachers can keep work and private life separate, protect themselves against potentially difficult experiences whilst also reducing their work-related stress by completing tasks. Keeping a distance from children's difficulties can also serve to establish boundaries and preserve TEWB, which will, in turn, impact on their job performance. Respecting personal limitations regarding workload and working hours is another helpful way for teachers to look after themselves.

3.3.6.3 Work-life balance and boundaries

Even when teachers try to keep home and work separate, difficulties with time management can hinder their ability to switch off from work. This means working long days, taking work home in the evening or thinking of work. This has been particularly pertinent since the changes introduced by the head or if there are concerns about children's WB. Not being able to switch off can make teachers feel tired and affect their sleep, which reflects that mental, emotional and physical states interlink. Through circular causality, good sleep can also serve as a protective factor for some teachers' EWB, as can receiving support from colleagues, protecting relaxation time at home or finding a form of escapism. Some teachers would also find it helpful if there was a time limit imposed on working hours by senior leaders.

3.3.6.4 Family support

Some teachers seek support from their families, some do not. Those who do not would like to separate work from home and protect their partner or their relationship because they perceive discussing work as a potential burden. Conversely, some people talk about school with their families as they do not want to strain their relationships with colleagues, especially if they live with them. Both tendencies may be explained by teachers not wanting to tax relationships with those they live with or infringe relaxation time with them. Sometimes families are not able to help, either because events are out of their control, they have similar issues of their own or because they do not understand teachers' concerns.

3.3.7 Relationships with colleagues

Table 3.8
Description of Axial Codes, Open Codes and Sub-codes: 'Relationships with Colleagues'

Axial code 7: **RELATIONSHIPS WITH COLLEAGUES** Total number of codes: 87			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
Support	mutual support with colleagues / team feel	"…when I'm with the girls here, when we go out, when we talk about work, it feels fine then and you realise that actually everyone is in the same boat, everyone is feeling the same…" "…you know, we're all trying to support one another, produce the resources that we don't actually have…"	P2 - 194 P4 - 820
	socialising with colleagues	"…we're all, you know, we always on a Friday evening we'd go for a drink, erm, we did that a lot in our NQT year."	P3 - 300

Axial code 7: **RELATIONSHIPS WITH COLLEAGUES** Total number of codes: 87			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
	talking to colleagues	"I would say another thing to erm, ts, (pause) to help with wellbeing is to talk to your colleagues as well. And they we're very good here at talking to each other so if somebody is having a bit of a rough time, there'll be other people top prop you up, cheer, chivvy you along…"	P1 - 577
	working with supportive people	"I like the people I work with in in terms of my year group team and I think that's a big help. I can't imagine how difficult it would be to work with people that you didn't like or didn't have anything in common with or, erm, so I'm very fortunate and I very much value that, erm, aspect…"	P4 - 209
Challenging experiences	having low morale	"…it makes you kind of not want to go to work or you don't wanna be here and stuff because if everyone else is negative and there's just lots of stress going around…"	P5 - 198
	people complaining	"…because everyone's kind of feeling like they need to offload to one another about any negative things that are happening in school, for you to be that one positive person out of anyone is actually really draining?"	P3 - 116
	colleagues needing help	"…understandably, he needs *guidance*, erm, but then it's, you know, you've got lots of other people coming in…"	P1 - 537
	confrontations among staff	"…I *have* witnessed it and it's *very* uncomfortable, erm, because it just isn't nice, it isn't nice to see, you know, two people who who work together having a disagreement…"	P4 - 426

Colleagues can facilitate or hinder teachers' EWB.

3.3.7.1 Support

Mutual support from colleagues is a key facilitator of TEWB. Colleagues can help by chatting with or cheering up teachers, making a cup of tea, offering a different perspective or strengthening existing ones, sharing resources and so on. Talking about work-related issues with colleagues can be beneficial because they may have similar experiences and understand co-workers. Having friends to trust and share experiences with at work helps teachers be less affected by difficult circumstances and remain focused on tasks. Working as a team helps spread out the work, for example by splitting a role or planning jointly. Mutual peer support and working together as a team compensate for some of teachers' difficulties and can influence their plan for the future or their motivation to go to work. Challenging situations, such as an Ofsted inspection, can help strengthen the team spirit and reveal a promising picture about people's capacity to support colleagues both in an emotional and practical sense. In addition to moral support, teachers appreciate opportunities to have fun together, e.g. laugh, socialise, have a drink or go away together. At times, these interventions temporarily nurture EWB but are reactive rather than preventive. Money may serve as a barrier to implementing positive initiatives, i.e. the school is perceived to not have the necessary resources to invest in interventions and teachers have to be mindful of individuals' financial situation when organising events.

3.3.7.2 Challenging experiences

Although teachers recognise the need to talk, it can also be difficult to engage in work-related conversations with colleagues as these may escalate already difficult

feelings of stress, resentment, tiredness, low motivation or reduced enjoyment. Teachers have detected a change in morale this year, associated with changes in staffing. Colleagues sharing challenging experiences and concerns has had an impact on the staff group, making it difficult to offer an alternative - calmer or more optimistic - perspective at times. Some staff members avoid these situations. People with leading responsibilities may experience additional pressures when offering guidance to less experienced colleagues; for others, the possibility of being involved in a confrontation with co-workers poses a threat. Furthermore, worrying about colleagues' WB or comparing teams can be pressuring.

3.3.8 Maintaining the Ofsted outstanding status

Table 3.9
Description of Axial Codes, Open Codes and Sub-Codes: 'Maintaining the Ofsted Outstanding Status'

Axial code 8: **MAINTAINING THE OFSTED OUTSTANDING STATUS** Total number of codes: 118			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
Lead-up to the inspection	maintaining outstanding status	"…the school was outstanding in the previous inspection as well, so there was a big thing of obviously *keeping* it outstanding as you would like if you've got first place, you don't wanna lose it…"	P5 - 470
	feeling responsible for results	"…we had a teacher who'd been in year 6 for 2 years, she had problems with headaches and the other colleague had, she was unwell and then I was unwell in the summer. I think it's all kind of related to kind of the pressure of, you know, the strain of, of, of responsibility, of just keeping it outstanding."	P1 - 106
	results determining Ofsted rating	"…if Ofsted come in to ofsted you, inspect you, and you've got outstanding results, then it's very difficult for them not to give you outstanding because	P1 - 779

Axial code 8: **MAINTAINING THE OFSTED OUTSTANDING STATUS** Total number of codes: 118			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
		you've got the result…"	
	preferring good schools / lessons	"…they don't have that pressure of like assessment, grades, you know, pupil progress…"	P3 - 438
	workload to get outstanding	"…at the end of the day, let's not kid ourselves, if a school is outstanding, it's not necessarily outstanding for any reason other than the people who work in it work *extremely* hard. It doesn't happen by magic or luck or coincidence. It's because the people working there work extremely hard."	P4 - 766
	stressful build-up to Ofsted	"I think this will just stick with me forever, it was the most surreal experience I've ever had. You know, we got, we got told at midday on the, I think it was a Monday, and we were just, we were here that night until 11 o' clock at night. They sent food and everything, and my colleague next door, she lived quite far away and I don't, so she lived with me for three days. And it was just, we were in this bubble of stress and panic and tears and almost spent three days holding our breath."	P2 - 446
	comparing to other workplaces	"…no other workplace a apart from teaching has a phone call the day before saying that, you know, there's inspectors coming in to scrutinise, to watch, to observe and make a judgement on you…"	P3 - 356
Inspection	Ofsted inspection being a show	"Because the whole thing, frankly, is Micky Mouse anyway. It's a disp…it's a show. That you put on for Ofsted."	P4 - 820
	calming down once Ofsted arrive	"…once the actual Ofsted arrive, it calms down. Once once they're here, it's the it's the beforehand that's very, very stressful."	P1 - 993
	Ofsted inspection being a fight / battle	"…we kind of relaxed after the first day, from what we had heard that actually, erm, the first day is the most important day and then to be told, 'Actually, your second day, this man isn't going down without a fight,'…"	P3 - 352

Axial code 8: **MAINTAINING THE OFSTED OUTSTANDING STATUS** Total number of codes: 118			
Open codes/concepts	**Example sub-codes**	**Text segment example**	**Participant (P) and line of interview**
	Ofsted inspection being a snapshot	"…but at the same time part of me also goes, 'Is that an accurate representation?' Cause they're people who've come in, they don't know the context, the children or any other those sort of things…"	P5 - 508
	Ofsted inspection being stressful	"We were really stressed, erm, a lot of people were getting emotional…"	P3 - 352
After the inspection	ability to go through another Ofsted inspection	"Perhaps I would dig deep and find them if they were to come. Because I would actually have no option. I, lying down on the floor being dead would not be an option. Nor would going off sick. No number of sick notes would convince anybody that I was actually being ill. So short of throwing myself under a bus or something (laughs), which I'm not about to do so no, yeah. I think if I really knew they were coming, I'd just get on with it because that's what you have to do. But I'm very glad they're not. (laughs)" "I think it'd be exciting, I think it'd be interesting. Erm, it would just be what it's gotta be, I mean I don't know, I I would love to go through one…"	P4 - 828 P5 - 496
	Ofsted outstanding status having no benefits for EWB	"Oh, there's no there's no benefits."	P1 - 1009
	feeling proud of outstanding outcome	"…it was amazing, and I think everyone was so proud of themselves and proud of their teams, and the governors were proud… Anyway, I think it was a mixture of being completely exhausted but having lots of people pleased with everyone and things like that. Yeah, it was a surreal experience." (laughs)	P2 - 482
	having nowhere else to go from outstanding	"…I think the hard thing about being outstanding is that you've got nowhere else to go, you you can't be, you can't go any higher, you can only go backwards, so there is that constant treadmill, 'We've got to be the best, we've got to be the best', to keep up."	P2 - 454

Maintaining the outstanding status is perceived to reflect headteachers' professional value and this is believed to be judged by governors and parents. Therefore, leaders want to keep the school outstanding and it is assumed that attainment results more or less determine ratings. The responsibility of achieving good results rests on both teachers and the management team but often pressures on teachers are exacerbated by pressures experienced by management. This is especially noticeable in certain year groups, for example year 6 because of the SATs, which means their results are scrutinised every year although less so as part of inspections. There are similarities between SATs and Ofsted: they are both a snapshot, involve long-term preparation, evaluation and judgement, both are seen to reflect teachers' work and disregard the nature of the cohort. Teachers feel that working in an outstanding school brings more pressure as there is a reputation to live up to. Children generally exceed expectations but are aware that their work is assessed, which can curb their creativity. If pupils do not meet the required standard, teachers feel responsible. Overall, a number of teachers prefer good schools as they regard them as places where children are happy and creative, teachers feel less pressured and finish work earlier, and learning is linked with everyday life. Some believe that teaching in an outstanding school means delivering mostly good lessons as consistently teaching outstanding lessons is not realistic or conducive to learning. The majority of teachers do not agree with the current process of Ofsted inspections although a minority acknowledge the need to be inspected. Teachers have experienced other inspections, too, for example a Section 48 RE inspection.

3.3.8.1 Lead-up to the inspection

Prior to Ofsted, teachers experience high levels of monitoring and scrutiny. There is an element of unpredictability and uncertainty associated with not knowing when to expect an inspection and teachers generally do not agree with the notice arrangements. The phone call informing the school about an imminent inspection is followed by an overwhelmed emotional state of panic and stress. For a few days, workload becomes excessive, working hours extreme and a work-life balance impossible in order to achieve the desired impeccable standard. Teachers are acutely aware of a judgement being made and this strengthens their tendencies to want to demonstrate their strengths. Mutual support from fellow colleagues is a key facilitator of EWB during this period although peer relationships can also hinder WB due to high levels of anxiety in the staff team.

3.3.8.2 Inspection

The inspection is anxiety-provoking but slightly less challenging than the build-up to it. It is felt to be like a battle in which teachers fight for the outstanding label, are put through their paces and tackle surprises. The emotional impact of the inspection pushes to the side teachers' ability to be aware of their own needs or be their usual self, which may be noticed by the children. Teachers strongly feel that the inspection is a snapshot and a show, which is not necessarily a true representation of the school. Some procedures in place prior to and during the inspection become absent following Ofsted. As well as this, much of the inspection involves data analysis instead of gaining an experience of the school's everyday life.

3.3.8.3 After the inspection

Receiving an outstanding judgement elicits some positive feelings, e.g. a sense of relief, pride or a team feel. Relief is associated with not anticipating any repercussions from the governors, senior leaders or Ofsted. Pride can be personal, reflecting one's own contributions, or collective. In addition, team spirit is experienced through working together and supporting one another in an emotional and practical sense. For some teachers, these positive feelings are temporary, for others, they are more permanent. Following the inspection, teachers are able to reconnect with their own physical and emotional needs and this means experiencing physical illness and exhaustion for some, which has been referred to as "Ofsteditis". Interpreting the outstanding status of the school, teachers differentiate between the meaning they currently associate with the label from a professional and EWB viewpoint. From a professional viewpoint, being outstanding currently means there is nowhere to go, having achieved the highest rating can feel like being in a treadmill. The advantage is being able to own this label on a CV. Some teachers believe that with the inspection being a snapshot, what is perceived as outstanding on one day may be perceived differently on another day or in another school. From the EWB viewpoint, there are also disparate views. The majority of teachers feel that there are no benefits of working in an outstanding school because of the pressures of having to maintain this grade. Some explicitly express that it has hindered their EWB because of the continuous judgement, stress and workload. Those who were not inspected but were present during the latest inspection may not have experienced any direct impact on EWB. Considering the possibility of a future inspection, the majority of teachers have strong negative responses to the prospect, particularly if they also have a leading

responsibility. Teachers acknowledge that if they knew there was a possibility of being inspected, they might be better able to mobilise their resources, so as not to let down others. A minority not previously inspected reported the possibility of Ofsted being exciting and interesting as receiving external feedback would have the potential to increase their confidence.

3.3.8.4 The context and paradigm of Ofsted

A paradigm (Corbin & Strauss, 2015) was used to carry out coding around the category of 'Maintaining the Ofsted outstanding status' as this was an axial code strongly linked to the selective code and theory, providing its main context, as depicted by Figure 3.3 and 3.4.
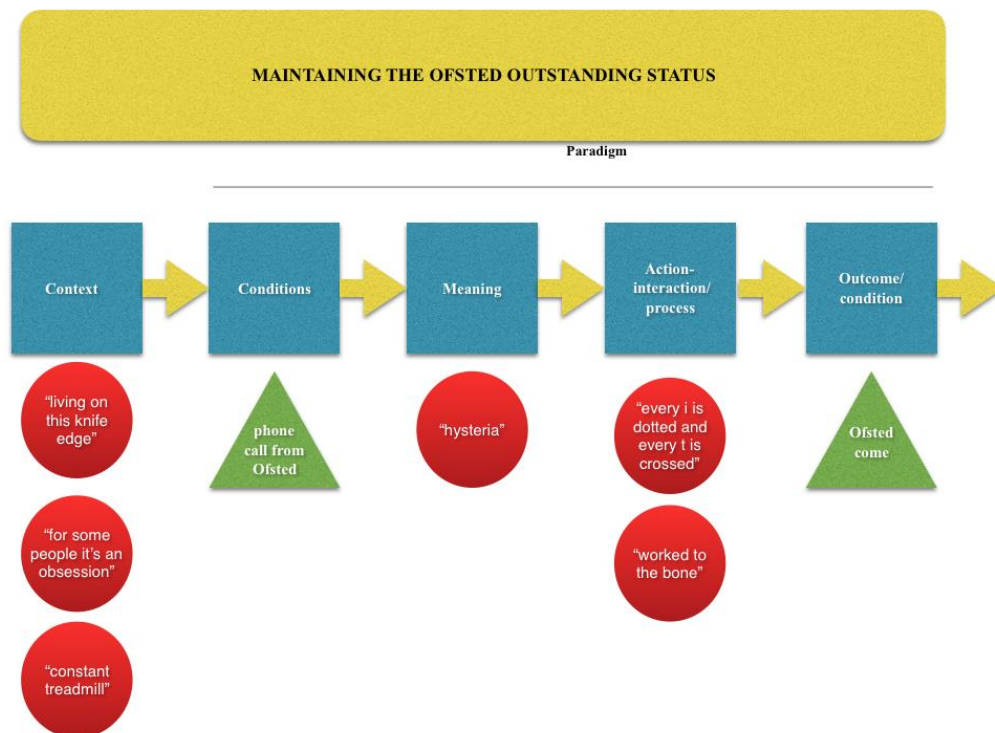
Figure 3.3: Ofsted paradigm part 1.
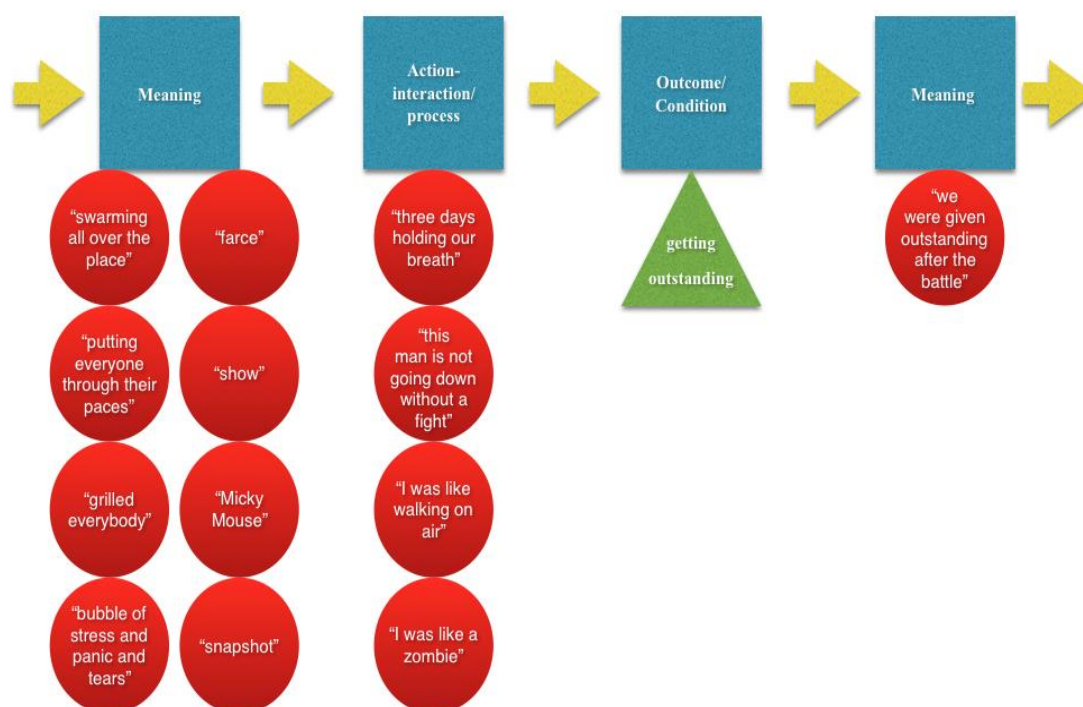
Figure 3.4: Ofsted paradigm part 2.

Metaphors, idioms and other figurative language used by participants was analysed to illustrate the paradigm as these can be helpful hints at meaning during analysis (Corbin and Strauss, 2015). Following Corbin and Strauss (2015), the paradigm below illustrates how participants' attitudes, emotional states and cognitive appraisals provide a context to the condition of finding out about the imminent inspection and the meaning they attach to it, for example experiencing it as "hysteria". The meaning of hysteria answers why/when/how come teachers feel or behave in a certain way (i.e. when/because they receive a call from Ofsted). This drives teachers' action-interaction to reach an outcome, the inspection itself, for instance, through being "worked to the bone" or making sure that "every i is dotted and every t is crossed". Ofsted's arrival then provides a new condition, which is interpreted by teachers in different ways, "a show", a "snapshot" or Ofsted "putting everyone through their

paces", to only mention a few. Under these conditions, teachers become involved in a process through which they adapt their actions to the changing conditions, for example by "walking on air" in order to achieve the outcome of the outstanding status after what's perceived as a "battle".

3.4 Overview of Grounded Theory

This section offers an overview of the GT emerging from this research. Theory will be presented using a paradigm, a consequential matrix and a summary.

3.4.1 Paradigm

Figure 3.5 presents the grounded theory based on the core category 'Getting it from all angles', using the paradigm adapted from Corbin and Strauss (2015). Teachers' work is characterised by their relationships with different aspects of a broader system: children, mangers, parents and the wider community. The challenges they face in these arenas are often experienced as pressure, coupled with a feeling of being judged and evaluated. In the hope that they can achieve the outcome of maintaining the outstanding status, they engage in action-interaction to manage their time, strive for a work-life balance and engage in positive interactions with colleagues. 'Getting it' from all these angles results in not only the Ofsted judgement but also a level of EWB. The former, although conceptualised as an outcome of the paradigm, also serves as the main context for the mechanisms underlying EWB.

"GETTING IT FROM ALL ANGLES"

Paradigm

Mechanisms

Context: Ofsted outstanding primary school in London: 5 full-time teachers → Conditions → Meaning → Action-interaction/process → Outcomes/conditions →

EXPERIENCES WITH MANAGEMENT | BEING JUDGED | MANAGING TIME | MAINTAINING THE OFSTED OUTSTANDING STATUS

NEEDS OF CHILDREN | PRESSURE | WORK-LIFE BALANCE AND BOUNDARIES | A LEVEL OF EWB

PARENTS AND THE BROADER SYSTEM | | RELATIONSHIPS WITH COLLEAGUES |

Figure 3.5: 'Getting it from all angles' paradigm.

3.4.2 Consequential matrix

Figure 3.6 presents the grounded theory based on the core category 'Getting it from all angles', using a consequential matrix, adapted from Corbin and Strauss (2015).
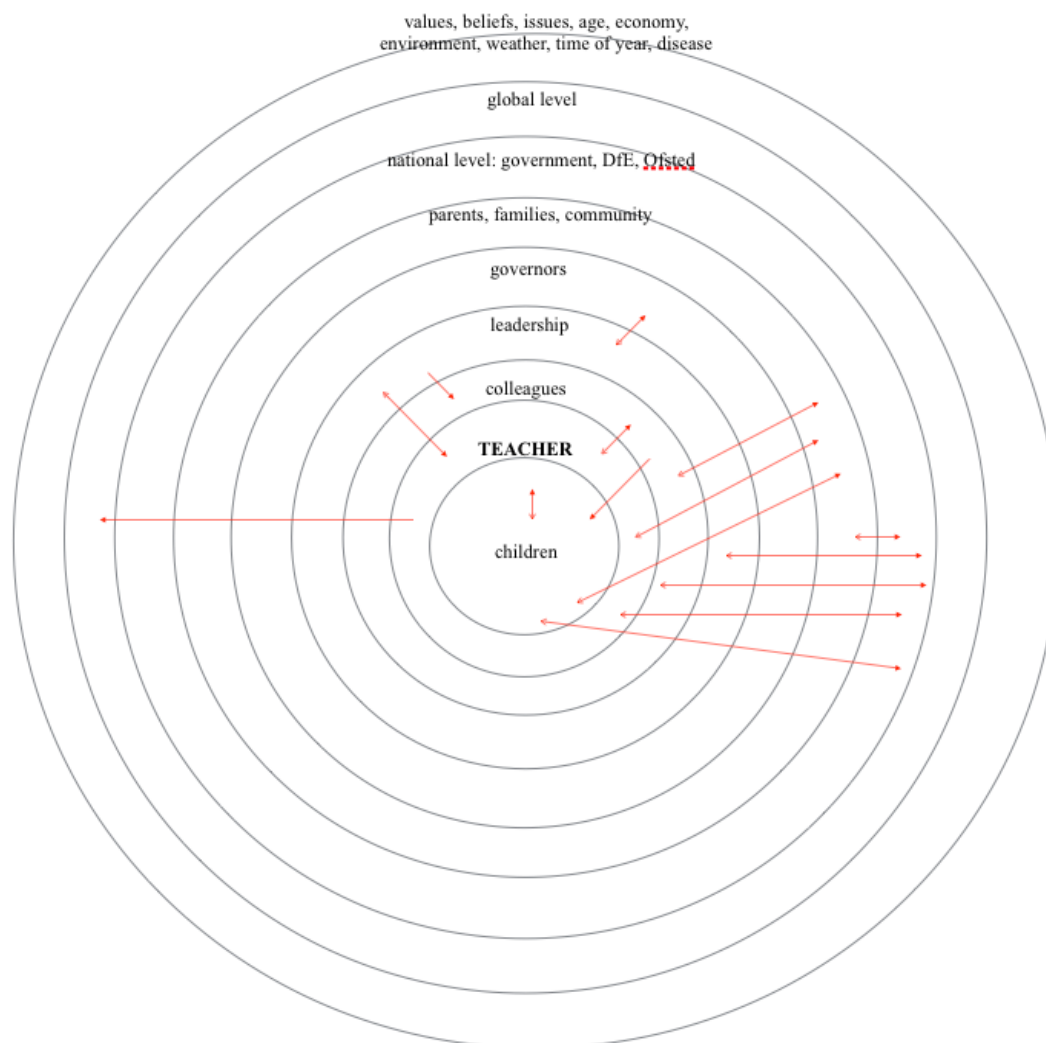
Figure 3.6: 'Getting it from all angles' consequential matrix.

The matrix centre represents teachers' clients, the children, whilst the concentric circles around them reflect the broader system in which teachers and teaching are embedded. Arrows pointing towards the centre show how conditions influence the action-interaction teachers engage in, for example by perceiving the needs of children, managers and others. Arrows pointing away from the centre represent how consequences move outward, in other words, the impact the inner layers can make on others through the process of action-interaction, for example by teachers supporting their colleagues. The most significant outer layer interacting with teachers is that of national agendas including Ofsted.

3.4.3 Summary of grounded theory

The setting of this GT is an Ofsted outstanding school primary school in London, where 5 full-time class teachers contributed to the theory. TEWB can be summed up by the 8 conceptual categories detailed above and with the over-arching core category of 'Getting it from All Angles'. Teachers are embedded in a complex system in which they are interlinked with children, colleagues, the management team, parents, families and the broader community. In a wider sense, TEWB is also influenced on the national level by the government, the DfE and Ofsted, as well as global expectations to help educate the next generations. All these layers are governed by the values, beliefs, issues, age and health of those belonging to it, as well as universal factors such as the time of year, weather, economy or the environment. The primary reason why teachers are under pressure "from all angles" is attributable to the aim of wanting to maintain the outstanding status of the school. This largely determines the way the headteacher and senior leaders interact with teachers, primarily through top-down approaches of imposing changes, relaying experiences or providing feedback. Another mechanism impacting on EWB is teachers' responses to the needs of children: both in terms of their WB and academic progress, particularly as the latter largely determines the Ofsted rating. Whether parents are on the same side as teachers makes a difference to EWB, too, as do pressures from the governors, the wider community, government and the DfE - some relating to the Ofsted agenda. Pressures from these angles elicit an experience of being judged and scrutinised, which can foster uncertainty as well as increased motivation for teachers to prove their abilities. This affects workload and the time available to complete tasks. Time management, working hours and the ability to prioritise tasks and needs influence EWB. As well as

working with young people, relationships with colleagues play a key part in contributing to TEWB. Mutually supportive relationships have a great potential to counteract some pressures and the occasional challenging experiences can amplify those. The outcome of these interacting mechanisms is not only an Ofsted rating but also a level of EWB.

3.5 Chapter Summary

This chapter has detailed the findings of the current research, offering various interpretations of TEWB. It proposed a grounded theory regarding the contexts and mechanisms influencing this in an Ofsted outstanding school, in relation to which relevant literature was reviewed, making this is the focus of the next chapter.

4 LITERATURE REVIEW

4.1 Chapter Overview

This chapter provides an account of the relevant literature on TWB. Consistent with the methodology, the majority of the literature review was undertaken after the GT approach to data collection and analysis was complete, to promote objectivity without constraining theory development, following Glaser and Strauss (1967). Another rationale was offered by Corbin and Strauss (2015), who warned that it is not possible to know before analysis what concepts will be derived from the data and what type of literature might be relevant. Instead, the authors (Corbin & Strauss, 2015) recommended a thorough search after theory-construction, to compare and contrast the emerging concepts to those in the literature. However, a preliminary and less systematic search had been carried out at the planning stage to arouse curiosity, identify gaps in the existing research base and illuminate how this study could offer a unique contribution. The chapter begins by outlining the search strategies, inclusion and exclusion criteria and appraisal methods employed before going on to provide a synthesis of the relevant literature and a summary. A consideration of the links between the findings of this GT study and the literature review is reserved for the Discussion in Chapter 5.

4.2 Search Strategies

A number of methods were applied to ensure the search yielded the highest number of articles related to TEWB in Ofsted outstanding contexts. The preliminary literature

search was carried out between September and October, 2015, prior to the submission of the research protocol to the university ethics board. Following data analysis and the presentation of findings, the researcher's objective was to carry out a second and more systematic search for existing explanatory theories related to the GT and its conceptual categories. A question to 'ask' of the literature was identified, closely mirroring the essence of the current GT: *What are the systemic influences on primary school teachers' emotional wellbeing in Ofsted outstanding contexts?* To answer this question, literature searches were carried out during March and April, 2017, using the PsycINFO, Psychology and Behavioural Sciences Collection, PsycARTICLES and Education Source databases, initially focusing on title searches involving the following terms: "wellbeing" OR "well-being" OR "mental health" AND "teach*" OR "staff". These search terms were then combined in subsequent title searches with the term "system*" OR "ecolog*" and specific members or aspects of the system, such as "headteacher" OR "head teacher"; "senior" AND "manage*" OR "leader*"; "Ofsted" OR "OFSTED" OR "OfSTED" AND "school" AND "outstanding"; "school" AND "inspection"; "parent*"; "child*" OR "student" OR "pupil"; "colleague" OR "peer"; "relationship*" OR "social"; "attainment" OR "achievement" OR "progress" OR "result" OR "academic"; "work" AND "life" AND "balance"; "time"; "evaluat*" OR "judge*"; "accountab*"; "govern*" AND "local authority"; "media". Due to the limited number of relevant papers found at this stage, the search strategy was broadened to ensure a sufficient level of immersion in the literature.

First, a new term, "stress", was introduced. Stress in the context of teaching has been interpreted in various ways, including the definition offered by Kyriacou (2001), who described it as a negative emotional experience deriving from the teacher's perception

of an aspect of their work, which they view as a threat to their WB or self-esteem. Although this suggests that stress is only one specific aspect that can impact WB, it was deemed one of the most relevant concepts in participants' conceptualisation of EWB. Therefore, this was added to the inclusion criteria, which significantly increased the number of related articles accessed. Next, the Discovery engine was sought and abstract searches were carried out using the terms above to extend the results, which led to a number of additional relevant articles. Specific search details can be found in Appendix L.

4.3 Inclusion and Exclusion Criteria

The exploration of papers was limited to those in primary schools, rather than schools or the workplace in general, to enhance comparison between the current and already published research. Papers from the United Kingdom were included and those from abroad excluded due to potential social and cultural differences. Searches were limited to items published in English and after 1992, the year Ofsted was established, as striving to maintain the school's Ofsted outstanding status served as a key context within the current GT. Lastly, studies referenced in key publications were sourced if they appeared relevant, and further studies by the same author as well as theses available in the Tavistock Library were also examined. The papers that did not meet the inclusion criteria focused on different countries (e.g. America or Australia) and settings (e.g. secondary schools), intervention programmes, other aspects of WB (e.g. spiritual health) or specific, internal, factors of EWB that did not gain emphasis in the current research. As a result of the literature search, a total number of 11 papers were considered relevant and included, following Maxwell's (2006) guidelines on the

importance of relevance rather than comprehensiveness of literature reviews. A list of inclusion and exclusion criteria is included in Appendix M.

4.4 Literature Appraisal

A variety of critiquing tools were consulted to identify ones relevant to the papers selected. Qualitative studies and literature reviews were evaluated using a checklist adapted from the Critical Appraisal Skills Programme (CASP) (2013) Qualitative Checklist and the Critical Appraisal Checklist for an Article on Qualitative Research (2013). Quantitative empirical studies were appraised using a checklist based on Holland and Rees's (2010) framework, which was regarded as thorough and appropriate by the researcher, given its scope to specifically include strengths and limitations. The framework to critique mixed methods research was adapted from Long (2005) whereas discussion texts were appraised using approaches by Hek, Langton & Blunden (2000), Aveyard (2007), Thouless & Thouless (1953; as cited in Aveyard, 2007, p.103) and Cottrell (2011). For detailed information on the critiquing tools, please refer to Appendix N and for the critique of the selected literature, please refer to Appendix O. Finally, Appendix P contains a summary table of the 11 key texts critiqued and included in this review.

4.5 Literature Evidence

Since no relevant literature identified related to the specific context of Ofsted outstanding schools, the focus of the review had to be extended to the systemic factors influencing TEWB in primary schools in general, applying the inclusion

criteria. The phrase 'emotional wellbeing' seemed scarcely used in the related literature; therefore, papers discussing TWB in general were also accepted, as well as those narrowing their attention to teacher stress, as explained above. As a result of these conceptual challenges, with the high proportion of papers not meeting the inclusion criteria, this cannot be a comprehensive review of the literature. Due to the versatile nature of the articles accessed, studies will be mostly presented and critiqued in turn with limited scope for a full synthesis of findings.

4.6 Ecological View of Teacher Wellbeing

Paterson and Grantham (2016) argued that since TWB can be influenced by a broad array of factors, it is logical to explain it from an ecological perspective, following Bronfenbrenner's Ecological Systems Theory (1979). Their mixed methods study aimed to establish a shared understanding of TWB in Scottish Primary schools and the factors that enhance it. Following teachers' completion of the Glasgow Motivational and Wellbeing Profile (GMWP; developed by Glasgow EPS), one out of the 6 participating schools was selected to become the focus of the strength-based exploration of the second phase of the research. Thematic analysis of focus group participants' contributions revealed facilitating factors on all levels of the system in and around the chosen setting. On the microsystem level, teachers highlighted the need for positive relationships with colleagues, good communication and a collectivist school ethos that fosters support and inclusion. Similarly, in the exosystem, they reiterated the importance of satisfying relationships and good communication, including those with parents, coupled with a healthy work-life balance and a positive representation of the profession by the media. Extending this to

the macrosystem, participants wished to be perceived as a trusted and respected segment of society and for this to be reflected in policy-making and legislation. Paterson and Grantham (2016) acknowledged the possible interactions within, across and beyond levels of the system through circular causality. Their research offered a valuable shift away from the generally problem-saturated discourse on TWB and retention. They established clear links to EP practice by emphasising the preventive and systemic role EPs can take to facilitate the WB of whole communities, always taking into account the needs and interpretations of WB within the given context. Themes were derived simultaneously by two researchers, increasing the credibility of findings, which may be transferred to other settings, generating further research. Limitations of these results stemmed from methodological uncertainties regarding the validity and reliability of the GMWP, which had not been fully established at the time of the research, and its potential to have influenced focus group participants' conceptualisation of TWB (Paterson & Grantham, 2016). Ethical issues were not explicitly addressed in this paper; however, it was published in a reputable, peer-reviewed academic journal, suggesting a level of credibility.

Unlike the strength-based exploration detailed above, Brown and her colleagues (Brown & Ralph, 1994; Brown, Ralph & Brember, 2002) focused on work-related stress in British teachers with the aim of identifying major stressors in Manchester primary and secondary schools as well as approaches that may improve their organisational health. Although their qualitative design was founded on Glaser and Strauss's (1967) GT, given the heterogeneous participant group and the difference in location, their findings are only partially comparable to those in the current study. Collecting data from teaching staff through interviews and a written reflection, they,

too, identified organisational factors in TWB, such as relationships with pupils, colleagues, parents, managers and the wider community (Brown et al., 2002). The role of school environments, innovation as well as pressures from limited time and a demanding workload also emerged as common factors; however, there was a clear need to examine personal attributes as well (Brown et al., 2002). This research offered relevant contributions to the explanations of what mechanisms teachers believed influenced their WB, with an emphasis on both personal and organisational factors, such as having a voice or receiving support (Brown & Ralph, 1994; Brown et al., 2002). An important critique may be made when comparing the earlier (1994) and later paper (2002), both evidently presenting the same project almost word for word but each claiming it to have been conducted in a different year, involving a different number of participants and presenting minor differences in findings. This raised questions about whether they were indeed one and the same study. The characteristics of settings and research sample were not defined and ethical implications were not discussed; consequently, the reader cannot be sure from the description that participant selection was rigorous. The authors made references to different stages of data collection, which suggests an attempt to reach theoretical saturation; however, no other aspects of data analysis or possible peer reviewing were made explicit, which may have implications regarding the credibility and dependability of findings. The researchers drew conclusions to support policy development by highlighting the need for teachers' experiences of stress to be acknowledged and managed on a strategic, school or LA, level (Brown et al., 2002). Conversely, they left it for the reader to analyse the limitations and transferability of their findings. Considering the critical reflections detailed above, caution may be required when transferring these results to other similar settings.

4.6.1 Change within the system

As acknowledged by Paterson & Grantham (2016), schools are not static entities but ones that experience constant interaction both within and beyond the system. An example of this is educational reforms, for example, on a national level, the government imposing on schools a prescribed curriculum or assessment strategy. In their comparative study involving English and Finnish primary schools, Webb and Vulliamy (2004) investigated the impact of these initiatives, asking 35 teachers and 2 headteachers about their perceptions of the profession and professionalism during a time of change to their roles and responsibilities and the way these perceptions may have influenced teacher retention. Their research in 2001, named York-Jyvaskyla Teacher Professionalism Project, followed a period of innovations in the 1990s when the two countries had begun to take different directions in their education systems: England becoming subject to external accountability measures by Ofsted and Finland abandoning their national inspection system (Webb & Vulliamy, 2004). England had just seen the implementation of the National Curriculum and testing as well as the Literacy Strategy (DfEE, 1998) and Numeracy Strategy (DfEE, 1999), which had exacerbated teacher workload. The paper contrasted the views of English and Finnish teachers elicited through semi-structured interviews and analysed through constant comparisons (Glaser & Strauss, 1967); however, given their relevance in this review, the views of English teachers will be prioritised below. Participants' working contexts were influenced by curriculum reform, assessment reform, their salary and the buildings and resources available to them. The mechanisms impacting on their retention rates were related to work intensification, pupil behaviour and commitment to the children, public respect, individual autonomy and relationships at school

(Webb & Vulliamy, 2004). Webb and Vulliamy's (2004) findings and some implications for practice were coherently presented, illuminating the need for ongoing training, multi-agency working and the raising of public appreciation towards teachers; however, not all areas of their study were addressed when setting future directions. Information was missing regarding a critical examination of the researchers' role and ethical practice as well as details of school and participant selection, which serve as limitations to the study. Findings do not explicitly link teachers' pressures and rewards to WB; however, they highlight the relationship between these and retention. Retention is likely to at least partly reflect WB (e.g. NUT, 2015; Teacher Support Network, 2015); however, since this is not a claim made by this study, findings may be interpreted tentatively.

In a paper based on a literature review and experiences from her own practice as a gestalt psychotherapist, Harris (2008) stated that the perpetual modernisation of the education system implies educators' stress, distress and a range of emotions evoked by uncertainty. Her three-stage model of school development was designed to foster learning, personal growth and leadership on a systemic level. Harris (2008) stated that relational fitness, relational sustenance and depth as well as relational alchemy were the three necessary components to build well-functioning school communities. Relational fitness involves a development of awareness, trust and ability to listen to each other when reconsidering views on others, values of education and ways of working. It means strengthening a sense of belonging to the school by providing constructive feedback, opportunities to reflect and attending to interpersonal processes (Harris, 2008). Sustaining and deepening relationships requires presence, inclusion, trust and a non-judgemental, respectful stance, for example through peer

observation, group supervision and other forms of collaboration. Enhancing communication and self-reflection are essential to nurture social processes (Harris, 2008). Finally, relational alchemy was described as a high degree of trust where people can co-create visions and share leadership responsibilities, which increases motivation and the capacity to change (Harris, 2008). The paper was peer-reviewed and published in a prominent academic journal; however, most of Harris's review involved her own previous publications, which may have narrowed down the focus of the article. Although the model was introduced in the context of supporting students, there were links to relationships between staff and leaders, making the paper relevant to the current research.

The section above provided an insight into TWB conceptualised within an ecological framework. It offered an example of how changes on the macro level can interact with the rest of the system and how putting what is relational into the centre can help schools manage innovations successfully. Having considered some of these important aspects, the next sections will address each significant layer or member of the system, in turn.

4.6.2 Layers of the system

4.6.2.1 Children and families

Focusing on teacher-pupil relationships, Brown et al. (2002) stated that class size, a variety in children's ability and teachers' perceptions of a lack of discipline were amongst major stressors, as were changes in students' motivation and attitude.

Challenging pupil behaviour was also highlighted as one of the most important stressors by Griffith, Steptoe & Cropley (1999) and was identified as a demand on teachers by a quarter of English participants in Webb & Vulliamy's (2004) sample. Parents' unrealistic expectations regarding their children's educational performance and pressures to achieve these can lead to teachers' perceptions of being undervalued, also causing stress (Brown et al., 2002). At the same time, teachers' primary reason to remain in teaching in the latter study was their commitment to the children as they valued the ability to develop their learning, motivation, confidence and self-image and observe their progress (Webb & Vulliamy, 2004). In the Manchester study, conflicts with the children, the constant proximity to them and anxieties about their academic results linked with performance management were believed to increase stress as was having to respond to children's personal problems (Brown et al., 2002). Meeting the needs of students can become a struggle in a climate characterised by performativity and accountability, as creatively expressed by Harris's (2008) metaphor of teachers facing a "two-headed monster" (p. 367). This can lead to superficial learning of facts with limited sustained engagement and an erosion of relationships between students and staff (Harris, 2008). Harris (2008) neatly summarised, however, that successful support is not possible without embracing the love of students and engaging with them as unique individuals in their own right.

4.6.2.2 Colleagues

The quality of relationships between colleagues appears to be a significant factor impacting on TWB in most research studies (e.g. Griffith et al. 1999). Apart from personality clashes, poor relations or relationship breakdowns, Brown and her

colleagues (2002) also emphasised stress factors within the broader system. These included reduced academic interaction between groups, uneven workloads, poor communication across levels or insufficient support for new staff, potentially leading to isolation and poor health. Focusing on the positive potentials of relational quality, Paterson and Grantham (2016) outlined the mitigating impact fellow teachers can make when supporting colleagues facing challenges in the classroom. The importance of these positive relationships was echoed by Webb & Vulliamy's (2004) cross-cultural research, in which teachers identified a supportive environment as one of the key factors encouraging teacher retention. A summary of these seemingly discrepant findings may be that relationships can have a significant impact on TWB; however, the direction of this impact may be influenced by contextual and personality factors.

4.6.2.3 Leadership team

An important aspect of schools' social capital appears to be positive relationships with the senior management team and school leaders (Paterson & Grantham, 2016). The absence of this may be experienced as reduced understanding by managers, poor communication and limited opportunities for training and promotion (Brown et al., 2002). Reduced involvement in decision-making, a hierarchical leadership style and a lack of support can also create distance between teaching staff and senior leaders, contributing to teacher stress (Brown et al., 2002). Depersonalised and dehumanised relationships between managers, teachers and children may be further reinforced by a language of performance data (Harris, 2008). Harris (2008) called these relationships, which inhibit meaningful engagement and change, 'I-It' relationships, using Buber's (1923/2012) terminology. She argued that a focus on tasks is helpful for efficient

working but a focus only on tasks can undermine meaning-making and encourage the perception of the 'other' as an object who serves to fulfil the needs of the self. I-It relationships can be further promoted by teachers' performance-related pay, leading to a fear of shame: a feeling that teachers only have professional value if they are getting children to achieve the desired exam results (Harris, 2008). Instead, the relational model (Harris, 2008) described earlier was proposed to put the relational in the centre of attention in education, where I-thou (Buber, 1923/2012) ways of relating can cultivate WB for whole-school communities.

4.6.2.4 Whole-school level

Further factors may be posed by insufficient school environments: poorly maintained buildings with small classroom sizes resulting in overcrowding, and limited staff facilities (Brown et al., 2002) and resources (Griffith et al, 1999; Brown et al., 2002). Webb & Vulliamy's (2004) comparative research also concluded that the level of satisfaction with buildings and resources contributes to teachers' perceptions of their profession. Their English participants working in small schools evaluated their environment as reasonable and appreciated an improvement in resourcing, including an improved staff room and better access to commercially produced materials. An investment in their schools enabled the employment of a higher number of teaching assistants (TAs) and non-contact time for headteachers (Webb & Vulliamy, 2004).

4.6.2.5 National level

Research suggested that teachers are concerned by the portrayal of their profession on a societal level, too, which is reflected in their pay, perceptions of low status and polarised media coverage, potentially fuelling cynicism and negative attitudes in the general public (Brown et al., 2002). Ever-changing government instruction, increasing performance targets and negative reports published by Ofsted and the media were seen as conveying a message that teachers are not doing a good enough job (Webb & Vulliamy, 2004). Contrary to Finnish teachers, English participants in Webb & Vulliamy's (2004) project considered their salary adequate although not reflecting their level of qualification, knowledge, skill and working hours. Confirmed by Paterson & Grantham's (2016) strength-based study, feeling respected and appreciated were key components maintaining TWB but further focus on these areas was required. The study revealed that teachers sought to have a voice in influencing governmental policies so that the realities of classroom practice could be better reflected in national initiatives (Paterson & Grantham, 2016). On the other hand, perpetual change or the lack of resources to generate change, lack of role clarity or the diversity of roles were identified as stressors, sometimes leading to feelings of failure or powerlessness (Brown et al., 2002). Difficulties with changes can also occur if there are conflicting forces at play and if the outcomes of change are considered to be negative, or the process to be pressuring (Brown et al., 2002). The potential impact of educational reforms and Ofsted inspections will be considered below.

4.6.2.5.1 Educational reforms

Curriculum reforms can result in turning teaching into a race track where teachers deliver compartmentalised lessons while monitoring time to ensure that learning objectives are met within the prescribed hour (Webb & Vulliamy, 2004). Reporting a reduction in creativity, spontaneity and fun, teachers in the aforementioned study did not highlight any benefits for staff; however, they acknowledged some gains for pupils, noticing an increase in their motivation, independence, confidence and attainment (Webb & Vulliamy, 2004). A heightened focus on testing was not consistent with teachers' professional values but they perceived thorough preparation as necessary. However, the demoralising impact of too many government initiatives was named by them as the joint third major factor influencing teacher resignations, along with a decline in public respect, after workload and behaviour management (Webb & Vulliamy, 2004).

4.6.2.5.2 Ofsted

The nature and meaning of teacher stress during Ofsted inspections was the focus of another empirical investigation carried out in 5 primary schools (Jeffrey & Woods, 1996). Jeffrey and Woods (1996) reported their qualitative findings focusing on a case study in one of these settings, a school with a small roll and seven classes of mixed age groups. After they carried out interviews, observations of staff from 3 months before the Ofsted inspection to a year afterwards, and studied relevant documents, the authors concluded that teachers experienced a process of deprofessionalisation, which was characterised by professional uncertainty and the

loss of self, even long after Ofsted's visit (Jeffrey & Woods, 1996). Professional uncertainty meant teachers feeling confused - losing a sense of reality and its norms - and anxious. Their anxiety was attributable to a feeling of professional inadequacy: self-doubt, uncertainties, worthlessness and the inability to finish tasks (Jeffrey & Woods, 1996). In addition, their familiar coping mechanisms, for example positivity and humour, no longer seemed functional, nor did their attempts to meet perceived new expectations (Jeffrey & Woods, 1996). When describing the loss of self, Jeffrey and Woods (1996) emphasised that, since teachers' professional and personal selves are interlinked, losing aspects of the professional self was experienced as an assault on the personal aspect, too. This loss followed the emotional states of anxiety and confusion described above and led to teachers taking up a technician status, characterised by mortification and dehumanisation (Jeffrey & Woods, 1996). The maintenance of what teachers considered their real self was threatened and they faced dilemmas of integrity versus compliance with what they perceived as Ofsted's expectations, even at the cost of sacrificing aspects of their social or personal lives. The potential impact of professional or situational identities becoming dominant and imposing strain on teachers' personal identity and WB will be elaborated on below (Day & Kington, 2008). Here, the authors described participants' dehumanisation, where collaboration and human relationships were under threat. The inspection evoked feelings of grieving, for example over their pedagogic values of wanting to see children succeed, which were being challenged through a data-based discourse focusing on results alone. A previously established balance between parts of their professional role and between professional and personal roles were also expressed to have been undermined by Ofsted, eliciting, instead, feelings of guilt and decreasing commitment (Jeffrey & Woods, 1996). When summarising their findings, the authors

addressed and discounted possible alternative explanations, providing the reader with a more balanced presentation of their arguments. They also maintained that this type of disturbance may be necessary for a long-term change to take place in educational policy or that the inverse of deprofessionalisation, namely, reprofessionalisation (the redefining of the self), may also be a possible outcome of inspections, depending on the circumstances (Jeffrey & Woods, 1996). However, some questions arise about the weight these findings may be given, considering the lack of information about how they were arrived at from the data. The authors took a clear standpoint when setting out the aims of their study by stating that Ofsted inspections are profoundly disturbing (Jeffrey & Woods, 1996); however, Robson (2011) warned that starting off with a tight conceptual framework may blind researchers to important features of the case, which was not addressed in the paper. Whilst the clear findings presented here may ring true, the paper did not adequately explain how the school settings were chosen although it clarified that the school prioritised over others was a good representation of the overall sample. Respondent validity was considered, which seemed important given the emotive language of the article; however, member checking involved only one participant. These strengths and limitations are to be taken into account when considering the neutrality and transferability of findings.

Having considered the systemic influences on TWB, the sections below attempt to briefly outline the effect of these on teachers' time and workload as well as the role of some internal traits explored in the identified literature. After this, the relationships between personal, professional and situational identities are explored and coping strategies are summarised.

4.6.3 Time and workload

An increase in the number and variety of tasks expected of teachers can pose a strain on their life and WB (Brown et al., 2002). Tasks can be required to be completed for reasons not obvious for teachers who feel that there is a lack of time to deliver their job professionally (Brown et al., 2002). Marking, paper-work, report-writing and other administrative jobs can interfere with a sense of effective teaching, especially without technical or administrative support; therefore, opportunities for talking and other ways of fostering WB may be limited (Brown et al., 2002). Webb & Vulliamy (2004) also found that all their English participants felt a cut in workload by the government was needed to make teaching a more attractive career path. Interviewees conveyed that community activities such as school trips, concerts or having guests in the school were valued but increasingly difficult to organise due to pressures imposed by government standards (Webb & Vulliamy, 2004). Conversely, positive interpersonal relationships can enable collaboration and facilitate a negotiation of workload, leading to a better work-life balance and WB, as noted by Paterson & Grantham's (2016) strength-based approach. Participants in their focus group reported an increased ability to recharge after work, reduce anxiety and develop confidence. In addition, all participating schools in their quantitative phase scored lower on the health and safety section of the GMWP when this was associated with poor work-life balance, clearly highlighting a relationship between this and WB (Paterson & Grantham's, 2016).

4.7 Internal Factors

Kyriacou (2001) emphasised that due to the variations in individual teachers' personalities, values, backgrounds and circumstances, there are individual differences in what each person finds stressful. For example, feeling guilty or inadequate when trying to meet targets or not being able to identify problem-solving strategies were experiences reported by some teachers as internal contributors to stress (Brown et al., 2002). The authors suggested that a lack of praise or appreciation from others as well as unrealistic expectations towards teachers to provide quick fixes to problems may exacerbate these internal appraisals as do patronising or bullying attitudes (Brown et al., 2002).

4.8 The Interplay between Identities

The interactions between some of the personal, professional and situational factors influencing TWB, identity and effectiveness were summarised by a paper (Day & Kington, 2008) drawing on findings from a longitudinal research called Variations in Teachers' Work, Lives and Effectiveness (VITAE) (Day et al, 2006). The study, which was commissioned by the DfES and carried out between 2001 and 2006, involved 295 teachers from 100 primary and secondary schools in England. Their data was generated through in-depth interviews, document analysis and interviews with school leaders and pupils, and analysed using GT (Day et al., 2006). Teachers' key information on WB and other variables were summarised in a data matrix, involving personal and school factors as well as dominant dimensions of their identity (professional, personal or situated). A detailed description of the concept of identity is

beyond the scope of this review; however, its connections with WB are relevant. Four scenarios were identified depending on the extent to which different dimensions impacted on teachers' existing identities (Day & Kington, 2008). Scenario 1 referred to a balanced state in which teachers' personal identity (life outside school), professional identity (social and policy expectations to be a good teacher) and situational identity (located in a specific context) dimensions were stable and equal. Teachers in this group were likely to report positive WB and work-life balance and were motivated to remain in teaching unless the stability they were experiencing was negative (Day & Kington, 2008). Scenario 2 meant an imbalance between identity dimensions, where one of the three dominated and distorted one or two of the others. Just over half of these teachers reported negative WB although they tended to be highly motivated (Day & Kington, 2008). In scenario 3, where two dimensions dominated, and in scenario 4, where there were extreme fluctuations to all three dimensions, the majority of teachers reported poor WB. All groups were applying a range of strategies to redress potential imbalances of identities but their success rates depended on their individual biography, sense of agency, the level of support received and whether dominant dimensions had to be managed for shorter or longer periods of time (Day & Kington, 2008). Factors underlying their professional identity also served as either support or pressure on teachers, partly affecting their WB, amongst other outcomes (Day & Kington, 2008). These mediating influences included teachers' resilience and socioeconomic context, their in-school and personal support systems and professional life phase (Day & Kington, 2008). Overall, both internal and external factors interacted with teachers' selves, including their professional life phase, identity, WB and other factors, which together determined their effectiveness (Day et al., 2006). The significance of these findings was strengthened by the large

participant sample, the longitudinal nature of the study and the breadth and depth with which teachers' perspectives were addressed. The researchers published their findings in a peer-reviewed paper and discussed their contribution to already existing knowledge and practice. They highlighted, for example, a lack of varied opportunities for Continuing Professional Development (CPD) relating to WB needs or the fact that teachers' identities and perceptions of internal and external influences are affected by the extent to which their WB needs are met (Day et al., 2006). This justifies the need to create positive work conditions and career paths for teachers and to respond to their personal and professional needs in order to increase resilience and effectiveness and reduce absenteeism and staff turnover. These can be achieved through a positive school ethos, supportive management and opportunities for professional development (Day et al., 2006). Potential researcher bias, participant recruitment strategy and ethical aspects were omitted in the publications, which may form the limitations of the study.

4.9 Coping with Stress

To complete a review on TWB and stress, it is necessary to include some information on coping. Psychological coping is often discussed (e.g. Griffith et al., 1999) using a definition by Lazarus and Folkman (1984) who used the word 'coping' to describe a process in which we appraise a threat and mobilise realistic and flexible thoughts and acts to manage the problem and reduce stress. In his literature review on teacher stress, Kyriacou (2001) distinguished between direct action and palliative coping mechanisms. He explained that direct action strategies are designed to target the root of stress by changing one or more aspects of the situation whereas palliative

techniques are concerned about the feeling of stress and, therefore, aim to change how the situation is appraised or to restore a sense of being relaxed. Kyriacou (2001) approached a topic of international research interest to identify directions for future studies. He made clear references to relevant findings from previous empirical research in this area (e.g. Cockburn, 1996; Griffith et al., 1999) and was pioneer in being the first one to use the phrase 'teacher stress' in a publication title. However, not all statements in this paper were referenced and details of the literature search strategy were not provided. As a result, it is not obvious whether all claims were supported by research evidence or whether they served as expert opinion. Kyriacou's (2001) arguments were well-presented, logical and published in a peer-reviewed journal for academics and researchers, which suggest their credibility. The author regularly cited his own previous findings relating to teacher stress, which may reflect a selective approach to the literature search or, alternatively, his significant contribution to the field at the time of publication. In the final paragraphs of this section, teachers' attitudes towards coping strategies and the role of social support in coping are discussed.

4.9.1 Coping strategies

To better understand teachers' stress-relieving strategies and help the profession reduce stress, Cockburn (1996) designed a quantitative study using questionnaires and involving 335 primary school teachers in and around Norwich. Cockburn (1996) addressed the increasingly well-known issue of teacher stress but identified a gap in the literature by looking at it from a new angle, focusing on coping strategies. Results suggested that although over 69% of her participants claimed to be enjoying teaching

most of the time, 46.4% stated their job was moderately stressful and 43.6% said it was very or extremely stressful. Over 60% of the total participant sample felt their ability to cope was about average, which reflected that most respondents had generally positive attitudes towards teaching and were not at risk of burnout (Cockburn, 1996).

When asked about their familiarity with 45 coping strategies (elicited from relevant research studies), teachers seemed to be aware of 35, the six most effective ones being thorough preparation, understanding lesson content, being humorous, not persisting with unsuccessful lessons, sharing concerns with colleagues and prioritising. There were a considerable number of participants who did not find these techniques effective; however, there was a 70% chance that once tried, the strategies were found helpful. 45.2% of teachers had never considered taking a day off, 35.9% had never thought of reading a book to unwind and 28.7% had been or thought of going to a seminar on stress. These, along with sharing concerns with other professionals, were reported to be the 4 least effective strategies. Techniques staff were most motivated to try were doing exercise, teaching with music on, setting realistic goals, doing one thing at a time and reading about stress (Cockburn, 1996). Cockburn (1996) was also interested in how coping strategies were acquired and found that most participants (89%) learnt through their own experience, 18.7% reporting that this was the only way they gained new insights. The author suggested that if many teachers did not find expert advice helpful, this could pose a serious issue when trying to train staff about coping; therefore, she considered it important to examine what was needed for a successful change. It was concluded that expert advice might become more attractive to teachers if it is coupled with a greater

understanding of the realities of classroom practice, of teachers' reluctance to accept expert help or if assumptions that teachers who are stressed would benefit from help are challenged (Cockburn, 1996). Instead of remedial techniques, a preventive approach to support may be more successful so that staff could be protected from the negative effects of stress in the first place (Cockburn, 1996). The potential in changing attitudes was also acknowledged, which may be seen as a shift away from the expert model of helping described above. This was particularly relevant in the light of participants' attribution of responsibilities as over 92% of teachers reported that others (e.g. the government, governors or senior management) should take more responsibility to tackle teacher stress (Cockburn, 1996). This may highlight that although there is a place for school- and governmental-level interventions, supporting teachers to become empowered to take ownership over their own WB would also be appropriate and desired, for example through training (Cockburn, 1996). Having detected the individual differences in teachers' coping preferences, the author emphasised the need for interventions to be individualised and for caution to be taken when general conclusions are drawn about intervention effectiveness. Findings were linked to directions for policy-making and good practice, illuminating the need for teacher stress to be considered at governmental, school and individual levels. Cockburn chose a research design and a large number of participants, which were suitable given the aims of her study; and, similarly to the current research, included only primary school teachers, increasing the generalisability of her findings to other primary settings. However, information about the sampling strategy, the method of data analysis or ethical considerations was not shared, which pose potential limitations to the findings. Although it is encouraging that the questionnaire utilised was piloted, the pilot group consisted of trainees while participants were qualified

teachers; thus the two groups were not fully comparable. All things considered, the reader cannot draw conclusions about the validity and reliability of this measure based on the information provided. The language of the questionnaire regularly included the phrase 'your stress', which may have suggested that participants must or should be stressed and, therefore, skewed some responses through a desirability bias. Despite these limitations, Cockburn's paper, which was written over 20 years ago, explored a relevant issue and supported setting directions for further research.

4.9.1.1 Coping and social support

Griffith and her colleagues (Griffith et al., 1999) built on these findings by assessing the associations between stress, coping and social support. Their large-scale study involved 403 full-time primary and secondary teachers, including middle and senior managers, in South London. They used a questionnaire survey and analysed data using product-moment correlations, repeated measures of analysis of variance and hierarchical multiple regression. Stress ratings appeared to be higher amongst younger teachers, single individuals, those with larger classes and with lower occupational grade. As well as this, there was a gender difference regarding stress levels disadvantaging women particularly on the work pressures scale, which is likely to have suggested their increased conflict demands. Primary school teachers also reported higher levels of stress compared to their secondary colleagues (Griffith et al., 1999).

Similarly to previous findings (e.g. Cockburn, 1996), the study confirmed the importance of some individual factors in the appraisal of stressors: that the same

event may be perceived by different people as more or less stressful and that these perceptions may result in the adoption of certain coping mechanisms (Griffith et al., 1999). The authors concluded that certain attempts to cope with stress, for example behaviour disengagement or a suppression of competing activities, can escalate stress; however, positive ways of coping and social support can mediate the appraisal of stressors and their impact on WB (Griffith et al., 1999). Furthermore, coping may also mediate the impact of social support but, in this study, neither social support nor stress correlated with coping through seeking support. The paper acknowledged the existence of another factor, negative affectivity, which can further influence these complex relationships between variables. Negative affectivity, which had been defined as pervasive negative emotionality and self-concept (Watson & Clark, 1984), affected the ways teachers appraised demands, social support and the coping mechanisms available; in other words, it was found to be positively related to stress and disengagement and negatively related to social support (Griffith et al., 1999). All in all, the significance of these findings was that they acknowledged individual differences in teachers' views of their job, depending on their perceived level of stress, and they highlighted the importance of coping mechanisms and social support in moderating the experience of stress. The paper encouraged schools to foster a positive atmosphere with nurturing relationships and to analyse difficult situations to reduce unhelpful responses to them (Griffith et al., 1999). Sampling and methodological considerations (for example the use of a psychometrically sound instrument) were adequately addressed, which strengthened the validity and reliability of findings. Some limitations were discussed, including potential item contamination, the difficulty separating out the construct of social support and coping or the 53.5% response rate, which potentially reduced the generalisability of results.

4.10 Chapter Summary

This chapter set out to explore the literature on systemic influences on TEWB in Ofsted outstanding primary schools in the UK. Due to the lack of or limited number of relevant papers identified and the conceptual challenges around defining EWB, literature on TWB in the general context of UK primary schools was reviewed, including relevant papers on stress and coping. Several articles accessed approached the topic by - explicitly or implicitly - discussing the impact each component of a broader ecological system may have on TWB, including families, school, national initiatives and changes within these. It has been acknowledged that systemic input may be appraised by the individual teacher; therefore, the same external event may be perceived as more or less stressful, depending on the individual's interpretations, determined by their personality, background and circumstances. In this respect, TWB may be an outcome of the interactions between these external and internal factors, according to some studies. TWB may also be partially dependent on the success with which educators can balance their personal, professional and situational identities (also influenced by external and internal elements) and apply helpful coping strategies. The difficulty identifying UK papers on TEWB or those based on Ofsted outstanding schools confirmed the rationale for the current study and opened up opportunities to both embed it into the existing knowledge base and discuss directions for practice and future research, which the Discussion chapter attempts to achieve.

5 DISCUSSION

5.1 Chapter Overview

This final chapter provides a commentary on the GT in relation to the research questions, the literature review and other theoretical links. Strengths and limitations of the current study are detailed to outline its implications for EP practice and future research. This is followed by the dissemination strategy and the researcher's reflections before drawing together concluding comments.

5.2 Statement of Findings

The purpose of this GT study was to explore the views of full-time class teachers at an Ofsted outstanding primary school in order to develop a theory explaining the mechanisms influencing their EWB and the contexts in which these mechanisms occur. As explained in the Findings chapter, the GT revealed that TEWB is largely influenced by systemic factors whereby they are "getting it from all angles" within the system in order to maintain the school's outstanding status. This statement will be elaborated on below, in relation to the research questions and the existing literature.

5.3 Commentary on Research Question 1

Research Question 1 was: *What are the contexts and mechanisms that influence full-time class teachers' EWB in an Ofsted outstanding primary school?*

The main context influencing TEWB in this piece of research was maintaining the school's Ofsted outstanding status whereas the mechanisms could be encapsulated by the conceptual categories detailed in the Findings chapter, with the over-arching core category of 'Getting it from All Angles'. Teachers are embedded in a complex system in which they are interlinked with children, colleagues, the management team, parents, families and the broader community. Their EWB is also influenced on the national and global level and informed by their own characteristics (values, beliefs, issues, age and health). Universal factors, for example the time of year, weather, economy or the environment were also noted to contribute. Consistent with the results, the focus of the literature review was to investigate systemic influences on TWB in the existing research base, which has led to the identification of a number of related papers that explicitly or implicitly portrayed a systemic outlook (e.g. Paterson & Grantham, 2016; Brown & Ralph, 1994; Brown et al., 2002; Webb & Vulliamy, 2004; Harris, 2008). Due to the overarching systemic focus and the explicit link made to Bronfenbrenner's (1979) Ecological Systems Theory in some of the articles (Paterson & Grantham, 2016; Price & McCallum, 2015), it is important to introduce this framework for further discussion.

5.3.1 Ecological Systems Theory

In his theory, Bronfenbrenner (1979) stated that we must examine human development in the context of an entire ecological system within which the development takes place. This system consists of four socially organised sub-systems: a micro-, meso-, exo- and macrosystem, nested around the individual like concentric circles. The centre represents the actively growing person's microsystem: the

changing immediate surroundings, for example a home or classroom. This is followed by the mesosystem of two or more settings, such as family, work and social life. Next is the exosystem of settings where the person is not even present, for example on the level of policy-making. Finally, the outer layer encompasses the cultural values, customs and laws that characterise the society in which the person and the other systems are located. This macrosystem acts like an umbrella, covering and integrating all other areas of our lives. Bronfenbrenner (1979) stressed that the interconnections within and between these layers are as significant to the development of the person as the individual influences acting on them and that these interrelating structures and processes are essential parts of the systems. Below, the systems will be examined respectively, compared with findings from the current research and existing literature.

5.3.1.1 Microsystem

Teachers' professional microsystem is located within the classroom where they interact with children. In the current research, teachers identified these interactions to be the most motivating aspect of their job, which was consistent with findings revealed in the literature review (Webb & Vulliamy, 2004). Conversely, concerns regarding pupil WB was a mechanism hindering TWB, similar to some previous findings (Brown et al., 2002). Different teachers had different strategies in place to address or prioritise pupil needs, which was often intertwined with attempts to preserve their own WB, for example by finding ways that work for both. This point was less explicit in the literature reviewed, unlike the theme of sustaining TWB despite challenging pupil behaviour (Brown et al., 2002; Griffith et al., 1999; Webb

& Vulliamy, 2004). However, conflicts with children or challenges with behaviour management were not at all mentioned as difficulties in the current GT.

Responding to the needs of children is a mechanism impacting on TEWB through supporting children's academic progress, too. The theory revealed teachers' experience of being responsible for attainment levels, which can be both rewarding, given the school's good results, and stressful (also in Brown et al., 2002), given the efforts required to maintain success. Although challenges stemming from variations in academic ability are widely recognised (e.g. Brown et al., 2002), this did not play a significant role in the current theory, potentially due to the school's outstanding outcomes; however, the difficulties involved in supporting learners with SEN were mentioned. Harris's (2008) two-headed monster metaphor describing the challenges for teachers to meet both academic and social-emotional needs was reflected in this GT as was teachers' love for their students.

5.3.1.2 Mesosystem

Extending thinking of TEWB to the mesosystem, it is necessary to include a wider group of those interacting with educators: parents, colleagues, the leadership team and the broader community. One of the reviewed studies pointed out that parents' high expectations regarding children's educational performance and pressures to achieve these can heighten teacher stress and the experience of being undervalued (Brown et al., 2002). Here, teachers reported feeling inadequate at times when perceiving a difference of opinion with parents on SATs, Ofsted and pupil support. However, a 'negative case' offered an alternative perspective of parents being warm and supportive even though this perspective did not impact on EWB. For others,

interactions with families involved wanting to offer support but feeling uncertain about the most appropriate form of help – aspects not reflected in the reviewed papers.

The emergent theory shows that teachers experience pressure from leaders in relation to maintaining the Ofsted status, which is a key factor affecting their EWB. This is not surprising in the light of literature findings reflecting the high importance of a positive relationship between managers and staff (Paterson & Grantham, 2016). Pressures of accountability and additional tasks intensify workload and responsibilities, leading to long working days, tiredness and difficulties prioritising. Emotional responses to challenges can feel contagious when relayed down from managers to staff, amplifying their own emotional reactions and negatively influencing WB. On the other hand, a strong facilitator of TWB is receiving positive feedback and acknowledgement from managers, which teachers would like to experience more frequently as praise and recognition promote motivation and help elicit strengths (also in Roffey, 2012).

Brown and her colleagues (2002) wrote about the experiences of not being understood by managers, perceptions of poor communication and few opportunities for progression - as signs of an unfulfilling relationship. In this GT, participants expressed a desire to foster positive relationships by having more face-to-face contact with the headteacher to build trust, more appreciative feedback to strengthen positive self-views and more opportunities to be part of decision-making to facilitate inclusion, resonating with Brown's study (Brown et al., 2002). On the other hand, the practice of asking for help is seen to be useful but not typically relied on. A

hypothesis around why seeking help and seeking to have a voice may not be typical in this setting may relate to teachers' adaptation to the I-it relationship pattern (Harris, 2008) introduced before.

Both the literature (e.g. Griffith et al., 1999; Brown et al., 2002; Paterson & Grantham, 2016; Webb & Vulliamy, 2004) and this theory clearly illuminated the significant impact of relationships with colleagues. The need for and mitigating impact of social support from colleagues on stress was a strong theme across studies (e.g. Griffith et al., 1999; Paterson & Grantham, 2016) as was the clear link between colleague support and retention (Webb & Vulliamy, 2004). The versatile manifestations of peer support at work have been described in the Findings chapter, with a particular focus on social, moral and practical aspects. If there is low morale within the staff team or when faced with additional responsibilities, work-related discussions can amplify difficult states, as detailed in the Findings. The possibility of being involved in a confrontation with co-workers poses a threat to WB, as also highlighted elsewhere (Brown et al., 2002). Brown's study (Brown et al., 2002) conveys that, on the whole-school level, reduced interaction between groups, uneven workloads, poor communication or insufficient support for new staff can lead to isolation and poor organisational health. Although none of these were specifically mentioned in the present study, a degree of cross-group comparison was evident, along with concerns about colleagues' WB.

Many articles (e.g. Brown et al., 2002; Griffith et al., 1999; Webb & Vulliamy, 2004) emphasised the impact of school environments and resources as contributors to TWB or the lack thereof. Similarly, some participants in the current sample raised

awareness of the importance of creating a pleasant environment in the classroom and staff room, which involved, among other things, having access to hot drinks.

5.3.1.3 Exosystem

As explained in the literature review, previous studies (e.g. Brown et al., 2002; Webb & Vulliamy, 2004) clarified that teachers are concerned about the portrayal of the profession reflected in educational reform, media coverage, pay and Ofsted reports, each of which has emerged in this GT and will be summarized below.

5.3.1.3.1 Changes and reforms

A lack of clarity about expectations, having multiple roles and facing changes were identified as stressors here and across studies, coupled with a strong theme of uncertainty leading to feelings of failure (e.g. Brown et al., 2002). Conflicting forces of professional values and managerial expectations, negative outcomes and a pressuring process were further commonalities. Changes felt imposed and were often associated with teachers' reduced subjective professional value: feeling judged and wanting to prove their capabilities, which were experienced as taxing on EWB and relationships. Consultation with staff was suggested as a positive alternative to imposing change as this could mitigate the impact of stressors and offer teachers a voice (also in Paterson & Grantham, 2016). Despite challenges inherent in innovations, some participants were able to express their appreciation for change, providing the outcome supported their EWB, for example by reducing workload or setting boundaries with parents.

Educational reforms are a demanding area of change in teachers' lives, as outlined in the previous chapter (e.g. Webb & Vulliamy, 2004; Harris, 2008). In this theory, "interference" from the government and DfE were explicitly named as hindering factors of EWB, especially in relation to not having enough time to evaluate newly implemented practices or to the government not understanding classroom practices (also in Harris, 2008). Contrary to some previous findings (Webb & Vulliamy, 2004), changes to the curriculum were not explicitly mentioned in this study, except in the context of pressure on pupils. The acute focus on testing and teachers' responsibility for results emerged as a major hindrance to WB, particularly in the SATs year group.

5.3.1.3.2 Public respect

Feeling respected on a societal level was mentioned here and elsewhere (e.g. Paterson & Grantham, 2016; Webb & Vulliamy, 2004) with regards to media coverage and pay not fully reflecting the appreciation teachers feel they deserve. According to the TSN (Bricheno et al., 2009), teachers are increasingly being associated with a variety of roles and high accountability by the public, creating some misinterpretations of their responsibilities. Therefore, a public reassessment of teacher roles has been suggested to counteract high societal expectations (Brown et al., 2002) whilst an accurate portrayal of teachers' lives could debunk the myths around their working conditions (Paterson & Grantham, 2016), as echoed in this theory.

5.3.1.3.3 Ofsted

Maintaining the outstanding status was perceived to have a primarily negative impact on TEWB. Teachers are on the receiving end of pressures and expectations "from all angles", both external and internal, to deliver outstanding results during inspections, SATs or in general. Scrutiny is part of teachers' and children's school experience. Teachers contrasted outstanding schools with good ones, perceiving the latter to be more conducive to learning and WB, possibly indicating a decrease in their commitment (as in Jeffrey & Woods, 1996). The majority of educators do not agree with the current process of inspections although a minority acknowledge the need to be inspected. Inspections are characterised by experiences of unpredictability, loss of control, panic and stress, resonating with Jeffrey and Woods's (1996) description of deprofessionalisation. Extreme working hours, demanding workload and a work-life imbalance take their toll on teachers as they strive to achieve an outstanding judgement whilst being unable to remain aware of their own needs. Mutual support from colleagues can serve as a key facilitator of EWB although can also hinder WB due to high levels of collective anxiety. Anxiety can manifest itself in both emotional and physical problems, as seen both here and elsewhere (e.g. Gray & Gardner, 1999). Gaining the outstanding rating can facilitate TWB in the short and sometimes longer term, as detailed in the Findings, and can enable teachers to reconnect with their needs. From the EWB point of view, the majority of teachers feel that there are no benefits to working in an outstanding school because of the pressures associated with the continuous judgement, stress and workload. Considering the possibility of a future inspection, the majority of teachers have strong negative feelings about the prospect whereas a minority (not previously inspected) would welcome the external feedback.

Jeffrey and Woods's (1996) second aspect of deprofessionalisation, a loss of self, might have been reflected in teachers' comments both with regards to the inspection experience and in a broader sense. Accounts of feeling "like a zombie", "walking on air" or "holding our breath" suggest a temporary experience of taking up a technician status (Jeffrey & Woods, 1996) before returning to 'human' ways of functioning again. Dilemmas of integrity of the real self versus compliance with system expectations (Jeffrey & Woods, 1996; Pearson & Mitchell, 2013) were also clearly expressed, suggesting that both options may come at a cost to EWB, due to the discrepancies between the two. Disconnecting from one's real self is exacerbated by the lack of procedures modelling to teachers how they might feel when under surveillance (Jeffrey & Woods, 1996). Feelings of grieving over pedagogic values (Jeffrey & Woods, 1996) were experienced in relation to SATs practices and changes introduced by the headteacher, both of which are at least partially inspired by the Ofsted agenda. Conversely, the final aspect of dehumanisation, the erosion of collaboration and relationships, was not typically observed in association with Ofsted. With the exception of one historical conflict between senior leaders about levelling, most teachers reported positive developments to their relationships with co-workers, including mutual support and an elevated team spirit, which, amongst other emotional states, will be reflected on in the next section through a psychoanalytic lens.

5.3.1.3.3.1 A psychoanalytic perspective of being inspected

Considering the impact of surveillance measures from a psychoanalytic point of view, Youell (2006) stated that the awareness of being watched evokes a range of feelings in those being observed. The discomfort of evaluation can be coupled with feelings of

inadequacy and exposure, clearly described by the participants in this study, leading to the attributions of unpleasant feelings to the observer, a process known as projection (Youell, 2006). Projections can make observers into persecutors in the minds of people being assessed (Youell, 2006) or they can be demonised or denigrated to defend against anxiety induced by the observation (Coren, 1997). Participants' language explicitly indicated some of these projections when describing observers to be "grilling everybody", "putting people through their paces" or "not going down without a fight". Klein (1963) described that when our anxieties about the dissonance between things we love and things we fear become unbearable, we split them into good and bad objects and see reality in polarised terms. Youell (2006) argued that observations are conducive to splitting by projecting unwanted emotions into the 'punitive' observer whilst preserving a positive perception of the group, creating a sense of unity and team spirit. This was conveyed by teachers' accounts of "all trying to support one another" and "lots of people being pleased with everyone". Perhaps pre-inspection briefings for staff, recommended by Gray and Gardner (1999) in a Northern Irish context, may be one helpful way of reducing the possibility of the projections and splitting described. Other experiences of people being observed may involve a fear of failure, being caught out or being considered inadequate, which can be magnified by the unpredictable nature of group processes (Youell, 2006). This was conveyed by participants' accounts of rehearsing lessons and updating resources until the last minute whilst responding to the group's emotional responses to the external threat. Although staff seemed to manage to operate as a working group, focusing on the primary task of achieving outstanding, there were times when they may have been tempted to revert to basic assumption functioning (Bion, 1961), for example when wanting to escape the next inspection (fight or flight) or when one of the participants

became involved in a conflict with the then-headteacher (pairing) during a past inspection. On the other hand, teachers also reported feelings of relief and pride, possibly indicating the affirmative value of external feedback and the containment examination schedules can offer (Youell, 2006). The next paragraph explores the impact of submission to pervasive observation using Foucault's (1991) metaphor of the Panopticon.

5.3.1.3.3.2 The Panopticon

The Panopticon was originally a prison in the 18th century whose round structure and lighting prevented prisoners from determining whether they were being watched (Pinto, 2016). As succinctly summarised by Pinto (2016), Foucault (1991) had used the metaphor to describe how the experience of permanent visibility may encourage self-monitoring and false compliance out of fear of being watched.

In this school, the Ofsted-readiness of scrutinies, data monitoring and learning walks may have reflected the Panopticon experience, echoing some other findings (e.g. Clapham, 2015). Despite these measures of discipline, participants may not have fully transformed to the expectations of surveillance in their everyday lives: during inspection, they perceived themselves to be putting on a "show", a "display" or a "farce" but some of the practices adopted for Ofsted's benefit were not retained following the inspection. This is contrary to the views expressed in Clapham's (2015) case study in an Ofsted good and satisfactory school, where 'fabrications' had become teachers' day-to-day reality. Remaining true to one's values and integrity were highlighted in this GT as crucial when levelling children's work; however,

integrity in lessons was not explicitly discussed. All in all, there may be a variation across studies with respect to the extent to which teachers put on a show for Ofsted or, more precisely, whether this show is consistent with their own beliefs or performative conditions. In addition, it is possible that there is a variation between schools regarding the longevity of the impact of Ofsted's values, and that benchmarks for evaluations may shift in teachers' minds. Participants here may have been subject to the Panopticon up to the end of the inspection. They put on a show, the nature of which was not specified in detail, and received affirmation from Ofsted. Having experienced changes following this affirmation may have weakened the reward inherent in Ofsted's feedback, causing confusion as to what expectations to meet. This may have made facing new experiences of evaluations (e.g. learning walks) particularly difficult, especially in the absence of feedback. The question arises as to whether the level of uncertainty reported in these situations reflects that teachers are used to the experience of having to do things the 'right' way, according to the perceived rules of the Panopticon, as opposed to their own pedagogical compass.

5.3.1.4 Macrosystem

All the above systems are governed by the values, beliefs, issues, age and health of those belonging to it, as well as universal factors: the time of year, weather, economy or the environment. Results in relation to these factors were presented in the Findings chapter; however, given their relatively small significance, they did not constitute the focus of the literature review.

5.3.2 Mechanisms deriving from systemic influences

Feeling judged, managing time and internal factors will be elaborated on to complete the discussion around the first research question.

5.3.2.1 Being judged

A significant mechanism underlying TEWB is feeling judged – primarily by school leaders, the government and Ofsted. Judgement emerges as the contrast pole to trust, a feeling teachers would like to foster with managers. Feeling like a failure can be associated with the experience of judgement, change and pupil attainment, undermining EWB. Hargreaves (1994, as cited in Jeffrey & Woods, 1996, p.327) named this feeling of inadequacy "persecutory guilt", noting that it is functional for the Ofsted way of being, unlike "depressive guilt" stemming from neglecting loved ones. When not feeling adequate, teachers can feel stressed and anxious and may self-blame, self-doubt, seek positive feedback or make additional efforts to prove their value. This may lead to even longer working hours, maintaining the cycle of poor WB, although possibly contributing to professional development prospects. The need for non-judgemental, strength-based feedback was a strong theme in this study, backed up by other research (Brown et al., 2002, Harris, 2008; Roffey, 2012); however, Brown's results on bullying or expectations for teachers to provide quick fixes to problems were not repeated here.

5.3.2.2 Time

Time management, long working hours and the ability to prioritise tasks and needs negatively influence WB (also in Bubb & Earley, 2004) whereas getting work done reduces anxieties when being time-poor. There seem to be individual differences in teachers' ability to accept their limitations regarding time management, with some feeling guilty and others setting and accepting boundaries. Teachers believe that working long hours is an important factor in retention problems due to the impact on work-life balance, which is in line with the views of Webb and Vulliamy's (2004) participants calling for making teaching more attractive. Additional family demands exacerbate this further, as seen in Day and Kington's (2008) research on conflicting identities whereas being able to leave school earlier to spend time on self-chosen activities is rewarding. Having clear boundaries between professional and personal lives facilitates EWB and so does setting boundaries around communications with parents, which frees up teacher time. Boundaries with colleagues also help some teachers by preserving privacy and not becoming swept up in gossip, stress or conflict while others seek peer-company more consistently to enhance WB. Distancing themselves from children's needs can also serve as a defence mechanism against some teachers' difficult feelings. Even when clear boundaries are established, challenges with time management and work concerns can hinder individuals' ability to switch off from work, affecting sleep as well as mental, emotional and physical fitness. There was a range of views shared about teachers' ability to switch off: although participants wish to strike a more satisfying work-life balance, some promising examples were expressed about doing exercise or tutoring after school. Teachers want to protect important relationships outside work but, as seen in previous

studies (Brown et al., 2002), excessive workload has the potential to strain personal life. There is a wish for staff to spend time on facilitating EWB although sometimes this does not seem available. This is also consistent with Brown's findings (Brown et al., 2002), which stated that the increase in administrative jobs can curb talking opportunities and other ways of cultivating WB. Contrary to Paterson and Grantham's (2016) strength-based investigation highlighting the possibility of teachers negotiating workload, this was only reported to have happened on one occasion by one participant, which raises questions about how teachers see their relationship with and role in relation to management.

5.3.3 Internal factors

Individual differences, for example in the cognitive appraisal of systemic stressors, seem to influence the nature and extent of teacher stress (Brown et al., 2002), which was reflected in the slight variations of participants' descriptions of their EWB. Mediating influences on TWB, such as resilience, socioeconomic context, support systems and professional life phase were discussed in one of the papers reviewed (Day & Kington, 2008); however, the investigation of these did not gain focus in the current theory. Nonetheless, it was acknowledged that pressure from teachers themselves can play a part in TWB.

5.3.4 Summary of the context and mechanisms influencing EWB

Table 5.1 sums up the discussion around research question 1, embedded in Bronfenbrenner's (1979) systems approach. The mechanisms listed lead to the

outcome of the outstanding rating, which also serves as a context. A further outcome is a level of EWB, depending on the direction and intensity of mechanisms. The associated experiences or areas impacted on (e.g. commitment, motivation, pressure, trust etc.) were omitted from this table as they have been clearly specified in the Findings.

Table 5.1
The Context and Mechanisms of EWB

System	Associated axial code	Mechanisms influencing EWB	Outcome/ Context
Microsystem	RESPONDING TO THE NEEDS OF CHILDREN	interactions with children and seeing them develop	Ofsted rating
		supporting children's WB	Level of EWB
		supporting pupil progress	
		applying strategies that work for both children and teacher	
Mesosystem	PARENTS AND THE BROADER SYSTEM	parental expectations and opinions	
		parents being warm and supportive	
		parents turning up without an appointment	
		supporting needs of families	
		school environment and resources	
	EXPERIENCES WITH MANAGEMENT	receiving positive feedback and acknowledgement	
		having face-to-face contact with the headteacher	
		being part of decision-making or consultation	
		asking help from the headteacher	
		conflicts between personal	

System	Associated axial code	Mechanisms influencing EWB	Outcome/ Context
		values and managerial expectations	
		changes introduced by the headteacher	
		receiving extra tasks and responsibilities from managers	
		superiors' emotional experience being relayed onto teachers	
		having a leadership responsibility	
	RELATIONSHIPS WITH COLLEAGUES	supportive relationships with colleagues	
		confrontations amongst colleagues	
		colleagues complaining or needing help	
		cross-group comparisons	
		concerns about colleagues' WB	
		talking about work with colleagues	
	WORK-LIFE BALANCE AND BOUNDARIES	balancing work with family demands	
		not talking about work at home	
		family support	
		protecting relaxation time at home	
		keeping away from staff room (distancing self)	
		finishing earlier	
		switching off/escaping from work	
		taking work home	
	BEING JUDGED	having outside helper to talk to	

System	Associated axial code	Mechanisms influencing EWB	Outcome/ Context
Exosystem	PARENTS AND THE BROADER SYSTEM	media	
		pay	
		duration of holidays	
		government reforms	
	MAINTAINING THE OFSTED OUTSTANDING STATUS	focus on testing	
		Ofsted inspections	
		results determining Ofsted rating	
		gaining outstanding status	
Macrosystem	'CIRCUMSTANCES' independent of axial codes	cultural values and beliefs (although not explicitly addressed)	
		economy/money	
		weather	
		time of school year	
		hours of daylight	
		geographical area	

Table 5.2. describes the individual aspects of EWB, listing the context and mechanisms leading to the outcomes described above.

Table 5.2
The Individual Aspects of EWB

Mechanisms influencing EWB	Outcome/Context
healthy diet	Ofsted rating
sleep	Level of EWB
getting a break / headspace	
being able to predict or control the situation	
positive outlook	
being calm	
planning or breaking down tasks	
taking a reality check	
self-talk	
putting pressure on self	
getting work done	
showing feelings	
having a hobby or purpose outside school	
reduced gym membership	
going to sporting events / theatre	
having a social life outside school	
exercise	
respecting personal limits	
age	
health	

5.4 Commentary on Research Question 2

Research question 2 was: *What practices should be implemented to enhance full-time*

class teachers' emotional wellbeing in an Ofsted outstanding primary school?

Teachers' current perception of the interventions available is that they are limited. Some feel that they do not exist, others believe that they may be reactive, rather than preventive, or have a short-term, rather than longer term, impact. It appears that they would appreciate practices to be more regularly available, have long-term benefits and include prevention of poor WB.

Table 5.3 below summarises the strategies that teachers have or would find helpful to enhance their EWB at school before each respective segment is discussed and linked with recommendations.

Table 5.3
Practices Enhancing EWB

Associated conceptual category	Action-interaction	Number of participants identifying strategy
Relationships with Colleagues	Talking	4
	Having fun	3
	Working together	1
	Acts of service	1
Experiences with Management	Feeling appreciated	4
	Interacting with the headteacher	1
	Clarity about expectations	1
	Positive attitudes from leaders	1
Having Work-Life Balance	Finishing earlier	5
	Exercising	2
	Special rates for leisure activities	1
Other	Being able to talk to someone	2

5.4.1 Relationships with colleagues

Similarly to factors identified in other research (e.g. Cockburn, 1996), having "lovely working relationships", "working well as a team" and "caring about one another" were identified as key aspects of teachers' social capital and WB. Primarily, teachers appreciate opportunities to talk to each other, including conversations about work and "offloading" difficulties for the associated experiences of togetherness and being understood. Talking can serve the purpose of cheering up colleagues and offering encouragement or a "reality check", a cognitive appraisal of events. It is equally important, however, to engage in palliative strategies (Kyriacou, 2001) and have fun with co-workers, for example by organising a shared meal, going out for a drink, taking part in shared activities or simply laughing together in the staff room. Supporting each other through acts of service (e.g. sharing resources or offering a cup of tea) and being given time out of class to plan as a team are found to be beneficial. It seems extremely important to carry on with and extend opportunities for teachers to talk and socialise as relational sustenance and depth requires presence, inclusion, trust and respectful stance, which can only be achieved through interpersonal communication. For example, one participant suggested having regular team-building workshops, which may be achieved through supervision and other forms of collaboration (Harris, 2008). Since negative affectivity and stress were found to be negatively correlating with social support in a previous study (Griffith et al., 1999) it appears essential to promote relationship-building to counter-act negative emotional states and self-views.

5.4.2 Experiences with management

It was evident from the interviews that participants had strong feelings about wanting to be appreciated, particularly by the headteacher. This mainly involves receiving positive feedback, however brief and simple, on their achievements and efforts, for example the hours they work. Leaders' gratitude and a strength-based approach replacing "criticism" helps teachers feel recognised, validated and motivated; therefore, consistent with previous recommendations (e.g. Harris, 2008; Paterson & Grantham, 2016), it will be essential to further cultivate these approaches. One teacher suggested scheduling regular opportunities to talk with the head to build relationships, trust and receive acknowledgement - the foundations of relational alchemy (Harris, 2008). Regular, appreciative professional dialogue meetings would also have the potential to clarify managerial expectations, set realistic targets (Kyriacou, 2001) and, therefore, reduce uncertainty and anxiety, enhancing the school's relational fitness (Harris, 2008). Practitioners could reflect on their pedagogical values, potentially decreasing the likelihood of deprofessionalisation (Jeffrey & Woods, 1996) and further increasing both relational fitness (Harris, 2008) and feelings of control, which was shown to impact on EWB. For example, co-creating visions and sharing leadership responsibilities would be likely to increase teachers' capacity to implement change and further contribute to the schools' relational alchemy (Harris, 2008). Fullan (2001) listed additional factors to reckon with when implementing change, such as reframing resistance, expecting challenges, providing support and accepting the time-consuming nature of change. Consistent with the views above, Fullan (2001) echoed a collaborative approach to change towards a shared goal, a process that may be as important as the outcome itself (Bubb

& Earley, 2004). Bubb and Earley (2004) specified that collaboration should involve providing sufficient information, listening to those involved and utilising them in design, implementation and negotiations around change. Cockburn (1996) claimed that teachers are able to learn strategies to cope with stress if these are developed in collaboration with those who understand the realities of classroom practice. This shared understanding as well as the development of prevention techniques, could also be achieved by regular, transparent communication between staff and the head. From this research, teachers would like to feel that they are invested in both through the verbal interactions described above and the provision of resources meeting their needs. Access to resources and a pleasant work environment were also identified by Kyriacou (2001) as characteristics of well-functioning schools. It is important to acknowledge, however, that effective leadership can only be achieved if the leaders themselves are sufficiently supported (Bubb & Earley, 2004), which calls for interventions beyond teachers' mesosystem.

5.4.3 Work-life balance

Establishing a heathy work-life balance interlinks with experiences with managers as managerial expectations tend to impact on workload. All participants unanimously spoke about the incentives inherent in finishing work earlier, indicating their desire to improve their work-life balance. Being able to leave earlier, while it's still light outside, or pursuing goals unrelated to school are rewarding for all. One teacher talked about their ability to accept their limitations if something does not get done before home time and expressed their wish for this to be encouraged by the headteacher. Alternatively, it was suggested, different ways of working may be

negotiated with leaders to ensure that the work is completed - perhaps delayed or spread out - without it infringing teachers' spare time. It was felt that school should play an active role in monitoring teacher workload as a follow up from the Workload Challenge (DfE, 2015), by engaging in active consultation with staff on the impact of working hours. Having a voice in decision-making was recognised to be helpful by previous papers, too (e.g. Brown et al., 2002; Kyriacou, 2001). Another teacher explained their wish to be released from class for the last half hour of the day for marking too boost morale (Galton, 2008) whilst speculating that this may not be financially feasible. Yet another participant would like a limit imposed by the headteacher on working hours to help staff manage their time and be given permission to leave at a set hour. Exercise can contribute to redressing a work-life balance and reducing teacher stress (Cockburn, 1996). Some teachers spoke about the interventive nature of taking up sports a staff group, free of charge in the school hall, which was described as an opportunity to socialise in a way that helps everyone feel good. Another participant expressed their desires for teachers to have access to reduced rate tickets at the gym, theatre or a spa.

5.4.4 Other interventions

Two participants reported that following the interview, they felt "cleansed" or "better" and explored the possibility of having someone outside of the staff team to talk with to foster EWB. It was felt that someone from an external agency may be able to create a space that is non-judgmental where you could "offload" and "talk about how you feel" without it appearing to be gossiping, a role EPs would be well-placed to take. A reflective space, for example through group supervision, to explore

interpersonal processes would be likely to enhance teachers' dedication and relational fitness (Harris, 2008). Interestingly, this finding was inconsistent with that of Cockburn (1996), whose participants identified sharing concerns with other professionals as one of the least effective coping strategies. One of the possible explanations to this discrepancy is that the past two decades may have seen a reduction in the extent to which seeking help carries a stigma. Teacher consultations would provide an appropriate forum to address individual factors in stress appraisal and coping, as referenced in research papers (Cockburn, 1996; Griffith et al., 1999) or to shift attitudes about individuals' potential to take some responsibility over WB (Cockburn, 1996). Shaping language towards reflective, open-ended questions could help honestly address difficult matters and support growth (Foreman-Peck, 2013) both in a consultation setting and in interactions within the school community.

5.4.5 Individual strategies

Teachers have also identified a number of individually applied strategies that they had found helpful, which are summarised in Table 5.4. The strategies are ordered by rank in terms of the number of identifications.

Table 5.4
Individual Strategies Enhancing EWB

Strategy	Number of participants identifying strategy
- Having a hobby or purpose outside school	4
- Creating headspace, e.g. through prayer or mindfulness - Not taking work home for the weekend - Talking to family members - Sleep	2
- Choosing teaching strategies that are helpful for both children and teacher - Ticking children's work within the lesson - Prioritising and completing tasks without delay - Positive outlook - Positive self-talk - Living far from school, in the country - Making a plan and working through it - Asking for help - Not going into the staffroom - Looking after own health	1

Observing the range of strategies already being applied on an individual level, it seems logical to create opportunities within the school system whereby teachers can share and discuss their successful techniques, to facilitate both individual and organisational development (e.g. Brown et al., 2002). If awareness of enabling strategies is raised, it is hoped that teachers will be better placed to respond effectively to ecological influences, too (Price & McCallum, 2015). Given Cockburn's (1996) findings that the majority of teachers develop coping strategies on their own, it seems particularly important to present staff with opportunities to collaborate and share supportive practice.

5.4.6 Summary

The emergent study suggests that teachers are motivated to foster their EWB. Taking a break to attend to their own needs by establishing a work-life balance; utilising supportive team relationships and fostering positive connections with senior leaders are three fundamental pillars in this process. Teachers require regular and meaningful interventions to be implemented, which have a longer-term impact on their WB, including the prevention of stress. Time needs to be protected for the interventions to be effective and for teachers to feel that their needs are being prioritised. It is not difficult to recognise the links between the current findings and those of previous research, emphasising the need for systemic level interventions (e.g. Paterson & Grantham, 2016, Roffey, 2012). Good communication, fulfilling relationships and a collectivist, inclusive ethos were highlighted as essential across studies (e.g. Kyriacou, 2001; Harris, 2008, Roffey, 2012), to replace the language of performance measures. Nurturing staff collectively is likely to increase a sense of belonging and commitment to contribute to the school's future (Harris, 2008). At the same time, recognising individual differences in stress responses and coping strategies is probable to be beneficial (Kyriacou, 2001). Therefore, a holistic approach sustaining both individual and organisational WB is needed, in which school leaders can play an instrumental role.

5.5 Strengths and Limitations

This project has produced some evidence of what enhances and hinders TEWB in an Ofsted outstanding primary school. Outstanding schools are an under-researched

context: the researcher was not able to identify any relevant literature that specifically focused on TWB in such settings, which makes the current study unique in this field. It has also attempted to add to the bank of literature that appreciates 'what works' to support TWB, rather than those solely focusing on stress and other deficit terms. Findings, therefore, can usefully inform intervention design in the chosen contexts, which will be described in the section on implications for EP practice. As introduced in the Methodology chapter, the trustworthiness of results was evaluated using Lincoln and Guba's (1985) criteria for credibility, transferability, dependability and confirmability. While most strengths of this study in relation to believability have already been discussed in Chapter 2, additional strengths and key limitations will be detailed below.

5.5.1 Credibility

Lincoln and Guba (1985) defined credibility as confidence in the "truth" of findings. In this study, the researcher ensured that a number of actions were taken to increase credibility as expanded on in the Methodology chapter. A methodological limitation may be that data collection relied solely on participants' self-report, which may have partially reflected their assumptions of the researcher's expectations. This was counter-balanced by developing good rapport, asking open-ended questions, informing participants about confidentiality and reassuring them that there were no right or wrong answers. During the data analysis stage, the synthesis of complex information into a theory was primarily based on commonalities of participants' accounts; however, every effort was made to highlight significant differences as well through negative case analysis (Willig, 2013; Corbin and Strauss, 2015), for example

regarding differing attitudes towards a potential future inspection. Following analysis, due to time limitations, there was no opportunity to carry out member-checking: asking participants to reflect on the conceptual categories and the theory drawn by the researcher to ensure that interpretations were plausible and meaningful (Creswell, 2009). This poses a limitation to the credibility of findings, particularly in the light of the critical realist stance, requiring the researcher to construct an approximation of participants' interpretations of the research phenomena, which may have been enhanced through the process of triangulation. It was encouraging, however, that following the completion of the thesis, there was an opportunity to meet with those participants who accepted the offer for feedback. These teachers confirmed that the conceptual categories reflected their views and were presented in a clear and helpful manner.

Throughout the process, theoretical sampling was applied through a developmental revision of the interview schedule and theoretical saturation was aspired for; however, a variety of barriers were encountered. For example, it was initially hoped that a greater number of participants would be recruited, which would have enabled the researcher to carry out multiple stages of sampling by repeatedly modifying the interview schedule, rather than doing so only on one occasion, following initial data collection. Moreover, since theoretical integration was achieved following 5 interviews, it is not possible to confidently conclude that no new information would have emerged if additional participants had taken part (theoretical saturation). Interviewees represented the early years foundation stage (EYFS), lower key stage (KS) 2 and upper KS2 but no teachers were interviewed from KS1. A greater number of participants from a wider range of year groups might have enhanced theoretical

saturation and would have offered a more accurate representation of TEWB in the school.

It is also worth noting that one participant represented the early years provision, which had been rated 'good' by Ofsted. On one hand, being a teacher in an Ofsted outstanding school, this participant's views enriched and refined the theory through the application of analytic strategies, including negative case analysis. On the other hand, the perspectives of participant 5, which sometimes differed from the rest of the participants (e.g. welcoming some aspects of a potential future Ofsted inspection), may have represented difference partially influenced by the variations in Ofsted judgements, potentially lessening the credibility of findings.

5.5.2 Transferability

Transferability refers to the applicability of findings to other settings (Lincoln & Guba, 1985). Although it is likely that similarities exist between practices in outstanding schools in general, it is not possible to accurately estimate from the data and the literature the degree of similarities and differences across outstanding settings. As a result, this GT is bound by the contextual factors of the chosen institution, which makes it difficult to transfer it to other similar primary schools in the LA or beyond. Some parallels between the current findings and the reviewed literature have been discovered; however, due to the lack of literature identified in the area of outstanding schools specifically, the relevance of these findings may be limited to the selected school and the professionals linked with it. Further limitations to transferability are to be considered in relation to the restricted sample size and

diversity of the group, given that only 5 participants took part, 4 female and 1 male, who all appeared white British although diversity was noticed in teachers' level of experience, which ranged between 2 and 24 years. Reflecting on potential reasons behind a low response rate, it may be that the time of year was particularly pressured, that the topic was too alive or, alternatively, not relevant enough for teachers or that they were worried about the stigma potentially associated with WB states. Despite its restricted relevance to the wider population, it is important to note that the purpose of this study was both exploratory and explanatory. Beyond the explanation applicable to the selected school - consistent with its exploratory purpose and due to the reasons explained above - this project should be seen as a first step generating further investigations, which could involve testing or extending the GT to other settings. This is consistent with Charmaz's (2006) views regarding usefulness: where new findings are applicable to the participants and further research.

5.5.3 Dependability

Dependability means that given their consistency, findings could be repeated (Lincoln & Guba, 1985). The use of research supervision, peer inquiry and a transparent audit trail, which heightened transparency and the dependability of results, were already referred to in the Methodology chapter. It is worth noting that the concept of EWB was not pre-defined for participants; rather, they provided their own definitions of it, consistent with the critical realist ontology and epistemology. Although there were slight variations, participants' interpretations consistently captured a feeling state in relation to work, which reflected convergence between their views and contributed to dependability through a shared understanding.

5.5.4 Confirmability

To ensure confirmability or neutrality (Lincoln & Guba, 1985), steps were taken to acknowledge and reduce researcher bias. The researcher's personal experiences and assumptions (e.g. those deriving from previous personal experiences as a teacher in an outstanding primary school) may have affected the process, for example through choices of interview questions or during analysis; therefore, the use of field notes, memos and supervision were particularly beneficial in ensuring reflexivity and transparency. The literature review was also carried out systematically following theoretical integration to minimise the possibility of preconceptions interfering with the GT. Questions for interviews were drafted to increase the likelihood of them being impartial, open and sensitive. At the analytical stage, the researcher noticed occasional preferences towards certain interview segments, which may have reflected an alignment between researcher and participant views; consequently, alternative or contradictory views were consciously sought out during comparison and the literature review. As a result of this reflexivity, the primarily negative tone of interviews was balanced out by voices of optimism, appreciation and motivation. Despite conscious efforts to reduce bias, it has to be reiterated that results in qualitative studies cannot be interpreted as pure reflections of participants' opinions; instead, they are the outcome of the whole situation, including the researcher's contributions (Houtkoop-Steenstra, 2000). The Methodology chapter highlights a rigorous and transparent research process, demonstrating that the researcher refrained from preconceptions and theoretical predispositions while sustaining a curious stance and enabling a new explanatory framework to emerge.

5.5.5 Theoretical validity

Corbin and Strauss stated (2015, p.62) that in GT studies, "Theory denotes a set of well-developed categories (themes, concepts) that are systematically developed in terms of their properties and dimensions and interrelated through statements of relationship to form a theoretical framework that explains some phenomenon". This GT meets the criteria as it presents a systematic and hierarchical system of codes and categories, which are also expressed as a paradigm and a conditional matrix.

5.6 Implications for EP Practice

The theory and meaning of TEWB generated in this study contribute to EPs' theoretical understanding of this construct. The GT suggests that TEWB may be viewed as a feeling state reflecting a broad array of systemic influences, some individual mechanisms or the interaction between the two. The accountability measures embodied by Ofsted have an overall negative impact on EWB as teachers pursue to maintain being 'outstanding' whilst interacting with the micro-, meso-, exo- and macro-system. Important aspects of EWB are the extent to which teachers feel judged as a response to external, systemic pressures and the degree to which they are able to manage their time, boundaries and relationships.

Understanding the construct of TEWB and the GT around it offer practical values as Educational Psychologists are well-placed to meet TWB needs in a variety of ways: those linked to the chosen setting are encouraged to further explore these findings and facilitate the implementation of practices emerging from this study whilst EPs in

other schools are hoped to test out the theory and support staff in considering whether the mechanisms identified here serve as facilitators or barriers to TWB in their own school.

As outlined in the previous section, through consultation, EPs can address individual factors in stress appraisal and coping (Cockburn, 1996; Griffith et al., 1999), normalise difficulties (Brown et al., 2002) or help shift attitudes about individuals' potential to take responsibility over WB (Cockburn, 1996). Bearing in mind the call for holistic, systemic and relationship-oriented interventions, EPs can also offer a complementing perspective, helping schools understand that the extent to which teachers' WB needs are met affects their perceptions of stressors (Day et al., 2006), which would raise awareness of the important task of looking after educators.

Also on the organisational level, EPs can shape school leaders' vision about positive school communities, professional development and supportive practices through role consultation. Using the findings of this study as a guide, they can support schools in their reflections on how the current surveillance culture may impact on TWB and what interventions would constitute a helpful response to this.

As conveyed by one of the participants, following on from the Workload Challenge (DfE, 2015), teachers could be supported by senior leaders to monitor workload and create a work-life balance. EPs could help distribute findings of the Teacher Workload Survey (Higton, Leonardi, Richards, Choudhoury, Sofroniou & Owen, 2017) and help schools generate discussions about the transferability of findings to their school setting. Such discussions may lead to devising coherent plans for EWB

(Brown et al, 2002) as well as monitoring and evaluating the implementation of policies (Paterson & Grantham, 2016) in relation to workload.

Staff group supervision such as Reflecting Teams or Work Discussion Groups would fulfil participants' wish to engage in reflective and non-judgemental dialogues on individual or systemic facilitators and barriers to WB, reducing potential tendencies to respond to challenges reactively. To further shift the problem-saturated language of TWB, strength-based staff group interventions, for example the Tree of Life narrative approach, may help teachers articulate and share with colleagues the skills they successfully employ to enhance EWB.

Furthermore, as one of the factors identified as affecting TWB was responding to the WB needs of pupils, EPs can promote their role in supporting children's mental health in their natural school environments via therapeutic interventions or consultation. Helping to enhance communication between staff and parents may also be a valuable "angle" to target through individual or joint consultations.

Roffey (2012) voiced criticism about the tendency of EPSs to become deficit-oriented reactive services and called for the expansion of EPs' role in prevention. For example, training and psychoeducation on systemic influences on WB, defence mechanisms and group processes are likely to be helpful as are discussions about effective coping strategies, evidence-based practice and career development. However, the process of psychoeducation may itself be an intervention through EPs modelling emotional literacy skills (Paterson & Grantham, 2016) and strength-based

discourses (Roffey, 2012). The latter can involve helping managers identify and express teachers' strengths and modelling providing positive feedback.

The existing evidence base of TEWB in outstanding schools is in its infancy but the current research offers helpful directions for the future. The psychological knowledge and skills of EPs could contribute to a culture change in the national educational platform: EP involvement in teaching about ecological influences as part of teacher training is likely to help equip practitioners to sustain their WB later on. Additionally, training input and mentoring could contribute to teachers becoming advocates for the profession, participating in policy-making and helpful discourses challenging public perceptions (Price & McCallum, 2015). Ultimately, a broadening empirical base could aid the development of local or national practice guidance on TEWB. Therefore, EP engagement in constructive public debates and further research can help modify public attitudes of teaching, supporting teacher recruitment and retention. To pursue this line of enquiry, the implications for the research field and future research are outlined next.

5.7 Implications for the Research Field

This GT study was intended to represent an initial step in researching TEWB in Ofsted outstanding settings, an area that appears to have received little or no research attention despite the likelihood of its significance in practice. Consequently, it is worth considering the information that might have been omitted from this study and the questions that it has generated. Whilst it is not possible to account for the multitude of options available for future research, a few ideas will be proposed in the following section.

Further research might:

- Include further investigation of the same phenomenon, involving a larger participant sample of teachers, for example by testing out the current GT involving additional participants from the chosen school.

- Repeat the current research at a different time, for example later in the year as it is possible that EWB may fluctuate as the year progresses or as relationships evolve.

- Explore and compare with the sample of full-time class teachers the perceptions of other teachers and school staff, in order to establish the extent to which workload, professional identity and occupational grade might influence EWB.

- Consider what factors might differentiate between teachers who report a higher level of EWB from those with lower levels within the same organisation, including possible internal factors, such as differences in cognitive appraisal, resilience, emotional intelligence etc.

- Consider the impact of TEWB on pupil WB and pupil performance in outstanding schools.

- Deconstruct media discourse around TWB.

- Replicate this research in various school settings to compare and contrast findings.

- Focus on other members of the broader system, for example senior managers, to investigate what they see as facilitators and barriers of TEWB. This would be particularly beneficial given the emphasis participants gave to the role of leaders in enhancing WB.

- Elicit the views of leaders regarding their own EWB to enable a broader systemic approach. Leaders' participation may provide an opportunity to join up views and motivate those with decision-making authority to prioritise WB on an institutional level.

- Elicit the impact of interventions proposed in this thesis on teachers' sense of EWB. For example, if regular head-and-teacher meetings were to be implemented, teachers may be invited to participate in an inductive qualitative study to share their experiences of this. The research design of the proposed study may be as follows:

  - Research question: *What is it like to experience professional dialogue meetings with the headteacher? / How does engaging in professional dialogue affect TEWB?*

  - Orientation: relativist and constructivist

  - Purpose: exploratory

  - Research technique: semi-structured interviews

  - Methodology: IPA

The aim of this study would be to learn from the unique meanings teachers assigned to meeting with the headteacher in their context and their perceptions as to how this might influence their EWB. This information could help further refine practices enhancing teachers' lived experience of WB.

5.8 Dissemination Strategy

Research participants will be contacted to attend an information-sharing session, within which general findings will be conveyed through a Power Point presentation. The Special Educational Needs Coordinator (SENCo) has also expressed interest in receiving feedback, which will be a verbal summary outlining the most relevant themes in general terms. The school have indicated their intention to their link EP to prioritise TWB for systemic work in the near future and a tentative discussion has taken place between the SENCo and the EP that the findings of this research could

partially inform the format and content of this intervention. It is hoped that if a successful approach to support is developed, this may be tested in and adopted to other schools within the LA, too.

Results will also be presented to the EPS team where the researcher is on professional placement, as part of a CPD event on evidence-based practice in July, 2017. The presentation will have scope for a discussion about the opportunities and challenges of EP work within our local context and beyond, which is hoped to open up ongoing dialogue with key members of the team about the implications of findings on future directions.

Opportunities for broader dissemination at conferences and in the form of publishing in an academic journal will be considered after qualification. The thesis will also be available in the library of the Tavistock and Portman NHS Foundation Trust. All dissemination will preserve the anonymity of the teacher participants and their school setting.

5.9 Reflections

Producing a doctoral thesis has presented with some challenges, particularly in balancing research demands with those of my professional placement and personal life. However, overall, I found the process inspiring and enriching for my practice both as a TEP and a researcher. I thoroughly enjoyed taking up a different role when conducting the interviews: being free from the accountability aspects of the day-to-day EP role, I was able to truly connect with the participants in a process somewhat

parallel to the recommendations of my research. This project has aroused my interest in new study areas and increased my confidence in taking up a researcher role in future. The findings and the familiarity with the theoretical and political landscape of TWB have considerably informed my practice when taking the role of the other in teacher consultations or when thinking systemically about the support of young people and organisations. My passion towards systemic interventions and training has been re-ignited and my intention to expand my practice to involve role/organisational consultation and group supervision opportunities has been validated. I am inspired to ask SENCos, headteachers and teachers more frequently about the WB of classroom practitioners and offer them opportunities to utilise my knowledge and skills to support this area.

5.10 Conclusions

This research offers an overview of TEWB in an Ofsted outstanding primary school, highlighting the mechanisms influencing WB and the practices that are likely to facilitate it. I hoped to offer a starting point in considering what 'works' in order to raise awareness of the importance of looking after educators, offer practical strategies of support and facilitate further research in this area with the ultimate goal of influencing teacher retention and recruitment as well as pupil WB and progress. The findings presented assert the need to be aware of the systemic influences of TEWB as well as the individual characteristics in the appraisal of and responses to these. Schools are urged to adopt a holistic, whole-school approach when enhancing the EWB of their workforce to ensure that both organisational and individual WB needs are met. Recommendations propose the need to invest in the relational aspects of

schools: primarily, to enhance social relationships between teachers, invest in well-functioning interactions with leaders and support the establishment of a healthy work-life balance. The application of these and similar practices can begin to lay down foundations of happier and healthier school communities for generations to come.

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APPENDICES

Appendix A: Definitions of Wellbeing and Related Concepts

Wellbeing

- 'wellbeing is no less than what a group or groups of people collectively agree makes 'a good life'''(Ereaut & Whiting, 2008, p. 1.)

- 'at an individual level, wellbeing seeks to connect mind, body and spirit – thus rejecting the compartmentalisation of people's lives' (White, 2009, as cited in Paterson & Grantham, 2016, p. 90.)

- 'the essential features of psychological wellbeing' (Ryff, 1989, as cited in Paterson & Grantham, 2016, p. 91.) are not clear (Paterson & Grantham, 2016)

- 'the balance point between an individual's resource pool and the challenges they face' (Dodge, Daly, Huyton & Sanders, 2012, as cited in Paterson & Grantham, 2016, p. 91.)

- "the definition of wellbeing should not be confined to one domain – individual subjectivity – but also take into account the wellbeing of 'family, community and society as a whole'" (La Placa, 2013, as cited in Paterson & Grantham, 2016, p. 91.)

- 'a state of being comfortable, healthy and happy' (Holmes, 2005, as cited in McCallum & Price, 2010, p. 23.)

- 'holistic subjective state which is present when a range of feelings, among them energy, confidence, openness, enjoyment, happiness, calm, and caring, are combined and balanced' (Roberts, 2005, as cited in McCallum & Price, 2010, p. 23.) and this 'can lead to respecting and developing productive and affirming relationships with adults, peers, other species and physical environments' (McCallum & Price, 2010, p. 23.)

- 'also encompasses issues of equality and the qualities of organisations and communities (Barnes & Roffey, 2014; Prilleltensky & Prilleltensky, 2006), and indeed whole societies (Burns, 2010; Wilkinson & Pickett, 2010)' (Roffey, 2015, p. 21.)

- the outcome of complex and interactive pre-dispositions, experiences, processes and values, in constant ebb and flow in a nested ecological framework from the micro- level – what happens in the everyday – to the macro level – socio-political and cultural determinants (Bronfenbrenner, 1979)

- 'the core features of well-being are positive emotions, engagement, relationships, meaning and achievement. Within this he includes self-esteem, optimism, resilience, vitality and self-determination' (Seligman, 2011, as cited in Roffey, 2015, p. 21.)

- 'a subjective state or as a personal process of 'well becoming' within a context' (Phoenix, 2013, as cited in Foreman-Peck, 2013, p. 10.)

- 'well-being is not purely about having fixed individual traits, it is a fluid notion influenced by relationships, situatedness, productivity, and engagement in life experiences' (Price & McCallum, 2015, p. 196.)

- 'developmental, which implies the promotion of positive personal and physical identities, as well as a relational notion where one feels a sense of belonging within a community' (Price & McCallum, 2015, p. 196.)

- a state of feeling healthy and happy (Day, Stobart, Sammons, Kington, Gu, Smees & Mujtaba, 2006)

- specific dimensions of wellness are autonomy, mastery, personal growth, positive relations, purpose and self-acceptance (Ryff & Keyes, 1995)

Occupational wellbeing

- 'job satisfaction and work stress (e.g 'adverse reaction people have to excessive pressures or other types of demand placed on them' [Health and Safety Executive , 2005, as cited in Bricheno, Brown & Lubansky, 2009, p. 20.]) can be viewed as complementary variables that provide insights into the level of occupational wellbeing' (e.g. Dunlop & Macdonald, 2004, as cited in Bricheno, Brown & Lubansky, 2009, p. 20.)

Teacher wellbeing

- nine elements considered to be possible influences on, or effects of, wellbeing: demands on teachers, locus of control, support, impact of change, clarity of role, demographic influences, comparisons with other groups, interventions and the relationship of teacher wellbeing with student achievement (Bricheno, Brown & Lubansky, 2009)

- 'a positive emotional state that is the result of a harmony between the sum of specific context factors on the one hand and the personal needs and expectations towards the school on the other hand' (Engels, Aelterman, Van Petegem, & Schepens, 2004, as cited in Van Petegem, Creemers, Rossel and Aelterman, 2005, p.35.)

- 'a stable emotional state and a sense of harmony between context and teacher, whereby teachers attune themselves to specific school context factors and demands' (Van Petegem, Creemers, Rosseel and Aelterman, 2006, as cited in McCallum & Price, 2010, p. 23.)

- consideration of a strengths-based model may be more productive in fostering and supporting positive TWB (Roffey, 2012)

- 'a mentally constructed concept that is immaterial and intangible' (Macionis, 2012, as cited in Paterson & Grantham, 2016, p. 93.)

- 'not considered an observable behaviour or physiology that is quantifiable; instead it is dynamic and changes over time. Constructions of TWB are perhaps variable within cultures and between educational establishments themselves, with knowledge of TWB created by social groups rather than individuals (Kuhn, 1970, as cited in Paterson & Grantham, 2016, p. 93.)

Teacher stress

- 'the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher' (Kyriacou, 2001), p. 28.)

- 'a negative emotional experience being triggered by the teacher's perception that their work situation constituted a threat to their self-esteem or well-being' (Kyriacou & Sutcliffe, 1978a, as cited in Kyriacou, 2001, p. 28.)

Appendix B: Ofsted's Inspection Framework and Grade Descriptors

This appendix details the framework that Ofsted used to evaluate the selected primary school in 2015. It explains the focus of school inspections (Ofsted, 2014b) and offers criteria that the school had to work to in order to be judged 'outstanding' (Ofsted, 2014a). The first part of this appendix was obtained from 'The framework for school inspections' (Ofsted, 2014b).

The focus of school inspections

The key judgements made during school inspections

1. The evaluation schedule, which is published as part of the *School inspection handbook*[1], provides guidance to schools and inspectors about the key judgements that inspectors make during the course of an inspection.

Overall effectiveness

2. Inspectors evaluate the quality of the education provided in the school. In doing this, they consider all the evidence gathered to support the judgements they must make.

3. In coming to the judgement about the school's overall effectiveness, inspectors should consider whether the standard of education meets the acceptable standard of 'good', or exceeds it and is 'outstanding'. If it does not meet the acceptable standard, inspectors will consider whether it 'requires improvement' or is 'inadequate'.

Achievement of pupils at the school

4. This judgement deals with academic achievement. Other, broader aspects of achievement, such as those reflected in the spiritual, moral, social and cultural development of pupils, are taken into account in the evaluation of other key areas of the school's work. When judging achievement, inspectors have regard both for pupils' progress and for their attainment. They take into account their starting points and age. Particular consideration is given to the progress that the lowest attaining pupils are making.

5. When evaluating the achievement of pupils, inspectors consider how well:

    ■ pupils make progress relative to their starting points

    ■ pupils learn, the quality of their work in a range of subjects and the progress they have made since joining the school

    ■ pupils develop a range of skills, including reading, writing, communication and mathematical skills, and how well they apply these across the curriculum

    ■ pupils are prepared for the next stage of their education, training and / or employment

    ■ disabled pupils and those who have special educational needs have achieved since joining the school

    ■ gaps are narrowing between the performance of different groups of pupils, both in the school and in comparison to those of all pupils nationally

    ■ pupils attain, taking into account:

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[1] *School inspection handbook* (120101), Ofsted, 2014; www.ofsted.gov.uk/resources/120101.

- the standards they attain by the time they leave the school, including their standards in reading, writing and mathematics; and,

- in primary schools, their attainment in reading by the end of Key Stage 1

■ pupils who are eligible for the pupil premium have achieved since joining the school.

Quality of teaching in the school

6. The most important purpose of teaching is to raise pupils' achievement. Inspectors consider the planning and implementation of learning activities across the whole of the school's curriculum, together with teachers' marking, assessment and feedback to pupils. They evaluate activities both within and outside the classroom. They also evaluate teachers' support and intervention strategies and the impact that teaching has on the promotion of pupils' spiritual, moral, social and cultural development.

7. When evaluating the quality of teaching in the school, inspectors will consider the extent to which:

■ the teaching in all key stages and subjects promotes pupils' learning and progress across the curriculum

■ teachers have consistently high expectations of pupils

■ teachers improve the quality of learning by systematically and effectively checking pupils' understanding in lessons, and making appropriate interventions

■ reading, writing, communication and mathematics are well taught

■ teachers and other adults create a positive climate for learning in which pupils are interested and engaged

■ marking and constructive feedback from teachers contributes to pupils' learning

■ teaching strategies, including setting appropriate homework, together with support and intervention, match individual needs.

Behaviour and safety of pupils at the school

8. This judgement takes account of a range of evidence about behaviour and safety over an extended period. This evidence may contribute to inspectors' evaluation of how well the school promotes pupils' spiritual, moral, social and cultural development.

9. Inspectors will also consider the behaviour and safety of pupils attending on-site and off-site alternative provision.

10. When evaluating the behaviour and safety of pupils at the school, inspectors will consider:

■ pupils' attitudes to learning

■ pupils' behaviour around the school and in lessons, including the extent of low-level disruption

■ pupils' behaviour towards, and respect for, other young people and adults, and their freedom from bullying, harassment, and discrimination[2]

■ pupils' attendance and punctuality at school and in lessons

■ how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity

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[2] This may include cyber-bullying and prejudice-based bullying and language related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability as defined in the Equality Act 2010.

- the extent to which the school ensures the systematic and consistent management of behaviour

- whether pupils feel safe and their ability to assess and manage risk appropriately and to keep themselves safe

- the extent to which leaders and managers have created a positive ethos in the school.

Quality of leadership in, and management of, the school

11.   Inspection examines the impact of all leaders, including those responsible for governance, and evaluates how efficiently and effectively the school is managed. In particular, inspection focuses on how effectively leadership and management at all levels promote improved teaching, as judged within the context of the school, and enable all pupils to overcome specific barriers to learning, for example through the effective use of the pupil premium.

12.   Inspectors will consider the extent to which leaders and managers:

- demonstrate an ambitious vision for the school and high expectations of all pupils and teachers

- improve the school and develop its capacity for sustained improvement by developing high quality teaching, leadership capacity and high professional standards among all staff

- ensure that all teaching staff benefit from appropriate professional development and that performance is rigorously managed

- accurately evaluate the school's strengths and weaknesses and use their findings to promote improvement

- provide a broad and balanced curriculum that meets the needs of all pupils, enables all pupils to achieve their full educational potential and make progress in their learning, and promotes their good behaviour and safety and their spiritual, moral, social and cultural development

- promote pupils' learning and progress in literacy

- engage parents in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development

- take steps to promote the safety of all pupils and ensure that they are safe in school.

Inspectors will also evaluate how effectively governors, or those with a similar responsibility, challenge and hold senior leaders to account for all aspects of the school's performance and ensure financial stability.

The next part contains extracts obtained from the 'School inspection handbook' (Ofsted, 2014a), outlining the criteria for 'outstanding' rating in the five areas of judgement.

Grade descriptors – overall effectiveness: the quality of education provided in the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach, which relies on the professional judgement of the inspection team. The exception is that teaching must be outstanding for overall effectiveness to be outstanding.

Outstanding (1)

- Teaching is outstanding and, together with a rich and relevant curriculum, contributes to outstanding learning and achievement, significant growth in students' knowledge, and excellent attitudes to learning. Exceptionally, achievement may be good and rapidly improving.
- Pupils, and particular groups of pupils, have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment.
- There is excellent practice which ensures that all pupils have high levels of literacy appropriate to their age.[3]
- The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs.
- Best practice is spread effectively in a drive for continuous improvement.
- Other principal aspects of the school's work are good or outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical wellbeing enables them to thrive in a supportive, highly cohesive learning community.

Achievement of pupils at the school

13.   This section deals with academic achievement. Other, broader aspects of achievement, such as those reflected in the spiritual, moral, social and cultural development of pupils, are taken into account in the evaluation of other areas for which there are key judgements and when reporting on the overall effectiveness of the school.

14.   When judging achievement, inspectors must have regard for pupils' starting points in terms of their prior attainment and age. This includes the progress that the lowest attaining pupils are making and its effect on raising their attainment, and the progress that the most able are making towards attaining the highest levels and grades.

15.   Inspectors must take account of:

- **the learning and progress across year groups of different groups of pupils currently on the roll of the school**, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able. Evidence gathered by inspectors during the course of the inspection should include:

    - observation of lessons and other learning activities

    - scrutiny of pupils' work, particularly their written work, to assess standards, progress and the quality of learning of pupils currently in the school

    - the school's own records of pupils' progress, including the progress of pupils who attend off-site alternative provision for all or part of the week,

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[3] Pupils whose cognitive ability is such that their literacy skills are likely to be limited make excellent progress appropriate to their age and capabilities.

and the progress of pupils for whom the pupil premium or the Year 7 literacy and numeracy catch-up premium provide support

– the quality and rigour of assessment, particularly in nursery, reception and Key Stage 1

– in primary schools, how increasing participation in PE and sport is helping all pupils develop healthy lifestyles and reach the performance levels they are capable of

– discussions with pupils about their work

– the views of parents, pupils and staff

– discussions with staff and senior leaders

– case studies of individual pupils

– in primary schools and some secondary schools, listening to pupils read in order to assess their standards and rates of progress in reading, with a particular focus on weaker readers

■ **pupils' progress in the last three years**, where applicable, including that for looked after children, disabled pupils, those who have special educational needs and the most able. Evidence gathered by inspectors during the course of the inspection should include:

– the proportions making expected progress[4] and the proportions exceeding expected progress in English and in mathematics from each starting point[5], compared with national figures[6], for all pupils and for those for whom the pupil premium provides support

– value-added indices for the school overall and for different groups of pupils and subjects

– other relevant indicators, including value-added data

– performance measures for the sixth form,[7] which include success rates

– Early Years Foundation Stage Profile data

– use of data below National Curriculum Level 1, including the national data analysis

– any analysis of robust progress data presented by the school, including information provided by external organisations

■ **pupils' attainment** in relation to national standards (where available) and compared with all schools, based on data over the last three years where applicable, noting any evidence of performance significantly above or below national averages; trends of improvement or

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[4] Expected progress is defined by the government as two National Curriculum levels of progress between Key Stages 1 and 2 (for example, from Level 2a to Level 4, Level 2c to Level 4 or Level 3 to 5) and three National Curriculum levels of progress between Key Stages 2 and 4 (for example, from Level 3 to grade D, Level 4a to grade C or Level 4c to grade C). From 2013, expected progress data between Key Stages 1 and 2 in English are provided separately for reading and writing, but no longer aggregated for English.
Expected progress for pupils attaining below Level 1 of the National Curriculum at the end of Key Stages 1 or 2 is explained in *Subsidiary guidance*.
[5] Starting points at Key Stage 1 include Levels W (and P levels), 1, 2c, 2b, 2a and 3; starting points at Key Stage 2 include Levels W (and P levels), 1, 2, 3, 4 and 5.
[6] Comparison should consider the consistency with which the school's proportions are close to or above the national figures for each starting point; school proportions below national figures for one starting point should not be considered to be compensated for by school proportions above national figures for another starting point.
[7] See *Subsidiary guidance*.

decline; and inspection evidence of current pupils' attainment across year groups using a range of indicators, including where relevant:

  – the proportion of pupils attaining particular standards

  – capped average points scores

  – average points scores

  – pupils' attainment in reading and writing

  – pupils' attainment in mathematics

  – the outcomes of the most recent phonic screening check and any follow-up screening undertaken by the school

  – attainment as shown by test and examination results available in school, but not yet validated or benchmarked nationally.

- **Difference in achievement** between those for whom the pupil premium provides support and other pupils in the school, including:

  – gaps in attainment[8], in particular in English and mathematics

  – differences in progress from similar starting points.

16. Inspectors should also note the following:

- In schools where attainment is not benchmarked nationally, for example in the final year group of a middle school, inspectors should draw on all the available evidence to decide whether attainment is above average, broadly average or low.

- In schools or academies where pupils have completed part of a key stage elsewhere, inspectors should take this into account when evaluating the pupils' progress.

- Where numbers of pupils are small and achievement fluctuates considerably from year to year, inspectors should take into account individual circumstances when comparing with national figures, and should consider any available data of aggregate performance for consecutive cohorts.

- For those groups of pupils whose cognitive ability is such that their attainment is unlikely ever to rise above 'low', the judgement on achievement should be based on an evaluation of the pupils' learning and progress relative to their starting points at particular ages, and any assessment measures held by the school. Evaluations should not take account of their attainment compared with national benchmarks.

- For those schools where children are aged three and four years old and move to primary school before any nationally comparable assessments are made, the judgement should be based on an evaluation of children's learning and progress relative to their age and evidence of their starting points.

- Evaluation of achievement in the Early Years Foundation Stage should take account of the proportions of children who have made typical progress or more from their starting points. An example of typical progress for a child is to start nursery or reception displaying the knowledge, skills and understanding that are typical for his or her age and then to meet the Early Learning Goals by the end of reception. Evaluation of achievement should also consider attainment at the end of reception in comparison with Early Years Foundation Stage Profile national figures and in terms of how well it prepares children for Key Stage 1.

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[8] Gaps in attainment must include the difference between the average points scores in each of English and mathematics in national assessments at the end of Key Stage 2, and at GCSE at the end of Key Stage 4, as explained in *Subsidiary guidance*.

■ Evaluation of achievement in Key Stage 1 should take account of the proportions of pupils who have made typical progress or more from their starting points. An example of typical progress is for a pupil who has met the Early Learning Goals at the end of reception to attain Level 2b at the end of Year 2. Inspectors should take into account how well pupils with a lower starting point have made up ground, and the breadth and depth of progress made by the most able.

Grade descriptors – Achievement of pupils at the school

Note: These descriptors should not to be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspection team.

Outstanding (1)

■ From each different starting point[9], the proportions of pupils making expected progress[10] and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For pupils for whom the pupil premium provides support, the proportions are similar to, or above, those for other pupils in the school or are rapidly approaching them.

■ Pupils make rapid and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well.

■ The achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or has risen rapidly, including in English and mathematics.

■ Pupils read widely, and often across all subjects to a high standard.

■ Pupils develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment.

■ Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum.

■ The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support, and the most able is consistently good or better.

■ The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.

Quality of teaching in the school

17.   The most important role of teaching is to promote learning and to raise pupils' achievement. It is also important in promoting their spiritual, moral, social and cultural development. Teaching should be understood to include teachers' planning and implementing of learning activities, including the setting of appropriate homework across the whole curriculum, as well as marking, assessment and feedback. It encompasses activities within and outside the classroom, such as additional support and intervention.

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[9] Starting points at Key Stage 1 include Levels W (and P levels), 1, 2c, 2b, 2a and 3; starting points at Key Stage 2 include Levels W (and P levels), 1, 2, 3, 4 and 5.

[10] Expected progress is defined by the government as two National Curriculum levels of progress between Key Stages 1 and 2 (for example, from Level 2a to Level 4, Level 2c to Level 4 or Level 3 to 5) and three National Curriculum levels of progress between Key Stages 2 and 4 (for example, from Level 3 to grade D, Level 4a to grade C or Level 4c to grade C). From 2013, expected progress data between Key Stages 1 and 2 in English are provided separately for reading and writing, but no longer aggregated for English.

Expected progress for pupils attaining below Level 1 of the National Curriculum at the end of Key Stages 1 or 2 is explained in *Subsidiary guidance*.

18.   The judgement on the quality of teaching must take account of evidence of pupils' learning and progress over time. Inspectors must not simply aggregate the grades awarded following lesson observations.

19.   Inspectors should consider the extent to which the 'Teachers' Standards' are being met.[11]

20.   Inspectors must not expect teaching staff to teach in any specific way. Schools and teachers should decide for themselves how to teach. Inspectors should gather evidence to judge and report on how well children are engaged in lessons, acquire knowledge and learn well.

21.   Inspectors must evaluate the use of, and contribution made by, teaching assistants.

Observing teaching and learning

22.   When observing and judging teaching, inspectors must be guided by the response and engagement of pupils and evidence of how well they are learning.

23.   Inspectors must consider whether:

- teaching engages and includes all pupils, with work that is challenging enough and that meets their individual needs, including for the most able pupils

- pupils' responses demonstrate sufficient gains in their knowledge, skills and understanding, including of literacy and mathematics

- teachers monitor pupils' progress in lessons and use the information well to adapt their teaching

- teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupils' learning

- assessment is frequent and accurate and used to set relevant work from the Early Years Foundation Stage onwards

- pupils understand well how to improve their work

- all pupils are taught well so that they are properly prepared for the next stage in their learning, including in the Early Years Foundation Stage where the development of their communication, language and literacy skills must equip them well for Key Stage 1.

24.   Not all aspects of learning, for example pupils' engagement, interest, concentration, determination, resilience and independence, may be seen in a single observation.

Evaluating learning over time

25.   Inspectors' direct observation must be supplemented by a range of other evidence to enable inspectors to evaluate what teaching is like typically and the impact that teaching has had on pupils' learning over time. Such additional evidence may include:

- evidence arising from observations of lessons carried out by school leaders

- discussions with pupils about the work they have undertaken and their experience of teaching and learning over longer periods

- discussion about teaching and learning with teachers, teaching assistants and other staff

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[11] DfE 'Teachers' Standards': effective from September 2012:
http://www.education.gov.uk/schools/teachingandlearning/reviewofstandards.

- the views of pupils, parents and staff

- the school's own evaluations of the quality of teaching and its impact on learning

- scrutiny of pupils' work, with particular attention to:

  - how well and frequently marking, assessment and testing are used to help teachers improve pupils' learning
  - the level of challenge provided
  - pupils' effort and success in completing their work and the progress they make over a period of time.

Grade descriptors[12] – Quality of teaching in the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspection team.

Outstanding (1)

- Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, are making rapid and sustained progress.
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults authoritatively impart knowledge to ensure students are engaged in learning, and generate high levels of commitment to learning across the school.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains.
- Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.

The behaviour and safety of pupils at the school

26.   The evidence collected for this judgement contributes to inspectors' evaluation of the school's promotion of spiritual, moral, social and cultural development.

27.   Inspectors must take account of the behaviour and safety of pupils attending off-site, alternative provision.

28.   Judgements about behaviour and safety must not be made solely on the basis of what is seen during the inspection. Inspectors must take into account a range of evidence in order to judge both behaviour and safety over an extended period. This evidence **must** include documentary evidence about behaviour and the management of behaviour over time, and discussions with, and observations of pupils at informal times of the day (including break and lunchtimes).

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[12] These grade descriptors describe the quality of teaching in the school as a whole, taking account of evidence over time. While they include some characteristics of individual lessons, they are not designed to be used to judge individual lessons.

29. Inspectors must make a clear written judgement about behaviour, and a separate clear written judgement about safety within the inspection report. There will be a number of instances, for example in relation to bullying and to conduct around the school, where inspectors may gather evidence which can contribute to both judgements. These judgements must be weighed to determine a balanced, graded judgement on behaviour and safety overall. This overall judgement is recorded in the inspection report.

30. Evaluating, judging and reporting behaviour and safety in this way enables inspectors to make a clear distinction between each area, in order that schools and parents have a clear understanding of the reported judgements. For example, where behaviour is judged as 'requires improvement', but the safety of pupils is judged to be 'good', inspectors are able to grade behaviour and safety as 'requires improvement' overall, while reporting to parents within the behaviour and safety section of the inspection report that pupils are safe.

31. Inspectors may look at a small sample of case studies in order to evaluate the experience of particular individuals and groups, such as disabled pupils and those who have special educational needs, looked after children and those with mental health needs.

32. Inspectors **must** also take account of the views expressed by pupils, including different groups of pupils, of their experiences of others' behaviour and attitudes towards them, and their understanding of the importance of such attributes in school and adult life. These views must not be gathered only through formal discussions, but must include discussions with a range of pupils at informal times. Inspectors must also take account of the views of parents, staff, governors and others.

33. When judging behaviour and safety inspectors should consider:

- the extent to which pupils' attitudes to learning help or hinder their progress in lessons[13]

- pupils' attitudes to school, conduct and behaviour, during and outside of lessons, their attitudes to other pupils, teachers and other staff, including the prevalence of low-level disruption

- the school's analysis of, and response to, pupils' behaviour over time, for example incident logs and records of rewards and sanctions

- rates, patterns of, and reasons for fixed-period and permanent exclusions[14], and that they fall within statutory guidance and regulations on exclusions.[15]

- pupils' contribution and response to the culture of the school; how they conduct themselves, including: their respect, courtesy and good manners towards each other and adults; their understanding of how such behaviour contributes to school life, relationships, adult life and work

- pupils' respect for the school's learning environments (including by not dropping litter) facilities and equipment, and adherence to school uniform policies

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[13] For example, inspectors may consider how quickly children settle at the start of lessons, whether they have the right equipment, their willingness to answer questions, whether they remain focused when working on their own, the tidiness of their work and the pride they show in its presentation, and the overall effort that they make.

[14] This includes patterns of permanent and fixed-period exclusions for different groups of pupils; the impact on behaviour of fixed-period exclusion and the impact of the school's work to follow up and support excluded pupils; the use and impact of internal exclusion; and the typical behaviour of any pupils who are not in school during inspection

[15] **http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/g00210521/statutory-guidance-regs-2012**

- types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment. This includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability

- the school's success in keeping pupils safe, whether within school or during external activities through, for instance, effective risk assessments, e-safety arrangements, and action taken following any serious safeguarding incident

- the effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language – this includes homophobic and racist language, and language that is derogatory about disabled people

- the extent to which pupils are able to understand, respond to and calculate risk effectively, for example risks associated with extremism[16]

- the school's response to any extremist behaviour shown by pupils

- overall and persistent absence and attendance rates for different groups

- punctuality over time in arriving at school and at lessons

- the impact of the school's strategies to improve behaviour and attendance[17]

- the number of pupils taken off roll in the last year as a result of factors related to behaviour, safety and attendance

- the views of parents, staff and governors.

Grade descriptors – The behaviour and safety of pupils at the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspection team.

Outstanding (1)

- Pupils consistently display a thirst for knowledge and a love of learning, including in independent, group and whole class work, which have a very strong impact on their progress in lessons
- Pupils' attitudes to learning are of an equally high standard across subjects, years, classes and with different staff.
- Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work.
- Pupils' behaviour outside lessons is almost always impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.
- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are rare and dealt with highly effectively.
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
- All groups of pupils are safe and feel safe at school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

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[16] This also includes risks associated with e-safety, substance misuse, knives and gangs, relationships (including sexual relationships), water, fire, roads and railways.

[17] This includes the use of rewards and sanctions, the effectiveness of any additional on-site provision to support behaviour, work with parents and absence 'follow-up'

Quality of leadership in, and management of, the school

34.   Inspection must examine the impact of leaders at all levels, including governors, and evaluate how efficiently and effectively the school is led and managed. In some cases, schools are making an effective contribution to improving the performance of other schools and, where relevant, this will be reported on by inspectors.

35.   Many schools are cooperating as groups, federations or chains, with an overarching board and chief executive officer that assume some of the responsibilities formerly shouldered by the individual school governing body. Commonly, this infrastructure is supported by a portion of the budget of the member schools. In the case of such extended management arrangements, inspectors should seek evidence of the impact of the overarching board and its staff and the school's local board, committee or governing body.

36.   Inspectors should focus on the effectiveness of leadership and management at all levels in creating a culture that fosters improvements in the school. They evaluate the extent to which the school meets the needs of a diverse pupil population, enabling all pupils to overcome specific barriers to learning.

37.   Inspectors should pay particular attention to the contribution being made by the headteacher and ensure that they give sufficient credit where a headteacher is bringing about improvement in a school.

38.   Inspectors should consider:

■ how well leaders, managers and governors pursue excellence, modelling professional standards in all of their work, for example through:

  – the creation of a culture of high expectations and aspirations, academically and socially

  – the rigorous implementation of well-focused improvement plans which are based on robust self-evaluation

  – the consistent application of policies and procedures, in particular in relation to reading, writing and mathematics

  – the extent to which pupils, parents and staff are committed to the vision and ambition of leaders, managers and governors

  – the establishment of an orderly and hardworking school community

  – the respect and courtesy shown by staff towards each other and pupils

■ the effectiveness of monitoring and evaluation and the extent to which it is shared with governors – this includes monitoring and evaluation of:

  – the quality of teaching and the achievement and progress of all groups of pupils, including those for those for whom the pupil premium provides support, relative to other schools nationally

  – the performance of the school, including, if applicable, the school's sixth form

  – the satisfaction of pupils and their parents

  – how well the school uses the new primary school sport funding to improve the quality and breadth of PE and sport provision, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of.

- the use of performance management and effectiveness of strategies for improving teaching, including the extent to which the school takes account of the 'Teachers' Standards'[18] – this is demonstrated through:

  - the effectiveness of procedures for monitoring the quality of teaching and learning and the extent to which underperformance is tackled

  - a strong link between performance management and appraisal and salary progression

  - the coherence and effectiveness of the programme of professional development, and the opportunities provided for promotion. Particular attention should be given to the extent to which professional development is based on the identified needs of staff and the needs of newly qualified teachers and teachers at an early stage of their career

  - the accuracy with which best practice is identified, modelled and shared

- how well leaders and managers ensure that the curriculum:

  - focuses on the necessary priorities for ensuring that all pupils make excellent progress in reading, writing and mathematics

  - is broad and balanced (in the context of the school) and meets the needs, aptitudes and interest of pupils including, if applicable, pupils in the sixth form

  - promotes high levels of achievement and good behaviour

  - promotes the spiritual, moral, social and cultural development of all pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community

  - is effectively planned and taught

  - does not compromise pupils' achievement, success or progression by inappropriately early entry to public examinations

  - is based at Key Stage 4 on an appropriate balance between academic and vocational courses

  - provides timely independent information, advice and guidance to assist pupils on their next steps in training, education or employment

  - planning in the sixth form takes account of completion rates in sixth form courses

- how well leaders and managers demonstrate the capacity to bring about further improvement through, for example:

  - a track record of improvements in achievement and/or maintenance of high levels of achievement, with particular reference to how well pupils for whom the pupil premium provides support achieve

  - improvements in the quality of teaching over time or the maintenance of good and outstanding teaching

  - rigorous self-evaluation, which underpins actions and plans that are focused accurately on the areas requiring improvement[19]

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[18] Academies are not required to apply the 'Teachers Standards' as part of their performance management arrangements. However, inspectors should examine closely how the academy promotes high quality teaching through its performance management and professional development arrangements.

[19] Good intentions and an aspirational outlook or a recent change of headteacher following a period of poor leadership do not in themselves provide sufficient proof of the capacity for further improvement.

- how well the school's strategies and procedures, including the provision of appropriate guidance, help pupils to prepare for life in modern democratic Britain and a global society, including through providing a balanced curriculum, and to prevent extremist behaviour

- how effectively the school works in partnership with other schools, external agencies and the community (including business) to improve the school, extend the curriculum and increase the range and quality of learning opportunities for pupils

- how effectively the school engages with and promotes the confidence of parents, including how well the school gathers, understands and responds to the views of parents (including the use of Parent View data[20])

■ the quality of middle leadership in the school

■ the extent to which schools are adequately developing their middle leadership

■ succession planning and the development of future leaders in the school

■ the effectiveness of governance including how well governors:

  - ensure clarity of vision, ethos and strategic direction

  - contribute to the school's self-evaluation and understand its strengths and weaknesses, including the impact of their own work

  - support and strengthen school leadership, including by developing their own skills

  - provide challenge and hold the headteacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety, including by using the data dashboard, other progress data, examination outcomes and test results

  - use performance management systems, including the performance management of the headteacher, to improve teaching, leadership and management

  - ensure solvency and probity and that the financial resources made available to the school are managed effectively

  - operate in such a way that statutory duties are met and priorities are approved

  - engage with key stakeholders

  - use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics.

■ how effectively the school promotes the confidence and engagement of parents, including by encouraging the use of Parent View

■ the extent to which leadership contributes towards school improvement in the local or wider area, such as through system leadership, by working in partnership or by sharing of advanced skills practitioners, mentoring or shadowing opportunities for new middle leaders, or sharing best practice or offering other support and challenge on self-evaluation

■ the effectiveness of safeguarding arrangements to ensure that there is safe recruitment and that all pupils are safe[21]. This includes the:

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[20] Inspectors will consider the use of Parent View as one of a range of elements of a school's engagement strategy with parents.

- maintenance of the single central record and appropriate arrangements for child protection
- rigour with which absence is followed up
- decision-making process involved in taking pupils off roll
- care taken to ensure that pupils placed in alternative provision are safe at all times
- action taken following any serious incident
- promotion of safe practices and a culture of safety, including e-safety.

Grade descriptors – Quality of leadership in, and management of, the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspection team.

Outstanding (1)

■ The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.

■ All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes.

■ Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school's performance.

■ There are excellent policies underpinning practice that ensures that pupils have high levels of literacy, or pupils are making excellent progress in literacy.

■ Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving.

■ The school's curriculum promotes and sustains a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical wellbeing, and their spiritual, moral, social and cultural development.

■ The school's actions have secured improvement in achievement for those supported by the pupil premium, which is rising rapidly, including in English and mathematics.

■ The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.

■ Senior leaders in the school work to promote improvement across the wider system.

■ The school's arrangements for safeguarding pupils meet statutory requirements**.**

■ Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.

■ Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.

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[21] For full details see *Inspecting safeguarding briefing,* Ofsted, 2014*:* http://www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies-september-2.

Appendix C: Draft Interview Schedule

Initial Interview Schedule

- problem-free talk
- introductions, information-sharing, consent
- Warm-up: What year group do you teach? What responsibilities do you have around the school?
- What does the phrase 'emotional wellbeing' mean to you?
- How would you describe your EWB at the moment in your role as a full-time class teacher?
- What have you found helpful over your time as a teacher? What has enhanced your EWB?
- What have you found unhelpful over your time as a teacher? What has hindered your EWB?
- What does it mean to you to be a teacher in an Ofsted outstanding school? Does it have an implication on your EWB? How?
- If there were interventions or practices available to support your EWB, what would you like to see happen?
- Cool-down: Anything else to add?

Additional Questions Added after Theoretical Saturation

- Is there a relationship between EWB and…

- …other aspects of WB?
- …experiences with the headteacher?
- …experiences with parents?
- …work relationships?
- …children's results?
- …your care for the children?
- …feedback you receive?
- …changes?
- …workload?
- …working hours?
- …where the boundaries are between your personal and professional life?
- …being inspected or evaluated?

- If so, how?

Appendix D: Initial Email to SENCo

Dear [SENCo's name]

My name is Zita Nagy and I am an Educational Psychologist in Training. I received your email address from [EP's name], who, I know, mentioned to you a few details about the research I am planning to carry out for my doctoral thesis on teachers' emotional wellbeing in an Ofsted outstanding primary school. [EP's name] told me that you were open to the idea of this potentially happening at [school's name], which is greatly appreciated, thank you very much.

I am wondering whether it is possible for me to give you a call at some point today to talk about one or two things?

Thank you in anticipation for your time and I look forward to hearing from you.

Warmest wishes
Zita

Zita Nagy
Trainee Educational Psychologist
[EPS name]
[Phone number]
[Email address]

Appendix E: Participant Information Sheet

Participant Information Sheet

What influences teachers' emotional wellbeing in a high-achieving primary school?

Researcher

I am an Educational Psychologist in Training, based at the Tavistock and Portman NHS Foundation Trust and currently on placement with [name of EPS]. As part of my doctoral training, I am carrying out a research project on teachers' emotional wellbeing in an Ofsted outstanding primary school.

Aims of research

The research aims to explain what enhances and challenges primary school teachers' emotional wellbeing in an Ofsted outstanding primary school.

Reasons for research

Teachers' emotional wellbeing is critically relevant in promoting students' wellbeing and performance. On a national level, the wellbeing of school staff is a cause for concern calling for supportive and positive interventions in schools. Existing findings often describe wellbeing in deficit terms: the impacts of stress and burnout as well as difficulties with retention; however, research on what promotes teachers' emotional wellbeing is relatively scarce or, in the context of Ofsted outstanding primary schools, non-existent.

The findings from this research will provide evidence to inform professionals linked to this school and others like it. They will communicate the experiences of teachers, which may enable the further and wider implementation of approaches that have been identified as helpful and address those that have not been, with the long-term goal of promoting positive institutions.

Participants

The study will involve a small number of full-time primary school teachers in one primary school which has been rated 'outstanding' by Ofsted according to their most recent inspection criteria.

Procedure

You will be asked to share your experiences and thoughts about what you find/have found helpful and unhelpful in terms of your emotional wellbeing in your role as a primary school teacher working at your school. This will involve an individual interview, led by myself. Interviews are expected to last no more than 1 hour, and will be audio-recorded. Interviews will take place within your school. They can be arranged for a time that is convenient for you within the working week, and are likely to take place in the autumn term of the next academic year.

Participation

You are not obliged to take part in the research. Participation is voluntary, and is in no way linked to the Educational Psychology services provided by the Local Authority. You are being

asked to take part because it is believed that you can provide valuable insight into teachers' emotional wellbeing.

Right to withdraw

You have the right to withdraw from the research at any time up until the point of data transcription and analysis. You will be informed of when data transcription and analysis will take place following the interview. If you decide to withdraw from the research, you do not need to give a reason for your decision.

Data protection and anonymity

The interview will be recorded and transcribed by the researcher. No other person will have access to the recorded information. Once the interview has been transcribed, all identifying information will be changed and pseudonyms given in order to protect anonymity e.g. your name or your school. All information will be collected, stored and protected in line with the Tavistock and Portman NHS Foundation Trust data protection procedures, and in compliance with the UK Data Protection Act (1998).

Whilst every care will be taken to ensure the confidentiality of participants when the findings are shared, total confidentiality cannot be guaranteed as the comments made form part of the research. This research will involve a small number of participants. As a result, there is a small chance that you may be recognised in the final write-up by those who know you. Steps will be taken to protect against this by altering any identifying details.

Safeguarding of yourself and others

In the case that any sensitive topics arise during the course of the interview, the researcher will offer support and debrief at the end of the interview, which, if necessary, may include signposting to appropriate agencies to ensure your wellbeing.

In order to safeguard you and others, if any information arises during the interview which suggests possible risk or harm, the researcher will have the duty of care to report this information to the appropriate agencies.

Ethical assurance

Ethical approval for this research has been sought and approved by the Tavistock and Portman NHS Foundations Trust Research Ethics Committee. Permission for this research has been sought from the Principal Educational Psychologist of the Local Authority.

Sharing of findings

General findings from the research will be shared with all participating teachers and with Local Authority stakeholders to support further research and the potential development of interventions within the Local Authority. The research will also be written as part of the researcher's doctoral thesis, which may later be published in an academic journal.

Contact and further information

If you would like any further information about this research, please do not hesitate to contact the researcher, Zita Nagy, using the details below. These contact details may also be used if you consent to take part in the research but later choose to withdraw:

[Email address]

[Phone number]

If you have any further questions or concerns about the researcher or the nature of this research, please contact Dr Adam Styles, Research Lead of the Educational Psychology Training at the Tavistock and Portman NHS Foundation Trust: astyles@tavi-port.nhs.uk

Thank you for reading this information sheet.

Appendix F: Initial Email to Teachers

Dear [Participant's name]

My name is Zita Nagy and I am an Educational Psychologist in Training. I have received your email address from your SENCo, [SENCo's name], who let me know that you had expressed interest in my doctoral research on full-time class teachers' emotional wellbeing in an Ofsted outstanding primary school [school's name].

I am emailing you and some of your colleagues to say that I am very grateful for your interest in the project. If you decide to take part, your contribution will be extremely valuable and helpful in developing a theory in this area.

I hope you have received the information sheet I left with [SENCo's name] about the project but if you have any further questions, please do not hesitate to ask at any stage. Please may I ask you to confirm that you are a full-time class teacher and which year group you teach?

If you are interested in taking part, it would be so helpful to meet with you for an interview. I would be very grateful if you could let me know what days and times are generally most suitable for you.

Thank you in anticipation and I look forward to hearing from you.

Warmest wishes

Zita Nagy
Trainee Educational Psychologist
[EPS name]
[Phone number]
[Email address]

Appendix G: MaxQDA Project Summary

Exchange file

Document groups: 0
Document sets: 0
Text documents: 5
PDF documents: 0
Image documents: 0
Table documents: 0

Codes: 261
Coded segments: 817
Code sets: 0

Memos: 63
Document memos: 5
In-document memos: 15
Code memos: 41

Document variables: 0
Code variables: 0

Document links: 0

Document	Creation date	Coded segments	Memos
Interview 5	16/02/2017 18:02:02	110	1
Interview 4	23/01/2017 20:02:18	146	10
Interview 3	19/01/2017 17:55:19	195	3
Interview 2	19/01/2017 17:54:22	152	4
Interview 1	07/01/2017 14:55:13	214	2

Appendix H: Ethical Approval

The Tavistock and Portman **NHS**
NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: +44(0)20 938 2699
Email: AcademicQuality@Tavi-Port.nhs.uk
http://tavistockandportman.uk/research-and-innovation/doing-research

19.07.2016

Zita Nagy
By Email

Dear Miss Nagy,

Re: Research Ethics Application
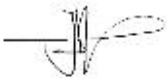
Title: *A grounded theory study explaining the contexts and mechanisms influencing full-time class teachers' emotional wellbeing in a high-achieving primary school*

I am pleased to inform you that the Trust Research Ethics Committee formally approved your application on 22 March 2016.

If you have any further questions or require any clarification do not hesitate to contact me.

Please note that I am copying this communication to your supervisor for information.

May I take this opportunity of wishing you every success with your research.

Mrs Paru Jeram
Secretary to the Trust Research Ethics Committee

Cc. Brian Davis

Appendix I: Participant Consent Form

Participant Consent Form

What influences teachers' emotional wellbeing in a high-achieving primary school?

Please initial the statements below if you agree with them.

1. I have read and understood the information sheet and have had the chance to ask questions.

2. I understand that my participation is voluntary and I am free to withdraw at any time until my data is analysed, without giving a reason.

3. I agree to participate in the research.

4. I agree for my interviews to be audio-recorded.

5. I understand that my data will be anonymised using a pseudonym and that this is done to protect my identity as much as possible.

6. I understand that since only a small number of participants will be interviewed, it may not be possible to fully protect my identity.

7. I understand that my interviews will be used for this research and cannot be accessed for any other purposes.

8. I understand that the only time where my confidential data might be shared is when there is a concern of safety around me or somebody else.

9. I understand that the research will be written up as a thesis, which means it can be accessed through libraries and that it will be shared with professionals who work with young people.

If you want to participate, please fill in your details and sign your name below:

Your name: ……………………………. Role: ………………………………… Year group:…………………

Signed: ………………………………………………… Date: …………………………………………………

Contact details

Telephone: ……………………….......................... Email: …………………………………………………….

Thank you for taking part.

Appendix J: MaxQDA Code System

Code System	
▼ ● Code System	817
▶ ● MEANING OF EWB	106
▶ ● GETTING IT FROM ALL ANGLES	672
▶ ● CIRCUMSTANCES	20
● not knowing anything about topic	1
● willingness to take part in research	7
● planning or breaking down tasks	5
● being calm	5
● relationship to researcher	1
● Sets	0

Code System	
▼ ● Code System	817
▼ ● MEANING OF EWB	0
▼ ● Definition	0
● looking after self physically and mentally	3
● having work-life balance	3
● feeling content	3
● feeling within self	2
● making time for self	2
● being comfortable in own skin	2
● being mentally prepared	1
▼ ● emotional response to situations	1
▼ ● tiredness	15
● personal life impacting on tiredness at work	1
● children being noisy	1
● work's impact on feelings	1
● I'm OK, you're OK	1
● EWB depending on context	1
● being emotionally secure	1
● feeling in the environment	1
▼ ● Further descriptions	0
▼ ● physical and mental wellbeing interlinked	15
● mindfulness	1
● wanting a change to facilitate EWB	8
● having control over the situation	6
● feeling anxiety / stress	5
● sleep being affected	4
● having sufficient sleep impacting on EWB	3
● mental WB impacting on job performance	3
● EWB being own responsibility	3
● feeling OK	3
● EWB varying from one day to next	1
● eating healthy	1
▼ ● EWB not changing	1
● being positive	13

Code System

		#
▼ GETTING IT FROM ALL ANGLES		0
▼ EXPERIENCES WITH MANAGEMENT	▣	0
▼ Relationship with management		0
asking for help	▣	3
leading bringing pressure		3
enjoying leading		1
pressure from management	▣	14
trust	▣	5
receiving positive feedback or acknowledgment	▣	19
superiors' experience relayed onto teachers	▣	9
▼ Changes	▣	0
having a new head		5
head's changes increasing workload	▣	7
▼ change being negative		5
not knowing what the government expect		1
government imposing changes		6
changes being sudden	▣	2
change being positive		3
adapting to change		4
not agreeing with head's changes		2
having consultation with staff	▣	2
wanting to have interaction with head	▣	3
headteacher leaving		1
marking policy changing after Ofsted		2
not understanding head's changes		1
head setting boundaries		1

Code System

	#
▼ RESPONDING TO THE NEEDS OF CHILDREN	0
▼ Pupil wellbeing	0
caring about the children	7
responding to concerns about children's wellbeing	6
wanting to protect children from negative experiences	3
having lovely children	3
SATs not assessing whole child	2
maintaining normality for chn	2
prioritising individual need over group	2
distancing self	2
feeling helpless	2
following child's lead when responding to need	1
▼ Pupil progress	0
enjoying working with YP	6
monitoring results	3
results determining Ofsted rating	0
feeling responsible for results	0
▼ children being needy	3
▼ working with young children	1
teaching in an animated way	1
▼ children having SEN	1
supporting children with SEN being time-consuming	1
thinking of interventions	2
teachers not wanting to be in year 6	2
thinking of the work to get the results	2
having good results	2
thinking of expected results	2
integrity being important	2
government not understanding children	2
having children where you want them to be	2
admiring colleagues in less successful schools	1
children's progress being rewarding	1
having an impact on children's learning	1

Code System

	#
▼ PARENTS AND THE BROADER SYSTEM	0
▼ Interactions with parents	0
parents having a different opinion	8
parents having high expectations	3
having supportive parents	1
▼ The impact of the broader system	0
getting it from all angles	3
taking a reality check	8
having self-talk	2
pressure from government	3
pressure from community	2
teachers wanting to leave	4
▼ media influence	1
social media influence	1
pressure from self	1
teaching being important	1
wanting to be a teacher	1

Code System

	#
▼ BEING JUDGED	0
▼ Being judged	0
being judged	20
scrutiny	6
having outside help to talk to	2
feeling confident in self	6
worrying about researcher's perception	9
not being able to predict sg happening	2
▼ Wanting to prove self	0
feeling uncertain	10
wanting to prove what one can do	12
wanting to be liked	2
▼ Feeling not good enough	0
not being good at EWB	2
feeling like a failure / not good enough	11

Code System

	#
▼ MANAGING TIME	0
▼ Not having enough time	0
having time to reflect on needs	1
not having interventions at school	3
(not) / having enough time to complete tasks	7
not having time for EWB	8
▼ getting a break / head space	6
praying	1
getting work done reducing stress	2
doing things at short notice	3
completing tasks without delay	1
confrontation with parents	1
not showing feelings	2
parents turning up without an appointment	1
having a surprise	3
▼ Having difficulty prioritising	0
organising a shared lunch with colleagues	1
organising a shared breakfast with colleagues	1
having a reduced gym membership	2
boosting morale short term	3
prioritising	11
feeling guilty	3
wanting to have a social life	4
exercising	6
▼ Having long working days	0
having long days	24

Code System

	#
▼ WORK-LIFE BALANCE AND BOUNDARIES	0
▼ Work-life balance	0
going to sporting fixtures	2
having work-life balance	1
having a hobby / purpose outside teaching	3
teachers not having long holidays	1
balancing work with family demands	1
▼ Having boundaries	0
keeping home and work separate (when talking about them)	2
keeping away from staff room	4
protecting relaxation time at home	3
not wanting to gossip	3
respecting personal limits	2
parents turning up without an appointment	0
not wanting to burden colleagues	1
being different in different contexts	1
distancing self	0
▼ Both work-life balance and having boundaries	0
finishing earlier	10
switching off from work	9
taking work home for the evening	5
working at the weekend	4
escaping	4
imposing time limit on work	1
working part-time	1
head setting boundaries	0
▼ Having family support	0
partner not being able to help	1
family not understanding	2
wanting family support	1
having family support	5
not wanting to burden partner	1

Code System

	#
▼ RELATIONSHIPS WITH COLLEAGUES	0
▼ Support	0
mutual support with colleagues / team feel	22
not having enough money	8
▼ socialising with colleagues	6
having a drink at the pub with colleagues	3
laughing together	3
going away with colleagues	3
talking to colleagues	8
working with supportive people	6
▼ working in a lovely school	2
valuing experience	1
having food / drinks in staff room	3
having a staff drumming session	1
working with lovely people	2
having a reactive intervention	2
theatre	2
planning together	1
▼ Challenging experiences	0
having low morale	9
people complaining	6
colleagues needing help	4
▼ confrontations amongst staff	2
conflict being inevitable but unhelpful	2
trying to keep morale up	1
comparison with other colleagues / teams within school	1
being different	1
superiors' experience being relayed onto teachers	0
colleagues' wellbeing	1

Code System

- ▼ MAINTAINING THE OFSTED OUTSTANDING STATUS — 0
  - ▼ Lead-up to the inspection — 0
    - maintaining outstanding status — 14
    - feeling responsible for results — 13
    - results determining Ofsted rating — 7
    - prefering good schools / lesson — 6
    - workload to get outstanding — 6
    - stressful build-up to Ofsted — 6
    - comparing to other workplaces — 4
    - Ofsted being an obsession — 2
    - children not daring to be creative — 1
  - ▼ Inspection — 0
    - Ofsted inspection being a show — 6
    - calming down once Ofsted arrive — 5
    - Ofsted being a snapshot — 4
    - ▼ Ofsted inspection being stressful — 3
      - Ofsted being a fight / battle — 4
    - inspection being necessary — 2
    - not being oneself — 3
    - Ofsted not considering intake — 1
    - Ofsted leaving Y6 alone — 1
    - school's geographical area — 1
    - ▼ After the inspection — 0
      - ability to do another Ofsted inspection — 6
      - Ofsted outstanding status having no benefits for EWB — 5
      - feeling proud of outstanding outcome — 5
      - feeling relieved after Ofsted — 4
      - having nowhere else to go from outstanding — 3
      - outstanding outcome having little immediate emotional im… — 2
      - Ofsted outcome increasing confidence — 1
      - Ofsted inspection and outcome not having any impact — 1
      - stress not changing after Ofsted — 1
      - outstanding not changing how hard you work — 1
      - ▼ planning future — 5
        - having CPD — 1
      - maintaining own oustanding status — 1

- ▼ CIRCUMSTANCES — 0
  - dark/light mornings and evenings — 3
  - pay — 5
  - age — 3
  - time of year determining stress — 4
  - weather — 1
  - ▼ geographical area — 1
    - being close to nature — 2
    - living in the country — 1
  - not knowing anything about topic — 1
  - willingness to take part in research — 7
  - planning or breaking down tasks — 5
  - being calm — 5
  - relationship to researcher — 1

Appendix K: Interview Transcripts

The interviewer's vocalisations ("Hm") were omitted from all interview transcripts following data analysis to increase readability, except for instances where these seemed to influence the course of the interview or where they were part of a longer response.

Interview 1

Hopefully this should be working so thank you so much again, [name]…

That's all right, no problem.

…for agreeing to talk to me.

Yeah.

So our topic is teachers' emotional well-being…

Yeah.

… and I'm focusing on full time class teachers' EWB within the school context, in their role and I'm particularly focusing on the Ofsted outstanding context…

Yeah, yeah.

…because this is something that's not been researched that much so I thought this could be a sort of…

Yeah.

…unique area to look into.

Yeah, that's right. I was fascinated to join in because I hadn't read anything on you know, the wellbeing of other teachers in outstanding schools, whether it impacts on…on their life basically.

Yeah…

Yeah.

…**that's what I'm interested in as well so it's really valuable to be able to talk to you.**

Yeah.

Can you confirm what year group you teach please?

Year 6.

So you're year 6. And have you always been in year 6?

Initially, I'm, I, basically, s… I've done the whole range of year groups in my younger, when I first came into teaching, the kind of culture was that you didn't really spend any, too long in a year group, you had to move round, which is kind of what I've got used to but erm, I think it was, we've recently had a new headteacher, so not the headteacher before that…

OK.

… the headteacher before that, before she arrived, I went into year 6, that was about 14 years ago and I've been in year 6 ever since.

Ever since? Wow.

Yeah.

It's a long time, you must be really experienced in year 6.

Yeah, yeah. It's not a year group that a lot of teachers want to sort of work in because of the pressure of the SATs…

OK.

…and the responsibility of the results..i-it is pretty much, I know it's a *team* effort but the final push does come down on the shoulders of the year 6 teacher…

Hm, the year 6 teacher.

Trying to get the children to get to their targets and that's, you know, that's a pressure.

Yeah.

…and a worry…

Yeah.

…erm, year on year.

It's a lot pressure for in that final…

It's a lot…

…period…

Yeah.

…to make that…

…you feel like you're carrying it and because I'm head of the year group, 'cause we've got another two teachers, you feel you're carrying that as well.

OK.

Because you're responsible really for the results and the outcome of the results and you have to make sure that the children who are not erm, reaching their potential, there's support put in there so that you've done everything you can for them to get the results. And we do, we do get very, very good results, the children do very, very well and but then this time of year, I don't, I don't, I can't see really if what the outcome will be in July…

Yes.

All I can think about is the amount of *work* that we're all gonna have to do to get there.

Hm. So you're thinking of all the work…

Hm.

…and you said it's a lot of responsibility to…

…it's a big responsibility…

…to carry…

…yeah, it's…

…thinking of the team, and and the results…

…yeah…

…the SATs, all those things…

Hm. So you can see that, you know, a lot of teachers wouldn't really want to (pause) really take that responsibility 'cause and I wouldn't blame them.

Hm, OK. It sounds like it's quite a challenging year group in a way.

It's a ch…, yeah.

Yeah.

There's lots of enjoyable things about it, in that you're working with young people and, you know, erm, I mean, the parents say that erm, that in the past that the children actually haven't felt that it is that stressful. Cause I think it's because we carry the stress?

OK.

So what how we front it and what's going on in here, in here, is not really how it the children would see it.

OK.

…because I really wouldn't want to pass that kind of stress onto them…

Right. OK.

…it's not fair, it's not their fault.

…so maybe the teachers are carrying all those things…

Yeah, I think they are, saying with the other I mean the other colleague that I work with and we've got a new colleague joined us this year so it's his first year in year 6 but certainly the other colleague, yeah. Erm, you know, we (pause) all three of us, after the SATs, were all unwell. Erm, we had a teacher who'd been in year 6 for 2 years, she had problems with headaches and the other colleague had, she was unwell and then I was unwell in the summer. I think it's all kind of related to…

OK.

…kind of the pressure of, you know, the strain of, of, of responsibility, of just keeping it outstanding.

Yeah. OK, so that's really interesting.

Hm.

So you said you've been in year 6 for 14 years and before that you were in other year groups so you must have been at the school for quite a while …

…yeah, I came, I was a student here…

Were you?

Yeah. I went to [college name] to do a postgrad and I came here as a student and I was gonna go back to [city name], er, but they offered me a job here. So, I, you know, I took the job, at that time, it was, as you say, it's a lovely school and I just and the people here were very lovely and I thought, you know, during a time as a student they'd been so supportive I just thought, 'Actually, that would be nice to have in your first few years of teaching.'

OK.

But then I would probably move back up North but I'm still here.

Yeah, how many years has it been now? (I smile)

I've been here 24 years.

24 years, wow…

Yeah.

… gosh. And lots of different year groups…

Yeah…

… and lots of different experiences.

I've done, yeah, which is ex…experience is really good, erm, and obviously, you know, meeting, seeing all the children going through and hearing how they're getting on, that's very rewarding.

Hm. Getting that feedback and that positive…

Yeah, I think we have, we've had how many Ofsted, the actual Ofsted, we've had, I've been, we've had 3 Ofsteds in the, in the way, in the kind of format that is kind of familiar with us now.

OK.

Three outstanding Ofsteds the school has been awarded in the time that I have…

Hm, OK. So lots of different…

…Lots of different…

Yeah. And so if we you've talked so helpfully talked quite a lot about how the SATs week impacted…

Yeah.

… on people last year…

Yeah…

…so that's really helpful for me to hear already…

…yeah…

…and you've said, you've had a range of experiences in different contexts within the school. So if we think of that phrase 'emotional wellbeing'…

Yeah.

…I'm curious about what that means to you when you hear that phrase.

Erm, well, that basically means, about, I mean, (pause) you know, basically how you feel within *yourself,* in your, basically your wellbeing, how you are, how you are physically and mentally, erm, because I think they, they're interlinked. I mean during the ho…, ts, during the summer holidays, you know, ts, I, towards the end of the summer holidays I was getting lots of like anxiety, like hyper-ventilating…

OK.

…really finding it difficult to swallow, erm, I was, erm, ts, catching my breath all the time, erm, I couldn't, there was nothing wrong with me, physically, my everything, my blood pressure, everything was fine physically but I just really was finding it very, very hard and that was not really like me. I'm usually very healthy, erm, and then I I got this frie… a colleague let me borrow a book about mindfulness, I've been reading about the frazzled mind, I've been reading that and I've been practising my breathing and since then I've been feeling a lot better. Erm, but I think that sometimes it's just too much?

OK.

Because, you know, quite a lot of us will turn up here at half past 7 in the morning and we're walking out here at 7 o'clock at night. You know and in the winter it's dark when I arrive, it's dark when I leave, erm, and I always feel that, erm, there's not always enough hours in the day for you to think about yourself, to have some time and space for yourself and think about your own wellbeing, it kind of gets put to one side…

Right.

… because you're so wrapped up in everything that has to be done and most teachers go around with this sort of guilt that the job is never finished. I think sometimes you have to sort of stop yourself and say, 'Well, enough's enough now, I need to, just have some time for myself.' So I kind of see it as, you know, basically, how you are mentally, you know, whether you're mentally prepared, erm, and sort of looking after yourself physically and mentally and making sure that you've actually got some time for yourself…

OK.

…and, you know, sort of, also not allowing things that, erm, aren't really stressful situations, erm, sort of appear to be stressful…

OK.

I think sometimes, we need a bit of a reality check, 'Is this something that is a stressful situation or is it just something that can be managed?' And because if you keep getting stressed about things that are not really merit that level of stress, I think, mentally, you could end up, physically and mentally, you could end up sort of having some sort of break-down.

Hm, so this is really helpful to hear…

Yeah.

…so just to make sure that I understood right what you said, so you mentioned that it's about wellbeing…

Yeah.

…it's about how you feel in yourself…

Hm.

...but you also made a link with physical well-being as well, you were saying the two kind of…

Yeah!

… interlink a lot of the time and it's very important that you look after yourself…

Yeah.

…find the time, even when you have really long days at work…

Yeah.

…and maybe a reality check about what's really important, is it really stressful…

Yeah.

…or can I manage that? That that kind of…

And I think that's comes from the fact that it's kind of the sort of thing I talk to myself about when I know I'm getting, when it's actually bringing, when it's just getting too much. I mean, 2 years ago, erm, I had these, erm, like pains in my shoulder and my back, I couldn't even lift my neck up. It'd just gone into a spasm and so thing, physical things usually happen to me but actually the root, the a str…, the stress is the root of it…

OK.

…'cause nobody ever finds a physical cause so they do put it down to stress, there was the, there was the incident with the back, I had to go to an osteopath and get that sorted out then and then any time I feel stress building, get, I get that kind of back pain 'casue I think everything's just kind of clams up and I think it was the same with the hyperventilating that things, even things, because what happens is if you don't, if you don't look after you your mind, I think what happens is then is that you can't actually do a good job? 'Cause all of that, you, you've lost all your balance and reasoning? So kind of what I just kind of articulated to you is basically what I tell myself if I think it's getting too much, that actually, let's just get a handle on this, let's just see and kind of come around to the idea that if I can actually do something about it then I feel better about that, that I can manage the situation but it gets difficult when I can't do anything about it?

OK.

If it's out of my control? Probably because I'm a little bit of a control-freak but…

…so you use that strategy to talk to yourself…

Yeah, I check with myself (?)…

…and check whether you can control it

Yeah.

…or if it's out of your control. Is that right?

Yeah. And lots of people say, like around here if you spoke to anyone, they'd say like they'd say I was really calm and I never get stressed or frazzled but actually it's all in here…

OK.

…and I think that's why physically I know when it's got too much, it's…

Right, OK.

…cause it impacts on your, you know, how… your wellbeing…

Yeah.

… your physical wellbeing.

Yeah. That makes sense. And if we think of your wellbeing now, I know you said in the summer…

Yeah.

… at the end of the summer it was sort of getting a little bit, maybe stressful…

Yeah.

…or you were noticing things. What about now? How would you describe it now?

Now? Erm, i…it I'm feeling OK at the moment, I mean, on my mind, it's already beginning to build about, you know, the the things I've got to do, erm, but I seem to have a handle on it, I seem to be on top of it, erm, I'm not feeling too, particularly stressed about it and I just, I get myself to the point where I'm at a stage where I'm just taking one week at a time? You know, anybody I can see that needs help, you know, I'm trying to sort of help them out and you know I'm looking at the projection of results and, you know, at the moment we've got things in place to manage the situations, erm, and and I sort of feel as though I've got a handle on it and it's fine? Erm, I do (pause) I do (pause) mostly make a point of not doing anything over the weekend because I know that's not the case with everybody but I go home say at 7 o'clock or half 7 on a Friday night and I don't want to take anything home with me because I just feel that's better for me and the children…

OK.

..but, you know, and the other thing that's helped, funnily enough, psychologically, is that I used to live in [town], you know this area, don't you?

A little bit, yes.

Well, [town] is just like 2 miles down the road.

OK.

…so I could get to school in 5 minutes and then just to get something kind of a bit more affordable, we moved out towards [town] which is down the Mx, so…

OK.

…erm, it basically would take me, without any traffic, it would take me 20 minutes so it's (pause) y…you know, basically down the Mx and then down the Mx and then it's almost I feel I'm out in the country? And getting in the car every night and driving away from here and going on the motorway and then seeing the horses in the field and doing that sort of thing, I almost feel myself relaxing. And then at the weekend we go out for walks in the countryside and that's been very very good, we've been there three years now but you I can actually feel it when I'm going down the Mx…

Really?

I just think I've esc…, I've left it behind…

Right.

…and I've escaped.

Yeah.

…and that for for your mental and physical wellbeing actually, I think that's a really lovely feeling. You feel, y…it's there now.

It's there now, you've left it behind.

Yeah.

And then you can…

…and I'd be resentful to take all that stuff home with me to do. But I know that teachers, I know a colleague even this week who basically literally while we were working around the table, text her husband and canceled an arrangement for a week on Saturday because she just felt that her workload was pre.. o…was brimming over and that she wouldn't be able to manage it.

Right.

…and she was beginning to feel really frazzled and felt the only way to handle it would be to come in on a couple of Saturdays and sort it out.

OK.

Erm, and that's not good. You know, so…

Hm. This is so rich, everything that you've described.

Oh, is it? Just waffling on, it's just…

So, so helpful…

Yeah.

(1 minute interruption.) - (participant jokingly suggests that person has come in to listen then they talk about a child)

So just thinking of all the helpful things that…

Yeah.

… it's so good that we've already started to touch upon that…

Yeah.

…because that was something that I was really curious about, thinking of what you've found helpful over the years…

Yeah.

…in terms of your EWB…

Yeah.

…and you've already said quite a a few things…

Yeah.

…you said that sometimes that reality check of…

Yeah.

…what you said at the beginning, thinking of kind of whether you can manage something and having that little talk with yourself, you said that not taking home work for the weekend was important because you would be resentful…

Hm.

… if it sort of spilled over…

Hm.

… and living in the countryside…

Yeah.

…and having the opportunity to be, I'm not sure if you said close to nature but I just had…

Yeah, yeah.

… this image of you the walking..

…yeah, yeah, that's right, I feel like being out there, I mean I just go down the road and there's fields and there's horses in the fields and, you know, it just feels, it's not that far away…

Yeah.

…but it feels a hundred miles away.

Hm, and you said you can just leave everything behind…

Yeah, I I actually do physically feel that I'm just leaving everything behind.

Yeah.

…and I'm just going, at that, I didn't have that feeling when I lived in [town]. I also think it's to do with the fact that round here, you know, it's very built-up. I mean when I drive in in the morning, you can see suddenly it gets more and more built up. I mean I suppose it does the nearer you get to London.

But, you know, for you, for your wellbeing, that's lovely, you you feel you kind a feel a sense of freedom.

Yes.

Just getting away.

Yeah, yeah.

So I think, you know, that that's been helpful. But then hobbies are helpful as well. You know like, I do, I have a lot of interest in sport and I go to sporting fixtures and, you know, follow football and follow rugby league and being Northern you know, there's a lot of interest I have. Erm, and interestingly enough, I was talking to somebody last week and I said, "I could sit in the theatre but I would still think about school…

OK.

…in some context but if I go to a match to watch football or rugby league or, you know, I actually, I have properly escaped?" I'm not really bother.., I don't really think about school there because it's completely alien environment from school."

Aha.

And it's basically you just want your team to win? And you get wrapped up in that?

Aha.

And the whole kind of politics of that and what goes on around it all and, you know, the people that you're with aren't teachers so they wouldn't be interested anyway so there's something different and you can't talk about school with these people because, you know, they're from all different walks of life…

Yes.

…so that's very good for escaping.

Yes.

You know, just…

It's very different from everything else. What about within the school context: are there anything, are there any things or is there anything that's been helpful for you within the school that's kind of facilitated your wellbeing over the years or at the moment?

Erm, if I'm honest, no.

No.

I think that probably that the one thing that I, w..w…we've recently, we've had a new headteacher, she started…

OK.

…this term. So it's early days for her. She actually said to u.., us, erm, after the first erm, senior leadership team meeting, you know, "What do you do for your wellbeing, you know, healthy work-life balance?" And I think the best thing we could come up with was that now and again, er, we might organise a shared lunch to have in the staff room. But it's still in our lunch time and everyone's got to rush back for work so…

OK.

…I don't actually think that's much of a relaxation.

OK.

Sometimes we organise drinks at the pub up the road, erm, on a Friday, we invite people and we have a get-together. There's me and another two assistant heads, we're going to organise a breakfast for s…for people one morning and we'll bring in some croissants and orange juice and things like that, things that are nice, that you wouldn't normally have time for and do a breakfast for them. But they're very little key things, I don't actually they s…, they might boo…boost up people's morale for the day but I don't actually think they it actually works…

OK.

…influences, that impacts on their wellbeing. We have a a RE day, erm, which is the 6 Catholic schools in the area, they get together and and sometimes that can be quite therapeutic because usually kind of like we are hosting it this year and we said to the new head that actually it's supposed to be a spiritual kind of wellbeing, physical wellbeing, mental wellbeing sort of day you have with other colleagues from the Catholic schools. We said to her, "One of the perks is, you know, when people see that they're finishing early." You know, that we don't go over 2 o'clock.

OK.

You know that gives people a lift.

Right.

They can feel, that 'ah, we've finished early.'

Yes.

Then people get very excited about that, which is kind of a little thing and that she was suggesting that we might have a like a theatre workshop come in and it's all about spiritual well-being you know, basically giving us time to just kind of reflect and meditate on what our needs are but but but things like that don't happen because very often because schools just, just there just isn't any money in schools…

OK.

…to provide that.

OK.

I know in some boroughs they're very big on it, erm, but they probably provide funds to be able to organise…

Organise that…

…organise, I don't know, reflexology, or you know, I think one time we had a er, drumming session for one of our INSETs…

That sounds interesting. (I sound livelier than participant, then she seems to perk up as well.)

…yeah, that was good, yeah, because people were just having such a brilliant time, we had this like guy who was really into his drumming and he was at basically teaching us…

Hm!

… all the different rhythms and we were putting up a little rhythm together and, you know, basic…, you know, wh… was, I really enjoyed that, it was good fun and it was good laugh and it was good for us to actually laugh together.

Yeah, that sounds like a lot of fun!

But it was, it was good so I think that probably had an impact but I would say not enough.

OK. So maybe more sort of short-term, did you say?

Yeah…

Rather than long term.

…it's kind of little…

…

…yeah, it does, yeah, it's not a regular thing, it's just you know, 'people are bit stressed, maybe we should do this'.

OK.

Erm, not something that…

Hm.

(much louder now) I know in the area the gyms sometimes email us and say that they'll give us a special rate if we go down there, erm, you know, I know teachers that get special rates, in some of the gyms and they can go to the swimming pool and things like that and some people take that opportunity, which is a good idea.

Yeah, so there's recreational things and you said some social things…

Yeah.

…having lunch together, maybe going to the pub, quite a lot of sort of social opportunities…

Yeah, yeah.

…have been helpful, kind of small lifts, you said…

Yeah.

…maybe not a long term impact but a small lift for people.

……just a little bit when it's sort of getting too…

Yeah.

…you know when the going gets tough…

Yeah.

Yeah, cause you know, you're getting it from all angles, you know, you get it from, obviously you care about the children otherwise you wouldn't be here but sometimes you're getting it from your coll…your colleagues, sometimes you feel like you're being pulled every way and you don't know, you you don't know where to go next cause everybody wants a bit of you to help them with.

That sounds difficult.

…and that's difficult and then when the parents get involved, they don't sometimes fully understand that you've got like, in our year 6 we've got 90 children, they kind of just see their own child, understandably.

Yeah, yeah.

…and they don't see, always see the bigger picture and sometimes they're quite quick to kind of criticise you. ..

OK.

…if you haven't picked up on that one thing and you kind of think, that doesn't make you feel sort of good, you know you sort of think, you kind of feel like, well, it's the same with all of us, you just feel like, you know, a bit of a failure, really. That, you know, in an actual fact, what they're expecting is, erm, is (inaudible) impossible, you know…

And you said you're being pulled into all these different directions.

Yeah.

You have your colleagues, and and the parents…

Yeah.

…and all the different angles, you said.

Yeah. Sometimes my room is like a, like a surgery. People just coming in and out of there all the time for advise with something, for help with something or I've got a new colleague started in year 6, we have to do exactly the same thing 'cause his class has to get the exact same curriculum as mine, we have to deliver it in exactly the same way so checking he is doing that, obviously he needs to come in to get some help, understandably he needs *guidance*, erm, but then it's, you know, you've got lots of other people coming in and…

Hm. How does that impact on your EWB, [name]? You said lots of people are coming in…

Yeah.

…and all these different directions…

Well, sometimes you just have to, I I think when when I'm feeling on top of everything, I can just put it in a box and I just have to, erm, sort of compartmentalise it all so I can do *this* now, and I'll see *you* then, and I'll do *this* now and it's all done with, with with basically a tick list of things to do and and just have to organise it that way. But of course the children have to come first because, you know, if you've got your, you know, they're coming in for their lessons, you want to make sure you're organised and, you know…

So when you're feeling on top of things, it's almost like a tick list approach, you said…

Yeah.

…sort of co…put it in a structure and tick it off…

Tick it off.

…and kind of…

I mean, I'm I'm quite lucky in some ways cause my husband's a headteacher and he has a very, very good outlook on how you manage things so…

OK.

…we have an understanding at home that we're not allowed to talk about school at home, he never does, I never do..

OK.

.. or if I try to, he nips it in the bud and says, well, he actually has a quote like, if I went home tonight and started talking about school, he would just say, "I don't want to know when I'm on my holidays."

Hm. (as if laughing)

I think it's his way of saying it's our relaxation time now, you're not bringing this one here…

OK.

…there's nothing I can do and I think he get..he says, "There's nothing I can do about it, so what are you telling me for?" Sometimes it's just nice to *talk*. But obviously I know not to talk to *him* 'cause obviously he's got his own things to deal with in his own school.

Hm, I see, yeah.

I would say another thing to erm, ts, (pause) to help with well-being is to talk to your colleagues…

OK.

…as well. And they we're very good here at talking to each other so if somebody is having a bit of a rough time, there'll be other people top prop you up, cheer, chivvy you along and then when you're feeling a bit better, maybe you can return that.

OK.

So people so I can't imagine what it would be like if you worked in a school where you are lonely and isolated because you need to be able to go next door or go down the corridor and just have a chat with somebody sometimes who is in the same situation as you and understands how you feel it can make you feel better, erm…

So actually not talking about it at home but having your colleagues to talk about…

Yeah, it's better to do it here.

Hm, kind of…

…and 'cause they understand and sometimes they can help you, sometimes they say things that kind of helps you to get a reality check and quite often I know that people will come to *me* and you know, I will give *them* a reality check. You know, like somebody came int he other day, you know, a parent has been really, not particularly understanding cause they felt that the child was going through a rough time because they'd lost their pet at the weekend that they'd had for 16 years and the teacher just, it was felt that the teacher just had dismissed it and of course the teacher was like very very upset about it and came to talk to me, and I said, "The child hasn't known the pet for 16 years, they're not old enough to know the pet for 16 years and it's a pet, you know, let's, you know, some children have lost their parents, you know, what I mean, I'm not sort of *demeaning* it but let's just get a handle on it, I can see they'll be sad about losing the pet but it's not life-changing, it's not, you know, you, you see lots, you see some children are managing and their their parents have died or, you know, you you kind of think, for for *me* that's sort of (pause), you know, that's the reality of it sometimes, you know. OK, we're sad that the pet's died but don't beat yourself up about that, you've said the right thing, you handled it, what what else could you have done?

So supporting each other in that way, can be really really helpful.

Yeah, you know the fact that, you know, the child was probably was just using it as an excuse not to do what they wanted to do, which is a normal thing for a child to do, it can get, if any of us can get out of doing something, we will so right, we'll use the pet excuse, or the teacher was just saying "Why don't you just get on with your work, just try not to think about it," which seemed like quite a reasonable thing to say cause you know, if you sit here all day and do nothing, you're just going to wallow thinking about it, you need a bit of escapism. Not to be dismissive and I said, "You know, this time next week you will have forgotten about it, it's just ridiculous, you know."

That's a reality-check for that person…

Yeah.

Yeah.

And somebody would probably do the same for me like, all dust, I mean I think they do a lot of laughing in that staff room, particularly at lunch time, we have a lot of laughter, you know I, over lunch, we don't really talk about, the the conversations are not intense, they're really kind of frivolous and silly.

Ah, OK.

And I think that's good. So people who want to be intense, really just keep away…

OK.

…because everyone's around the table and they're talking about, you know, things on the TV, celebrities, Brad Pitt, you know, that sort of rubbish and just having a really really good fun and a laugh, which that's nice.

Yeah, yeah. Is that a way to protect…

Yeah.

… yourself maybe…

Yeah, there's some very funny people who…

(I laugh)

… just kind of just kind of (I laugh) see, present things as they are really, like, you know, cause we can get very wrapped up in and Catherine Tate, erm, she, I know, she lives over in Barnes, erm, she did a show on basically being in the playground, 'cause her children went to school in Barnes…

Oh, OK.

She did a comedy show based on kind of watching the mannerisms, the behaviours of erm, ts, you know, parents and children in this area…

Right!

…you know things that actually seem so serious and so intense but actually when you're watching them (I smile), it's the funniest thing ever…

(I laugh)

…because you're just like, you know, I mean, I've had I've had people coming in here distraught, because you know and I'm I'm not talking about, I'm talking about completely devastated because their child lost a teddy…

OK.

You know, and you sort of think, well, I can see you're disappointed they've lost a teddy…

OK.

…I'm sure we can find it. And invariably we do find it at the end of the day but to be that distraught over losing a teddy, erm, you kind of think, ew…

I wonder how, you said it's really helpful for you when other people can support you with a with a reality check…

Yeah.

And I'm wondering when a lot of people come to you, probably because of your assistant head status...

Yeah, yeah.

I'm wondering how that's impacting on you.

Well, erm, most times, erm, I kind of try to sort of switch off, just depends hat it is, mean sometimes I just think, "Ah, that's fine, that will work out, this is what we'll do, that's the way forward or I'll meet the parent, we'll say this, it'll get sorted out, we move on." Erm, if it's something more serious like if

they're very ill or, you know, and I haven't got the answers, then that plays on my mind and I'll worry about that 'cause I want to support them and I don't know how because I'm not actually able to because I'm not a doctor I'm not a surgeon. I'm not and I can see that, you know, they're not very well and I, you know, they're sharing this with me and I try to think that we've said the right thing and that as the teachers we're all supporting them and doing the right thing you know, and sort of, you know, how far do I go, you know, is it invading their space to go and visit them, you know, would they appreciate that, you know, and some, certain things do play on my mind if they're if they're things that that's the that's the difficult bit if you can't manage the situation so with a colleague it might be something that they've come to tell you and share with you. And you you there's nothing you can do for them…

OK.

…or if it's a child or a family, if you know there's something going on and it's playing on your mind and you can't fix it.

Hm. You can't fix it, you can't do anything about it…

Yeah.

It's out of your control…

Yeah.

That can be, that can make the biggest negative impact on your…

Yeah…

EWB.

… that has a negative impact because you got it here and you can't actually can't do anything you know, if you're worried about, you know, a child, a *child's* wellbeing that's, they're saying things to you and you're thinking, 'That's not right,' and then you look for help and of course the way things are at the moment, you know, you you might have a child, which I find really difficult, who might be a little bit, might be sort of mentally ill, might be mental health issues and you refer them and then you follow it up and they're saying, "Well, it will be 6 months," because there's no money and thing…you know, there's a waiting list and, you know, you've got this child who basically is not seeing the world in a way somebody, a child should see the world and, you know, there's not really an awful lot you've done what you can do apart from support them but we don't have the right expertise here to deal with mental health issues we can only do what we think is the right thing but if they need specific help that's frustrating 'cause…

Yeah. That makes sense.

Yeah, I think I'm OK, it doesn't have a negative impact on me if I can manage the situations, it's just when I can't, you know, it's erm, it can be frustrating.

Hm, yeah. And I'm also wondering whether, thinking of the particular outstanding status of the school as well…

Yeah.

…I'm curious, how, what that means, just kind of, moving away from the general factors that can impact on our wellbeing…

Yeah.

I'm really curious about what what the outstanding label means as well.

Well…

And how that fits into the picture.

The outstanding label, it's not right how they judge it.

OK.

Basically, that's where the pressure comes in year 6.

Right.

And year year 2. Because no matter what they say or how they how they're couching it, outstanding basically means your results at at the end of key st…… if you've got fantastic results, then you'll be an outstanding school, where the children have made lots of progress. We have data, we have data coming out of our ears, these children are covered in data, and you're watching every move and they need to have moved up three levels, three whatever they call them now, erm, and that's measured on a, it goes onto a system called RAISEonline, which gets fed into Ofsted and if that data is not up to expectations consistently, then they come into the school and they they then, you know, they deliver, you know, they administer an inspection and then it might be that you will get, you will be awarded 'good' or you might be put down to 'requires improvement' so those results are very very important in that and if you are if Ofsted come in to ofsted you, inspect you, and you've got outstanding results, then it's very difficult for them not to give you outstanding because you've got the result and you say, "Well, how can you say we're not outstanding cause look at the children's…!?"

OK.

And it's really, that's basically what it means…

So it's quite result-driven.

Yeah, if the result…

…from the inspectors' point of view.

Hm.

And what about for you as a teacher, thinking of the outstanding status, how, what sort of implications does that have on your EWB? And I hope it's all being recorded, yes, it looks good (laugh).

Well, that's the strain of being in year 6. The because you feel that you know obviously I'm not dismissing my colleagues, they do a great, they're all working hard in their year groups, they work extre…, everybody works extremely hard building the blocks. But they get to year 6 and that's wha…that's we have to put it all together. We have to make sure that they're as good as they possibly can be by May. So the SATs take place on May the 8th or something…

Yeah.

…which is not even a year and we haver to make sure they're up to the grade, erm, because we get the results back and we get the percentages we got how what they've achieved in the year and it's all down to, basically those assessments, which is not the right way to do it because it doesn't actually assess the whole child so last year was particularly difficult because they changed the way they administer or whether, not the way they administer them but the way they actually mark the test so it moved away from levels and they were given a standardised score. But the government didn't actually tell us what, they didn't tell us until about the end of February what the expected standard would be, what it looked like, so we were actually in the dark, wondering what to do and it was stressful for every teacher, particularly in year 6 and year 2. Everyone I spoke to found that stressful. But in an outstanding school, you're thinking…'Well, we have to get these results and so we had to get these children up to expected standard, erm, with a new curriculum that they'd only covered for a year and knowing that the these results would impact on basically the school judgement. You have the governors interrogating the head and you have the head interrogating you, erm, and so they have a big impact, you have the parents who, rightly or wrongly say, 'Oh, we're not bothered about the SATs because that's just for the school, erm, and so that's you'll really feel like you're on your own trying to make sure that these children can on the day just do the best they can do 'cause it's reflecting your work. But the other side of that is that none of us actually agree with the system, which is which would also

impact on your mental health 'cause it's frustrating that, you know, last year I taught amazing children with amazing talent but at the end of the year somebody judged them to be not expected standard but they're only judging a tiny tiny part of that child, they haven't looked at the whole child and the whole what they've got to offer and it didn't rest easy for me and I think that's why I 'cause that's the first cause I've been ill in the summer holidays. I've found that quite upsetting and I think a lot of teachers do. To say to a little person at 11, "You're not the expected standard," how is that gonna impact on their mental wellbeing when when they're moving on in life 'cause when they're 11, they were told that they weren't the expected standard!? I, that's difficult. That I found that really difficult to do 'cause they, w..we we have lovely children and they're they're talented in so many other ways that weren't judged? Erm, and if a child can't spell, if a child's got dyslexia, the'll never be expected standard in writing even if they're really creative because they can't spell, because they've got dyslexia and they don't take that into account so all of those things are very very frustrating, teachers are very angry, erm, and that impacts on your wellbeing because you get so annoyed because it's not right and and again, there's nothing you can do about it. It's statutory, that's what you've been told to do by a government that actually doesn't have a clue, I don't think they've actually seen an 11-year-old child and I think that was the biggest stress and also coupled with the fact that you know you've got to get these results because you're in an outstanding school and that's the expectation, erm, also impacts on how you feel.

Hm. That's interesting, so it's not only the outstanding status now…

Yeah.

…we're also thinking of, if I'm hearing it right, the costs of having to maintain…

Yeah, exactly, yeah.

…or the feeling that you have to maintain that status.

It's not, as you say, it isn't now, we we've got, we got outstanded, outstanding a year ago last January erm, Ofsted came in, you know, grilled everybody and did their job and said we were outstanding. And we also got outstanding for RE, so that's fine, we've got that now, nobody can take that away from the school, that's very good, but as as you say, it's not that bit, it's the maintaining it. And there are actually colleagues and that one said it the other day somebody had said to her, one of the advisors in the borough had actually said that, you know, for for a for a, you know, "For your wellbeing, really, there's absolutely nothing wrong with a good school? It's fine to be good. It's fine to do good lessons and it's fine to have good children." That, you know, some people prefer that?

And would you prefer that? What would be your personal view about that?

Yeah, I I would, I would prefer to, erm, like for example my husband. He the, he he doesn't have any, he doesn't give it any credibility at all, outstanding, so what? Your school's not better than mine. His school is good school. It's very creative. The children, he does a creative curriculum, the the things that the children do are related to experience in life and there's just a more relaxed feel to it. The children are more relaxed, the staff are more relaxed, it just has a more relaxed feel. Here, it's not the same cause we're all driven 'cause we've got to keep that maintaining st, you know, it's very formal, you know, erm, the children, I if you look at creative writing, I don't find the children here particularly creative because they're always worried about what they write because it will be scrutinised, they don't just f…, they don't just let it flow. It's they're always kind of, 'Well, we haven't got any ideas,' you know, and I I and tapping into that is, you know, I mean, we do we do drama, we do things, to try to bring out their creativity but they're very reluctant to think for themselves, they're very reluctant to basically express their creativity because, you know, they're being (47) they're going off to do entrance exams to get into private schools, it's all very formal, erm, you know, they've got their Maths, they've got their English, you know, it's done like that, they've got their comprehension, it's quite dated and they're quite driven and so they're a bit worried about coming out of that box and and I think that's kind of what comes with an outstanding school.

Right, OK.

Erm, I think that, you know, and it i*s* maintaining it because I think they're all driven towards what's gonna happen in May because you have to get those results whereas in a good school they can get on

with their creativity and things that they do and kind of that kind of freedom and have good results! The results are good, you know, erm, but not outstanding.

Not outstanding. Hm.

So it's it's the maintaining it. With the pressure, I mean, we had a head before this one for four years and and she'd taken over an an outstanding school. She'd been a member of staff here for 16 years and basically the pressure on her, which then obviously got relayed onto us, to make sure that when Ofsted came, this was still outstanding, she she actually admitted herself she would have been broken if we haven't had got outstanding. It meant that much to her. And we would have been disappointed because she would have been disappointed. She would have felt that she'd failed. When she hadn't. It would have been just the system that's, maybe on that occasion, there could have been a blip join the data or something, I don't know. We felt quite under pressure. And on her first year as a head, erm, she she we'd done very very well but she hadn't quite understood how well we'd done. Cause our writing, 'cause I'm very, er, I do actually feel that integrity is very important. And the integrity of the results, is absolutely crucial so the exams that are externally marked are fine, that's not my issue, somebody else marks them but the creative writing is teacher moderated and we have guidelines, we have to stick to the guidelines and I'm a moderator in the borough so I have to make sure that I'm actually a good role model of, you know, the integrity of the professionalism and our results are robust so I can't just push children through because I like them, they have to have met the criteria and if they don't, we've done our best and they've done their best and that's how it is. Now, the the higher end, so it was level 5, now it's greater depth, it's not good enough just to get them through with a level 4, the expected standard. Here, they want level 5 and greater depth. In comparison to other schools, they obviously, they clearly hadn't been as robust with their results because they hadn't followed the guidelines, ours were lower and you know, I can can quite honestly say that I was brought into her office and yelled at, shouted at, there was an implication that I'd done that to stitch her up and she just, she was under so much pressure that she just lost it. Swearing at me erm, and and that devastated me. That took away my confidence. That that summer was not good summer, I didn't want to come back, and that's why I decided then to become a moderator because they got an external moderator in to check what we'd moderated and the woman who came in said that the moderation was absolutely spot on and that it was accurate and that she wouldn't actually argue that the ones that they'd wanted to put up couldn't be put up because they didn't fulfil the criteria and that she was very happy with it and then *she* said to me before she left, "I think you should be a moderator because it can give you credibility in your judgement so I, I did that and I have been doing it for the past few years and then it calmed down after that but that'd just give you an idea of when you look at these results and I I've rung every other head teacher in the area and they've got better results than us. But I couldn't comment on their results, I just had to do, 'These are the children, this is what they did,' and, interestingly enough, it then that was in the July. The following February we were in the Telegraph for being the [number]th best performing school in the country with those results and the governors wanted to take us out for a drink and I refused to go? Because I just felt, erm, actually, I hadn't really recovered from that because we'd all done our best and I can understand why, you know, she was worried about the governors, it would look bad on her because she'd just taken over as a head and she didn't feel it was good enough and we'd done our best and, you know, you could see she was worried about the maintaining the outstanding. And like I do f…, I do know that some headteachers, I mean that our new headteacher that we've got now is very brave lady to take that on because lots of headteachers wouldn't want to take on an outstanding school 'cause you've got to maintain it because what does it look like if you've taken on an outstanding school and it suddenly becomes good. You know, the the parents wouldn't see it for what the farce that it is, you know, they wouldn't see it as somebody was doing a really good job and, you know, some…something, you know, whoever it was would came in and it's just like a judgement on, so yeah, I think it's maintaining that.

Yeah. And it sounds like the inspection itself, you described it as quite stressful…

Yeah.

…you can feel lonely and it's really annoying and the other side of that is people above you within the organisation…

Yeah.

…that's the added pressure of the sort of their perceptions of…

Yeah.

…what you may be doing or…

Yeah. And it's all down to you and it's because of you and, you know, if you've got a te…, if you've got children in your class who, you know, they're doing their best, the one thing that I refuse to do is let all of that filter down to an 11-year-old child who basically needs to be made to feel good about themselves so we pride ourselves on the s…fact that the parents do say, erm, when the children leave that, erm, they're very confident go to secondary school that they do feel good about themselves and they do feel valued and quite a lot of them say that, "Oh, the children really enjoyed the SATs week…

Hm!

… and we don't know how you all managed to do it in such a way that they don't feel the pressure," well, they're very well prepared and that's rewarding to hear because actually it's not fair on them for them to for it to filter down. Erm, if they're doing their best, then they can't be made to feel inadequate because their best isn't good enough because it is good enough. Erm, but, you know, if I was gonna work in another school, I would I would I wouldn't choo… I mean I acquired an outstanding school, everyone here is very lovely and, you know, when we had the last Ofsted, I did go down and said to the head teacher who I was a bit worried that he wasn't gonna give us outstanding and I just said to her and, "But people would think I'm a failure," I said, "No, they would't. Wha…why? Nothing's changed. He comes today, he says it's not outstanding, it's good, it's fine. We we carry on, it"s fine, it's not a problem, nobody's gonna, it's not, you know, it's a farce! Erm, but I think for some people it's an obsession.

OK.

And…I don't know why.

Hm. It sounds like there are so many different sort of costs…

Hm!

…to it from what you've described, on different levels…

Yeah.

…in the school…

I mean, I I've been around schools, good schools and looked around. They looked great to me, looked lovely, the the children are happy, everyone's getting on and the children are happy here, too, but you know, they're all getting on, they're all doing well, you know, but…

Hm. Were there any differences between an…I'm very conscious that I'm keeping you…

No…

…for a long time now so I'm trying to

…I'm talking too much.

No, not at all, it's so helpful.

Should have stopped me 'cause I just go off…

No, no, I just won't want to keep you for longer than I promised so…

No, no, don't worry.

It's really really helpful for me.

Yeah.

I was just wondering whether there were any differences between the three, you said you had three inspections in your time at the school.

Yeah.

Whether you noticed any sort of differences between them.

Yeah, the first one was a week long, because that was the first I think that was in 1990, or was it 7, that was a week long and and they s, they watched us teach for a lot longer. Erm, and the s…, the s…, so that was probably more observations. They came and watched more teachers and, you know. The second one and the last one were very similar in that they were all data-driven.

Hm!

They didn't watch many teachers teach, he just poured over the data.

Oh, OK. And in terms of EWB, how do you think those different types of inspections might have impacted on you for instance?

Erm…

It sounds like they were quite different, the first one from the other two.

Yeah, erm, to be honest with you, I… the beforehand, is you, you know, you get, well, the first one we had about 6 months' notice. I remember that. And that was dreadful because the 6 months everybody just ate, breathed and slept Ofsted. And there was this build-up, build-up, build-up to this Ofsted that was coming in November and and all the summer holidays, people were thinking about this Ofsted and how how we had to be outstanding and, you know, it was the first kind of opportunity that we would have to get that award cause it was, you know, usually you didn't get you got HMI inspection so you didn't have an Ofst… so and they were coming for a week. Erm, and when they came, you know, the headteacher who was who was here at the time, she was quite a gentle lady, erm, and I just remember her sort of like a couple of minutes before just bursting into tears in the staff meeting cause she was trying to hold it all together and but obviously we got outstan…, outstanding. The other two were literally 24 hours' notice so they rang up at half 12 the day before and said they were coming in, erm, and there's instant panic for when you get the phone call, there just, there was hysteria, about an hour of hysteria, everybody "Ofsted's coming, Ofsted's coming," and you've got to get certain paper work to them, in time for them to, you know, they've already looked at your Rays Online data, they probably at that point pretty much made up their mind what you are 'cause they've seen your data, they come in with an agenda, they don't say that they do but they do, they do, I'm convinced they do, it's my opinion of it, anyway. They've already got their agenda so you've got outstanding results, you have to prove to them that you are outstanding. If you haven't got outstanding results, then you're on the back-foot because, you know, sometimes an Ofsted inspector would actually say to the headteacher, "Well, you know, looking at your data, you do realise that we can't give you, you can't get any better than good. You know, and then you kinda know. And so nobody goes home, everyone's here, planning their lessons, getting everything ready, everything that they want, all the demands they're making, and then once the actual Ofsted arrive, it calms down. Once once they're here, it's the it's the beforehand that's very, very stressful. People crying, people upset, people going home at midnight, co… and so waiting for the school to open at 5 o'clock in the morning to be here so they're not at their best anyway cause they've hardly slept, erm, but once once they're here, well I find here anyway, people just thought, "Well, they're here now, let's just get on with it, they'll be gone tomorrow." And they just get on with it. But the build-up, that phone call…cause people are running around like headless chickens… is, erm, you know, the headteachers get more staff in telling them to stay longer, you know s…, to do extra time to support the teachers, the TAs, there's this big sort of show put on.

Hm. I'm wondering from the teacher EWB point of view, whether there are any benefits of the Ofsted outstanding label at all.

Oh, there's no there's no benefits.

There's no benefits.

No.

No.

You'd be better off in in a good school. Delivering good lessons because there is a theory that, you know, teachers do not because of the nature of what children have to do, every lesson in an outstanding school that you deliver is not an outstanding lesson cause it's not possible to keep that amount of energy up. And the children, you know, if the children would keep doing outstanding progress and outstanding learning in every single lesson, their heads would bust because the they'd be brimming over with all this progress that actually not how children develop, that's not how children grow that's not how children progress, so it's quite acceptable and somebody did actually say it, that in an outstanding school you can be an outstanding school but just have majority of good lessons. 'Cause good's fine. If you're good, you're good. Erm, and so I don't see that there's any benefits you know, you've got outstanding results and, I mean I don't agree with Ofsted at all. Cause I think that they only get like a snapshot of what's really going on in a school and they say they take into consideration different, erm, situations but I don't believe they do. In fact, I know in in one school in in [borough name] they haven't taken into consideration, the these children haven't made expected progress. In the background, they had quite significant trauma in their life, which you wouldn't really expect them to make, wasn't on their list of priorities to make expected progress and, erm, so you know, there was lots of situations like that within the school and they were just put into requires improvement but that was out of the school's control. And then here, you've got a situation where this school's being compared, and quite a lot of children are tutored, they have tutors, you know, erm, they're in a situation where they can afford to do that, they're quite, you know, quite well-off, quite middle class, some of them, not all of them, quite a lot of them, so they quite they're quite privileged and that's that's great if their parents can afford to do that and I'm not saying they shouldn't support their children whichever way they can, they want to do the best for their child and I fully understand that but them being compared with a school down the road where the teachers don't have children that are tutored. So these children are probably going home, nobody is hearing them read, nobody's checking their spellings, nobody's doing their homework with them and they're still having to to to to take the child to where I'm taking them, which is expected standard. And so it's not really consistent so, you know, I would look at it and say we would expect us to have outstanding because of the nature of the intake but I then I certainly wouldn't demean another colleague who was in a requires improvement school, in fact, I admire them for staying there and, you know, really doing their best to do what's best for those children in their care. I think that takes a lot of courage, erm, because some people kind of overestimate the significance, particularly parents…they're completely besotted by the whole Ofsted label, you know that. 'Oh yeah, we want our children to go to an outstanding school,' when for me personally I'd be quite happy for my children to go to a good school, erm, where they were happy and where they could thrive and find out who they are basically. Erm, so I don't think theres's any benefits. And I do, some of my colleagues actually do say, "Oh, gosh, don't you just wish you worked in a good school?!"

Hm, I see.

And we've just, we've had a a friend of mine has left here, she got herself a promotion in the borough, she's gone to a good school, she just keeps texting me and telling me, "It's so laid-back here," erm, and she's working hard, she's busy but she keeps saying, "It's so laid-back here," and we can't actually put her our finger on what she means what does she mean by "it's laid-back here" cause we think we are laid-back? Clearly we're not because she said on more than one occasion.

Hm. What do you think, erm, you would appreciate as a sort of, if there was any kind of intervention or support put in place in your school, targeting teachers' EWB, from your point of view, can you think of anything that you think would be helpful for you?

I…

It's been helpful to hear all the different aspects of how taxing it can be to sort of…

I think…

…achieve and maintain…

…if they were able to, you know, erm…I … for s… wellbeing…

Particularly for teachers' EWB, yeah.

I can't imagine that, I'd li… I'd be interested to see the impact on finishing at 12 o'clock on a Friday would, I mean it wouldn't go down well with the parents it's probably un… it's quite unrealistic but finishing at 12 o'clock on a Friday and getting out of here for the weekend. I would imagine that would have quite a significant impact on wellbeing of a lot of of every teacher.

OK.

And I don't know, I mean, more realistic would probably be, erm, more of those opportunities for teachers to go socialise, you know, it, an affordable sociability, I mean at the moment we've got lots of young teachers working here, they're it costs a fortune to live around here so they they don't really have the sort of facility to go out and do sort of like you know as a staff it used to be years ago [inaudible word] organise trips to the theatre but that's got out of people's kind of, not everyone could afford to do that so we've stopped doing that now cause it's not about haves and haves nots some people have got families, you know, theatre tickets are really expensive and there was all those implications so everything we do, we have to do something quite cheap because we have to consider the fact that people sort of…It would be nice to have sort of things like sometimes the gyms they have special offers, they invite us down and say, "You can have a special offer…

More of those things.

More of those things, if there was this, like at the theatre, if they had a special night for teachers where we could all go for 50% off or something and we could have a night out, erm, but even organising the staff Christmas night out, you know, you're talking about £50-75 each. People don't wanna pay that so something like that, something that we could go to that maybe special rates for a sporting fixture, you know, erm, like [town name] rugby ground, you know, if teachers could go down and watch the rugby…

Hm!

… and have a reduced rate with them if if that was available. It's all *social* things, erm, or if there was something where the idea would be that, erm, maybe at the end or start of term there was a budget to enable you as a staff to go off to a spa for a day together. I know some some areas do do that…

Oh, OK.

Erm, but they obviously they have a lot of money, there's not enough money here for that sort of thing but they do they go for a spa break and then they have a sort of afternoon tea…

Something social…

Yeah, something social…

…together with colleagues.

…and you know, I suppose our RE day is a little bit like that but not on that league as sitting in a spa and be with everybody…

Yeah.

…and, you know, that sort of a bit of a bonding, you, you know, but…

All those opportunities.

Yeah.

It's been so incredibly helpful, [name]…

Oh, gosh, I hope I haven't talked too much. (smiles)

Not at all, thank you so much.

Yeah.

This is really rich information.

Yeah.

…for my research…

Yes.

…and so extremely valuable. Is there anything else you haven't had a chance to say? I know I've been firing lots questions at you.

Erm, I don't know really, I think you've pretty much I think you've actually done quite well cause you seem to have covered everything.

Do you think…

Yeah, 'cause sometimes…

… we've captured everything?

…yeah 'cause sometimes I keep, you jog my memory about things I've forgotten about.

(I laugh)

And I, "Oh yeah, I'd better mention that cause I've just remembered this happened."

That's really helpful…

…that happened…

… yeah.

Erm, yeah, erm. Teaching in general at the moment is not in a good place, there's lots of people want to leave the profession. And it's really down to the fact that, erm, it it is, it's basically down to the government imposing things on us which without any real understanding of the children and that's frustrating cause we know these little people? And we're never allowed to just get on with the job on our own there's always people interfering from up there and they've they're always changing it, and like if we have another government in, they'll change it again and the focus is always changed so you know, you really just have to be strong and do what you believe the right thing, erm, and not really take an awful lot of notice of all of that.

Hm. Thank you so much, I really appreciate it, so powerful, thank you, [name].

I hope everybody else's is helpful.

I'm sure, oh my gosh, so rich.

Yeah.

A lot of information so thank you so much.

If you need anything else, if you've forgotten something, just ask, just text me or…

Ah, are you sure? Thank you so much.

Just email me and I…

That's so helpful.

…and I'll write another few essays for you.

Ah, great. And I'm really hoping, gosh, this would be a disaster but it looks like it's been fine.

It does look like it's been recording.

It does look like it so I'll put it under a locker after this.

Yeah.

So…

Interview 2

Okay, so thank you so much, [name], for agreeing to take part in my research. So our focus is teachers' emotional wellbeing and I'm really interested in how full-time class teachers make sense of that within their role in an Ofsted outstanding primary school. So having looked at the current research, there's not that much at the moment on the Ofsted outstanding context as such, so I'm really curious how you are experiencing that. So maybe to start with, can you confirm what year group you teach please.

Yep, so I'm [name] and I'm teaching year 3.

And have you always been year three?

So I've been a class teacher in year three for three years and before that I was a teaching assistant in the same school but in our centre for children with autism.

Oh, okay.

So seven years now.

Oh, right. So you know the school really well then?

Yeah, yeah.

And you've been a teacher for three years out of the seven?

Yeah.

Do you have any other responsibilities in the school, any additional roles?

I'm joint team leader in year three, joint team leader, and I sort of try and help with the reading in the school, the reading schemes and setting the reading for children and things like that, erm, so I mean, probably the team leader would be my main (laughs) responsibility.

And what sort of jobs or tasks, does that involve?

I'm really lucky because I share it with another colleague, so I split the role. But it involves having to go to meetings and and feedbacking information to our teams, other teachers and our teaching assistants, managing parents, if they have any concerns and they're not happy with the response that they've been given, perhaps they need a team leader to come in, organising trips, and just generally making sure that all the planning, medium-terms plans, everything is up to date, health and safety, things like that, mainly for our year group.

Quite varied range of tasks…

Yeah. (laughs)

Yeah, yeah. So if we think of emotional wellbeing as such in your role as a full-time class teacher in particular, what what would that phrase mean to you if you hear the phrase of emotional wellbeing, it might be different for different people and there's no right or wrong answers, it's just you're opinion that I'm interested in.

I think probably how you look after yourself and take time to look after yourself, and manage with the stress. I mean, it is a stressful job. You were a class teacher, it is a stressful job. So I think emotional wellbeing is how well you are managing emotionally with what's being put on you, which is an awful lot. So I think that is probably the definition for me is how you emotionally you react to different situations.

So how you react to different situations, how you look after yourself…

Yeah.

… you said, and making time for yourself…

Yeah.

… within a stressful job.

Yeah. (laughs)

Yeah, that makes sense.

I'm not good at any of those things but…

Aw, it's yeah, quite a big area…

Yeah.

… as you said, and it's kind of interpreted differently by different people…

Yeah.

… so it's so helpful to hear how you make sense of it.

Yeah.

Yeah. If you think of your emotional wellbeing at the moment, how would you describe it in your role as a teacher?

Erm, erm, erm, (laughs) probably high levels of anxiety, erm, sporadic sleep pattern, erm, not being able to switch off from work, erm, finding it ch…difficult to have a social life within the week so and when I do, feeling guilty that I should be working. Ph…probably not great. I think, overall I think, erm, I'm really lucky… I'm mean, you've met one of the girls, we're all the same age, we all get on really well, so having that here is why I'm here, really because we've all got each other, which is really lovely. Erm, but I would say a high level of stress, you know.

So you described high level of stress, high level of anxiety…

Hm.

… and you mentioned there are even sort physical implications as well in terms of sleep patterns…

Yeah.

… can be sporadic.

Yeah.

And then the social life…

Yeah (laughs).

… if it happens…

Yeah.

… it's kind of coupled with guilt and and what's helpful is having the people around you…
Yeah, yeah.

…in the in the school.

Yeah, yeah. It's not good. I don't think it's good.

Okay.

[Nervous laughter] Personally.

Yeah.

Which is why I so want to do this.

OK.

Because…

What were your thoughts about it when you sort of…?

When I read it, and I actually read it with one of the other girls that you're interviewing, we were like, 'We have to, we have t…' We felt so strongly to for somebody to do something about it because it it's so unhealthy. Like, we're under 30, we're we're all we're not getting paid huge amounts, we're here till 7 'o' clock some evenings, half-seven in the morning, like it c… I just think something has to something has to give, whether the government realises what's happening, and this isn't just happening in outstanding schools, I'm sure this is happening in every school. But, I don't know, I just… I went away in the summer holidays and I said to myself, "This year I'm not going to do this, this and this," and within the first week I was already staying late, getting here really early, taking work home, thinking about work at the weekend so you just get yourself into a mad cycle. So I really wanted to do it just because I felt I could contribute to the research quite well. (laughs)

And it's so valuable, everything you're saying…

Yeah.

… is extremely rich and really, really valuable for my research.

Good, I'm glad.

So thank you so much. Absolutely. And it sounds like when you're saying when you made almost a decision to prioritise what you thought…

Yeah.

… would be helpful for you, but then it sounds like maybe there's a dilemma between what you decided to do…

Yeah.

… and what you ended up doing…

It's just not realistic, I don't think…

OK.

… to, you know, I mean, I have to tutor three times a week so because it's so expensive to live round here. So, like, that's why I have to leave today at 4.30, so, but I'm feeling guilty about leaving that that early so it's a constant battle, you know, of 'Oh, but I need to do that for my… to have a social life, I need to do that but I need to stay at work to do that. So it's it's really hard. And at the end of the day I know it's just a job, it *is* just a job, but I think I'm quite passionate about teaching and it's hard to do it half-heartedly. I think I want to give my all to the children, but they take your soul. (laughs) Not the

children, the school,you know, it just y-you, it just co…completely consumes you I think. Of of…and I think it probably is a personality thing as well.

Okay.

You know, where…

Can you say a bit more about that?

In terms of personality?

Hm.

I think I'm definitely, I would say, always, always have been a worrier, and I've be… I think I'm quite er, I can get myself into a state of anxiety sometimes. Erm, and I also…(pause) erm, I wo…I'll worry if somebody gives me a job, maybe like senior leadership or someone, I'll worry so I'll make sure it's done to perfection as well as I *can* do it because I don't want them to think that I'm not good at something. So, I wouldn't say I'm a perfectionist in all areas at all, but I probably worry, not what they think, but, like, I don't want, I want them to think that I'm doing my job well which is why I would stay so late and make sure things are done and try and be organised. Erm, but Like I I'm like a very, very sociable person as well, so trying to do that and then trying to have a bit of social life is, that's where all the conflicts come. (laughs)

Hm. So there are lots of conflicts…

Yeah.

… in your head, you know, it's just a job but then you're saying you're passionate…

Yeah.

… and you don't want to do it half-heartedly, and then the expectations from other people…

Yeah**.**

…personality traits, all those things in the mix if I'm understanding it…

 Yeah. I mean it's, yeah.

…right.

Which is probably exhausting in itself. (she laughs, I laugh) Yeah, so yeah. (laughs)

And it has been three years, so if you think of your sort of journey or process of kind of kind of how things have changed throughout the three years, have you noticed any changes in terms of your emotional wellbeing into *any* direction really?

Erm, I would say, erm, last year, my emotional wellbeing. Hi, sorry, we're just doing an interview, sorry, it's being recorded. Sorry (we both laugh). Erm, I would say last year, er, it was sort of, it got really bad. My mum's a teacher, so I often talk to her and I think she was quite worrie…, you know, she was saying, 'Well, you can't go on like this'.

OK.

Or keep goin.., or going home and worrying about work. Erm, and I'm sure again it will happen this year. I think it depends, I mean, you were a teacher, I think it depends where you are in a school year. You know, there are stressful periods and less stressful periods. Erm…, so I think overall I'd say in terms of like sleep, sleep, exercise, being able to socialise wi… have probably stayed the same. They haven't got worse and they haven't got, I haven't got better at them either. I think it's just sort of

stayed the same. Erm, and I always try desperately to try and change them but it's a really hard habit to get out of. It's yes, so I would say it has stayed pretty much the same.

OK. So no real changes throughout the three years but in certain parts of the school year, you said…

Yeah.

… that's more of a tendency that in certain times…

Yeah.

… it gets a bit, I don't know…

Yeah, yeah. I can I can sleepwalk or -talk about children. (smiles)

OK.

…or I could think I'm in my classroom when I'm in my bedroom (laughs), you know it's like constant not switch…switching of. Erm, but that wouldn't be like… That hasn't happened this year, that would be at the more stressful times.

Okay.

But yeah.

What would…

I sound, I sound mad now. (laughs)

No, it's so valuable and it really is just your opinion and your experiences, so I'm not looking for any particular answers…

Yeah, OK.

… at all…

Good.

… it's all really, really valuable, so don't worry. (she laughs, I laugh)

Okay.

If you think of, can you think of a time when you think your emotional wellbeing might have been the highest, or quite high, quite good, you were pleased with it.

End of term. (laughs)

End of term?

Yeah, probably, erm, a…yeah, end of term. Towards the end of term, I would say. I mean, even at the start of this term, the first day we arrived in and I felt like, 'Right, come on, this year it'll be really, you know.' But we've got a new headteacher this year so things have been very different for everybody…

OK.

… and I would say the morale in the school has been quite low so I feel it's kind of impacted on everybody a little bit…

OK.

… so I think everybody is feeling a bit heavy at the moment. Erm, but I would say end of term, but also when I'm with the girls here, when we go out, when we talk about work, it feels fine then and you realise that actually, everyone is in the same boat, everyone is feeling the same erm, and that makes you feel better as well, just knowing that actually everybody is in the same boat, everybody is feeling as awful as you are. (laughs) You know, so that kind of m…, knowing that everybody is in the same situation is, it doesn't help my my emotional wellbeing but it's good just to know that everybody is just sticking together and getting through it together? Erm, but yeah. I think probably that, yeah. (laughs)

That togetherness with everyone else in the same boat.

Yeah…

Yeah.

…working together and yeah, knowing, knowing that we're all in the same in the same place.

Yeah. And what about the end of the year is a kind of a bit less difficult or?

Erm, yeah, I mean…

What do you think made it a bit less challenging at the end of the year?

I think just the, well, for me, so our headteacher was leaving erm, and so the pressure was off really for the summer term. Not that the expectation wasn't there, because that wasn't the case at all, it was just a lot more relaxed in the school. Erm, and erm, yeah, I think that you had your children where you wanted them to be, you could just enjoy them for them and not to constantly worry about their levels and getting, you know, assessing them and things like that. Erm, and I think probably as well the weather you know, being able to go outside and it being light when you wake up in the morning. Erm, so yeah, I think probably that would be…

And do you think when you say that the children were at the level you wanted them to be…

Hm.

… and you didn't have to worry about that, was that linked also with the fact the head was leaving and you said it was a little more relaxed…

I think just in terms of, like, the children they knew all my routines, you know, they were quite easy then in the end, they didn't, they…it wasn't hard, where at the moment I'm trying to train them to, you know, so just in terms of that. And just, erm, it was just little things, like for example, erm, our new headteacher now walks round the school at any point in the week and comes into your classroom, which is fine and I've got used to that now, but that would never happen before? So my anxiety levels were really high because I wasn't used to that happening. I'm fine with it now. Erm, but things like that last last term just didn't happen. Erm, so and I think in the summer term as well, you know, once everyone had their SATs results done and it was just a lot more chilled, I think. I mean I think the end of the summer term always is, isn't it because everyone is just winding down a little bit. Erm…but yeah…(laughs)

How do you think the headteacher walking around the school impacts on your wellbeing, I know you said you felt a bit anxious about it because it hadn't happened before.

Erm, I would say every lesson I teach, I'm fairly tense thinking she's going to come in. And I feel really confident in my job and I know that I'm good at it? And it's not that I'm worried she's going to come in and think, 'Oh, my goodness, what are you doing?' Erm, but it's just the it's just the getting looked a…looked at and the judgement or whatever it is so I I do feel tense, you know thinking, 'Is it today, is she going to come in today?' 'Is she going to come in tomorrow?' And I know lots of headteachers do it, so it's just because we're not used to it. Erm, yeah, so I would say I'm probably very aware of it and tense. (laughs)

Hm. So do you think it's the change as well as the actual process…

Yeah, I think so.

…it's the change, a different…

I think everybody has found the change really hard as well.

OK.

So I I think, it's not all bad changes at all. Erm, it's just a change, which people don't like, you know. Erm, no one likes huge changes, so I think it's just trying to get used to it and I think everyone in the school at the moment is feeling just a bit like, a bit heavy.

OK.

So I think that's, that's kind of… You come in and you think you'll be really positive but then you hear someone moaning in the corridor about something and you just think, 'Oof, well.' You know, and it's hard to kind of keep the morale up? And, like, I'm really lucky because us three girls, we work across year three, we're all the same age. We're all really good friends outside the school as well, so we're lucky, we can just kind of close our doors…

Aha.

… and get on with what we're doing. Erm, but, yeah, I would say that probably impacts, you know, when you hear people and it sort of brings you down a bit. Yeah. (laughs)

Yeah. That's interesting. So you said, first you mentioned about the time of year…

Hm.

… end of the year or beginning of the year can be a bit maybe easier…

Yeah.

… and then you spoke about how management can have an impact on how people feel…

Hm.

… or how you feel and a also a change within that.

Yeah.

And then other people's morale, you said, can also…

Yeah.

…kind of influence how you feel.

Definitely.

Yeah, yeah. If you think of the last three years again, or I don't know if it's, what's easiest for you, to think of now or the last three years…

Hm.

… but it's just a sort of general question from your teaching career within the school. What sort of things have you found helpful in terms of what's facilitated your emotional wellbeing if anything?

Erm, I think talking, making sure I talk. I've had to be really careful because I don't want to constantly, we don't and we've said as a group here like if we go for drinks and things we don't want to talk about work because then you kind of fester…

OK.

… and we kind of build each other up then I think and you'll… So I talk to my mum a lot, she's a teacher but she doesn't obviously work here so it's someone who understands what it's like…

OK.

… that has an outside opinion. Erm, exercise really, really, really helps me. Really helps me. Erm, and a good night's sleep. If I can get a good night's sleep, then I'm a different person. (laughs)

(I smile) Okay.

You know, so I think those things really. And just being able to, you know, see my friends, which I have got much better at doing actually. Erm, but doing things like that really are probably… Erm, my mum wants me to try and do yoga.

(I smile)

She thinks yoga would be really good for me. Erm, but I don't have time. (laughs)

Aw.

So no, I do need, I definitely… like, I play hockey twice a week and definitely I always feel so much better.

OK.

If I feel stressed, I can feel my shoulders relaxing. I'm tired so I sleep, so definitely, things like that really help.

So that's things outside the school context as well as within the school context.

Yeah.

So the exercise and talking to your mum is kind of almost a bit removed from here…

Yeah.

… and then here you have your year group colleagues you said…

Yeah.

…you're really close friends. Is there anything else within the school context that have been or has been particularly helpful or enhancing your…

I think, you know, hearing, like, some positive feedback…

Hm!

… you know, just, or even like a thank you, thank you for doing such and such, or erm, well done on whatever, you know, just, I mean, I think in a school environment you don't get loads of it, which is fine, so when you do get a 'thank you' or a 'well done' from somebody, it means quite a lot? Or like even a parent, you know, something positive, and you do you do take take that on board. Erm, so I think, yeah, so I think probably sort of positive feedback. Erm…(pause)…(laughs)…

Makes sense.

When there are cakes in the staff room. (laughs)

Yeah. (laughs)

Yeah, I think probably things like that… talk… talking and positive feedback.

Talking and positive feedback.

Yeah.

And positive feedback you said can come from parents or (inaudible)…

Yeah, it can come for parents or other teams, or we've got our middle school assistant head, she's very good at coming down and just saying, 'Thank you for your hard work'. You know, just something little but it does mean a lot.

Yeah.

… and I think it's really important to do that as well. Er, and she knows what it's like, you know, she's she's aware of how long everyone is working for. So I think it is important to do that.

So it's almost like having that understanding from somebody else…

Yeah.

… who can empathise with…

Yeah, definitely, yeah.

Hm, yeah. And if we flip that around, has there been anything that's been unhelpful, or I know you've mentioned things already, the changes and how you're perceived by management, and I know you said it is quite hard to leave the job behind…

Hm.

… because you will continue to think about it after work, so you've mentioned already so helpfully a number of things…

Oh, good.

…that have been hindering perhaps…

Yeah.

… that was my understanding but please correct me…

Yeah, no, no, no.

…that have been hindering, maybe, emotional wellbeing.

Yeah, definitely.

Is there anything…and the part of year, you said as well, can make an impact.

Yeah, and I think, just…I think probably like just time restraints, which comes with the job, you know, having so much work and sometimes being told that it needs to be done by Tuesday or something and only being told on a Friday, things like that. I know that happens in lots of jobs, though. So I suppose time restraints would probably be another…

OK.

… another factor, not getting what you want done anyway in the time that you're given. Which is probably why I battle with when I have to go to tutor because I know I should be staying to do something, but then I actually need that money (laughs) so it's kind of, yeah, you kind of have to juts weigh it up. But I think I always feel better when I leave here at half-four to go into tutor, in my head it feels good to leave early when it's still light. So that's always quite nice as well. (laughs)

Another external factor…

Yeah. (laughs)

… just sort of step out and see the the light of day.

Yeah, yeah.

Yeah, yeah. And you said that even things like sport and sort of sleep patterns, I know it's not in the school context…

Yeah.

… but you said it's impacting on, you said you're a different person…

Yeah.

… when you have had a…

Yeah, when I've had a good night's sleep, yeah.

… good night's sleep.

I can be really quite grumpy if I don't sleep properly. (laughs)

Okay. (I laugh) The other thing that I was thinking as you were talking, [name], is that I'm wondering whether any of these things are also linked with, either positive or negative, could be any of the things, to the Ofsted outstanding label…

Hm.

…because that's the bit that I'm also really interested in, what that Oftsed outstanding label means…

Hm.

… to people working here, so I'm wondering what it means to you…

Erm…

… to work in an Ofsted outstanding school in terms of your emotional wellbeing.

I think looking back to when we actually *had* Ofsted, it's whenever I had heard the word Ofsted before, because I know other teachers, I knew that it was a big deal but I never knew why, so when we got the call here, it was, I think this will just stick with me forever, it was the most surreal experience I've ever had. You know, we got, we got told at midday on the, I think it was a Monday, and we were just, we were here that night until 11 o' clock at night. They sent food and everything, and my colleague next door, she lived quite far away and I don't, so she lived with me for three days. And it was just, we were in this bubble of stress and panic and tears and almost spent three days holding our breath. And we were outstanding before, erm, but the Ofsted had been completely different, there was only one inspector and she came for half a day or something. So we knew that the inspector who had come this time, we'd searched him and he had never given a school outstanding before, ever, erm, and so there was that element of pressure as well. Erm, so when we were waiting for the results, we all just sat down and we said, 'We physically, physically could not have done anymore'. And now I feel, yeah

we got outstanding and it was amazing and we did deserve it, I think, erm, but it was just, what we had to go through to get it. I mean, I think, I don't know, I'm not an inspector at all and I'm not an exp… as not an experienced teacher for that has been teaching for so many years, but I think when you come into our school, you can have a good feel about it, the teachers are fairly relaxed, having three days of that state of anxiety, we were so ill afterwards, everybody was ill…

Physically ill?

…we called it Ofsteditis. You know, everyone was just broken because you'd thrown all our energy into it. So I think now the label, I have like a really emotional attachment to it (laughs) because I just remember what we had to go through to get it? Erm, and now, if I'm completely honest, the fact that we, I don't ever say, because people sometimes say, 'Oh, yeah, it's an outstanding school'. I just think that it doesn't that mean anything, you know, I think we *are* an outstanding school and I think we, I think so regardless of how hard we worked those three days, we work so hard *anyway*, so whether they had given us good or not, I don't think it matters, we all work at the hardest we can anyway and if this school was good, I would still work as hard as I do. I just think that's just in me? And I know lots of my colleagues would be the same. Erm, I think the hard thing about being outstanding is that you've got nowhere else to go…

Hm!

… you you can't be, you can't go any higher, you can only go backwards, so there is that constant treadmill…

Hm!

'We've got to be the best, we've got to be the best', to keep up. Whereas if you're good, you can keep working your hardest and see what happens, see if you can get to outstanding, but if not, good is great, you know, and I think, I'd imagine I'd imagine they're they're not running on a treadmill as much as cause we've *got to* stay at the top. They're they're sort of on a slow incline. But where where … I don't know, it's really hard to explain. Erm, but I do think, yeah I think, I don't know, I think we we have nowhere to go so we're all slaving away. And okay, so we might get outstanding in the next Ofsted…

OK.

… but then we're gonna keep going again and again, you know (laughs).

Okay, I see what you mean.

Yeah, I don't know if that makes sense.

It does. And you've said such a mix of things…

(smiles)

…because when you described the build-up to it, you were saying about a bubble of tears and it sounded like a difficult experience.

Yeah.

And you said, 'When we got it, it was amazing'. What was amazing about it?

I think it was amaze…I think we were all in the staffroom when the headteacher came and told us and she was crying, and then we all started crying. I think it was amazing because you realise how much of a team you were and how much… people were running around helping people that usually they might not have anything to do with them, you know we all just came together, so that was amazing and you realised how great actually our staff are and they do work so well together. And it was amazing having someone from outside recognise how hard everybody works. You know that actually, you're not here till half-six at night, 7 o' clock for no reason.

Aha.

And I think if if we had been given good, I think everyone would have just been like, 'Well, you know, what what can we do?' (laughs)

Hm!

You know, so I think… Yeah, it was amazing, and I think everyone was so proud of themselves and proud of their teams, and the governors were proud… Anyway, I think it was a mixture of being completely exhausted but having lots of people pleased with everyone…

Aha.

… and things like that. Yeah, it was a surreal experience. (laughs)

Hm. And now it's kind of a year and a half on, you said you have an emotional attachment to it and actually you said at the moment it's kind of maintaining it or keep…

Yeah.

… staying at the top is, I don't know, quite, quite hard in a way, did I understand that right?

Yeah, no, definitely.

There's nowhere else to go you said, I think.

Yeah, yeah.

Yeah.

And I think, we've got this new headteacher now and she's come from a very different school, which her school was also outstanding but she had brought it from the bottom to the top.

Right.

So I think, we're already there. I mean, I'm not saying I'm not saying it by any means by the way that this school is perfect, I'm not saying that but what I'm saying is we *have* been given that status so officially we can't go any further. Of course we can make loads of improvements but we can't get that status any higher. So I think that, you know, there is that pressure. Erm but yeah… I mean, I don't feel emotional about the *status* of the school, it was just the whole experience.

OK.

You know, I just think, it was just… unforgettable. (laughs) You know, and like not all bad. You know, it was kind of… because I was with my colleague next door, who you met earlier, we we were really close and we kind of had to laugh at some things. You know, we were hiding, you know, we were just like, 'What do we do?' We were NQTs, you know, it was our first year of teaching and this had happened…

Both of you?

Yeah. So, we were just in a complete state of panic (laughs) but everyone was, so that kind of you know, we kind of just got through those days and you know when you have blinkers on and just kept going. And then afterwards everyone was ill. (laughs)

Gosh.

So, yeah, it was just weird.

What would it feel like to have an inspection now?

Erm…(exhales) I… honestly, I think…(laughs) if I…I don't know. I know that I would be a nervous wreck. I think, you know… erm, particularly because now I'm joint team leader so there's more pressure on me and I don't think we've got ourselves completely sorted yet, so I don't think we would be completely prepared in terms of our planning, things like that, because we're none of us have been here for all that long. Erm, so I mean I just wouldn't sleep, I didn't sleep then, I wouldn't sleep now. Erm…so I would just be running on adrenaline, I think, for those those days. But it's one of those things, I think I'm quite erm,… once I'm in it, I'm just like, 'Just keep going', I wouldn't just cry and and think, 'I can't do this'. I would just keep going and then afterwards it would be like, (exhales) 'Oh my gosh', (laughs) you know, 'that's all my energy done', you know 'that's gone now'. So erm, I would definitely be able to do it, I know I would be able to do it it's just wasn't, it's not a nice experience.

Hm. And I'm just thinking of what you said at the start about how you defined emotional wellbeing…

(laughs)

… you said looking after yourself, finding the time to look after yourself and what you're describing now, in relation to a potential Ofsted inspection, it sounds like (she laughs) maybe it wouldn't really be possible…

No.

… to do much of that…

No, no.

… at all.

No, definitely not. No, no…(laughs) No.

When you mention the word pressure, [name]…

Hm.

… it made me wonder where that pressure is coming from in your view…

Hm.

…within sort of your role or…

Erm…

Do you have any thoughts about that?

I think I feel… my so the people, the like the SLT who are, like, above us, they are all really lovely people, I get on with them so well, but there's still pressure of, 'Am I doing the right thing, are you doing the right thing?' You know, 'Are we all doing the right thing' Okay, good, yep, we're fine', and then breathe. And then something else gets told, 'Okay, right, let's check…' It's that constant pressure of… And often it might not come from them, it might come from like the *head*.

OK.

Who doesn't come to u…doesn't come directly to the teachers, they might feed it through. And then here's that pressure of, 'Is it just us, is it anyone else?' You know, and it's, it's…

Within the school, do you mean? Sorry to interrupt…

Yeah, within the school. Yeah. And erm, I think pressure, I feel pressure the minute I wake up. Every day, whether, depending on whether I'm having an easy day at school, I know I've got an easy day, I

feel tense the minute I wake up. Erm, until I go to sleep if I go to sleep. (laughs). Yeah, definitely feel just tense and he.. like a heavy, heavy pressure. I would say not every day but more so than not.

Hm. You said also that, kind of, you get told a new thing and it made me wonder whether that's a little bit similar to changing head teacher…

Hm.

… and changes, I just had this idea that maybe change can be pressuring…

Yeah, definitely.

I don't know…

Absolutely. And I think everyone gets quite comfortable in in what they're doing and then something comes and then changes it again. I mean, no one likes changes, erm, but you learn to adapt to them. But I think the difficult thing at the moment which is happening is that we can change… we learn to adapt to them which's fine, but there's a lot of …talking in the co…, you know, talking and people being, people coming and and them being concerned or, and so I think that that's sort of impacting on it as well, erm. But I mean, the changes, I don't think the changes are bad changes, they're just different erm, and that will just take getting used to and it's just a different way of w…having to work, you know. Erm, but yeah. (laughs)

Hm, hm. (pause) I see. I'm wondering, and I know that we have to finish very soon as well…

No, (inaudible).

I'm I'm wondering whether there's anything that you can think of that could be put in place in a sort of imaginary world…

Hm.

… that would facilitate your wellbeing…

Yeah.

… if you could think of any intervention or anything that you think, 'Ooh, this would enhance'…

Oh, loads. (laughs)

Tell me. (laugh)

Well, we've tri…we're trying now after half-term to get… So we have a football coach here and he, erm, is hopefully after half-term going to do, erm, boxercise and circuits in the hall…

Hm!

… from 5 till 6, which I think will be amazing for everybody. And it's free. So I just think taking yourself out of the classroom, doing some exercise and then going home. I think that will be amazing? So I think having some..something in school. I do think it would be really good if some schools, I don't know, I know other schools that do it, have someone to go to talk to where it's not deemed as gossiping or it's not deemed as… something similar to this where you can just say, 'I feel really…' not like a counsellor but maybe someone who has a background in counselling or something. I think in a huge school like this I think it would be so beneficial for teachers just to go and offload without it seeming like they're gossiping or, you know, talking about anybody. So I think that would be really, really important. Erm, and I think just to make sure that the staff are looked after, you know, little things, like the staffroom, make sure that they can… I know it sounds really silly, but just make sure if they need if they need a cup of tea or coffee, that there is tea and coffee there, and there's milk there. You know, things like that that really sound really small but, actually, you need a cup of tea in the day. (laughs) And you know, I think, just looking after, having someone say, well, the staff are the priority,

they need to be looked after. Erm, so I think something like that. And like a wine trolley would be great! (both laugh) Erm, but I think probably having some exercise some…or something in the school where everybody can just *not* talk about work but get, you know, socialise in a in a way where everyone will feel good at the end of it.

Aha.

Erm, and I'm such a strong believer in exercise, I just think it's, maybe because it works for me. I just think mentally it's just so good to clear your head and then everyone lea…being able to leave work a little bit less heavy…

OK.

…you know, their mind less foggy and…

Aha.

So yeah, something like that would be really good. (laughs)

Yeah, exercise and then small things in the staffroom…

Yeah.

… to make people feel that they're important.

Yeah!

… talking to somebody you said as well…

Yeah, definitely, and you know just like a bit of positive feedback every now and again. I think everybody needs that and I think teachers are really erm, I think teachers can be *sometimes* deprived of that. You lknow, I think. And it's not because it's a personal thing, I think everybody is *so* busy, but I do think it is important to sometimes just make the time to say, 'Oh, you know, I saw I saw you did that' — I'm not I'm not talking about just me, I'm talking about everybody. Erm, "I saw you did that, that that was really great," or "Thank you so much, you didn't need to stay that late". Little things like that, people just notice those things. You know, erm, I think something like that would be…

Hm. Because you said that was one of the things that *has* helped in the past…

Yeah.

… and just maybe having more of that or…

Yeah!

That's interesting…

And I think everybody needs a bit of you know, 'Well done on', you know, everybody needs it. Erm, yeah, so….

To boost…

Yeah, definitely. And know that actually, 'Okay, so I did work late that night but I got that done', and and I would never stay here late hoping that somebody saw me. But actually if somebody did and they were like, 'Oh, why w…we're both staying so late, why are we doing this?' You know, just having something recognised every now and again would be, you know, I mean, the money is not worth staying that late… (laughs) so you know, and no one is here to do it for the money…

Yeah.

… because we wouldn't be doing it if it was for the money. Erm, so I think, as we don't have the money, I think a bit of feedback every now and again would be nice.

Yeah. And last question, cause I'm looking at the clock as well…

No, no.

… erm, when you said 'talking to somebody', you mentioned that it wouldn't sound gossipy or…

Yeah.

Yeah, I'm curious about that. Whether… did you say that it would have to be an outside person?

I don't know how it would work but like talking to you now I feel better (laughs)…

Really?

… just after my day. I just feel better just because… I haven't even told you any… you know, I just feel better just for talking about how I feel. So I don't know how it would work, whether someone who comes in maybe…

Aha.

I don't know, two hours in the evening, I don't know, something…Erm, I just think it's so important, I just think I know so many teachers that are just so stressed, so stressed and they leave they leave the profession. I don't want to leave the profession, I don't want to leave the profession, you know, I don't want to leave it, erm, but it's not worth it it's not worth that feeling of pressure and things. I think if you could make little changes like that, having someone in you know, and you don't have to go and see them but if you have had a bad day…

OK.

… rather than go to a colleague and kind of moan about it, which we all do anyway, you know, cause it's natural go to someone who has like an outside opinion and it can't become personal with somebody else, you know.

Hm. I see, so if it was an inside person, then could it be interpreted…

Yeah, and I feel like people might be a bit concerned about trust if it was maybe an inside person.

Hm, I see, I see.

I don't know, I don't how it would work. I do know other schools where they have, like, a counsellor who comes in. Erm, and not that we need counselling, but I think it's sometimes good just to to talk about it, and maybe if it was an ex-teacher as well they would understand those pressures. I don't know. That was my dream of… (laughs)

It's so interesting, it has been so helpful, [name]…

Ah, I'm glad I can help.

…thank you so much for everything so far. Is there anything that you haven't had a chance to say that's been sort of on your mind?

No, I don't think so.

I know I've been firing questions at you but…

I don't think so. I think I think if I carry on working in the [name] borough, I would love to see some some sort of change.

OK.

I really would love to… I just think it's so hard, it's so hard. It's just hard. It's just really, really hard like, I'm hoping to go out tonight for a drink and I'm thinking, 'Oh my God, can I do that? Like is 8 o' clock too late to go and meet them?' Like, I'm 26, like I should be going out (laughs) on a Thursday night to meet a friend. But I I just think it's… I just feel like something has got to change, something, it can't go on. And we'll we'll lose teachers and we will lose good teachers as well, because why would they do this job when they're working 15 hours a day even sometimes? Not getting paid, you know, huge amounts, when they could go and do a 9 to 5 job and be completely stress free? And I just think it's a real shame, I just think there's a huge gap somewhere, where… I don't know whether it's London, I'm not sure, but I just think the stress levels are really quite worrying for people my age. I don't think we should be as stressed as we are. So…

OK.

(laughs)

Thank you so much…

Sorry, I feel like I've… (laughs)

You've been so helpful, it has been really rich and I'm much, much appreciated.

Well, thank you.

Thank you so much.

Well I'm here, Monday if you need to ask me any questions, I'm here as well so…

Ah, thank you.

… after you've done the other girls then…

Great, that's very kind of you, thank you.

Thanks so much, I really enjoyed that.

Ah, have you?

I feel better now…

I'm pleased to hear that, I'm really pleased to hear it.

Interview 3

Lovely. So thank you very much, [name], for agreeing to take part in this interview.

No problem.

So our focus is on teachers' EWB in an Oftsed outstanding primary school so obviously your school has been rated…

Hm.

…outstanding by Ofsted…

Hm.

…so I'm really curious about teachers' experiences within this school context. So there's no right or wrong answers, obviously, I'm just curious about your opinion and your experiences. And if there's anything unclear, just interrupt me or ask questions…

OK.

…if it doesn't make sense.

Hm.

So could you please confirm your role within the school and what year group you work in to start with.

Erm, I am team leader and class teacher in year 3. Additionally, just extra roles I have, I am safe playground, erm, my role is to ensure that there's a safe playground within the whole school in each key stage, and as well I am middle-school leader of Maths.

Hm. What do you have to do as a safe playground…

Erm…

…person?

Erm, basically, because we have so many children, erm, really what I have to do is, erm, mark the area that they play in and divide it into different zones, so one zone would be, say throwing and catching a ball, one zone would be, erm, target games that they throw into another zone would be, erm, bat and ball games…

Ah.

…just so that basically if children were playing with a bat and ball, there wouldn't be children running through them, playing a different game, kind of having a bit more structured play or so that it was a bit safer, erm, and then it would mean as well with the climbing frames, that one class a day would have that allocated area so it wasn't too many people. Just kind of thinking about it largely [inaudible word] so trying to ensure it's as safe as possible.

That makes sense.

Hm.

And in terms of your Maths leader role, what would that involve? Did you say it's middle school?

Middle school. So I am, I work, I liaise with the, erm, maths coordinator who, she is she is for lower school, erm, [name], so she's been here, erm, for about 10 years so it's really in our school a lo…there's a lot of delegation, so, erm, because I'm middle school, it kind of separated it out a little bit rather than [name] having, being in charge of Maths for the whole school. Erm, myself, I am middle school's, that's years 2s, 3 and 4 and I would look at their planning and their resources and I would meet with them regularly. [name] would look at lower school and another girl [name] she looks at upper school so three of us would work together and make sure there is consistency in things so it's kind of just spreading out the role…

Yeah.

…a little bit and sharing it, making a bit more manageable for everyone.

Yeah. And you've got the team leader role as well, haven't you?

Yes, yeah so this is a first year actually that, erm, I'm team leader alongside [name] erm, but we yeah, actually, to be honest, I love it, it's really good and I think this is my third year of teaching now and (pause) I don't know whether I always just kind of put myself forward as a leader anyway, you know how some people are just leaders and I like to lead people and help so to be honest it's not really much of a difference so far erm, in terms of what my leadership role, I feel like I was doing it really beforehand…

Oh, OK.

…in previous years, erm, but yeah, seems really good and my headteacher, she's kindly putting us on a course outside of school so we can learn and speak to other schools…

Hm!

…within the borough to see what they're doing…

Oh, OK.

…in that kind of way so that would be nice, something for the CV, I suppose, as well.

Yeah. So there's 3 quite major roles…

Yeah.

…and then your class teacher role as well.

And then that as well! So it's juggling about 50 things at one time.

Yeah. (I smile)

Yeah.

And you said you've been teaching for 3 years. Have you been in year 3…

I have, yeah.

…for the whole duration?

Yeah.

Yeah, yeah. It's really helpful, thank you for clarifying what your roles meant.

Yes.

So in terms of EWB, which is kind of the main focus of my research…

Hm.

…when you hear that phrase, EWB, what does that mean to you? I appreciate it can be different for different people.

Yeah.

But sort of when you hear that, what comes to mind?

I think it's just, for me, EWB is how you're feeling in yourself really, erm, and how you manage it, I suppose, and how work can affect that whether ha positives and negatives on it.

Hm, hm. That makes sense, so how you're feeling and how you're managing your feelings and that's linked with your work because it can impact on…

Yeah.

…how you're feeling…

Hm.

… if that's…aha. So if you think of your EWB at the moment, how would you describe it?

Erm…

In your role as a teacher.

As a teacher, erm…to be honest, this year has probably been really quite stressful. Erm, not necessarily because all the roles that I have, class teacher and everything, erm, we have, we have a new headteacher in this year and there is a level of uncertainty across the whole school, erm, I feel like people are, we're all kind of trying to prove ourselves and there's a lot of doubt. You know, we all know that we can teach and we all know that we, you know, we're in an outstanding school but as a teacher like you're constantly doubting yourself, you're like, "Am I doing this right or?" and I think, you know, having a new headteacher come in this year, yes, it's her job to come in and drop into the classroom and check you're doing things right but, I don't know, I I'm I feel a wee bit uncertain, a little bit anxious, more anxious than I felt beforehand because I don't feel like, and this isn't just me, I know that speaking with the other staff members that you know we all feel a little bit that we have to prove ourself a lot because of the new head coming in and that element of trust that we need to build with her so that she, you know, that sort of way and yes, so at the moment, yeah, I would say I'm really stressed, anxious, erm, ts, yeah and the last time that I really felt this stressed, anxious and that kind of weary was probably Ofsted in my NQT year, first year and normally they say it gets better and better but I think when there when a big change like that happens when a new headteacher comes in, erm, yeah, that's one of the main reasons I feel anxious and it's not necessarily because of her as a person, it's kind of I am a v…, I'm a very positive person and I'm trying to be positive and positive and when we started school, how many weeks ago was that, 5 weeks ago? Erm, there was a few that you know worse that might have been 'Oh, you know,' talking about news changes that had happened and I always try and say, "Right, we just have to keep going and," cause part if you're positive, you're gonna have an easier life, really, aren't you? But, actually, now I find that it's more draining being positive? And like I am, I've always been positive, I speak to my mummy and daddy about it, they're both teachers and I just kinda offload to them, which is helpful in the evenings but, actually, at the moment in school, because everyone's kind of feeling like they need to offload to one another about any negative things that are happening in school, for you to be that one positive person out of anyone is actually really draining? And takes a lot of energy out of you so yeah, it's a little bit, yeah, the vibe's a bit weird at the moment, I think.

Hm. So you said, it's mainly related to, in your view at the moment, to the new headteacher and you said it's quite stressful building trust…

Hm.

…and you mentioned there's an element of uncertainty. Is that to do with how you will be perceived by the headteacher?

Hm. Yeah.

Trying to prove…

Yeah, trying to prove myself when I know I can teach but, you know, I don't like I'm I'm confident but I still have that sort of I lack confident that I I'm, am I what she wants? I don't know what she wants and I know that the headteacher beforehand, I knew she liked me cause she employed me and, you know…

I see, hm.

…we all worked together and we all got outstanding together erm, so there's that sense of like team coop…you know we were all working together as a team and I knew she liked me but it's kind of I don't I don't necessarily want to be liked, I just want to be told that I'm I'm appreciated, that sort of way and…

OK.

…we haven't really got that yet.

Hm. So you know what you're expected to do and to receive that appreciation.

Yeah. Hm. Yeah, it's just a bit uncertain at the minute.

Yeah. And when you said at the start that there's doubt, there's a lot of doubt, I remember you said…

Hm.

Is that to do with the sort of not knowing what…

Yeah.

…where to…

It's really, there's a lot of doubt because people, erm, they don't really know what she wants at the minute…

Ok. Hm.

And, erm, and there's a lot of changes that are made, have been made within the past five weeks and beforehand we just thought we were not brilliant, no school's brilliant but we thought we were o…, you know we are on target, we got Ofsteded there and we're outstanding and yes, we need changes but seems that recently there has been a l*ot* of new changes that some of us don't necessarily agree with or we're unsure why changes have happened, it just seems that some of the changes that were made it's like doubled, tripled the work…

OK.

…that we need to do at the minute and some of it, yeah, I don't think… it's factored in how much extra work that we're required to do at the moment to, you know, I just thought the changes might be a little bit more gradual. But it seems like within the first few weeks it's just kind of, yeah.

OK. Hm. So it's not been gradual and it's been doubling…

Very intense…

or tripling…

Yeah. Yeah…

…the workload.

And I think maybe because she's come from a different school, there's a lot of things that she liked from our school before then and there's a lot of things she doesn't like that we do so I think yeah, that I think as well, that's what we find a bit, erm, …ts, what's the word, erm, disheartening, I suppose, things that we thought we were doing really well before that and now they're kind of being questioned and things…

OK.

…so that, I suppose, adds to the uncertainty if you don't really know what is the right thing to be doing and then if we thought we were doing it right. Hm.

That's really helpful to hear in terms of it kind of puts into context…

Hm.

…what you said at the beginning that it's been quite stressful and you've been listing a couple of quite significant things, the changes to management…

Hm.

…the workload…

Hm.

…new policies…

Hm.

…and all those things and I'm wondering how that has been impacting on your EWB in your view? I know you've already sort of referred to it saying you've been anxious and stressed as a result.

Yeah. Erm…

Is there anything else?

Erm, to be honest, I … I find it really hard to switch off from school. Erm, and I live with one of the girls and in we teach in different year groups but we're very close, we trained together in university and are very good friends but we've actually made a rule that as we leave school together, we don't talk about it. Erm, saying that, we're bringing books home and we mark so we don't necessarily forget about it, we just don't talk about it at home. But yeah, I find it really hard to switch off, most nights I'm here till 7, I bring work back with me, I work to 9, I'm up in the morning at 6 and I'm here at 7 and…(pause) to be honest, that happened in my NQT year, my first year of teaching, erm, which I thought, 'OK, whatever, it's normal, it's your first year,' my second year of teaching, I was much better, I was leaving here at 5, 6 but now I'm back to square one…

OK.

…now I feel like now I am back to late nights and I've actually, when we had Ofsted, I developed psoriasis, with just, I never had it before on my scalp and on my wrist, had it during Ofsted, thought it was stress-related and no… I haven't had it since and now it's come back? So I think my body's telling me that, you know, I need to slow down. Erm, and you're just knackered in the evenings, I genuinely feel like a 60 year-old woman and my mummy who, she is 60 and she's still a teacher and she says, "O, you actually can't go on like this if you, 'cause mummy and daddy teach in Ireland and I think it's

much more laid-back than here and they say when I call them, "Like what what are you doing until 7 o'clock at night? You can't be marking." And then I say, "Actually, (pause) I haven't actually been marking because I'm bringing marking home, it's just the additional admin, it's the planning, it's the preparation for meetings that you might have to lead, erm, and like my brothers and sisters they're all in business and they don't stay as late as me and they're like, "What do you know, you need to plan your time more effectively, which is fine, you know, maybe I do need to a be a bit more efficient but actually, you never get that list finished and like that to-do list is just constantly being added to so it's just hard, it's just, you know, I think if you're not in the profession or if you're not in some way linked to the profession, it's very hard to see how demanding it can be emotionally erm, you know, like last year I had a class that there were a lot of emotional needs, erm, and I find that I was very emotionally attached to them and I was bringing a lot of their problems home with me and, you know, the parents would email me in the evenings and I would email them back and t…, I'm very much a people person and I feel like that was something that …(pause) was beneficial because the kids made a very…they had a brilliant year last year, erm, but that's just an example of how you can take things home, you're constantly thinking about the kids and like I was emailing parents at 8 o'clock in the evening, reassuring them but actually the new headteacher has brought in a new rule this year that no email contact, they can't contact you, which is good because we don't have that contact with them and no…it's just really face-to-face contact now, which is grand but I don't have, in terms of emotional needs, this class, they're brilliant. They're happy and there's not many emotional needs so, erm, ts, that's not as demanding emotionally for me, they're, they're a lovely class. It's just the…it's just the additional work and the general vibe around school, I I think I've just completely gone off the question that you asked me.

No…

(laughs)

…I'm completely following…

(laughs)

…and you've added so many different details to all the things that, if I'm understanding it right, the these have been the 'unhelpful things' in terms of your EWB…

Yeah.

…talking about management, lots of changes and new procedures and it's not been gradual, it's been quite sudden…

Yeah.

…and quite a sort of quite a big load, you talked about if there's emotional needs within the classroom, that can be, I think you said "demanding" for your EWB…

Hm.

…and not being able to switch off after work, taking things home and kind of maintaining communication with parents…

Yeah.

…all those things sounded like they haven't been facilitating your he… your wellbeing…

No.

…as such. Is there anything else that has been unhelpful for your EWB?

Erm…I think it's just everything, you summarised that up lovely there, I think it's just … not being able to switch off, carrying things home, the pressures of trying to impress people when if you just actually looked after yourself, I think yeah, if I look after myself, I'll be happy and the kids will be

happy but at the moment I'm sick, I have zero energy and it's a Monday (laughs). Erm, and it's just like you know, the kids, they're lovely and, you know, they're understanding, I've got a really lovely class so that's fine but if I had a really challenging class, I know that I would be even more exhausted and, you know, if I worked in a different area than I am in at the moment, you know, there might be more demands in different ways erm, but at the minute for me the most unhelpful thing for my EWB is just the pressures from above.

OK.

And, erm, the additional admin. Erm, not necessarily planning but it's the additional meetings and, erm, scrutinies, we have a lot of scrutinies, erm, so like our religion scrutiny, we have to have our books in to the headteacher, erm, and on last Monday morning's briefing she said, "Can I have the 12th child in your register's Maths book, erm, on my desk first thing this morning?" so, *thankfully*, I had them marked, if I didn't, I would literally be powering through before, erm, yeah, so it's just kind of, yeah, it's not about the a…, I I'm at my happiest when I'm standing in front of the kids and that's what it should be about but unfortunately a lot of your time during the day is taken up by all the other silly things.

Hm. Hm. And you said about Ofsted as well, which I definitely want to get back to later on.

Yeah.

Cause you said it was the other time when it was really challenging…

Yeah.

…and you were an NQT as well. But before we do that, maybe thinking of I know you said in your second year you found that your EWB might have been a bit higher? Or better…

Yeah, much better.

And although you've already kind of referenced quite a few things but I just don't want to make any assumptions so I want to clarify with you…

Yeah, of course.

…what was different last year compared to this year so if you could say a little bit about that…

Yeah.

…that would be great.

Erm, well, first thing was is that we had [name], our headteacher so everything when she was headteacher was very, you know, she was very black or white, she was brilliant, you know, it was very, erm, ts, what's the word that I'm, you know where you stood with her, you knew what she liked. Erm, I had already done a year in year 3 so I was basically, obviously there's changes and you have to adapt for different classes but, erm, having done a year already, I was already feeling, you know, a step ahead, I'd done it before, I was feeling confident. My team last year were amazing, I've worked again, this is my third year, with [name], my colleague. We got on really well and we had [name], who she's left now but she was amazing, she was very positive and she was our team leader. And always had a very positive outlook on life and I guess now reflecting on it maybe now I'm just realising that it was a nice year because [name] was very much our leader and, you know, she probably, she was stressed but maybe because I wasn't a team leader then, I kind of didn't have that additional pressure but it was just a nice year to know what was coming up, erm, and the school was a happier place, everyone knew what they were doing. We knew what was coming up, it was very consistent, very little change. Erm, yeah so that's probably why my second year was better. Erm, in terms of in my second year, I actually started tutoring after school twice a week so I earn more cash (laughs) and the biggest benefit of it all is that I leave school at 4, half 4 so two days a week, I leave school at a normal time and I don't go back and I don't do work after those days so that was really nice, actually. Leaving school for a reason, yeah, tutoring erm, yeah, so.

Hm. I see. So last year there were lots of things that were much more helpful…

Hm.

…from what I've gathered, you had, you had a great team, more positive…

Yeah.

…vibes around the school, clarity about what you were expected to do and now you'd you'd done the year already…

Hm.

…and all those all those things contributed to it.

Yeah.

Is there anything else that you think that has been, at any time if you think of the past 3 years of teaching, anything that's been really helpful an sort of facilitated…

Yeah.

Your EWB?

It's *definitely* the girls I work with.

OK.

We're all really close and when I started in my NQT year, there was 5 of us, erm, all the same age we started in this school. Erm, and we're all, you know, we always on a Friday evening we'd go for a drink, erm, we did that a lot in our NQT year. Now we have to actually put it in the diary because we're so busy. But actually, having my friend, having friends in work make it so different like even now, erm, like [name] and I were very close, we went travelling and everything together during the summer but actually we only really get to catch up on our social life at the weekends. You wouldn't, you wouldn't even think we work together 'cause we talk about normal things at the weekend erm, or at night we text, 'Oh, I meant to tell you this,' so we all get on really well, you know, that's the thing that really helps and like I said I live with another girl that I teach with and just, erm, having people that you get on with and that you trust and you're all on the same wave length erm, and just simple things like going for a drink after school and being able to offload and then just having fun with them…that's that's literally what's got me through and actually, to be honest, last year, erm, so that's my second year, last year there was a few moments that I said, 'Oh, you know, where,' you kind of think about, 'Where where do I want to go?' You know, where do I wanna be and, you know, you have those moments and last year I was thinking I would I'd never want to leave this school because of my friends that I have here. Like I'd never find another school with a with such lovely working relationships and actually, not just the girls, everyone, even the older staff they're so caring and look after you but now, …(pause) ts, I think this year I've realised that I'll always have them. And that, you know, I could be anywhere in the world and, you know, there's having friends in a work in a working environment is one thing but it can hold you there, you know, if they're if they're good friends, you'll stay good friends irrespective of where you are erm, so this year, I I've I've kind of made a decision that you know, who, you know, where I'll be next year, who knows but I know that I'll have friends and having friends in a working environment isn't just, shouldn't be the sole factor of what keeps you there I think but that was definitely the one thing that's made me sane (laughs).

Yeah.

Yeah.

That's quite a big factor isn't it, that social…

…element…

…side of things, that social element…

Yeah, definitely.

…at the moment?

…definitely, just being able to talk to one another, just knowing that there's someone there or if you're upset, there's someone who, you know, just give you a smile or puts a cup of tea on your desk, little things like that.

Yeah.

Yeah.

And apart from this social side, has there been anything else at all that you've thought, 'This is really helping in terms of how I feel at school or how I'm managing my feelings?'

Erm, well, actually, leaving school early when I tutor and that helps and cause I'm not well going to the gym and eh, we started running, erm, summer term, ts, last year but, actually, 'cause I'm not well and I have so much to do it's actually awful but I really need to go to the gym but I haven't in 5 weeks. Erm, and that's 'cause I have so much work to do in the evenings and then it's just seem to make time and just say, 'No, I'm not gonna get that work done,' but I know that exercise would help me…

OK.

..but I just haven't had a chance to do that but I know that it it helped me last year.

Hm, hm, hm, OK. That's really helpful.

Hm.

So maybe going back to the Oftsed experience now that you've told me so many helpful things about things that have hindered your well-being and things that have facilitated it and if you think of anything else, just shout out. But going back to your NQT year, that Ofsted process, how was that? Can you say a little bit more about that?

That was…(pause) actually…(pause) probably one of the worst experiences of my life. Erm, ts, (pause)… what was really scare actually was being someone new in a school and seeing the faces of the teachers that have had been there for years and how apprehensive, anxious they were. Erm, really worried me. And I think that's the reputation of us being Ofsted outstandings, erm, for so many years for as long someone said 16 years to me but it's from as long as I remember. Erm, ts, yeah, that was really strange. It was kind of again that level of uncertainty, when we were called into the room, everyone was a bit like, I kind of actually started laughing 'cause I thought it was a joke and then I was a bit naive I suppose about it, I was like, "Oh, it's Ofsted, everyone's gonna have Ofsted, let's just get going, go go go," and I actually moved into one of my colleagues' [name]'s house cause I lived quite far away in my first year. Well, not far away, I lived in [town]. Erm, but [name] lived closer. I moved into her house, I literally had to borrow her clothes, erm, we brought marking home, we were marking until like 2 am, 1 o'clock, 2 am, we were up again at 5, in school for half 5, 6 o'clock, erm, and actually, we were Ofsteded for 2 days, and again, just an example of our old head, [name], she basically, she was like, we got the phone call and she said, "Do what you do best, I trust in all of you, just go for it and do it." So we were like, "Right, we'll just do what we do, we've got that trust and we are going to *do* it!" And we were all really altogether, team work, erm, we all got Domino's in, pizza, [head's name] got everyone pizza delivered in, we were like, "Right, we're doing it," that was the night before, and our first day of Ofsted, erm, we were told beforehand that, erm, that they make the judgement after the first day, erm, so you have two days but we were told that after the first day, they make the judgement whether you're outstanding or not. So after the first day, we kind of reconvened as a team and, erm, ts, t…two of the classes in the year group had been seen but I hadn't? So I said, "Wow, like I've, you know, I'm pretty lucky, I wasn't watched, they'll make the decision," and the Ofsted inspectors, there was 3, but the chief one, he was really hard work and he said, "I'm not making a decision, I wanna see every single staff member teach so I will be in tomorrow," so we kind of

relaxed after the first day, from what we had heard that actually, erm, the first day is the most important day and then to be told, "Actually, your second day, this man isn't going down without a fight," so about 6 o'clock, we were all together and we're like, "OK, we've got everything done tomorrow, next thing on our tables is this thing called crucial (?) list that per, erm, the receptionist was given that this man, the chief inspector, wanted to see, erm, it was basically our headteacher [name] was arguing, you know, "We do do this," and he was like, "No, well I haven't seen it," sh..so she said, "OK then, we'll show you proof." So basically we were given a crucial list of say 3 Maths books, 3 English books to show evidence that we do do the things that he thought didn't do. 6 o'clock on the first day of Ofsted, there were people at home. Then they had to ring the…those members of staff to come back and get these things done because the chief inspector just said so, thankfully, we were still at school another really late night because we had to get all these things ready for [head's name], you know, we were like, "OK, it's one more day, we just have to keep going." We come in the next day and there was a timetable and it said, [participant's name], me, I was being watched at 9.30 so I knew that I was gonna be watched so I had my lesson, well, I, you know, I knew what the lesson was going to be so I knew it inside out and the night before I basically taught it to [colleague's name] and you know, I knew what I was doing, teaching the lesson, they didn't come in. So I was like, "OK," had to go on with my day, took the kids to swimming, went back in to school and about 4 different people stopped me and said, "They're coming to your Art lesson after lunch, don't worry, we've got it under, we've got it under control," so I walk into my classroom, there is about, I've got one of the TAs hanging things on my washing line, [name], my team leader was typing something on her computer, we had everything planned, my Art lesson was planned but yet, they still felt the need to revamp it or to put jazzy things up on the washing line because I was the last person to be watched? So when I'm thrown with anything like a bit stressful, I do actually go a bit calm, so I said, "Right, listen, put it up, stop typing, print it out, there's nothing else that we can do." I remember actually saying to [name], "Right, I'll put my lipstick on, I'm going down there, I can't do very much else so," er, they come in anyway, they watch my lesson, she actually, thankfully, I didn't get the chief inspector cause he was hard work. But the lady, actually, I was at the board and she sat on this chair and swung right beside me, normally they sit in the back to watch but she was right up beside me, which is a bit strange. Erm, ts, and then we all kind of we were a bit like, 'What's going on?' We were really uncertain actually because, erm, we knew that that man has given [head's name] and [name], the deputy and the head really hard work and we saw one of the SLT members crying in the corridor so we were kind of like, "What is happening?" We were really stressed, erm, a lot of people were getting emotional and it wasn't until that night then that [head] had then walked in in and told us that we were outstanding so we were literally soo exhausted, so emotionally drained, physically, mentally, everything drained and that we were just, I started crying, I, we were all crying because if there was, if [head] had walked in and said that we got good, there literally would not have been anything more that *anyone*, I'm speaking for everyone, anyone could have done to to prove or to, you know, that people get good and things and they've lots of room for improvement, there was literally nothing that they could have picked that, you know, we did everything that we could have possibly like up all night, day and everything and, thankfully, we were given outstanding after the battle it was…But it was just a strange experience and I remember it was, erm, it was just after Christmas, January and then I went home in February and I was telling my family who were all in business apart from mummy and daddy and they were trying to understand it and comprehend it that no other workplace a a apart from teaching has a phone call the day before saying that, you know, there's inspectors coming in to scrutinise, to watch, to observe and make a judgement on you in the space of 48 hours, it's just crazy, like of course in business and things you've got, you know, appraisals and performance managing and things like that but you've got literally a group of strangers coming in to scrutinise you, erm, so it was, ah, it was stressful doesn't even cut it, I just m…I I felt like I was a different person, I wasn't myself, I was like walking on air, I was like a zombie really, erm…Yeah, it was all very like … (taps desk repeatedly) one thing after the other, very, you know, I can't even remember what I taught whenever I look back, the poor kids were probably looking at us, we had to tell them that there was visitors coming in and they were kinda like, "What?" They could see that we were turned into these crazy teachers, (I smile) erm, bless 'em. Erm, but yeah, it was a really strange, stressful, really hard time.

Hm. What did it feel like when you found out that you got outstanding after all that?

Ah (sighs), it was amazing? It was amazing like no doubt about it, it was amazing, erm, I didn't ha…actually have any energy to jump up for joy, I remember just crying, erm, 'cause I was just, I hd very little energy but it wasn't until I slept that night and I woke up that morning, I just felt, 'Wow, really?' It was very rewarding but, again, it was kind of a weird feeling because it's almost like if you

were a 'good' school, if you're graded good and then you got outstanding, that might be, 'Wow, there's a massive…' I don't know, to was a weird sort of feeling because I felt like we were worked to the bone. When we knew that we are an outstanding school but…

OK, hm.

It was a weird sort of feeling. It was only actually not until a few days later that you were like, "Yes! We have actually got outstanding, that's amazing!"

And what was rewarding about it exactly? Can you put your finger on it?

Ts, erm…I think being an NQT erm and being in my first year and being able to say that I survived an Ofsted, I mean, we got outstanding, that was probably rewarding. Erm, ts, yeah, but I think that was emotional where having been an NQT and surviving that and getting outstanding and being able to tell my family that I was able that we got outstanding and I was in a really good school erm, and just having that on your CV as well I think, that's good. 'Cause it's one thing being employed by an outstanding school but actually being in the school when it's graded outstanding as well is another thing.

Hm, hm. And since then, so that was nearly 2…

Hm.

…nearly 2 years ago now, what has the outstanding label meant to you since? I know that was a very intense experience. And since, kind of, how has it felt to be outstanding?

To be honest, after, so that was my first year of teaching. After we got outstanding, our marking changed hugely so they said we marked too much. Erm, and that we were writing comments on every single piece of, every single book and it was taking us hours so senior management and our headteacher come up with a new marking policy, which was the biggest change and saved our life and basically it meant that one Maths lesson, one English lesson and one religion lesson was detailed marked a week and the rest of the books were ticked and spellings were corrected so like I mean, everything that we were teaching, we were writing things like, (changes voice) 'Lovely prayer, that was really thoughtful!' and things like that that actually don't move their learning forward at all. Erm, so it was reviewed and that was one massive positive after having Ofsted, that our marking policy was changed and erm, it's much more manageable now. Erm, but in terms of daily life, erm, in sch…nothing really else changed, like marking, the marking policy was the only thing, everything else there's still that stress. Erm, even I thought the parents would actually give you a bit of a break and think, 'Wow, that you're an outstanding teacher,' but actually, no.

No.

I had maybe *one* 'well done' from one of the parents that year. After we had it and that one mummy said 'thank you' and gave me chocolates but no, it was like, it was almost like from the parents it was expected that you'd get outstanding cause we've always been an outstanding school and you know, it's just, yeah.

So the marking was the only thing that's changed. Has that impacted on EWB of staff, do you think?

Yeah.

From your point of view.

Yeah, that's one thing that [head] changed, the headteacher. And definitely, you know, it's definitely more manageable from 2 years ago. But, you know, now that the new head's come in and the are so many other changes, that could be something that we might go back to.

OK.

Hopefully not, we're not being negative about that but hopefully it'll she'll say that actually the way the marking policy was changed, it actually made you realise that the work and time that you're spending on marking the kids' books didn't help them or impact them at all but what we do now is much more efficient, it's much more beneficial for the kids as well, they know what they need to do and manageable for us as well.

Hm. I'm wondering whether there's any advantages of working in an Ofsted outstanding primary school in terms of teachers' EWB, in your opinion?

(sighs) You would think, you would think if you're in an outstanding school, you'd be trusted, you'd be able to get on with your job and, erm, life would be very easy because you're outstanding and you've got that label but to be perfectly honest, I think it actually brings more pressure.

OK.

Erm, to you, you've got that reputation to live up to, you're given that title of being an outstanding teacher, erm, but you're constantly being judged and actually I really cant't think of an advantage of working in an outstanding school. You've got the advantages of saying on your CV, yes, I work for an outstanding school but advantages for my EWB, I actually think it's hindered it even more.

OK.

You know, there is, it's just the pressure. But I know a lot of my friends work in the borough as well and they work in outstanding schools, some work in they're graded good and what's similar between myself and the others who work in outstanding schools is that we have *exactly* the same pressures. And then the others that work in 'good', they laugh, they're like, "Girls, what are you doing?" And it's just like, they don't have that pressure of like assessment, grades, you know, pupil progress, it's almost like you've been given that label that children are exceeding and doing so well that you just need to keep it up and if you've got that one child that didn't make as much progress the year before, it's all down to you, what are you doing wrong? And then you doubt yourself, you think you're an awful teacher and then yeah.

What would it feel like to have an Ofsted now?

Oh, stop! I don't even know if I could even had the energy to do it, I wouldn't walk out 'cause I wouldn't let the team down but I-I would probably cry the whole time. I genuinely would. I don't know what it is about this year but I feel like because there's so many changes that we like, we we aren't trusted, well, I feel that but I just don't have that fire in me any more. I always wanna be a teacher, I know that but … to stand up and to impress people that I don't particularly want to impress, erm, I don't really have that motivation. Erm, but again, I would do it and I would pick myself up and I'd do it for the school and do it for the team but actually, I'm here for the kids and that's the main thing, and that's why I'm here and that's what drives me and that's what motivates me and that's what gets me up in the morning, is to see the 30 kids in front of me. I'm not here to have 4 adults come in and watch me and scrutinise me and you know, if I had Ofsted, I'd genuinely, I'd cry. I'd cry (laughs).

Hm. Hm. Hm.

Hm. (long pause) (I think the participant had tears in her eyes)

(low voice) Are there any interventions or anything at all that you can think of that you think would be beneficial for your EWB in your role in the school?

In the school?

Hm.

Do you mean during school time or…?

Anything at all that you think 'This would be helpful for me to facilitate my EWB.'

Erm…gosh, … er… what I really do like at the moment that we have on a Wednesday afternoon is we plan together. So all three of us have release time on a Wednesday afternoon and we plan for the following week and I know that other school don't have that so we're very lucky. But like how would I help my EWB, my goodness, have like half an hour at the end of every day release time to mark…(laughs), have more time to plan…, have … maybe more positive feedback at the end of every month from people above to tell you things that they like to see you do… rather than negative criticism. Erm, monthly team building…

Hm!

… workshops or something would be good. Erm, I know the other school that I've heard of, they do like a … a reliegio…, it's a Catholic, another Catholic school, outstanding in a… I can't remember, I think it's like [borough name] direction but I taught with someone that started there and basically the first weekend of the October half term, they are all going to *Rome*. All expenses paid for, hotel, everything, but it's obviously a religious INSET and they're gonna do a lot on the religion and all that sort of thing so it will be beneficial to them but like imagine, a hotel, flights, everything paid for. Wow!

(I smile)

But we don't have the money to do that but, erm…

Hm, hm.

…(lively) I don't know, just a little bit more, in school, even a smile, even from above or an email or recognition or 'well done' s…, two words, 'well done' or 'thank you' would be lovely. Or 'You're doing a great job, [participant's name], just keep doing that, you're fine.' Something as simple as that erm, ts, having more time, which is really unrealistic but given more time in the classroom, the last half an hour, you know, where you can mark, then you could actually maybe leave at 4 o'clock. I just don't know how you would actually manage that time better after, you know, I don't know how it would be, like even now in my 3rd year, I trained myself so when the kids are doing Maths, I now walk up and go around to tick so then I've got that, it's finding little things like that to save time after school. Erm, ts, but in terms of simple things, that would make life nicer is having a bit more positive feedback regularly having a bit more recognition, erm, having a little bit more interaction with (pause) … your headteacher or deputy headteacher on a one to one basis maybe …

OK.

…maybe so you can develop a relationship. Yes, we're a huge school, erm, but I think that would've ts, helped her er, whenever she, erm, started off, she was in in June for a few days and we were kind of like (changes voice), "Oh, what's she like?" But I think maybe if she sat down and had a 5-minute chat 1:1 with everyone, we can base our own opinion on her, rather than listening to those that have…

OK.

…had the chance to meet her but I think, you know, EWB, it's for you to be happy, you need to have interactions with people, you need to have positive feedback, that's probably the most, you know, that's probably the most realistic and achievable thing that could happen in the school. You know, you're not gonna get cover every half an hour at the end of every day 'cause it's too expensive but just … spending and investing more time in your staff and making sure they're happy and they know that and having social events, we do have our Christmas and summer parties, which are always brilliant, that's twice a year, but yeah, I think just a bit more recognition and positive feedback and and more interaction. Yeah.

[participant's name], you've been painting such a rich picture for me…

Oh, good. (laughs)

…it's been brilliant, your descriptions are completely sort of bringing your experiences to life so it's been so so valuable for me…

Oh, that's good.

I wonder if there's anything else that you haven't had a chance to say, I know I've been sort of bombarding you with questions.

No, no, you've been brilliant, erm…

…but if there's anything else that you can think of, either helpful things that you have experienced, unhelpful or anything else that you think…

I think I've really said it all, erm…

…you haven't had a chance to add?

I think, yeah, just to summarise, helpful is having that social element, having friends, being able to talk to them in the workplace. I'm lucky, though, cause my mummy and daddy they're both teachers so they're good with advice. Erm…and I can speak to them in the evening and things like that, erm, but unhelpful is (pause) … (big exhale) really, there isn't actually it's funny 'cause there isn't actually anything helpful within school if you know what I mean, I mean what's h…helpful for my EWB is the people aroun… the staff that are my friends and the kids that are lovely. You know, they help me and they're lovely and that's fine here. But actually the things that don't matter are the things that are affecting me the most so like the planning, the admin, erm…all the additional pressures, the roles, erm, juggling three roles, four roles, erm, like what do I prioritise, which is more important, I'd rather just be a class teacher but again, you need to progress, you need to have more things in your CV, when you want to move to another school, you need to show them all the things that you've done so it's just, having to prove yourself constantly. That's what's not, that additional pressure isn't great but…Yeah.

Aw, thank you very much indeed, it's so much appreciated.

Aw, you're welcome.

For you to make the time amongst all the things.

No, I actually really enjoyed that, I feel really - huh - cleansed after…

Do you? Oh…

…actually talking about it, it feels better talking about that.

Ah, I'm pleased to hear that it wasn't a negative experience.

No, not at all, it was…

Ah.

…really helpful actually. Yeah (laughs).

Oh, good, oh, thank you so much, [participant's name].

No, you're welcome!

See if I can stop it…

(she laughs)

OK, it's a good sign.

That's good, it's so important.

(I laugh) Ah.

Interview 4

Right, so I think that should be fine, as long as I can see the numbers. So thank you so much, [name].

Pleasure.

…for agreeing to take part in my research.

Pleasure.

So my focus for this thesis that I'm going to write is teachers' EWB and I'm really interested in how teachers in Ofsted outstanding primary schools experience EWB and lots of things related to that so I'm really curious about your opinion, obviously there's no right or wrong answers, I'm not looking for a particular type of answer so just feel free to share whatever you think…

Hm.

… and if there's anything unclear, just let me know…

Sure.

… or interrupt (I smile). So could you confirm your role please?

I'm a class teacher, full time, in year 6.

Hm. Do you have any other responsibilities around the school?

Yes, I'm also liturgy coordinator, which means that I organise, erm, things like masses, I I'm in the process of doing an audit into daily worship, collective worship that we're bound by the diocese to carry out. Erm, and I also run ex… with the help and support of some colleagues anyway, run extra-curricular clubs so for example in Advent there's an Advent art and prayer club and this is after school. In Lent, there's a Lent one and this month and presumably in May there's a rosary club and that happens at break time one day when the children are just encouraged to come and pray the rosary during those months because they are special months in relation to our Lady. (sighs) That's quite enough for one person to be doing. (laughs)

Yes, that's a lot of responsibilities. And have you always been in year 6 in your teacher role?

No, no, I've been a teacher, this is my 6th year in teaching cause my previous career was psychiatric nurse and I've been in year 6 for for not quite for 4 years, 4 years in Easter. So I trained in year 6 and then I worked in year 1…

Oh, OK.

…mainly for the first however long and then I came back to year 6.

That's quite a big jump down and then back up.

Sh, sh, yeah, exactly, exactly.

Ah. OK, thank you so much for sharing…

It's OK.

…all that background information. So thinking of our focus for this interview…

Hm.
… which is EWB…

Hm.

… I'm really interested in what thoughts you've got when you hear that phrase 'EWB', obviously everybody has slightly different interpretations of that.

Yes. Well…

What would it mean to you?

For EWB, I mean I think it has different meanings depending on the context. I mean EWB is about, I think it's about somebody being erm, reasonably happy you know, I don't think anybody can be happy all of the time…erm, erm, reasonably happy reasonable amount of the time and, erm, ts, there's a kind of I think self-confidence associated with it as well. EWB about being comfortable in your own skin, comfortable with what you're doing erm, and generally being quite secure emotionally. Erm, wi…in relation to the *workplace*, I think it's talking about a balance between work and life. And, quite frankly, for teachers in an outstanding primary school, which is what you're looking at, I think that there are times when teachers' EWB is very much on a back burner and not enough or there is a risk that not enough attention is paid to that either by the teachers themselves, I might add, because it's not everybody else's responsibility to make sure, for example it's not everybody else's job to make sure that I'm OK, it's my job as well. Erm, yeah, but I think it's, it can be difficult to achieve that balance.

Hm. So in a general context it's to do with feeling happy for most of the time or quite enough of the time…

Yeah, content, at least.

Content at least.

I don't mean wildly happy or euphoric but just content.

Content. And you said it had an element of confidence…

Yeah!

…and feeling comfortable…

Yeah! Being self-assured up to a point. Confident not in the sense that, erm, well, I suppose, sort sort of in transactional analysis terms, "I'm OK, you're OK," you know, everything being reasonably well-balanced. On an even keel. Hopefully (giggles). Home, work, colleagues, relationships. Erm, yeah.

Yeah. And you mentioned that within the work context, especially for teachers in an outstanding school, you said there's that's a lot to do with sort of work-life balance…

Hm.

… and the individual responsibility in looking after yourself.

Hm.

Is there anything else that jumps to mind in the work context for teachers in an outstanding school apart from the work-life balance?

Erm, well, I think…(pause) I think that in a faith school like this one a certain amount of care, for want of a better word, can be obtained by the religious life of the school.

OK, hm.

So for example, erm, yesterday morning at break time I was praying the rosary with children from upper school and there was a part of me that was a little bit, not quite irritated but a little bit irked at doing that at break time.

OK.

So that means I'm teaching the *whole* morning not a chance even to nip to the loo or whatever so there's a little bil, a little bit of me that was a little bit irked. Not as strong as irritated or resentful but a little bit hm. But *in fact,* it was a *very* pleasant experience because it was a very calming experience. We just sat in here, sat around this table and prayed the stance and the first chapter of the rosary and I thought, 'Yes, actually, this is fine because what would I have been doing instead? Running around like a mad thing trying to squeeze too much into 15 minutes. Actually, I was better off being forced to *sit* and breathe and just take some time so, erm, yeah, so I think the religious life of the school *can* help with EWB but I do think that teachers are under a *lot of* pressure from all sorts of areas. I think we're under pressure from government and DfE, we're under pressure from the community at large for example I was talking to a friend of mine a couple of weeks ago, she's still she's still nursing and we worked together as community psychiatric nurses years ago, and I w…, we were just talking about this, I can't even remember what for and I said, "Of course I'm only paid from ten to 9 to twenty past 3," and she said, "What?" And I said, "Yes, teachers are paid fro ten to 9 till twenty past 3," and she was incredulous about that fact and I suspect particularly when some areas of the media love to pump out what a lovely easy life teachers have with their long holidays and bleh bleh bleh bleh, and I think so I think we're under pressure from the public in a sense that they don't really have the perception of what being a teacher involves. Certainly from government. From parents, who have very high expectations of the children and consequently of us, from the management, who obviously would like it to remain an outstanding school but also from ourselves, I think we put a lot of pressure on ourselves erm, and all of those things obviously *can* threaten someone's EWB in terms of anxiety levels, stress levels etc.

Hm. So that's a lot of factors you mentioned from a lot of different sources.

Yeah. Yes.

Lot a pressure on teachers.

I think there is, yeah.

Bearing in mind all those things and your sort of your recent experiences as a teacher, how would you describe your emotional wellbeing at the moment or kind of nowadays?

I think, erm…Generally speaking, it's fine but I think er, I think that there are times when it is under threat.

OK, hm.

And, erm, obviously, one of the issues we've got at the moment is that we have a new head and with *that* comes change and change is always threatening. Erm, and I'm not threatened by change per se but the the the ch… but, I mean, I do think the change can be a very positive thing even though it's thr…, even when it's positive it's still threatening because it means coming out of your comfort zone, doing things a bit differently, whatever, and you know, at the moment the effect it's having it's impacting on time, which I have very little of as it is.

OK.

Erm, because I'm being asked to do extra things which I don't mind being asked to do and I I can see the value, I can see the importance but erm, when you're time-poor as it is, being asked to carry out additional tasks *can* be concerning, shall we say. But that said, I I I have proved to myself in the last 24 hours, there is a, there is a mechanism that support is possible if you ask for it, which I did last night I sent an email asking for some help and I had an email straight back this morning being *given* that help so you know, so to that extent I would say I feel a lot less, erm, compromised, let's say than I perhaps did 24 hours ago. And for me, erm, EWB is about making sure that no matter how long I stay here

during the week, I do *not* take home work at the weekends. And even if that means I'm here for 12 hours, which I quite often am in the day, I do *not* take home work at the weekend and that's because I am I'm entitled and I *need* that space, erm, so I tend to plan, my children are grown up and they're both at university now, so I tend to plan, I either *plan* to do very little or I *plan* to do something with my weekends and make the most of it erm, so that I'm having a *distinct* break.

OK.

…from the working week.

Hm. So there's something about time and it goes back to what you said at the beginning that work-life balance is such a huge thing…

Yeah.

… for teachers in your view…

Yeah.

…in terms of EWB…

Yeah.

… and you said that it can be challenging when there's a change because it puts extra demands on your time. But you've also mentioned a couple of strategies that you've found helpful:

Hm.

… asking for help…

Hm.

…and also having the distinct space at the weekend…

Exactly, exactly.

Is there anything else that you've found helpful over the years, over the 6 years of teaching, things that have facilitated or enhanced your EWB in your role?

Well, I like the people I work with in in terms of my year group team and I think that's a big help. I can't imagine how difficult it would be to work with people that you didn't like or didn't have anything in common with or, erm, so I'm very fortunate and I very much value that, erm, aspect cause I think, I just think it would be very very difficult to come to work every day if if you knew, there was a time, erm, before I was qualified when I was working with somebody who made no bones of the fact that they didn't like me at all and I didn't know why, I didn't know what I'd done erm, but it was very uncomfortable going to work for those few months because I was on edge and I just didn't know what the day was gonna bring and, you know, so that was horrible and I certainly wouldn't want to go through that again.

It sounds quite difficult.

Yeah, very difficult but as I said I'm very lucky, erm, that I do get on well with the people I work with and, erm, another strategy that I find quite helpful is in terms of, which may sound odd but I do I do isolate myself from other people. Erm, deliberately. Erm, in so far as I don't go and spend time in the staff room. Schools are extremely gossipy places.
And I don't really wanna get involved. So not in a not in a really unfriendly, hostile way but I just remove myself I just don't go in, erm, apart from maybe sort of 15 minutes at the end of the lunch hour just to actually eat my lunch, erm, because I just don't want to. And and I find that for me as a as a sort of strategy, that works quite well to…keeping a bit of distance. I'm not talking about my immediate colleagues, I'm talking about, you know, in a bigger way. Not that there's anybody there that I don't

like but I just don't want to get sucked into all that rubbish that there is inevitably in any organisation, in any big organisation there is inevitably politics of some sorts or another and I really can't be bothered (laughs). I don't have the time to waste on that. So yeah, so that is another strategy that I've found quite useful just kind of removing myself a bit.

And choosing who you talk to and…

Choosing, exactly.

…when and how.

Who and when. Who and when, exactly.

Hm.

Exactly.

Hm.

That makes me sound very antisocial and hostile and I don't think I'm either of those things but I do, I have *always* liked to keep home and work very separate.

Hm, hm.

And I still do.

What would be the impact of being in the staff room when people are gossiping or sort of…?

Well, (sighs) that either if you're if you're already feeling a bit stressed, let's say about something, sometimes, it it's is helpful for someone to say, "Oh, yeah, you know, that's really bad," it kind of validates you but actually more often than not it's not helpful because all it does is make you feel more resentful, not to mention you're actually *wasting* time in there (laughs) that you would be spending getting down your list of jobs and reducing your stress levels. Erm, so yeah and and the fact that inevitably, you know, large organisation, different personalities, although we do I think we all are pretty professional, you might be surprised how few disagreements there are, erm, but they're not completely unheard of and I I just don't want to get sucked in between person A and person B. If I'm trying to get on with both you know, in a professional way then I don't want to be in a position where I might have to be or not *have* to be cause I don't *have* to be anyway but I might be expected to be taking sides.

Hm.

No.

It sounds very different from the experience of sitting in the classroom and doing a prayer or…

Exactly…

…you said…

…exactly…

…breathing…

…exactly…

… and settling down.

Exactly and that's another reason for staying in here, out of sort of the communal areas really it's just some head space just some quiet, erm, so yeah.

Hm. And that's when that faith aspect you said can come in as well in…

Exactly. Definitely, having, having time just to pause, just to breathe, just to listen, just to sit.

Hm.

Erm, I really do value quiet *now*. Didn't do but now I do.

Hm.

So when I get home, although I miss my children obviously, they're not children any more but I do still miss them, my daughters, but when I get home, my husband isn't there and I actually *love* that time of (sighs)…(whispers:) quiet. (laughs)

(I laugh)

(she laughs)

So that can be a helpful strategy as well…

Definitely. To just get home an even if I'm hungry or wh…, doesn't matter, I sit for the first sort of 10 minutes and just be still and then get on with whatever needs to be done for the evening (chuckles).

Hm. That makes sense.

Yeah. (laughs)

Hm. So that's lots of different strategies, some involved reaching out for help and some involved…

Well, yeah, that that's a new, I'm not very good at asking for help…

OK.

…but actually yesterday I decided, 'What have I got to lose?' Because, erm, ts, (laughs), well I though, 'Either I'll get the help I'm asking for, which would be great, or I won't. And if I don't, then that's OK, *too*, but then if I've asked for help and I don't *get* it, then I can't be criticised if something isn't done because 'I told you I was having trouble doing it', you know, so I kind of saw it as a win-win. And I was very pleasantly surprised, you know, to receive the email this morning, I thought, 'Oo, that's nice,' and sometimes that's all it takes, particularly when you're feeling under pressure, it just takes a bit of kindness from someone and you think, 'OK, [exhales 'phew'], on we go.'

Aha. (laugh) That breath out again.

Exactly, exactly.

And was it from a managerial level…

Yes…

…from higher up?

Yes. Yes, yes, yes, yes.

Hm, OK.

Yep.

If we flipped that around, but of course if you think of other helpful strategies, just sort of shout out…

Yeah.

… what have you found as the *u*nhelpful things? You've already mentioned pressure from government, DfE…?

Yeah. (exhales)

…parents with high expectations, people kind of maybe not thinking of their own EWB, can be lots of things you've already referred to.

Yes. And in addition to that, erm, I mean it may sound so trivial but parents turning up at this kind of day, this time of day without having an appointment demanding to see me, and you know, at the end of the day, I'm flexible. If I'm physically here and I'm not in a meeting with somebody else, I will see them. But for example this week, erm, I had a parent turn up after school, what day was it? Tuesday, I think… It doesn't really matter, it was earlier this week anyway, and I'm I s…, I had made the time to see that parent last week, erm, after school and we'd had a long conversation, er, about heir child and I didn't agree with everything that the parent told me about their child, it's not *my* experience of their child but I appreciate that it's theirs and it's the parent's job to defend their child and so I, you know, I listened, I took it on I took it on board, I undertook to do certain things, which I have done because actually I did them as soon as the parent left, pinged down the emails because I thought, 'If I don't do it now, then I'll forget and that will be a problem,' anyway, I, so this parent turned up after school because their child had gone home upset because of an incident in school. And I said to the parent, erm, basically I was due in a meeting with my team leader, so and and the parent said, "Have you got a minute?" turned up here, I said, "Well, I'm sorry but literally a minute because I'm due to be in a meeting with [name]." So the parent basically quite aggressively, erm, told me, you know, that there was a problem with with their child and what has happened or their child's version of what had happened. And I said, "OK, well, you know, I completely understand, I am aware of it, I was made aware of it this afternoon, I've spoken to the children responsible and the matter is in hand." And the parent didn't seem altogether satisfied with that and the the parting shot… they did respect the fact that I didn't have time so that's OK but as they left, they said, "I'll be back if I'm not happy!" And I just said, "You are welcome to come in whenever you like." But I just thought, 'That's just so unnecessary that kind of aggressive (pause) thing but anyway so I don't find things like that terribly helpful and the following morning there was another aggressive email from from the same parent. But you know what? 29 children in the class, they're going to fall out, particularly when Mr and Mrs Hormones start having fun with them in year 6, you know, and really let's just keep a bit of perspective here but I didn't say that cause it wouldn't have been helpful but that's what what was, you know in my head so I don't find things like that very helpful because, erm, again, because of the impact on time but I just don't think it's a helpful way of going about our daily business, rubbing o… rubbing one another off the wrong way. What's that going to achieve?

Hm.

You know, after all, we're on the same side, we we're all, parents *and* teachers, want what's best for the children so, you know, why turn it into a confrontation but anyway. So things like that I don't find very helpful and similarly, I don't on on the occasions when there are fallings outs among the staff and they are they are rare, surprisingly rare given the size of the school, I think but even so , erm, I don't find those very helpful either.

(noise) (I look at recorder)

Still going?

(whisper) Yeah, sorry.

(laughs)

No, no, that's fine. I don't find those very helpful either because I just think, 'Ooh, we're on the same side, let's not start falling out with one another.' You know, just feels like, erm, that's really undermining to everybody's wellbeing and to, I don't know, and it's really uncomfortable. I mean I do I wouldn't I wouldn't say, er, I wouldn't say that I'm someone who necessarily avoids confrontation in

a sense that if something has to be said, it has to be said but sometimes it's a good idea just to spend some time thinking about how best to say them. Although my husband would probably disagree and would say I'm like a bull in a china shop but oh well (laughs). I think it's quite usual to be a different person at work from the person you are at home. (laughs)

Hm. I wonder how that can feel to have a confrontation or an argument in the staff team you said, 'Even though it's a large team, not…'

It's horrible to witness, it's horrible to witness…

OK.

…I know that.

Hm.

I can't think of a time when I have personally been involved, erm, mainly because I avoid the staff room like the plague (light laugh) but I *have* witnessed it and it's *very* uncomfortable, erm, because it just isn't nice, it isn't nice to see, you know, two people who who work together having a disagreement, it isn't nice, it feels very, erm, ts, … it's very uncomfortable to be on the periph…you know, on the periphery of someone else's situation, a bit like being in the wrong place at the wrong time or bit by a bit like being a voyeur it's something you don't actually want to see, have no interest in being part of. Erm, and for me I find them quite worrying because I always think, 'Where is this gonna go?'

OK.

You know, is it gonna escalate, is there gonna be a big hoo ha, is it gonna you know, blow up into something *or* are are people gonna manage to move on reasonably successfully?

Hm, hm. So it sounds like you might be concerned about the other people's wellbeing as well…

Well, definitely because it's not, it's it's it is not helpful. I know, I know that it's inevitable, I realise that conflict is an inevitable part of life, you know, at difference stages and for different reasons. But at the same time, it I don't think it makes anybody feel good. Even if you're angry and you say something in anger and even if you really mean it at the time and even if for that split second you think, "Ha!", you know, because you've said your piece or whatever. The minute you walk away from that or the minute, you know, or 15 minutes later or half an hour, d…, whenever, at some point, you sit and think, (whispers) 'Ah, that really wasn't OK.' You know, or wasn't very professional or it wasn't really what you wanted to say or or the person that you really were angry with was not the person you ended up having a go at all of those things so I know…I don't think we can live like Stepford wives, always smiling and being nice because that that's completely unrealistic anyway but, erm, I d…yeah, I do worry about conflict. I know it can be healthy but I don't think it's particularly healthy when it's done in a fairly public arena…

OK.

… like the staff room or something like that.

Hm, hm.

And there must be better ways of resolving conflict than yeah somebody shouting at somebody else that basically brings everybody, it's like a freeze frame, you know, and that's really embarrassing for them as well, I think. If everybody's knows about it because again it's a gossipy place so even if you weren't there and didn't know about it, someone's gonna tell you and (noise) (laughs).

So that can be another stress factor.

All good reasons for staying out of the staff room. (both laugh)

The parents and then con…, potential conflicts with colleagues.

Yeah.

…and then you said even from higher up…

Yeah.

…the management and even on national level…

Yep.

…there are further…

Yeah.

…further pressures.

Exactly. And even and even really kind of surreptitious pressures like I mean I'm on social networking like most people and inevitably somebody will post a smart comment about teachers or, you know, and you just think, 'Ah, really?' and I just think, 'No way, don't rise to the bait, just (pause) delete them.' (laughs) You know, j…, yeah, maybe I'm just too sensitive, maybe I should just not take any notice but sometimes it's hard not to feel got at. You know, and you just think, (whispers) 'Ah, come on!'.

Hm. Can you say a little bit more about that?

Well, you know, (exhales) at the end of the day, teachers like just about everybody else, are doing their best. And they may not be perfect but they are providing or helping to provide the next generation of doctors lawyers, you know, whatever. Erm, and so we are doing a job that is pretty important. Even if, erm, some people don't rate it as terribly important, I mean, you've I'm sure you've heard that saying, 'Those who can, do; those who can't, teach.' You think, 'Come on!' You know, (laughs) and at the end of the day, I mean, I'm a late arrival into teaching as I as I've said, I've only been teaching 6 years and I'm certainly not claiming to be God's gift to teaching but teaching isn't for everybody, there are lots of people who come into teaching and who don't stay very long because they just, like every other job, I might add, I'm not saying teaching is special in that regard, you know, but it's not it's not all long holidays, let's just say that. So if you're coming into teaching because you fancy 14 weeks off a year you w…, first of all, you don't get 14 weeks off a year, the children do (laughs) but the teachers don't. And, yeah, so, anyway I can't remember why I started that particular rant.

It's really helpful. We were talking about the global sort of…

Yeah! And you know, I think, in all fairness, I think I'm not 100% at the moment anyway, erm, emotionally speaking because I'm feeling very pressured at the moment so I'm probably, erm, being slightly more if not negative, slightly more pessimistic maybe than I would usually be.

OK.

But the bottom line is that I yeah, I do like this job.

Hm, hm. And why is that that at the moment you would be more pessimistic than…

Well, because…

…usual?

…because I'm tired (laughs) and because, you know, as I said, although I I'm perfectly happy with the new head, I don't know her very well, she seems perfectly all right, erm, and that's fine and as I said, change is a positive thing even though it's a threat, it's still a positive thing or should be viewed as such until proved otherwise anyway. Erm, but inevitably, you know, working in year 6 I have a fairly hefty workload as it is and so having extra things…

OK.

…erm, and even family stuff I mean I did say to my husband the other night, you know, "You've always worked full time and that's all you've ever done, and that's fine! But you're not taking into account that *I* work full time and you're *still* leaving all the everything else, you know, the girls, making sure they've got their allowance making sure that, you know, things go in the post, making sure that I coordinate the double-glazing guy, making sure," you know, bla-bla-bla-bla-bla. And in fairness, he he did respond to that and helped out as well so yeah, maybe I should ask for help more often cause actually the twice I've done it lately, I've got it. (laughs)

It worked. (I laugh)

It's worked! (laughs) (I laugh)

Aw.

Yeah!

That makes sense. So it's mainly to do with the new management and maybe the extra demands that…

Yeah, yeah.

…that it's kind of meant for you on top of everything else.

Yeah, exactly. And the fact that the DfE never leave us alone for 2 minutes anyway, never leaves education alone, we're always having to implement some kind of initiative. Erm, and and it feels anyway like it's never around long enough. You know, so every change of government brings another sway of of, you know, legislation and this, that and the other and it feels like we've never had a chance to actually evaluate (light laugh) whether it's working or not before we have to do something else, unfortunately.

Hm. Makes sense.

But anyway it's a job and it's a nice job so…

Hm. What's nice about it?

Ermmm…(pause) hm…(laughs) the children, some of the time. Some of the time not but most of the time yeah and for example in Maths today we were talking about prime factors and so we had 60 on on the board and I said, "OK, give me 2 factors of 60, give me a pair of factors." So one of the children did a break it down to prime factors so I said, "There we are, they those are the prime factors of 60." And one of the children in class said, "But what if you chose 2 other factors?" I said, "It'd be exactly the same!" And I said, "I'll show you." Put it up, "OK, give me 2 other factors." We did, sh sh sh, same prime factors, of course. And th…s…"Oh!" And then somebody said, "A-are you sure?" I said, "I'm absolutely positive but come on, let's have another look at another pair." So we had another look at another pair. And the awe and wonder that was going on in the room was just fant…I felt like I was doing magic tricks up there, you know. (light laugh) "Wow, that's so cool!" I said, "It's so cool, it really is."

(I chuckle.)

Those *are* the prime factors of 60, it doesn't matter what pair of factors you choose, they will end up being 2x3x3x5 or whatever it was…(I smile) and anyway, erm, so that's w…, that's what I like about teaching, those light bulb moments really, "Wow!" and later on over at my desk a couple of children who still hadn't really understood came over so we went through it again on the mini white board and again, those light bulb moments, you think, "That's why I got up at half past 6 this morning!"

OK.

Erm, so yeah, that's what's good about it.

Hm. And I imagine, that might have an impact on emotional well-being as well, mightn't it or…?

Well, yeah, it does because certainly, you know, when that happens, you're like, "Yess!" (I laugh) You you can't help but smile because it, you know, that *is* why I really got up at 6:30 this morning so that somebody somewhere in this class would *get* prime factors.

Hm, hm.

And not only would get it but would be blown away by it so they'll remember it. And interestingly enough, a couple of the children had been out doing grammar school entrance tests this week and, in fact, it was yesterday that they sat it, yeah, cause it was the day before and one of them said, "[teacher's name], do you know, we did the rules of divisibility in the test," and I said, "Did you?" We'd done it in class the day before. "Yes," says another one, "and we were doing how to use colons and sem…, there was a question on colons and semi-colons." I said, "Oh!" which we did in grammar and punc the other day…

Yeah.

On Monday, I think it was. By coincidence, it wasn't timed (laughs) and I said, "Don't say I didn't do my best to help out!" (laughs) (I laugh)

Aw.

So just things like that, you know. Those are, those are what's good about this job.

Hm.

Erm, yeah.

Hm.

Yeah, that's what's good. And, in fact, interestingly enough, it's a shame you weren't here yesterday because you might have seen, I've genuinely no idea who it was and it wasn't me, but somebody put a *load* of, there was packets of biscuits and bags of, erm, you you know, chocolate sweets, Cadbury's, I don't know what they were, I can't remember now cause I didn't eat any, body is a temple, hence all the fruit (point at it) but anyway (laughs) and there was a note, it was, it was really sweet, it was typed, it wasn't even ha…so clearly this person doesn't want to be discovered (laughs) but whoever it was, they left these treats out, and, erm, put this note saying, erm, "I know the atmosphere isn't great at the moment but please enjoy these treats on on international teachers' day, (tears)…

Ah.

… sorry, (laughs but voice breaks)…

Ah.

… and you just think, "God, that's nice!" You know. So anyway, I don't even remember why I told you that now.

Hm. That was one of the other moments, you said, that …

Yeah, exactly…So yeah it's things like OK, yeah, it's worth it because actually we do all care about one another and we do all care about the children and definitely the children and moments like that are *why* we keep on going…why we…

When you feel cared about and…

…yeah.

Hm.

Exactly.

Hm.

And you know, they're fun. They're far too fizzy sometimes and sometimes they're really rude, one of them said, she thought I was 60 the other day and 'What?' (laughs)

(I smile)

(chuckles)

And her friend s…, "Oh, she's not, she's 45!" I said, "Yeah!" (I laugh) "Yeah, yeah, 45, yeah, I'm 45, that'll do," but anyway, yes, so it's for the children, it's certainly not for the politics, it's certainly not for the, erm, interference, for want of a better word, from wherever, you know, be that local or not but it is it is a great job, it is a great job, most of the time.

How does it compare to being a psychiatric nurse…

Very similar.

…in terms of EWB?

Erm, similar. In so far as, erm, well in terms of a job the similarities are that you are still involved with a vulnerable group…

Hm.

… and you still have to deal with their relations and you still have to deal with an awful lot of political nonsense. Erm, in terms of EWB, I think I would do exactly the same in this job as I did join my old job. And I remember years ago I was on the phone to the wife of one of my patients and she was very distressed, erm, because for whatever reason so sh…, you know, she felt, anyway she was feeling very unhelped, in a practical sense. And I said, "Oh, you know," and I was listening and reflecting back and all of that and I said, "That's OK, I'll contact this person, social services, this is what they'll provide for you, I will, you know, blah blah blah, blah blah blah." We spent a long time on the phone, she was very distressed, it was a long time, I…all the rest of it, got to the end of the phone call, put the phone down, and when the phone was, you know, completely disconnected, I hope you will excuse me, but I said just to the phone, "And don't mistake me for someone who gives a shit." And the student who was in the office with me was appalled and she said, "How can you say that?" And I said, "Say what?" And she said, "How can you say that when you've just been all nice on the phone, and you know, sorting this and that?", and I said, "Because I've got my mental health to protect. And if I get completely sucked in to the terrible situation she's in, then I'm not any help to her whatsoever." So I have to keep some kind of barrier even if it's only imaginary so that I can actually be of any use to her cause there's no good me sitting weeping with her while she tells me what a terrible time she's having, you know, caring for her husband and in a sense it's the same here in as much as, obviously not when the children are here, but, erm, you know I'm if I I was talking to one of my *close* colleagues, I might s… say something derogatory about the child, which is not in the least bit intended or meant but it's just my way of kind of debriefing and and distancing myself from what is sometimes quite difficult. Does that make sense?

It does, yeah.

Erm, because I just think it's no good getting enmeshed in in…(pause) emotional stuff, which isn't to say that I don't *feel* emotional about it, but I think I have to, erm, put up some kind of resistance to it because I have to maintain some kind of professional distance in order to be able to do my role.

Hm, hm, hm.

You know, there are lots of children who come through this classroom, maybe a parent is terminally ill, maybe there's a divorce or separation or some other misery going on and er, wherever possible, where I've had in the last few years, in the last year I had a child whose mother was terminally ill but the child didn't know, well, there was no good me weeping over the child about their terminally ill parent, they didn't even know. So it was business as usual but just making sure that I kept eyes and ears really open in case there were any changes in behaviour or whatever. The year before, I had a child in here whose sibling had been in my class the year before that and I think it was about the second or third week of term, it was really really early on in September that the then-head came and got the child out of the class, erm, basically, the father died. And so that was really hard. Because I'd known that family for a while because I'd had the sibling the year before and father died very quickly, very suddenly. Erm, so that was really tricky because as I was trying to tell the rest of the children, that child is coming back to school for normal, because what happened happened to her, not the rest of us, so there's no point in us weeping and wailing and whatever, we have to just be normal f…for the child to feel that they can come here and get away from the misery that was inevitably at home. Erm, does that make sense?

Hm.

Which isn't to say you don't feel it and certainly not to say we don't acknowledge it, I mean for the rest of that year, whenever she brought him up in the middle of, so for example one day in RE we were talking about something or other and she wanted to say something and I said, "Yes," and it was something about her dad. And I just stopped whatever it was we were doing and had this conversation with her about her dad cause she needed to say that and that was OK and er, I mean, it didn't go on forever and ever obviously, but I just thought this is one time where I can disrupt my class for one child and everybody else can just sit and wait because she needs to say that she needs to have it acknowledged and then when she's ready, we'll move on, which we did. But other than that, other then taking cues from her, I didn't think it was helpful at all and I still don't. I don't think it would be if it was to happen again because a child who's in that situation is coming here for normal. There's misery is at home. Inevitably. So anyway, yes, so that's that's that's how I maintain some EWB, by having a bit of a distance, which isn't to say I don't understand or empathise or feel but I don't think I'm any use, it would be no good me weeping with her over her dad. Just because I knew him and he was a really nice man. Because that's not what she needed from me.

Hm. That makes sense. Makes sense. …(pause) It's a lot of things to think about.

Yes, I'm sorry, you're gonna have to listen to all this. Are you transcribing these?

No! I am but it's all very very valuable for me to so thank you so much for going into the descriptive detail, I really appreciate that.

I'll try not to say too much more.

Oh, no…

Finger…

…it's really helpful.

…finger-tiredness (laughs).

And thinking of course amongst all these things of the the Ofsted…

(sighs, "Hhhh.")

…outstanding label as well and I'm wondering how when…

That's a terrible experience, let me tell you, an Ofsted inspection.

What what does it mean for you to be in an Oftsed outstanding…

To be inspected?

Or to be inspected, we can start with that, absolutely.

Well, that's very difficult, it's something that schools dread because it is a very Draconian thing. Erm, and actually, I don't *know* what it's like to be in a not outstanding school to be inspected. I imagine it is just as or maybe even more difficult but to be (participant 1 comes in) - don't worry, [name] - to be, OK, to be in an outstanding school that's being inspected, believe it or not, is extremely hard because what you're wanting to do, obviously, is to retain your outstanding status.

(interruption)

Oh, sorry.

No, don't worry. Yeah, so so what happens or what happened was, cause it was just 18 months ago, what happened was, we knew it was coming because we knew we were overdue so you're living on this kind of knife edge of knowing they're coming, knowing they're coming, sometime, but you've no idea when. And the all of a sudden, one day, boom, you get the phone call at 12 o'clock that they're coming in the next morning. That's if you're outstanding. If you're not, you have as little as 15 minutes' notice, which I think is wrong, anyway, let's not go there. So so there follows an absolutely frantic day of planning and making sure that everything is as it should be, that every i is dotted and every t is crossed and blah blah blah, and the you have, they're here for 2 days, so you have them swarming all over the place for 2 days, er, interviewing the children, interviewing the parents, er, putting everybody through their paces, coming to observe your lessons, blah blah blah, blah blah blah, and then you have a long a long wait while they're in with the head and the governors and whatever and then finally, you're summoned to the staff room, you think (sound) and you get the news, (exhaling phew sound), 'We've hung onto it!' (laughs) Erm, which means we have to be left alone for, I think it's a minimum of 5 years so we have another 3 and a half years (laughs) before it all starts again! (laughs) But we also, because we're a faith school, we also have section 48 inspections that the diocese which in the diocese is an equivalent of an Ofsted. And they're more frequent and that was 2.5 years ago so (worried noise) that's gonna come and they're equally unpleasant.

Unpleasant. What what what was unpleasant about it when you said you had two days of…you listed all the things that were going on?

Well, erm, (exhales) well, both nights we were here at school, so the night before they came and halfway through, you know the night that separated the two days, we were here until half past 10 at night, I think? Which is an extraordinarily long day, I'm used to being here until half 6, 7, that's daily and that's OK. But half 10, 11, 'Come on, I need some sleep at some point.' erm, and it's hor…, it's also horrible to watch, erm, other people getting very stressed about it. Erm, it was my first time going through Oftsed so I was very uncomfortable about it and I didn't want to do it and it was horrible but I wasn't as stressed as some more experienced colleagues were and that in itself was a bit anxiety-provoking.

Right.

'Is that OK? I'm a bit stressed about it but I'm not as stressed as they are and they've been through it before. Oh my gosh, I don't think I'm stressed enough!' (laughs) 'I'm not taking this seriously enough, clearly.' Erm, but working in year 6 is, the thing is if when you're working in year 6, you need evidence of your performance, then it's my belief, rightly or wrongly, that you can wave your SATs results under somebody else's nose. 'I can't be that rubbish if I got these results,' that, you know, which is a measure that other year groups don't have. So not to say, not ever to say that I can just rest on my laurel, laurels and think that I'm fantastic because I don't anyway but, you know, er, I wouldn't. But at the same time, I do think in that sense we're a bit more fortunate. And that Ofsted anyway are coming in to look at progress over time so they relatively speaking leave year 6 alone. They still came in they still observed erm, but I don't think we were under quite as much pressure, perhaps. My team leader might disagree but that's my opinion that for as long as we're producing decent SATs results, we're not under *as* much pressure as perhaps some of the other year groups are. But then we're under that pressure every year to produce those SATs results so it kind of all evens out. (laughs)

Hm, hm. And you said it was unpleasant but when you were called into the staff room and you were told it was outstanding, it was that phew.

Yeah. Definitely a relief.

What did, what was it like to hear the news?

It was, it was definitely a relief because it meant, well, it meant lots of things. It meant that Ofsted would leave us alone, it meant that there would not be repercussions from governors or management or anybody else, erm, erm, yeah, so it was just relief. Erm, but then it was as from my point of view anyway, I stood there and thought, 'Well, that's great, OK, back to work.' You know, I didn't see any need or point, I admit I didn't feel the same way after the, erm, RE one because obviously I'm liturgy coordinator and that was my first RE one as well, and, erm, so at the tike there were three of us involved with RE: me, a colleague who was responsible for the RE curriculum and the then-head who was overall responsible for RE so then I certainly did go out and celebrate that we'd been successful but with the sort of normal Ofsted, for want of a better word, it's just a case of, 'OK, good, back to work.'

Hm, hm, hm. Did it have any impact on your EWB, either in a facilitative or hindering sense or in any sense, really, do you think? At the time.

Erm, maybe for the duration of the actual inspection because of the anxiety personal and floating around the place erm, but not significantly, I don't think. And although it was certainly a big relief, you know, to hear that we'd retained outstanding, that was it, that's all it was it was only a relief, it wasn't something to you know, celebrate for weeks on end or it was literally, 'Good, right, now put it behind us and get on with it.'

Get on with it.

Yeah, yeah.

And since then? Has it had any meaning to you? You said it was 18 months ago. Does it have any impact on your EWB now to be in an Oftsed outstanding school?

No.

No.

(laughs) Well, not in a positive way, anyway.

OK.

I do sometimes think, 'Gosh, you know, I don't think every school, erm, keeps the kind hours that we do,' and, you know, at the end of the day, let's not kid ourselves, if a school is outstanding, it's not necessarily outstanding for any reason other than the people who work in it work *extremely* hard. It doesn't happen by magic or luck or coincidence. It's because the people working there work extremely hard. And I'm not saying that colleagues who work in other schools that are not outstanding don't work extremely hard because I'm sure they do, but I equally do or I, don't know, maybe it's an urban myth but there is *talk* of schools where teachers literally leave at half past 3. And there are times that I think, 'Ah, I'd like to work in one of those,' but then I don't see how it's humanly possible to leave at half past 3 and be on top of your marking and your planning and assessment and everything else so they're probably just fables but it's nice to fantasise (she laughs, I smile) about being able to leave at half past…I am leaving at half past 3 tomorrow, though, that said, I've made that very clear, "Leaving at half past 3 Friday."

(I laugh)

Don't give me anything else to do, I'm leaving at half past 3 on Friday.

(I laugh) Ah. Hm, hm.

Erm, yeah, which has probably contributed to my stress levels this week as well…

OK.

… that's one day where I'm leaving.

All right…

…3, 3 and a half hours earlier..

…ah, OK.

…than usual. So it's kind of a (exaggerated inhaling sound).

I see. And then you have somebody keeping you for an hour.

That's fine, but I agreed, I agreed so that's fine.

We're nearly at the end and I really appreciate it, we've been sitting here for a long time…

Pleasure and I really feel sorry for you, transcribing all of this.

No, not at all, it's much appreciated.

'Come on, [participant's name], give a concise answer!'

(I laugh)

Three words, no more.

No, not at all, no, this is much much much better. I'm wondering, having heard your experiences of the Ofsted outstanding…

Hm.

… judgement at the time and since, what it would be like to have an Ofsted inspection now For you, in terms of EWB?

I think it would kill me. (pause) Seriously, if we had the phone call today that Ofsted are coming in tomorrow, I think I would *literally* fall on that floor and be dead… or I'd wish to be. (laughs) Honestly, I'm not actually joking. I don't think that at this point in time I have the mental capacity to take on an Ofsted inspection. (pause) No.

Hm.

At this point in time, no.

Hm.

No.

Hm.

Please don't wish that on me. (laughs)

OK. (I laugh) I understand.

No. I don't think I could.

Hm.

Although that said, erm, when we got the call last time, I remember feeling, not that I wished I'd die, but feeling, 'Oh, my goodness, I can't do this, I can't, I can't, I can't because although it was my first time, you know, it's all over everywhere about what a terrible experience it is and it *was*, you know, but no, no, I think I would have to curl up in a ball and cry.

Hm.

A great deal.

Hm, OK.

If they said they were coming in tomorrow and but, at the same time, I think there would be a certain part of me that would just think, 'Come.'

Hm.

But the trouble is that's not how it works. It's not a question of, 'Yeah, come.' It's a question of mad panic, managing your own anxiety, trying to help colleagues manage theirs, you know, we're all trying to support one another, produce the resources that we don't actually have. Because the whole thing frankly is Micky Mouse anyway. It's a disp…it's a show. That you put on for Ofsted. If they really want to see how a school is working, they should just come in. Just walk in off the street and come and see. But that's not what happens. So the whole thing is a nonsense really anyway. But that's another story.

Hm, hm.

Bu no, I don't I don't think I have the…

Hm.

.. at this, today, Thursday the 6th October, I do not have the the mental resources to deal with Ofsted.

Hm, hm, OK.

Although I know they're not coming.

Hm.

Perhaps I would dig deep and find them if they were to come.

Hm! I see. Hm.

Because I would actually have no option. I, lying down on the floor being dead would not be an option. Nor would going off sick. No number of sick notes would convince anybody that I was actually being ill. So short of throwing myself under a bus or something (laughs), which I'm not about to do so no, yeah.I think if I really knew they were coming, I'd just get on with it because that's what you have to do. But I'm very glad they're not. (laughs)

(smile) Hm. I understand. And very lastly…

Hm.

… having talked about all the factors that can facilitate or hinder wellbeing…

Hm.

…we've covered so many different aspects of EWB of teachers. I'm wondering if there's anything you can think of that would be helpful for *you* in future, sort of in a hypothetical world. Any sort of intervention that you think *you* would benefit from?

I th… honestly think I would benefit fro…ehhhh…(distorted voice) I don't know, yeah. I *think* I would benefit from not working full time.

Hm.

But at the same time, I have job-shared and that brings its own stresses…

OK.

… when you're sharing a class with somebody else because obviously, you know, you've got your own values and your own way that you want to do things which might not be exactly the same and actually almost certainly won't be exactly the same as somebody else's so sharing a class with somebody is not a bed of roses either. Erm, and I *like* the responsibility of being the class teacher and so it's you know my way (chuckles). I like that! Cer…and the only way you can have that is by working full time so I don't know. Erm, ts, I'd like a rule or I'd like the expectation to be different.

OK.

So for example a friend of mine who works in another school, which is also an outstanding primary school, I might add, but there they have a rule, they have to be gone by 6. No ifs, no buts, no maybes. Out. Erm, and they still manage their workload so they must be doing something, they must be working smarter than we do. Erm, so I'd like that. I'd like I'd like it if there was some kind of limit placed because we clearly can't limit ourselves (laughs). So I'd like somebody else to limit…

A time limit…

Yeah, yeah, exactly, of how of how much time we do actually spend.

Hm.

Erm, (pause) and what else? I don't know, ah (sighs) I do think, based on, erm, email exchanges so far this term, I do feel as if…perhaps… not to say that we weren't appreciated before but I do think that, erm, there is something a bit more vocal…. So for example, erm, it was the head that I emailed emailed yesterday asking for help, and when I got the answer this morning, the first sentence was, thank you for keeping me in the picture. … So I'm just talking about little things like 'thank you'. Erm, sort of, erm, signs of being appreciated seem to be a little bit more evident but maybe that's because I knew the old head really well because we'd known one another in the community you know, and she taught both of my girls long before I came into teaching. So (big inhale/exhale), it's I'm not really comparing like for like so in fact I'm not comparing at all. Erm, but what I'm saying is that things that help are a perception that your efforts are appreciated. Definitely….recognition.

From…the management?

From whoever.

Whoever.

From your family, thank you for the lovely dinner. From from whoever.

Hm.

You know, recognition and some kind of appreciation and it's only small like a 'thank you' or, erm, you know, 'I appreciate it' or whatever. That I think that goes a long way and I think that sometimes that's missing. Particularly in the caring professions, interestingly, I've worked in two. And, erm, I think we're teachers and nurses are very good at looking after other people but *not* one another necessarily and definitely not themselves. Why have I come into the second public sector career? (laughs) Ah. I'll retire soon. (laughs)

(I laugh) So wanting to be appreciated and just those thank yous and…

Yes, yes, which makes me sound very needy, which I'm hopefully I'm not but it's just just to be validated and just for somebody to *notice* that actually, 'Yeah, good'.

Hm, makes sense.

Because, actually, I think all humans need and deserve that anyway. mean, come on, i…I'm not a dog-lover and I don't know if you are but you know if your dog does something good, you give it a pat and say well done well, gee, how about you do the same for your teacher!? (laughs)

I know what you're saying, yeah, yeah.

Or your member of staff or your whoever.

Hm. Ah, thank you so much, [name], it's been so…

You're very welcome and I hope I've rambled on…

Not at all.

Somebody should have warned you I talk far too much.

No, no, it's been extremely valuable. Is there anything else you haven't had a chance to say?

I don't think so.

I've been leading down you certain…

No but that's fine.

…paths but..

No, no, no.

Do you feel that we've covered everything?

Yes. I think so, yes, erm, yeah. I mean if you were to come back in 6 months, you might get a whole different set of answers. Because obviously it's all subjective and as much as my answers depend on how I'm feeling *now*…

It's this moment in time…

Exactly…

…isn't it?

…exactly.

Yeah, yeah, that makes sense.

Erm, and I certainly think you would have got different answers if you'd come yesterday so I'm glad you didn't.

Hm, I see! Thank you so much, [name].

Pleasure, pleasure, Zita. That's a pleasure.

Thank you. Let's see.

When is your thesis in for?

So the final thesis is in May, ooh, has it stopped?

So the final thesis is in May, ooh, has it stopped?

Interview 5

Thank you very much, [name]…

No problem.

…for agreeing to take part in my interview. So this research focuses on teachers' emotional wellbeing...

Hm.

...in an Ofsted outstanding primary school. It's an area of interest for me and obviously your school has been rated outstanding…

Yeah.

… in the last Ofsted inspection, which, I think, was 2 years ago now, wasn't it?

Yes, yeah.

Was it January, 2015?

2015, yeah.

Yeah.

So this is incredibly valuable for me to hear your views...

Hm.

...and obviously there's no right or wrong answers, it's your...

Yeah.

...experiences and opinions that I'm really interested in.

Hm.

So if we, maybe just to start with, so can you confirm what year group you teach and what responsibilities you have in the school?

OK. I'm a reception teacher and I'm responsible for outdoor learning…

Hm!

...which is not a huge role but just a little thing.

Is it kind of playground safety and or a little bit different?

It's sort of meant to be basically like looking at the use of space outside and how you use it for supporting the curriculum.

Ok...

Yeah.

That sounds really interesting. Is it just for your year group...

It's sort of...

…or the whole school?

…it's sort of meant to be lower school, so kind of the like lower down the school, so reception, year 1, sort of key stage 1.

Yeah, yeah. And have you always been in reception? How many years have you been teaching for?

This is my second year of teaching...

Second year.

...and second year in reception.

In reception, okay. So you've done it once already...

Yeah.

... it's kind of...yeah, yeah, okay. So we're thinking of EWB and this is a phrase, obviously, that we use quite a lot but sometimes different people have different interpretations of...

Hm.

...what that might mean. So when you hear that phrase, what sort of jumps to mind? What does it mean to you in your role as a classroom teacher?

Just how happy you are in yourself and, like, your environment and things. So whether or not you stay happy but also the space you're in when you come in to work whether it's a nice space to be in, kind of thing. And how that has an impact on you, on what you're doing.

So how happy you are at work and you said the environment and kind of the context has an impact on that...

Hm.

...and that sort of links with how you do...

Yeah.

...in your role as well.

Hm.

Hm. Makes sense. So if we think of your EWB at the moment in your role as a teacher, you teach full time as well, don't you?

Yes.

So how might you describe your EWB at the moment?

I'd say it's pretty good apart from being tired and things, whatever.

(SENCo comes in to leave something on participant's desk.)

Apart from being tired and stuff, I'd say it's good.

Hm. So overall it's good but a bit of tiredness can can have an impact on it? Did I...

Yes.

...did I get that...

Yeah, yeah, yeah.

... right?

Yeah, yeah so when you're tired, you can sort of get you find yourself maybe less patient, things like that sort of thing or you can find things a bit more too much to get on with sort of maybe more overwhelming when you are tired but...yeah.

So that sounds to me a little bit like EWB might actually be linked with some of the kind of physical state that were in as well, not just, it's not just...

Yeah, definitely.

...something that exists on its own.

Yeah, I would say so.

Yeah, yeah. So you said at the moment you're a little bit tired. Do you, can you put your finger on what might be making you tired at the moment or...?

Erm...

Or do you feel tired...

Stuff that's...

...generally?

…is a mixture of either stuff from outside of school. Life in general can make you tired...

Yeah.

...or sometimes it's just when there's lots to do in school, so then you're working long hours. So you're in for a long time and you don't really stop. So for example like yesterday erm, lunchtime kind of just went away as if the hour lunch break didn't really happen because of 2 children that I was dealing with in terms of staffing, before you know it, by the time you set up for the afternoon and stuff as well, so you don't really get like your lunch break then because that time was filled with other things that had to be dealt with...

Right.

...so that's just general day to day things but also just as well when there's always stuff to do, it's easier to just get on with it or you just carry on, whatever. Like I mean not to criticise this now but for example I've gone from the afternoon, had a meeting with a parent and then straight to you sort of thing so there's no stop then since lunch time so. You know, it's not that late yet sort of thing it's just that it's just constantly...

Just one thing after the other and not...

Yeah! And that's just…

...no time to sort of take a breath or...

Yeah.

..a break.
There's always lists and stuff to do, whatever.

Yeah. Just to say, by the way, if you wanted a little break...

No, no, no, probably [inaudible] (laughs)

I know this is another thing on the list...

...no that's fine...

...so please just say, that's absolutely fine.

...that's fine.

So that sounds like the workload and not just the workload but actually they say it's spread out across the day, the fact that you don't really get to stop really...

Hm.

...to take a breath it sounds like or...

Yeah.

That can impact on how you feel as well.

Hm.

Hm. It makes sense. And when you said at the start that at the moment you're a little bit tired, it made me wonder whether is this something that just happens at times or is it quite a sort of general experience in your role as a teacher?

Generally experience. Quite tired especially since I teach reception as well, there's very few moments where it's quiet. And and it's both in a literal sense of just children themselves being quiet cause that very rarely happens with reception children or equally just the children themselves like not wanting your attention or needing something or just they they're young, they're little…

Yeah.

…so they're very needy and they are a lot less needy than they are at the beginning of the year because they do mature but they're still needy compared to like a further up the school where you could get tell a class a task and then they can generally get on with it sort of thing whereas this it doesn't work in that way. It's not the nature of reception, it's not the nature of early years, you don't set them off to do a task and they all get on with it, it's totally different and that's the way early years works…

Yes.

…but that means that you're constantly doing things.

Hm!

As you would be anywhere but it's a different way compared to the rest of the school.

Yeah, very active and you're very involved with them all the time…

Yeah.

…it sounds like.

And very much like you're more, you have to be a lot more animated, a lot more sort of like into sort of like a different style of teaching because you're really engrossing them in a different way in topics compared to further up the school where you might be doing basically like a text or something else

whereas very much ours is topic-based, so I'm doing dinosaurs so you're getting really into the fact that, 'Yeah, we had a dinosaur in our classroom,' and stuff and you really have to get yourself animated and that's different to teachers…

Yeah.

…so just different things and obviously then but like more of the difference is the fact that they're just needy and they have little things and there's always little things to them that are a big deal but lots of little things and they build and someone gets hurt or the other day a child had a nose bleed, my TA had been sent out with a small group that she usually would so OK.

Sure.

…then I had another 25 children (laugh) just there and then one child with a nose bleed…

Yeah.

…so you gotta deal with the nose bleed…

Yeah.

…whatever and you still got 25 other children who you're meant to be teaching and so…

Yeah so it's…

…that is prioritising and stuff obviously…

…yeah.

the nose bleed, erm, that sort of thing so it's just OK it's even though you get to do what you meant to have done whatever whereas with mo…older children you might be able to say to them, 'OK, right, everyone now go do this instead,' whatever whereas they kind of still need that direction and guidance and things.

Yes, so and when there's an individual need vs the group need…

Yeah.

…like a nose bleed…

Yeah.

…that might make it particularly difficult to…

Hm.

…sort of, as you said, prioritise, yeah, that makes sense. And when you say that this class kind of have a higher level of need, is it just because of their age or do you think it's also kind of compared to your year last year for example?

Erm, definitely age, age is definitely kind of just, age is compared to just…just any…

Just further up the school…

…just further up the school but also just age because ch…reception children change a lot in a very short space of time so you can imagine they start off when they're 4 years old and actually then by the time they turn 5, actually you almost you've had them for like 8 to 9 months whatever, that sort of thing, that's a big chunk of their life at 5 years of age so it's a big chunk of their life and they change a lot in that time as they would, it's part of their development. So that's definitely part of it. Definitely this year group compared to the last cohort that went up are a lot needier.

Ah, OK.

In terms of their educational needs anyway. So for example, I've got a Down Syndrome boy in my class and 2 other children on Health Care Plans and things like that so there's lots of need without just your general need of children who are just a little bit lower than other children in terms of ability. So just lots of need in terms of ways that we didn't have last year.

Yeah.

And that's actually across the whole year group rather than, not even just this particular class.

And does that impact on your EWB, the level of need in the class or the different additional needs?

Yes, no, definitely. So just in terms of the practicalities that come with it because you have to invest more time into those children. That means that actually you're trying to do everything you'd normally be doing plus extra. So it's just more tiring so that impacts that sort of thing…

Right, OK.

…and particularly that affects if you're less patient or less sort of, you're just more rushed in terms of stuff.

OK.

…which makes you feel that little more, I mean I'm a very calm person but it does make you feel a little more stressed because you've got so many things to do but you're still individually trying to support certain children it's mainly because of the supervision that comes with it so that that's just the practicality…

OK.

…to deal with the fact that one of my children has 1:1 support but then that 1:1 support has to go away for her lunch break as she should (laughs) that's that's a right, that's fine, erm, but it means that other time then the child who normally needs 1:1 support has to be sorted by myself and my TA whilst also we'd still be trying to do everything else we normally do. So you're trying to be teacher *and* a 1:1 basically. Which doesn't really work.There's loads of other things, it just gives you more to do.

Hm. So it's not so much the need, it's more the practical implications…

Practical things.

…on time and…

Yeah.

…you having to split into all these different…

Yeah.

…sort of responsibilities. And what about you mentioned about academic attainment. There are a few children maybe in the classroom who have those sort of needs as well, you mentioned, compared to last year.

Hm.

How much or does that impact on your EWB or a teacher's EWB, kind of what level the children are at or what…

It has…

…results they bring?

It has a lot of potential to because of leadership's, erm, I don't know what to call it, leadership's vision or whatever, I don't know, sort of leadership's idea that percentage-wise and data, they this year group should just be as as academically achieving as the last year group or higher so basically we get told targets of 83 or what %, we must not go below 83% getting the expected level, despite the fact that the year group across the whole 90 children are less so that can *can* have the impact. I'm not *letting* that have an impact but that's a choice that I'm sort of going, 'OK, don't be,' but it is clearly something you can feel being said, "Ok, but they need to be getting to this level, they need to be entering this level," ignoring they're actual facts about actual children…

Hm!

…not just data so a top-down level can have an impact on that and that would obviously affect you because that *could* make you really stressed, can have 'How on earth am I gonna get these children to the correct level, how am I gonna actually work hard enough to get them to this point if they're not gonna get there' and stuff because I need to meet targets basically.

Yeah. That's interesting. So again, it's not a direct impact but it does sound like…

Yeah.

…it's got quite a significant impact through management expectations.

Yeah.

Yeah. And that makes me think of whether, are there any other scenarios where you think your experiences with management can have an impact on EWB?

Erm, in both ways, obviously just the fact that they can make you feel very relaxed and very welcome and happy in terms of the school so erm, our deputy head teacher is a very friendly, supportive deputy head teacher, he is very positive, that makes *you* feel positive as well and just naturally reflects the whole atmosphere. The school has in the past been a very positive school and very friendly and calm, it was a nice school to work at, so that makes you also then just kind of fit into that, makes you feel you want to come to work and stuff. The atmosphere at work for example at the moment has changed. That's not totally relevant but it is relevant because of *changes* in staffing, that's fine, that happens, that then has an impact because it makes you kind of not want to go to work or you don't wanna be here and stuff because if everyone else is negative and there's just lots of stress going around, there's lots of extra work, you just want to get away from it, you don't wanna be here. So it does have, it can have a big impact…

OK.

…either way, whether or not they're creating a nice, pleasant environment where they're positive or an environment where you kind of they're pushing down to much.

Hm. So it sounds like there has been a change.

Yeah.

In staffing, which has impacted on…

Yes.

…that sort of atmosphere and ethos around the school.
Yeah.

Can you say a little bit more about that or…? (smile)

(smiles) Erm, I can, the new headteacher and new changes the headteacher wanted to bring in and just her way of doing it. That's basically what it is but that's that's down to her, I mean change is not a bad thing, change is always a good thing, it's just the pace of change and stuff so that's probably a big impact of it…

OK.

…it's just lots of change and lots of expectations to get x, y and z done whilst you're still doing a, b and c.

Right, OK.

And that type of thing.

So it's on top of everything else.

Yeah.

And quite quickly.

Yeah.

Yeah.

Which just makes you feel like, 'Oh, OK,' always makes you feel that you're not doing a good enough job. Because everything's been changed, from what it originally was. So erm, yeah.

Hm. So the additional workload, primarily, can have…

Hm.

Maybe not primarily but maybe that's just my interpretation that it was primarily but that's sort of the example that you shared, yeah. Are there any other ways in which management has had an impact on EWB at all?

Erm, just generally like the, so middle leaders are definitely very grateful and friendly and they have, they're very warm and they're very nice and they make really clear that they're grateful for what you're doing sort of thing, just that gratitude is shared sort of thing, you feel valued by them so that type of thing makes you feel warm and makes you feel like you're doing a good job and stuff so that has an impact…

Great, hm.

…so if you've got a middle leader or whatever who's doing that, which they do at this school, that creates a nice atmosphere and makes you feel better about coming to work and you're doing a good job so that has an impact on your wellbeing cause you feel good about yourself.

Hm. What do they do exactly to make you feel good about yourself?

Just generally, OK, just generally being friendly so just being warm to you as a person but also just being positive about what you're doing, about your practice as a teacher and your environments and things like that. So like the learning environment you've created, like the physical space in the classrooms and and also just when they're talking to you and stuff at the end of terms, they say thank you and just not that it's not that it's necessary but then they *will* just do things like, 'OK,' like if you're out, someone sort of thing like deputy head is like pulls your strings and that sort of thing or more like they give you like little gift at Christmas or that sort of thing and just cards and just actually saying thank you or an email saying thank you for things and stuff.

Makes you feel appreciated that sort of positive feedback…

Yeah.

…and acknowledgement…

Yeah.

…sometimes. It's interesting that we've touched on some kind of relational things with management and children, it makes me wonder whether relationships or experiences with parents can also whether they can have an impact on EWB in any way at all for a class teacher or for you?

They definitely have the potential to. I've been very fortunate that actually both classes of parents that I've had have been very warm and friendly parents the type of ones that have actually been volunteering to help out and stuff, the ones you quite happily chat away with like someone just you met anywhere sort of thing, like just as normal friend rather than as a parent of someone in your class. Erm so they're they've been very warm but equally there are parents at this school as there are in any school, I suppose, any parent who can be pushy and get quite stressed about things themselves so whatever sort of thing and have a different dialogue with teachers, which I haven't had an experience of but they can and that would make you feel like you're under pressure from parents as well sort of thing or you're being criticised by parents or nagged by parents, which can make you feel overworked and stuff that can have an impact. But erm, no, I've had positive relationships with the parents that I've dealt with so far.

Hm. So that could, that had a positive impact on your WB or does it just sort of have a not negative or I'm just…

I don't know how much if affects my WB just because if they're just there and they're just getting on all right sort of thing but I think if they were being negative, that would have an impact more sort of thing…

That makes sense, hm.

…on WB sort of thing or if they were *over* the top sort of like being positive, then that probably would have but they're kind of just, they're *there* and they're good, they do a good, they have a good relationship, they do a good job, (laughs) I guess, one would say that, yeah, so I don't think it has an impact either way.

Yeah.

But it has the potential to.

Sounds like it's working really well…

Yeah.

…at the moment.

Yeah.

Yeah, great. So you said it's your second year of teaching.

Hm.

Have you noticed any changes in your EWB throughout your year and a half in teaching?

I'm a very calm person so not super much apart from just feeling more tired this year because there's more to do. Erm, but then I make sure, last year I used to work quite long hours so this year I sort of make sure that I leave at 6 o'clock, hopefully, on most nights and I only get here like about half 7 and leave at 6 to try and sort of like reduce the amounts of work, I know it sounds silly cause that's still a

long day but compared to staying like 7, 8 o'clock or whatever before, erm, so that probably sets an impact on my kind of choices of the hours I come in to make it better cause you're not as tired then but I still feel tired this year (laughs). So that has an impact cause you just feel tired and sort of a bit run down and stuff at certain times so…

Yeah.

…you're looking forward to just having a bit of rest…

Yeah.

…maybe at weekends so just more than half term as well.

Sure. And when you walk out of here in the evening or for the weekend, are you able to leave it behind and get that rest?

Yeah, yeah, generally. I mean, I mean all the time you're thinking about different children and that's just the nature of [someone comes in] - no worries - just the nature of teaching I mean I suppose like lots of jobs and things like if you're dealing with people, then people end up on your mind, particularly if you're dealing with the same people are like, imagine they're always on your mind so you do just sort of random things just make you think of stories from school where you go, 'Oh, I must do this,' or I wonder what this child… it makes you think of a child, that type of thing but I don't know. But able to leave it behind in terms of like, 'OK, it's not like you can think of things what I'm able to, I'm not stressed about the idea that I need to do this, this and this or whatever sort of thing.

You're not.

No.

Hm, hm, hm. Hm, OK. Erm, so there hasn't been a change in terms of, there has been a change because there has been a change to management and that's added to workload and…

Hm.

…it's been quite a lot and quite sudden so that impacted on tiredness and the working hours and that's been sort of the main change that you've noticed.

Yeah.

Yeah, hm.

Yeah.

OK.

And noticeable in colleagues as well, definitely. Erm, in colleagues a lot more cause just people feel over-worked and tired and fed up and not wanting to come to work and that type of thing and stuff and not enjoying themselves as much. That type of thing.

Does that have an impact on *your* EWB to notice how other people are feeling about things?

Again, it certainly has the potential to if you let it because then you could also kind of get swept up and kind of like, 'Oh, yeah, things're bad, everything's crap, whatever sort of thing but I'd I'm quite a positive person and quite a calm person so I kind of step back from it sort of thing but but it has, again, that's what I…

Yeah.

…I keep saying a lot of it has the potential to be and…

Yeah.

… and it clearly has had an impact on other people and everyone else seems to they also got swept up in sort of a negative atmosphere at school.

OK. That makes sense. So what sort of things do you find yourself doing or have you tried that have sort of facilitated your WB? It's so interesting for me to hear that you've been able to not let certain things affect you. How do you do it? What sort of things have helped?

I mean, generally in life, I just try to twist it to kind of look at, 'OK, why is this happening?' or 'What's the benefit?' and stuff and particularly in school the focus is mainly and has always to be on the children so you're just focusing on what the impact is on the children that you, what's the best, so prioritising, 'What is the most important?' which is the children, then prioritising all the things we've got to do, based on the children and making sure I'm just doing what is the stuff obviously that needs doing but also the stuff that also works best for me and for them rather than everything else that has to be done, which is hard 'cause obviously, those are the things you have to do that you might not agree with but just trying to be positive about the things that happen mainly just positive and prioritising the children and things. Erm, and just when other people are talking about the stuff like now people do vent because people enjoy venting, I enjoy venting, everyone likes does like to get things off their chests, that's fine sort of thing but then again just trying to find a find a positive twist about it and things. And wh…also like I was saying as well like making sure that I'm being sensible in terms of like, when it gets to a certain time, 'OK, time to go, I just need to go,' it's unrealistic for me to stay silly hours to get things done. OK, I'm just gonna finish now and go and it will just have to wait and stuff. So just being realistic about OK, who I am as a person. I can't do 12-hour days and work all the time. That type of thing.

It sounds like you're very good at taking that different perspective and reminding yourself of priorities and setting those boundaries.

Yeah.

Yeah.

Not all the time cause sometimes you have so much you kind of forget but I'd say so.

Hm. Has there been anything happening within the school that's helped you, that's maybe not coming from your own perspectives but but external factors that have helped your EWB in your role as a teacher?

(pause) Nothing comes to mind, no.

Hm, hm.

No, I can't think of anything.

So it sounds like maybe it's down to the individual? Or in your case, you feel it's down to you to sort of manage your EWB within the circumstances or…

Yeah, I mean the school, the school should be involved to make sure about like what they see as like a work-life balance and how they support their teachers and and all their staff. Erm, but nothing comes to mind from in the school apart from just middle leaders reminding you to get home early and stuff sort of thing every now and again. But otherwise…No, there's not much more than that that springs to mind.

Yeah. And can you think of the opposite, if you like, any things that have hindered your EWB? You've already mentioned sort of the additional workload can have that potential. Is there anything else that you've found particularly unhelpful? And I'm just going to have a look to see that it's all happening, hopefully, yeah, looks good (looking at recording device).

Erm, just generally I'd like I suppose the atmosphere and the sort of the sort of things that don't, like that hinder it is basically the atmosphere in general, so just everyone else's attitude cause that kind of makes you kind of…

Sure.

..start, you *can* get swept onto it unless you're able to stop yourself, erm, and the top-down sort of approach of lots of change without consultation and not feeling valued and feeling like you're doing everything wrong, that kind of makes you can make you feel a little bit like…

Hm!

…so those things aren't helpful when you don't feel valued from higher up people. Like you're valued by middle leaders but not necessarily at the top. And so that can have an impact in the other way.

Hm. That's interesting that you say that you feel that you do things wrong. That sort of prompts me to start to think of the Ofsted inspect…or the Ofsted experience as well and I'm just thinking you probably weren't here for the…

I was here on placement…

Were you here on placement?

…as a student.

Oh, OK.

Not actually as a teacher, no.

I wonder whether when you said doing things wrong it just that kind of word that popped into my mind was judgement or being judged perhaps but maybe that's just my kind of interpretation.

Yes, w…that impression is given from the headteacher when she's walking around the school a lot cause she's just walking and she's just staring and not say anything and walk out of rooms and stuff *very* frequently.

OK!

So that kind of gives you the impression, 'W..what, what did she think then?' so have these conversations, I don't care, I'm not worried.

OK.

Erm, because I've been observed by x amount of people least year and nobody flagged up major concerns about this, this and this, obviously people give you tips and ideas and suggestions of how to improve and get better but nobody was hugely concerned (laughs) about my practice, they said it was good, erm, so when you have someone else coming in sort of thing but lots of people talk about that they feel like she's just there judging or she made little small comments so those kind of things can have impact but that hasn't happened to me cause I haven't allowed it to happen but you can see it, you can see it there, you just have to get on with it and I'm just going to ignore that. Like I don't mind, I don't care if she's here or whatever, she's gonna stare for a minute and then walk out, fine. Erm, I don't know.

Hm. So when you said you were here on on placement during the Oftsed inspection…

Hm.
…what was that like for you as a student?

Erm, interesting, it was my second time being for an Oftsed inspection, erm, before I got to actual teaching post, erm…

Did you have it on your first placement as well?

Er, pre-school, pre-university experience when I was, well, during university when I was doing work experience back at my old primary school. They had Ofsted. So I was just helping out then and Ofsted came then so another school. Erm, it was intere…it was interesting, it was interesting watching and hearing the stories of how hard they all worked and the teachers stayed till like 11 o'clock at night, were back again at 4.30 and that type of thing and stuff. And erm, sounded over the top. Sort of thing and stuff but. Yeah.

And were you involved as a student? I'm not too sure how it works, are students…

Well, so I was, I didn't…

…kind of…

…teach any lessons but I was… I still carried on doing like small group stuff for example…

OK.

… so when inspectors came in, I carried on still doing like whatever, the small group stuff. I was doing all supporting children but I wouldn't have been inspected as a student because I wasn't a member of staff.

Sure, yeah. And how did that feel to have that Ofsted inspection?

It didn't impact me greatly…

Didn't impact greatly.

…cause, didn't affect me, didn't know what the impact was. Didn't affect me. I mean I was intrigued (laughs), obviously, exciting but otherwise didn't have an impact…

Yeah.

…whatever the outcome would have been, wouldn't have impacted me cause I wasn't really involved.

Hm. And if you think of the Ofsted outstanding status now, does it have a meaning to you at all to work in an Ofsted outstanding primary school?

Not at all.

No.

Not at all. Because what outstanding is on those 2 days, or what they perceive as outstanding on those 2 days would not be outstanding on another 2 days because it's so different, schools are so different. The teachers here who might have been called outstanding on those 2 days are outstanding when they have internal observations, including myself, I might sound like a really good teacher and I could be a really good teacher in reception with these children from [town] and then I can be put in a school somewhere else in the country, somewhere out in the countryside, somewhere in inner London, a school that's a more challenging school, and actually then my practice might not be as good so actually whilst I am and I do, schools need to be inspected like any public sector and lots of things need to be inspected, there's so much prep that goes into it, it's almost like a forced 2 days, they're not a true reflection of the school on those 2 days because, like I can imagine, anything like I was when I was inspected they you do things slightly differently on those days cause you know there's people coming in particularly to come and scrutinise and watch and see what you're doing. So it was different on those 2 days so yes, it is important I guess sort of thing and what saying you're an outstanding school but actually it doesn't impact me, the fact that it's an outstanding school compared to a good school,

maybe if it was 'requires improvement' or like 'inadequate' school, that sounds different cause it doesn't sound good (laughs) and sort of thing, you'd wanna change that that's a big concern but the fact it's outstanding based on 2 days in reality so much of that is spent in an office and stuff.

OK.

…that it doesn't actually kind of work or whatever. (interruption - participant talks to person entering). Erm, that type of thing. But yeah. So it can vary depending on the school context and you said it's not necessarily an accurate reflection…
No reflection…

…because it's just a two-day…

…yeah, yeah…

…snapshot of…

…yeah and in that time they don't spend the whole time in classrooms there's a lot of time spent, again, rightfully so, analysing data and policies and speaking to staff members and scrutinising middle leaders and senior leaders about what they know about the school and the children and and the plans and actions and stuff. Yeah.

Do you think there's any relationship between the Ofsted outstanding status and teachers' EWB? In any way.

It clearly was before and definitely based on like stories from members of staff who were here, who were already teachers during the inspection, erm, because the school was outstanding in the previous inspection as well, so there was a big thing of obviously *keeping* it outstanding as you would like if you've got first place, you don't wanna lose it so they, there was lots and lots pressure before and lots of scrutiny and lots of checks of everything and monitoring and stuff beforehand in order for the prep for Ofsted and then as soon as Oftsed came, we got outstanding was just non-existent basically so so clearly it was all done just for the inspection rather than just actually say, the main thing, which should be the benefit of the children. And…

OK, OK, aha. So it had an impact on those teachers at the time…

Hm.

…and it sounds like it had maybe a not so positive impact if I'm…

Yeah cause it just seemed like lots and lots of scrutiny but they didn't know any different because that was they, was just the build-up and then it went away once it had Ofsted.

Hm. What would it be like to have an Ofsted inspection now? I know it's not going to happen…

No…

..because it can't for a number of years…

I..it it could happen.

…or could it?

New headteacher and…

Ah, OK.

…and also if our results weren't, if our results changed or fluctuated in a big way…
All right.

…they would be 2 factors that could trigger potentially, th…always, but they could be saying it could trigger someone to do like a monitoring inspection…

Right, OK.

…if they were seeing something has changed or whatever but it's probably unlikely. Erm, I think it'd be exciting, I think it'd be interesting. Erm, it would just be what it's gotta be, I mean I don't know, I I would love to go through one, I would love to…

Really?

…actually properly experience one as a teacher and actually kind of go, 'OK,' I mean when actually came to it, a lot of people talked about it and such that it wasn't actually as bad as they'd expected sort of thing. Once the first day was done, especially they sort of, 'OK, let's just get on with it and,' and then probably it's the type of thing that maybe fills you with confidence going like, 'OK, I've been through one,' especially if the outcome is good overall, then you kind of feel, 'OK, you must be doing a good job cause external people have said that but…

Yeah, to have that…

…but at the same time part of me also goes, 'Is that an accurate representation?' 'Cause they're people who've come in, they don't know the context, the children or any other those sort of things so…hopefully, I know I'm not that helpful answering 'cause I…

No…

…was like both ways but…

…very helpful, very helpful because I think you've given sort of two sides to the same…

Hm.

…scenario so saying that maybe it would increase your confidence because you would kind of feel reassured and acknowledged by an external person…

Hm.

…on the other hand, because of your views on how it's a snapshot…

Yeah.

…maybe it wouldn't kind of always feel that it's that relevant. Hm.

Yeah.

Hm. That makes sense. And if you were to gain an outstanding status with you as a teacher now, so you would be part of that process, how would that feel? You've already mentioned about the confidence, is there anything else that it would mean probably?

Apart from potential, which I don't think I would feel but I guess I don't know unless it was to happen but the pressure kind of going well, you need to maintain that then. So if you are being identified as someone who's very good at this particular thing, then you're expected to always be very good at that, everyone sees you doing anything to do with like if you say you if someone identified you as an excellent teacher in Maths or whatever then you'd always be expected to be an excellent teacher in Maths regardless of the kind of change of children and each day and all those type of thing so…Then I don't imagine, knowing myself, that that would impact on me but, again, it would have the potential to and can have the potential to.

Hm, hm, hm. I'm going to very quickly look at my notes just to prompt myself…

Hm.

…because I think we've covered so many things that I thought we might talk about and I've also I've been very interested in hearing your experiences, [name]. I think it looks like we've pretty much talked about most of the things I've been wondering about. I think the only thing that I'm still really interested in is, is there anything in the school that could happen as an intervention to facilitate your EWB or teachers' EWB?

Like an actual top-down focus on that so actually…

Could be top-down, could be could be any sort of intervention that if that was put in place, that would have a positive impact on your…?

Erm, I think a very simple thing but I don't know how much it would actually impact is making people leave home, leave home, sorry, leave work and *go* home. Erm, one down-side's about this school's being run by a company or whatever the building is facilitated by a company…

Ah, OK.

…is actually, it's open ridiculous hours (laughs) so the actual school building is open from like 6 in the morning…(laughs)

OK.

…until about half 8?

OK.

So if you wanted to, you could…

You could.

…be here during that time. You can come in on Saturdays, the only day when the school is closed is Sundays and in actual bank holidays…

OK.

…and just cause the way it's run by the management company…

Yeah.

Erm, which compared to like other people in the area, teachers from different schools, their school is closed at 6 on the dot, means you just have to go home so but then that doesn't necessarily stop you from doing stuff cause you can access things at home remotely, like most computer systems and stuff. It's all virt…accessible from somewhere else or it's stuff you bring home, paperwork and books and stuff to mark at home. But just sort of like, a general approach that basically kind of says, 'Well, it's OK, like you've worked x amount of hours, just accept that you can't get everything done and it doesn't matter if you don't get all his done, you can leave it for the next day and or we will have to negotiate how we're gonna get things done in a different way. Erm, recognition of the number of hours that people work so actually I'm actually working this number of hours and actually someone saying, 'Yeah, actually, you *are* working a lot of hours, thank you, I appreciate it,' bit more from everybody cause it's not always necessarily accepted, erm, and just also what I would definitely say like a top-down approach that the management and governors and whoever would actually kind of go, 'Look, we need to consult our staff on how many hours they're working and what the a…impact is and what the workload is like,' so basically a workload…. so there was a big Department for Education thing where *they* focused on teacher workload but actually then OK, they published a documentation on that, that actual what is the impact being on the school. I mean if a document was passed, published on safeguarding as it was in the summer last year, that was brought to our attention straight away and we were to sign that we'd read it. Nobody is making a such a big investment (laughs) in the idea that a document was published on teacher workload. Nobody's gone, 'Well, this is published, this is what

we're gonna do about it,' so it's that kind of attitude that there's a big attitude in safeguarding, as there should be but there should be an attitude that teacher workload, especially when it's been looked at by the government, is also a big thing and seeing what can be done about that.

Hm. Do you feel that that's something then that the management of the school should…

Yes, oh yeah, definitely…

…kind of impose?

Yeah, because it's also them who impose obviously the other work and would have the impact to say, 'Look, you don't have to do x, y and z at this point then working out things, spreading things out or whatever and that type of thing.

Hm. And for them to set some boundaries around workload and acknowledge the hours people work…

Yeah.

…and kind of give you that positive feedback as well…

Yeah.

…you said.

Yeah.

Is there anything else that could be helpful potentially?

(pause) N..not really, I wouldn't think anything because it's obviously up to you as a person to make sure that you are rested and healthy, which obviously has an impact so you've got enough sleep and you're eating healthy and that you do fun things as well to balance out from work cause any work can be stressful even if you have a management that leads, sometimes the workload is just worse and that's down to you and I wouldn't really expect like a management to start like totally be make it their focus to organise things socials and stuff at work, sort of thing, that happens naturally in a school anyway, people go to the pub and stuff that type of thing but so not really, no.

Hm. Great. It's been so helpful, [name], thank you so much.

No worries.

Is there anything else that you feel you haven't had a chance to add or anything sort of missing, we've touched on a few areas of what's been helpful, not so helpful.

Don't think so.

No?

No.

Do you feel that we've covered it all?

Yeah.

Great, well, thank you so much…

No problem.

I really appreciate your help.

No worries.

Let's just see if it's all, hopefully it should be be there. Right.

Appendix L: Search Strategy

*: Where two numbers are shown, the first represents the initial number of search results whilst the second indicates the number of results after all relevant limiters and expanders have been applied. Where only one number is noted, the number of initial search results was low enough for the results to be viewed without applying limiters or expanders.

When	Search term	Search engine	Title/ abstract/ subject terms	Number of results*	Number of relevant results
March, 2017	Wellbeing OR well-being OR mental health OR emotional AND teach* OR staff	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	SU	14,471 402	2
March, 2017	as above	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	3,047 250	1
March, 2017	wellbeing OR well-being OR mental health AND teach* AND system*	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	2	0
March, 2017	wellbeing OR well-being OR mental health AND teach* OR staff AND headteacher OR head teacher	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	3	0

When	Search term	Search engine	Title/ abstract/ subject terms	Number of results*	Number of relevant results
March, 2017	wellbeing OR well-being OR mental health AND teach* OR staff AND manage* OR leader* AND senior	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	0	0
March, 2017	Ofsted OR OFSTED OR OfSTED AND outstanding	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	15	0
March, 2017	Ofsted OR OFSTED OR OfSTED AND school	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	151 25	1
March, 2017	Outstanding AND school	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	178 11	0
March, 2017	School AND inspection	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	194 84	1
March, 2017	Wellbeing OR well-being OR mental health AND teach* AND parent*	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	34	0

When	Search term	Search engine	Title/ abstract/ subject terms	Number of results*	Number of relevant results
March, 2017	wellbeing OR well-being OR mental health AND teach* AND child* OR student OR pupil	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	1540 108	1
March, 2017	wellbeing OR well-being OR mental health AND teach* AND attainment OR achievement OR progress OR result OR academic	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	1729 17	0
March, 2017	wellbeing OR well-being OR mental health AND teach* AND colleague* OR peer	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	0	0
March, 2017	wellbeing OR well-being OR mental health AND teach* AND relationship* OR social	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	42 23	0
March, 2017	wellbeing OR well-being OR mental health AND teach* AND work AND life AND balance	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	28	0

When	Search term	Search engine	Title/ abstract/ subject terms	Number of results*	Number of relevant results
March, 2017	wellbeing OR well-being OR mental health AND teach* AND time	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	235 39	0
March, 2017	wellbeing OR well-being OR mental health AND teach* AND evaluat* OR judge*	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	352 26	0
March, 2017	wellbeing OR well-being OR mental health AND teach* AND accountab*	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	10	0
March, 2017	wellbeing OR well-being OR mental health AND teach* AND govern* OR local authority	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	48 17	1
March, 2017	wellbeing OR well-being OR mental health AND teach* AND media	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	101 19	0
March, 2017	stress OR pressure AND teach*	PsycINFO Psychology and Behaviour Sciences Collection PsycARTICLES Education Source	TI	702 148	0
March, 2017	wellbeing OR well-being OR mental health AND teach*	Discovery	TI	2,924 12	1

When	Search term	Search engine	Title/ abstract/ subject terms	Number of results*	Number of relevant results
March, 2017	wellbeing OR well-being OR mental health AND teach* AND system* OR ecolog*	Discovery	TI	1,783 31	1
March, 2017	wellbeing OR well-being OR mental health AND teach* AND headteacher OR head teacher OR senior manage* OR leader*	Discovery	AB	2,027 31	0
March, 2017	wellbeing OR well-being OR mental health AND teach* AND Ofsted OR OFSTED OR OfSTED AND outstanding	Discovery	AB	4	0
March, 2017	wellbeing OR well-being OR mental health AND teach* AND parent	Discovery	AB	8,135 47	0
March, 2017	wellbeing OR well-being OR mental health AND teach* AND colleague* OR peer	Discovery	AB	20,286 45	0

When	Search term	Search engine	Title/ abstract/ subject terms	Number of results*	Number of relevant results
March, 2017	wellbeing OR well-being OR mental health AND teach* AND relationship* OR social	Discovery	AB	88,904 107	0
March, 2017	wellbeing OR well-being OR mental health AND teach* AND child* OR student OR pupil	Discovery	AB	60,400 134	0
March, 2017	wellbeing OR well-being OR mental health AND teach* AND attainment OR achievement OR progress OR result OR academic	Discovery	AB	77,236 22	0
March, 2017	wellbeing OR well-being OR mental health AND teach* AND work AND life AND balance	Discovery	AB	748 3	1
March, 2017	wellbeing OR well-being OR mental health AND teach* AND Time	Discovery	AB	28,981 38	0

When	Search term	Search engine	Title/ abstract/ subject terms	Number of results*	Number of relevant results
March, 2017	wellbeing OR well-being OR mental health AND teach* AND evaluat* OR judge* OR accountab*	Discovery	AB	26,586 41	0
March, 2017	wellbeing OR well-being OR mental health AND teach* AND govern* OR local authority	Discovery	AB	9613 251	1
March, 2017	wellbeing OR well-being OR mental health AND teach* AND media	Discovery	AB	367,899 936	0
March, 2017	Stress OR pressure AND teach*	Discovery	AB	2,035,192 18	0

Appendix M: Inclusion and Exclusion Criteria

Inclusion criteria	Rationale
answers the research question: *What are the systemic influences on primary school teachers' emotional wellbeing?*	Relevance
UK (including Scotland and Wales)	cultural, social, political relevance; Ofsted is not present in Scotland and Wales but an inspecting body is present
English language	Accessibility
since 1992	the year of the establishment of Ofsted
settings: primary schools (or a mixed sample including primary schools); Ofsted outstanding or unspecified	comparability to the current research
participants: teachers (full-time or unspecified)	comparability to the current research
papers can be about stress	participants' conceptualisation of EWB involved this

Exclusion criteria	Rationale
non-UK	cultural, social, political relevance
language other than English	Accessibility
before 1992	the establishment of Ofsted was in 1992
pre-schools, secondary schools, further or higher education	comparability to the current research
teacher trainees or headteachers	comparability to the current research
specific intervention programme targeting WB	comparability to the current research
aspects of WB that is not EWB (e.g. physical or spiritual WB)	comparability to the current research
other variables associated with EWB (e.g. emotional literacy, emotional intelligence, resilience)	specificity conceptualisation of EWB
internal factors within EWB (e.g. self-efficacy)	relevance to research question asked of the literature

Appendix N: Critical Appraisal Tools

1. **Qualitative Empirical Studies** - Adapted from the Critical Appraisal Skills Programme (CASP) (2013) Qualitative Checklist and the Critical Appraisal Checklist for An Article on Qualitative Research (n.d.)

Question
Was there a clear statement of the aims of the research? • What was the goal of the research? • Why was it thought important? • What is its relevance? **Is a qualitative methodology appropriate?** • Does the research seek to interpret or illuminate the actions and/or subjective experiences of participants? • Is qualitative research the right methodology for addressing the research goal?
IS IT WORTH CONTINUING? **What is the background?** • Is there a thorough review of the literature outlining current knowledge on this topic?
Was the research design appropriate to address the aims of the research? • Has the researcher justified the research design (which method to use)? **Was the recruitment strategy appropriate to the aims of the research?** • Has the researcher explained how participants and the setting were selected? • Has the researcher studied the most useful or productive range of individuals and settings relevant to their question? • Has the researcher explained why the participants selected were the most appropriate to provide access to the type of knowledge sought? • Have the characteristics of the participants been defined? • Is there any discussion around recruitment (e.g. why some people chose not to take part)?

Question
Was the data collected in a way that addressed the research issue?

• Have appropriate data sources been studied?

• Has the researcher justified the setting for data collection?

• Is it clear how data were collected?

• Has the researcher justified the method?

• Has the researcher described the method explicitly and in enough detail (e.g. how interviews were conducted)?

• If methods were modified during the study, has the researcher explained how and why?

• Is the form of data clear (e.g. tape, video, notes)?

• Were the methods used reliable and independently verifiable (e.g. tape, video, notes)?

• Were observations taken in a range of circumstances (e.g. different times)?

• Has the researcher discussed the saturation of data?

Has the relationship between researcher and participants been adequately considered?

• What was the researcher's perspective?

• Has the researcher critically examined their own role, potential bias and influence during formulation of the research questions, choice of location, sample recruitment and data collection?

• How has the researcher responded to events during the study and have they considered the implications of any changes in the research design?

Have ethical issues been taken into consideration?

• Are there sufficient details of how the research was explained to the participants for the reader to assess whether ethical standards were maintained?

• Has the researcher discussed issues raised by the study (e.g. informed consent, confidentiality, how the effects of the study on the participants were handled during and after the study)?

• Has approval been sought from the ethics committee?

• Has the researcher discussed the implications and consequences for research findings?

Question
Was the data analysis sufficiently rigorous? What quality measures were implemented? • Is there an in-depth description of the analysis process? • Is it clear how the categories/themes were derived from the data? • Has the researcher explained how the data presented were selected from the original to demonstrate the analysis process? • Are there sufficient data presented to support the findings? • To what extent are contradictory data taken into account? Were negative or discrepant results fully addressed or ignored? • Did more than one researcher perform the analysis? What method was used to resolve differences of interpretation? • Has the researcher critically examined their role, potential bias and influence during analysis and selection of data for presentation?
Is there a clear statement of <u>findings</u>? • Are the findings explicit? • What are the results? Is there adequate discussion of the evidence both for and against the research arguments? • Are the explanations presented plausible and coherent? • Has the researcher discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)? • Are conclusions justified by the results? • Have alternative explanations for the results been explored? • Are findings discussed in relation to the original research question? • Have sequences from the original data been included in the paper (e.g. direct quotation)? • Is it possible to determine the source of data presented (e.g. by numbering of extracts)? • How much of the information collected is available for independent assessment?

Question
How <u>valuable</u> is the research? • Has the researcher discussed the contribution the study makes to existing knowledge or understanding e.g. do they consider the findings in relation to current practice, policy or relevant research-based literature? • Has the researcher identified new areas where research is necessary? • Has the researcher discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used? • Were the participants in the study similar in important respects to my own participants? • Is the context similar to my own context? • What are the overall strengths and limitations? Are these acknowledged? • Ho do findings relate to practice?

2. Quantitative Empirical Studies - Holland & Rees (2010)

Question
Focus What topic is the concern of this article? Can you identify measurable 'variables' in the title or researcher's statement concerning their main interest? Is this an important topic for research?
Background How does the researcher argue that the topic is worthwhile? How widespread or big a problem is it? Is the seriousness of the topic reinforced by the previous studies? Is there a thorough review of the literature outlining current knowledge on this topic? Are the key variables defined and an attempt made to consider how they can be measured? E.g. definitions of 'pain' or 'anxiety' and descriptions of scales frequently used to measure them.
Aim What is the statement of the aim of the data collection? This usually begins with the word 'to', e.g. 'The aim of this study is 'to examine/determine/ establish/compare/etc'. If it is a randomised control trial there may be a hypothesis.
Methodology or Broad approach Within a quantitative approach, is it a survey, experimental (RCT), or correlation study? Does seem suitable given the aim of the study?
Tool of data collection What was the method used to collect the data? Had this been used in previous studies and so may be regarded as reliable or accurate? If not, was it piloted? Is there any mention of reliability or validity? Is there a rationale given for the choice of tool? Could an alternative tool have been considered?
Method of data analysis and presentation Is the method of processing and analysing the results described in the methods section, such as statistical process through SPSS computer analysis, and are the results clearly presented in the results/findings section? Does the researcher clearly explain any statistical techniques or methods of presentation such as tables, graphs, pie charts?
Sample On how many people, events, or things are the results based? If questionnaires were used, what was the response rate? If it was a randomised control trial, what was the dropout rate? Is either of these likely to have an impact on the results? Were there inclusion and exclusion criteria stated? Were these reasonable given the research question and the nature of the sample? Do they limit to whom the results may apply? What method was used to select who were included in the study (the sampling strategy)? Does the sample suffer from any kind of bias?

Question
Ethical considerations Did an ethics committee (LREC, or in US an Institutional Review Board 'IRB') approve the study? Was informed consent gained and mention made of confidentiality? Could the study be said to be ethically rigorous?
Main Findings What did they find in answer to their aim? What were the large results that relate to the aim of the study?
Conclusion and Recommendations Did they give a clear answer to their aim? If they stated a hypothesis, did they say if this was supported or rejected? Were clear recommendations made (who should do what, how, now)?
Overall strengths and limitations What would you say were the aspects of the study they did well? What aspects were less successful? Did they acknowledge any limitations to the study?
Application to practice How do the results relate to practice? Should any changes be considered?

3. Mixed Methods Empirical Studies - Adapted from Long (2005)

Question
Purpose What are the aims of this paper? If the paper is part of a wider study, what are its aims?
The Study What type of study is this? What was the intervention? What was the comparison intervention? Is there sufficient detail given of the nature of the intervention and the comparison intervention? What is the relationship of the study to the area of the topic review?
Context 1: Setting Within what geographical and care setting is the study carried out? What is the rationale for choosing this setting? Is the setting appropriate and/or sufficiently specific for examination of the research question? Is sufficient detail given about the setting? Over what time period is the study conducted?
Context 2: Sample What was the source population? What were the inclusion criteria? What were the exclusion criteria? How was the sample (events, persons, times and settings) selected? (For example, theoretically informed, purposive, convenience, chosen to explore contrasts) Is the sample (informants, settings and events) appropriate to the aims of the study? If there was more than one group of subjects, how many groups were there, and how many people were in each group? Is the achieved sample size sufficient for the study aims and to warrant the conclusions drawn? What are the key characteristics of the sample (events, persons, times and settings)?
Context 3: Outcome Measurement What outcome criteria were used in the study? Whose perspectives are addressed (professional, service, user, carer)? Is there sufficient breadth (e.g. contrast of two or more perspective) and depth (e.g. insight into a single perspective)?
Ethics Was Ethical Committee approval obtained? Was informed consent obtained from participants of the study? How have ethical issues been adequately addressed?
Comparable Groups If there was more than one group was analysed, were the groups comparable before the intervention? In what respects were they comparable and in what were they not? How were important confounding variables controlled (e.g. matching, randomisation, or in the analysis stage)? Was this control adequate to justify the author's conclusions? Were there other important confounding variables controlled for in the study design or analyses and what were they? Did the authors take these into account in their interpretation of the findings?

Question
Qualitative Data Collection Methods What data collection methods were used in the study? (Provide insight into: data collected, appropriateness and availability for independent analysis) Is the process of fieldwork adequately described? (For example, account of how the data were elicited; type and range of questions; interview guide; length and timing of observation work; note taking)
Qualitative Data Analysis How were the data analysed? How adequate is the description of the data analysis? (For example, to allow reproduction; steps taken to guard against selectivity) Is adequate evidence provided to support the analysis? (For example, includes original / raw data extracts; evidence of iterative analysis; representative evidence presented; efforts to establish validity - searching for negative evidence, use of multiple sources, data triangulation); reliability / consistency (over researchers, time and settings; checking back with informants over interpretation) Are the findings interpreted within the context of other studies and theory?
Researcher's Potential Bias What was the researcher's role? (For example, interviewer, participant observer) Are the researcher's own position, assumptions and possible biases outlined? (Indicate how these could affect the study, in particular, the analysis and interpretation of the data)
Findings
Strengths
Limitations
Policy and Practice Implications To what setting are the study findings generalisable? (For example, is the setting typical or representative of care settings and in what respects? If the setting is atypical, will this present a stronger or weaker test of the hypothesis?) To what population are the study's findings generalisable? Is the conclusion justified given the conduct of the study (For example, sampling procedure; measures of outcome used and results achieved?) What are the implications for policy? What are the implications for service practice?
Other Comments What was the total number of references used in the study? Are there any other noteworthy features of the study? List other study references

4. **Literature Reviews** - Critical Appraisal Skills Programme (CASP) (2013)

Question
Author, date, title
Did the review address a clearly focused question (e.g. the population, intervention and outcome?)
Did the authors look for the right type of papers? Did they address the review question? Did they have an appropriate study design?
IS IT WORTH CONTINUING?
Were all the important, relevant studies included? Which databases were used? Was there any follow-up from reference lists? Was there any personal contact with experts? Did the search for both published and unpublished studies? Did they search for non-English language studies?
Did the authors do enough to assess the quality of the included studies?
If the results of the review have been combined, was it reasonable to do so? Were the results similar from study to study? Were the results of all included studies clearly displayed? Were the results of different studies similar? Were the reasons for any variations in results discussed?
What are the results? Are the 'bottom line' results clear? What are these? How were they expressed?
How precise are the results? Are there any confidence intervals given?
Can the results be applied to the local population? Are participants sufficiently different to own population to cause concern? Is my local setting much different?
Were all important outcomes considered? Is there other information you would like to have seen?
Are the benefits worth the harms and costs?

5. **Discussion Texts** - Adapted from Hek, Langton & Blunden (2000); Aveyard (2007); Thouless & Thouless (1953; as cited in Aveyard, 2007, p.103) and Cottrell (2011)

Question
Author, date, title
Is the subject relevant to the review question?
Is it accurate?
Is it well-written and credible?
Are arguments presented in a logical order?
Is good use made of alternative arguments or is there a misrepresentation or evasion of opposing arguments?
Are there any 'dishonest tricks' e.g. emotionally charged words, polarised language, selected instances?
Is it peer reviewed in any way?
Does it ring true?
In what quality of journal is the report published?
What is the intended target audience?
What are the credentials of the author? Are they suitably qualified to report on the topic in question?
What/who is the publisher?

Appendix O: Critique of Selected Literature

The tables in this working document were shortened and simplified following literature appraisal to increase their clarity and readability. Critiquing comments are included in italics.

Question	Answer
Author/date/title	**Jeffrey & Woods (1996). Feeling Deprofessionalised: The social construction of emotions during and OFSTED inspection**
Was there a clear statement of the aims of the research?	*Subject is clear but it sounds biased.*
Is a qualitative methodology appropriate?	*Yes.*
IS IT WORTH CONTINUING?	*Yes but critical approach may be necessary.*
What is the background?	Government reforms and Ts' emotional response can lead to deprofessionalisation, which impacts on Ts' personal selves and shifts their identity from professional to technician. *Literature review on professional uncertainty, loss of self, and deprofessionalisation offered.*
Was the research design appropriate to address the aims of the research?	Case study; *depends on their claims. At the end, there is a brief caveat: is this an afterthought rather than carefully considered limitation?*
Was the recruitment strategy appropriate to the aims of the research?	*Not clear. They focus on 1 of the 5 schools involved but we don't know how these were selected and how the 1 was singled out.* *Characteristics of participants and school context are described.*
Was the data collected in a way that addressed the research issue?	*Yes, a range of data collection methods were employed: observation, interview, study of documents, longitudinal. What impacted on the length of the interviews ranging between 15 to 60 mins?*
Has the relationship between researcher and participants been adequately considered?	*No.*
Have ethical issues been taken into consideration?	*All names are pseudonyms but nothing else discussed.*

Question	Answer
Was the data analysis sufficiently rigorous? What quality measures were implemented?	*There is no information on the data analysis.*
Is there a clear statement of <u>findings</u>?	*It sounds like the authors may have cherry-picked findings that confirmed their biases; however, some contrasting arguments are also discussed.*
How <u>valuable</u> is the research?	*What was their overall grading in the end?* *It is very interesting, it acknowledges some alternative explanations and its population primary teachers but there are methodological uncertainties. Ethical considerations are not discussed. The reader is not reassured about the rigour of analysis.*

Question	Answer
Author/date/title	**Brown, Ralph & Brember (2002). Change-linked work-related stress in British teachers**
Was there a clear statement of the aims of the research?	*Yes, see summary table.*
Is a qualitative methodology appropriate?	*Yes, to provide rich descriptions and explanations of situational influences from the subjects' view.*
IS IT WORTH CONTINUING?	*Yes.*
What is the background?	*There seems to be a relatively limited review, focusing on a few definitions of stress and the impact of stress on health and teacher absenteeism.*
Was the research design appropriate to address the aims of the research?	*Yes because they wanted to identify strategies to improve organizational health. It is not clear how illuminative research may be different from GT.*
Was the recruitment strategy appropriate to the aims of the research?	*No clear rationale as to how Ps were selected. It is not explained why these Ps are the most appropriate to provide access to the information sought. Were they the most productive and useful range of individuals?* *Not all characteristics of schools and participants were defined and the reader cannot be sure that the selection was rigorous or why people chose to/not to take part.*
Was the data collected in a way that addressed the research issue?	In 1992-93, workshop participants were asked the single question 'In general, how stressful do you find being a teacher in this period of continuous change?' Then focused interviews with a number of Ts in Manchester primary and secondary schools.

Question	Answer
	- September, 1997 - September, 1998 In the 2nd paper, the exact same information is presented as if it had been conducted in 1992 - 20 Ts in primary and secondary schools, which were chosen because they contained a balance of city, urban and rural schools; *What were the selection criteria within this? The authors talk about these schools being typical in the NW of England, e.g. limited resources, traditional organisational structures, demoralised staff etc - based on what source? 2nd paper: 40Ts* - individual, 45-min sessions - follow-up sessions when necessary - school and faculty documents - school visits and INSET training Information profile on T/school was assembled and initial categories were identified. Then researchers selected a number of phenomena, opinions and topics for more sustained intensive enquiry. *How did these selected themes emerge or were saturated? It is acknowledged here that the questioning became more focused here, which is probably a sign of saturation.* 10 further focused interviews. Then Ts were offered to express their reflections in writing. A "number of" Ts chose to do this. *How many? Are their views representative of the sample?* *A range of data sources were studied and triangulated and it is clear how the data was collected. It is not clear why there were 20 interviews initially and then only 10. What happened to the other 10 Ps? It is clear that the data was professionally transcribed. Saturation of data was not discussed.* *Questions around credibility and dependability of findings as a result.*
Has the relationship between researcher and participants been adequately considered?	*No, this is may be a concern regarding the confirmability and transferability of findings.*
Have ethical issues been taken into consideration?	*No.*
Was the data analysis sufficiently rigorous? What quality measures were implemented?	*No information about this.* *In the final stage, when a "number of" participants gave a written reflection, there may be a possibility that this was not representative of the whole sample. Ps' motifs were not reflected on by the authors and limitations were not acknowledged!* *As above: in the third stage, researchers selected a number of*

Question	Answer
	phenomena, opinions and topics for more sustained intensive enquiry. *How did these selected themes emerge or were saturated? It is positive that they talk about looking at cause and effect within an explanatory context and searching for alternative explanations. What is the researcher's orientation??*
Is there a clear statement of findings?	Both organisational and personal factors need to be examined and the relationship between factors. *In the 2nd paper, only the first 6 conceptual categories are mentioned and their key example categories! I am questioning the credibility of findings.*
How valuable is the research?	*The researchers drew conclusions to support policy development but did not discuss the transferability of their findings or how they may inform future research. Strengths and limitations are not acknowledged here.* *This study involved both primary and secondary Ts and, therefore, they are only partially similar to my participants/context.*

Question	Answer
Author/date/title	**Brown & Ralph (1994). Towards the Identification and Management of Stress in British Teachers**
	This paper seems to be an earlier version of the paper above. Comments on this paper are indicated in blue above. Some discrepancies between the two papers are also highlighted.

Question	Answer
Author/date/title	**Webb & Vulliamy (2004). Pressures, Rewards and Teacher Retention: a comparative study of primary teaching in England and Finland**
Was there a clear statement of the aims of the research?	*Clear background, aims and RQs.*
Is a qualitative methodology appropriate?	*Yes, the researchers sought to illuminate the subjective experiences of English and Finnish teachers.*
IS IT WORTH CONTINUING?	*Yes.*

Question	Answer
What is the background?	This York-Jyvaskyla Teacher Professionalism Project is a follow-up to the York-Finnish Project (YFP). England: Edu Reform Act, National Curriculum: subject-based teaching, whole-class teaching; Finland: thematic work with more active learning pedagogies; England: external accountability imposed through Ofsted; Finland: abandoned national inspection system and promoted school self-evaluation YFP did not specifically look into the impact of reforms but the importance of this seemed to start to grow in the years that followed.
Was the research design appropriate to address the aims of the research?	"Category generation and saturation, based upon the 'constant comparison' method originally advocated by Glaser & Strauss (1967)". *Why is this not referred to as GT? Appropriate methodology as they were interested in what works for whom under what circumstances.*
Was the recruitment strategy appropriate to the aims of the research?	*Why was the same sample of participants studied again? Because they were accessible? The researcher has not explained why the participants selected were the most appropriate to provide access to the type of knowledge sought. Some characteristics of Ps were defined.*
Was the data collected in a way that addressed the research issue?	*The selection of settings and Ps remains unclear. The method was not justified but it makes sense as the author sought to elicit rich views of participants.*
Has the relationship between researcher and participants been adequately considered?	*No, researcher's position was not explicitly expressed and their role was not critically examined. We do not know if any changes were made to the design.*
Have ethical issues been taken into consideration?	*No, there are no sufficient details of ethical issues raised by the study and whether approval was sought. They discussed some implications of findings.*
Was the data analysis sufficiently rigorous? What quality measures were implemented?	- winMAX software for data analysis - Finnish data co-coded - language/cultural context/translation issues to be fully explored - *Otherwise, there is no information regarding the analytic process, e.g. how the categories were derived. Researcher bias during analysis was not considered further.*

Question	Answer
Is there a clear statement of findings?	*No one clear statement but findings are clear from the descriptions. RQs were addressed though not explicitly. The explanations presented are plausible and coherent and some aspects of the credibility of findings were discussed, e.g. triangulation.* *Conclusions are justifiable by the results but alternative explanations are not explored.* *It is possible to access direct quotations from the interviews, which are clearly labelled.*
How valuable is the research?	*The need for training, funding, multi-agency working and pay rise were included, which is a strength. Some areas were not addressed, e.g. work intensification, support with reforms, heightening public respect and T autonomy.*

Question	Answer
Author, date, title	**Cockburn (1996). Primary teachers' knowledge and acquisition of stress relieving strategies**
Focus	*The focus and variables of the research are clear.*
Background	*Background clearly addresses gaps in research and demonstrates rationale and unique contribution of current study.* *Seriousness of the problem had been reinforced in previous studies; therefore, stress seems like a widespread problem and with clear gaps in the literature. There is a brief but concise overview of current literature.*
Aim	*It's not made explicit but it states that above issues are addressed for, without such knowledge, it is argued, attempts to reduce teacher stress may be markedly hindered. A better understanding of teachers' views on stress-relieving strategies may help the profession reduce teacher stress.*

Question	Answer
Methodology or Broad approach	Quantitative approach. Questionnaire, which was piloted on 37 early years trainee teachers but then used on qualified primary school teachers. It was modified based on students' feedback but *Is this a valid and reliable measure?* *The use of the student group is justified (professional, interesting, captive) but they sound like a convenience sample. The research sample seems suitable given the aims of the study.* *Rationale for the use of questionnaire is clear.* *Detailed, rich material might have been gained through qualitative approaches, e.g. through focus group or semi-structured interview. This would have been more suitable to clarify questions that remained, e.g. why teachers intended to read books on stress but did not do so etc.*
Tool of data collection	*It is not known whether this tool had been used in previous studies but it is hinted at that perhaps it had not. There is no information about the reliability and validity of this measure. The questionnaire often used the phrase 'your stress', which may suggest that the participants should / must be stressed; greater level of neutrality required? No formal reliability check was conducted on the questionnaire data and it is acknowledged that they may have been subject to some variation due, for example, to the time of year the survey was conducted.*
Method of data analysis and presentation	*There was no information on the method of data analysis and presentation. The researcher did not explain clearly the statistical techniques and methods.*
Sample	*Exclusion criteria stated. Results apply to primary school staff.* *It is not known how the 91 schools were selected. Is this the total number of schools in the LA?*
Ethical considerations	Explanatory letter was sent to prospective participants and envelope provided *(presumably to send back informed consent?)* *There is no information on whether an ethics committee approved the study and what information was shared with the participants.*
Main Findings	*Presented in detail.*
Conclusion and Recommendations	Teacher stress needs to be considered at governmental, school and individual levels. *See summary table.*

Question	Answer
Overall strengths and limitations	*See summary table.*
Application to practice	*Why is difficulties introducing teachers to support strategies referred to as a serious problem? Perhaps this reflects the paradigm shift that has taken place in the EP world since?*

Question	Answer
Author, date, title	**Griffith, Steptoe, Cropley (1999). An investigation of coping strategies associated with job stress in teachers**
Focus	Teacher stress, coping and social support. *It's an important topic for research.*
Background	Little is known about the impact of workplace support on the perception of stress in teachers. *There is only a brief overview of the literature. The authors provide a clear definition of coping and negative affectivity but do not talk about the scales frequently used to measure them. They do recognise, however, that not many standardised assessments had been previously used.*
Aim	*Clear:* to assess the associations between teacher stress, coping and social support.
Methodology or Broad approach	Questionnaire survey and *it seems suitable.*
Tool of data collection	*Not all questionnaire data was reported on.*
Method of data analysis and presentation	Analysis of variance, product-moment correlations, repeated measures analysis of variance and hierarchical multiple regression.
Sample	*Sampling strategy is clear.*
Ethical considerations	*No information on this.*
Main Findings	*Integrated in the thesis.*
Conclusion and Recommendations	*As above/below.*
Overall strengths and limitations	*See summary table.*

Question	Answer
Application to practice	*Clear:* Evidence for the beneficial effects of good relationships with co-workers and a harmonious atmosphere at work. Training in the analysis of challenging situations might reduce the use of maladaptive coping responses, leading to the prevention of the accumulation of stressors in teachers' work environments.

The following paper summarised findings from a longitudinal research called Variations in Teachers' Work, Lives and Effectiveness (VITAE) commissioned by the DfES. After critiquing this paper (Day & Kington, 2008), the full VITAE publication (Day, Stobart, Sammons, Kington, Gu, Smees & Mujtaba, 2006) was also consulted for clarification and detail.

Question	Answer
Author, date, title	**Day & Kington (2008). Identity, well-being and effectiveness: the emotional contexts of teaching**
Purpose	Aim: variations in Ts' work, life and effectiveness *There is some review of what identity means and how it may relate to Ts' wellbeing and also their effectiveness.*
The Study	Mixed methods - *different from my own research.*
Context 1: Setting	*Primary and secondary schools with different proportions of FSM pupils. Schools are in England but we do not know how they were selected, what the rationale was. Sufficient detail is given about the FSM ratios, which was used as a measure of deprivation. The time scale is Aut 2002 - Sum 2005)*
Context 2: Sample	*Very clearly detailed.*
Context 3: Outcome Measurement	*Teachers' perspectives are addressed and there is sufficient breadth and depth.*
Ethics	*Ethical issues not discussed.*
Comparable Groups	*The known differences between groups was the proportion of FSM and primary vs. secondary school. Proportion of female Ps was evenly distributed between groups. Another difference was Ps' professional life phase. These variables were discussed in the interpretation of findings.*
Qualitative Data Collection Methods	- 2 in-depth interviews x3 (one in each year) - T-generated 'effectiveness' histories collected by means of a critical incident workline - *What does this mean?* *Why did they conceptualise vulnerability as sustaining commitment despite the scenario? This sounds more like resilience.* *Data and analysis regarding dominant dimensions and scenarios were included.*

Question	Answer
Qualitative Data Analysis	*What was the method of data analysis?*
Researcher's Potential Bias	*Relationship between researcher and participants was not adequately considered.*
Findings	*Clearly presented.*
Strengths	*See summary table.*
Limitations	*See summary table.*
Policy and Practice Implications	*Rs discussed the contribution current research makes to existing knowledge and discussed how this may relate to practice. They haven't identified transferability, new areas of research or limitations. Strengths are acknowledged. Ps and contexts in this study were partially similar to those of my own (primary Ts).*
Other Comments	-

Question	Answer
Author, date, title	**Paterson & Grantham (2016). How to make teachers happy: an exploration of teacher wellbeing in the primary school context**
Purpose	Clear: seeking to explore the shared understanding of TWB and the factors that may support and promote it positively.
The Study	Mixed methods - *different from own.*
Context 1: Setting	*Some information provided on non-participating schools but characteristics of schools and time scale of study not discussed.*
Context 2: Sample	*Selection criteria and limitation in sampling acknowledged.*
Context 3: Outcome Measurement	*Teachers' perspectives*
Ethics	*Not addressed.*
Comparable Groups	*Groups represented to same LA and similar levels of deprivation, which was measured and accounted for for comparability.*
Qualitative Data Collection Methods	*Phases and techniques are explicit and researcher established for focus group what WB meant.*
Qualitative Data Analysis	TA – *method clearly specified* Analysed by both researchers simultaneously, *to increase rigor.*

Question	Answer
Researcher's Potential Bias	*Relationship between researchers and participants not addressed* - but answers seem to fall within the conceptual categories of GMWP. *Has filling this in previously influenced their answers?*
Findings	*See summary table.*
Strengths	*See summary table.*
Limitations	*See summary table.*
Policy and Practice Implications	Created an opportunity to begin a strengths-based dialogue that more successfully utilises factors that foster and support TWB, producing effective practices and policies at school, governmental and societal levels.
Other Comments	-

Question	Answer
Author, date, title	**Harris (2008). Befriending the two-headed monster: personal, social and emotional development in schools in challenging times**
Is the subject relevant to the review question?	*Yes because this paper talks about different ways of relating to one another within the school, in a climate of change, process and accountability. Placing relationships in the centre is key. This paper can be linked with my research through the concepts of change, relationships within the system, Ofsted.*
Is it accurate?	*Yes.*
Is it well-written and credible?	*It is well-written and relevant*
Are arguments presented in a logical order?	*Yes, the arguments build from describing the I-It relationships to relational fitness, sustenance, depth and alchemy: the more desired states of relating.*
Is good use made of alternative arguments or is there a misrepresentation or evasion of opposing arguments?	*There are a range of arguments presented from a Gestalt psychology point of view.*
Are there any 'dishonest tricks' e.g. emotionally charged words, polarised language, selected instances?	*No, the language seems balanced though lively.*
Is it peer reviewed in any way?	*Yes.*
Does it ring true?	*Yes.*

Question	Answer
In what quality of journal is the report published?	*British Journal of Guidance and Counselling academic journal, which claims to be the leading forum for debate between academics, trainers and practitioners in the field, publishing high-quality, international contributions*
What is the intended target audience?	*Academics, trainers and practitioners in the field of counselling.*
What are the credentials of the author? Are they suitably qualified to report on the topic in question?	Yes: from an internet search, Belinda Harris is Associate Professor in the Centre for the Study of Human Relations, School of Education at the University of Nottingham and a practising UKCP registered gestalt psychotherapist. Research and publications are concerned on application of counselling and psychotherapy in educational settings. She is Assistant Editor of the British Gestalt Journal.
What/who is the publisher?	Routledge

Question	Answer
Author, date, title	**Kyriacou (2001). Teacher stress: directions for future research**
Did the review address a clearly focused question (e.g. the population, intervention and outcome?)	*No.*
Did the authors look for the right type of papers?	*No information.*
IS IT WORTH CONTINUING?	
Were all the important, relevant studies included?	*No information.*
Did the authors do enough to assess the quality of the included studies?	*No information.*
If the results of the review have been combined, was it reasonable to do so?	*Some similarities, some differences. It is not discussed explicitly; therefore, it is not easy to judge.*
What are the results?	*See summary table.*
How precise are the results?	*No information.*
Can the results be applied to the local population?	*Some studies refer to both primary and secondary teachers and sometimes the population is unspecified: some comparability.*
Were all important outcomes considered?	*Are there more specific and in-depth information about systemic influences, particularly in the population of primary teachers?*

Question	Answer
Are the benefits worth the harms and costs?	*Unknown.*

These criteria did not seem to provide enough information; therefore, another checklist was also used.

Question	Answer
Author, date, title	**Kyriacou (2001). Teacher stress: directions for future research**
Is the subject relevant to the review question?	*It's relevant because it talks about sources of stress, including systemic influences. Links are also made to coping and retention. Some sections are less relevant because the author also discusses prevalence, research methods and directions for future research although these can provide valuable information about the context of the paper and my own research.* *There is no direct reference to EWB.*
Is it accurate?	*Some parts seem to be based on empirical research but there are sections that are not referenced; therefore, it is not obvious whether they are expert opinion or based on research evidence.* *Search strategy no evident.*
Is it well-written and credible?	*It appears well-written although the sections seem short. This may be due to the fact that the paper is 16 years old and the author claims to be the first one to use the phrase teacher stress in a title of an article.*
Are arguments presented in a logical order?	*Arguments are presented in a logical order.*
Is good use made of alternative arguments or is there a misrepresentation or evasion of opposing arguments?	*There are a range of arguments presented with some appreciation of a variety of definitions, measures, experiences of teachers (including individual and cultural differences).*
Are there any 'dishonest tricks' e.g. emotionally charged words, polarised language, selected instances?	*Not apparent.*
Is it peer reviewed in any way?	*It was published in a peer-reviewed journal.*
Does it ring true?	*It rings true but it also appears to have quite a narrow focus on both internal and external influences on wellbeing.*
In what quality of journal is the report published?	Educational Review
What is the intended target audience?	*The journal is written for academics and researchers in the field of education, teachers and managers in schools and local authorities and those concerned with the development*

Question	Answer
	and implementation of education policy.
What are the credentials of the author? Are they suitably qualified to report on the topic in question?	*Kyriacou is an author frequently cited in the field, which suggests his credibility. What raised questions was that he frequently cited himself, both in terms of the definition and research method of stress.*
What/who is the publisher?	Taylor & Francis

Appendix P: Summary of Selected Literature

Author/date/title/ 'coding' of text	Type of information	Aim of study/paper	Research question	Methodology and participants	Main findings	Strengths	Limitations
Jeffrey & Woods (1996) **Feeling Deprofessionalised: The social construction of emotions during and OFSTED inspection** **Ofsted inspection stress deprofessionalisation uncertainty confusion anxiety loss of self mortification dehumanisation commitment change**	Qualitative empirical study published in academic journal	To find out how disturbing Ofsted inspections are for Ts and with what social origins and consequences?	Inferred: What is the nature and meaning of T stress?	<u>Data collection</u>: observation, interview, study of documents <u>Data analysis</u>: case study but no further information. Teachers from one out of 5 schools but we do not know how many. Possibly all 8 staff?	Teacher stress over Ofsted inspections leads to deprofessionalisation.	- longitudinal - there is a clear statement of findings - it rings true - published in Cambridge Journal of Education	- language sounds suggestive and biased in places - recruitment strategy unclear - data analysis not discussed - credibility, dependability, transferability not specified - limitations not considered - no information about the other 4 schools referenced - relatively old paper

Author/date/title/ 'coding' of text	Type of information	Aim of study/paper	Research question	Methodology and participants	Main findings	Strengths	Limitations
Brown, Ralph & Brember (2002) **Change-linked work-related stress in British teachers**	Qualitative empirical study published in academic journal	To identify major stressors (individual and whole-school) in the schools of Manchester primary and secondary school teachers and to identify strategies to improve organisational health.	Inferred: What are the major stressors in the schools of the teachers selected?	<u>Data collection:</u> interviews, documents, written reflections <u>Data analysis:</u> Illuminative research (Parlett and Hamilton, 1985), based on GT of Glaser and Strauss (1967) 100 primary and secondary Ts	Certain work-related factors emerged: related to relationships, change, management and administration, time factors, schools environments and personal perceptions and feelings. Having a voice and receiving support are helpful.	- relevant topic - findings relevant to my research - methodology and some of the participant sample are comparable to my research - emphasises an organisational approach, which is relevant to the question I'm asking of the literature	- two versions of the same study - differences between the facts in the two papers, e.g. the year study was conducted - no information as to whether it was peer-reviewed - not all characteristics of schools and participants defined and the reader cannot be sure that the selection was rigorous or why people chose to/not to take part. - not clear why there were 20 interviews initially and then only 10. What happened to the other 10 Ps? - saturation not discussed - credibility and dependability of findings may be questionable - relationship between
Brown & Ralph (1994) **Towards the Identification and Management of Stress in British Teachers** **teacher-pupil relations relations with colleagues relations with parents and the wider community innovation and change school management time factors and workload school environments**	Qualitative empirical study - information analysis/ speech/ meeting paper/report						

Author/date/title/ 'coding' of text	Type of information	Aim of study/paper	Research question	Methodology and participants	Main findings	Strengths	Limitations
personal perceptions and feelings organisational factors personal factors teacher voice recognition and support							researcher and participants were not considered: confirmability and transferability of findings? These are also not discussed. - not sufficient information about whether data analysis was rigorous - strengths and limitations are not acknowledged - both primary and secondary Ts and, therefore, they are only partially similar to my participants/context.
Webb & Vulliamy (2004) **Pressures, Rewards and Teacher Retention: a comparative study of primary teaching in England and Finland**	Qualitative empirical study published in academic journal	Aim: to present and contrast crucial factors which discouraged teachers from remaining in teaching and those positively	See critique	Data collection: interviews Data analysis: constant comparison: Glaser and Strauss (1967)	The future of the teaching profession is dependent on empowering teachers and enabling more of them to feel so positively committed to their work. Only when the positive features of teaching	- explanations are plausible, coherent and some aspects of the credibility of findings were discussed, e.g. triangulation. - conclusions are	- The researcher has not explained why the participants selected were the most appropriate to provide access to the type of knowledge sought. Some characteristics of Ps were defined.

Author/date/title/ 'coding' of text	Type of information	Aim of study/paper	Research question	Methodology and participants	Main findings	Strengths	Limitations
curriculum reform assessment reform salary buildings and resources teacher retention work intensification pupil behaviour public respect commitment autonomy relationships		influencing retention. Ways forward for policy-makers suggested.		24 English Ts and 13 Finnish Ts	can take precedence, ensuring that there are fewer pressures and more rewards, will teacher shortages be alleviated.	justifiable by the results - relevant topic - clear research questions - rich details through qualitative methodology - future directions: the need for training, funding, multi-agency working and pay rise were included	- researcher's position was not explicitly expressed and their role was not critically examined We do not know if any changes were made to the design. - no sufficient details of ethical issues raised by the study and whether approval was sought - no information on rigor of data analysis. - some areas were not addressed when discussing implications, e.g. work intensification, support with reforms, heightening public respect and T autonomy

Author/date/title/ 'coding' of text	Type of information	Aim of study/paper	Research question	Methodology and participants	Main findings	Strengths	Limitations
Cockburn (1996) **Primary teachers' knowledge and acquisition of stress relieving strategies** **individual level interventions systemic level interventions awareness of stress reducing strategies resistance to stress reducing strategies stress reducing strategies being individualised developing stress-reducing strategies changing behaviour**	Quantitative empirical study published in academic journal	A better understanding of teachers' views on stress-relieving strategies (knowledge of or opinion of these as well as opinion on who should take responsibility and their job satisfaction) to help the profession reduce teacher stress.	Not explicit.	<u>Data collection:</u> questionnaires <u>Data analysis:</u> unknown <u>Participants:</u> 335 primary school staff in/around Norwich	Teacher stress needs to be considered at governmental, school and individual levels. Not all teachers are aware of the stress reducing strategies; there may be resistance to some techniques; no strategies are a universal success; personal experience is the most common way to develop strategies; advice needs to be specific; and changing behaviour is often complex.	- addresses important and widely relevant subject - researcher clearly identified gap in the literature - brief but concise overview of the literature - broad sample of participants were accessed, which may have increased the generalisability of these finding to similar populations - questionnaire was piloted - research sample seems suitable given the aims of the study <u>**Limitations continued:**</u> - no information on ethical approval and what information was shared with the participants - not wanting expert advice seen as problem	- student group: convenience sample? - rich material might have been gained through qualitative approaches to clarify remaining Qs, e.g. why teachers intended to read books on stress but did not do so etc. - no information about reliability and validity of measure. No formal reliability check conducted. - questionnaire phrase 'your stress': may suggest that the participants should / must be stressed; greater level of neutrality required? - no information on the method of data analysis and presentation - sampling strategy not known - literature search strategy not explicit

Author/date/title/ 'coding' of text	Type of information	Aim of study/paper	Research question	Methodology and participants	Main findings	Strengths	Limitations
Griffith, Steptoe, Cropley (1999) **An investigation of coping strategies associated with job stress in teachers** **T stress: stressors, perception of stress, negative affectivity psychological coping: disengagement social support, seeking support**	Quantitative empirical study published in academic journal	To assess the associations between teacher stress, psychological coping responses and social support.	Not explicit but inferred. What is the impact of work support on the perception of stress in Ts?	Data collection: questionnaire survey Data analysis: analysis of variance, product-moment correlations, repeated measures analysis of variance and hierarchical multiple regression 403 primary and secondary Ts in South London	Integrated within the thesis.	- important topic for research and relevant to my study - inventory has been used in previous work and appears psychometrically sound - clear sampling strategy - clear links between research findings and application to practice	- item contamination of some questions in questionnaire - response rate 53.5%; sample of respondents may not be representative - carried out with teachers from mixed multiethnic urban schools, so may not be generalisable to other populations of teachers - no information on ethics

Author/date/title/ 'coding' of text	Type of information	Aim of study/paper	Research question	Methodology and participants	Main findings	Strengths	Limitations
Day & Kington (2008) **Identity, well-being and effectiveness: the emotional contexts of teaching** **life phases emotion identity wellbeing effectiveness support**	Mixed methods empirical study published in academic journal	To study variations in Ts' work, life (identity, wellbeing) and effectiveness. What does it mean to be a T in different contexts and different times?	Inferred: What is the relationship between Ts' identity, wellbeing and effectiveness?	<u>Data collection:</u> interviews and critical incidents helpline <u>Data analysis:</u> not specified 295 primary and secondary Ts in England	- internal and external influences (e.g. life phases) (and the interaction between the two) impact on Ts' identity, WB, commitment, job satisfaction, self-efficacy, vulnerability, agency, resilience, perceptions of effectiveness - there are mediating variables - identities not consistently stable or fragmented but can change - the more Ts can manage scenarios, the more effective they feel	- relevant and important, commissioned by the DfES - goes beyond small scale qualitative studies, involves large sample, which increases generalisability of findings - longitudinal study - peer-reviewed paper - discusses contribution to existing knowledge and practice - strengths acknowledged	- no knowing of how the schools were selected - ethical considerations not discussed - unclear why the authors conceptualised resilience and vulnerability in the way they did and how this may have impacted on findings - method of data analysis unclear; the full document (Day et al., 2006) clarifies that methodology was GTM - findings not summarised in a concise, easy-to-understand way - not identified transferability, new areas of research or limitations

Author/date/title/ 'coding' of text	Type of information	Aim of study/paper	Research question	Methodology and participants	Main findings	Strengths	Limitations
Paterson & Grantham (2016) **How to make teachers happy: an exploration of teacher wellbeing in the primary school context** **ecological view of WB** **levels of system** **social support/capital** **relationships** **positive communication** **work-life balance** **media** **positive perceptions** **positive school ethos** **strength-based**	Mixed methods empirical study published in academic journal	To explore the shared understanding of TWB and the factors that may support and promote it positively.	Inferred: What factors promote positive TWB?	<u>Data collection:</u> questionnaire and semi-structured focus group <u>Data analysis:</u> TA 34 Ts in Scottish LA, then 5 Ps from school with highest level of WB	Indicated a number of factors that support TWB on micro-, exo- and macro-system (e.g. relationships, positive communication, work-life balance, media, positive school ethos, being trusted, positive perceptions of profession). Future research is required to explore tangible methods in which TWB can be improved through such factors.	- definition of WB established for focus group discussion - a strength-based approach is novice in problem-saturated literature - clearly linked to EP practice	<u>Limitations:</u> - GMWP: validity and reliability still to be established - GMWP findings align with focus group but were these answers influenced by GMWP - differential definitions of WB contributes to lack of generalisability - importance of considering context for deriving meaning from concepts - small-scaled nature and variable definitions of WB mean findings are tentative cannot be generalised - Ofsted not present in Scotland but equivalent inspection body is

Author/date/title/ 'coding' of text	Type of information	Aim of study/paper	Research question	Methodology and participants	Main findings	Strengths	Limitations
Harris (2008) **Befriending the two-headed monster: personal, social and emotional development in schools in challenging times** **relationships** **relational fitness;** **sustenance and depth; alchemy** **shared humanity and leadership** **energy, motivation, commitment** **curriculum imperatives** **challenging behaviour** **educational reforms** **accountability** **PSE and learning needs**	Evaluative report / discussion paper published in academic journal	To propose a three-stage model in order to place relationships in the centre, which is necessary to reestablish schools as inclusive people development.	-	-	When teachers and students move away from 'I-It' relations with each other towards more co-creative, 'I-Thou' forms of relating, their shared humanity and leadership enhances the energy, internal motivation and capacity of all to embrace change and face difficulties.	- written by a reputable scholar with various credentials - peer-reviewed - published in a trustworthy academic journal - well-written and arguments build in a logical order - relevant to compare with my study as there is emphasis on the relational component and potential systemic approaches	- is there an evasion of opposing arguments?

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Kyriacou (2001) **Teacher stress: Directions for future research** **need for further research** **prevalence** **sources** **coping** **intervention**	Literature review published in academic journal	To review research findings on teacher stress and suggest directions for future research.	Not explicit	Literature review	Research on teacher stress has established itself as a major area of international research interest. We need to consider directions of research. It is hoped that the suggestions made in this paper will aid reflection.	- relevant to my question - well-written and the sections follow a logical order with a range of arguments - author claims to be one of the first to study teacher stress and to use this term in a title in 1977; author is regularly cited in research papers - credibility - published in peer-reviewed academic/research journal - rings true	- no direct reference to EWB - some sections are not referenced; therefore, the strength of arguments is not easy to determine - author regularly cited himself, which raises questions about his credibility - search strategy not evident, the reader cannot know if there was a focused question, if the relevant papers were accessed and if the assessed the quality of the included articles - narrow/superficial focus o internal and external factors influencing teacher stress